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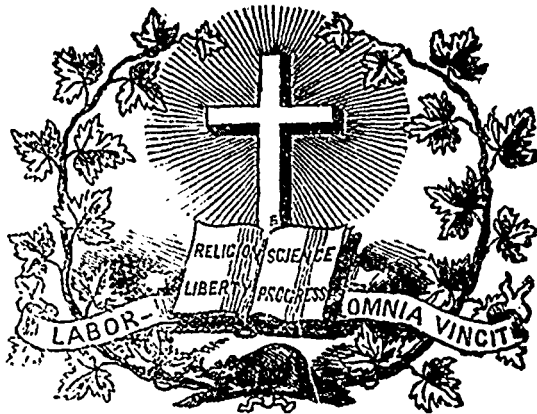
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JOURNAL OF EDUCATION.

Volume III.

Montreal, (Lower-Canada) July, 1859.

No. 7.

SUMMARY.—**EDUCATION:** Mental science, a study of importance to the elementary teacher, read before the Teachers' Association in connection with the McGill Normal School, by Professor Hicks. — School days of Eminent Men in Great Britain by John Timbs F. S. A. (continued from our last). — Suggestive hints towards improved secular instruction, by the Rev. Richard Dawes. (continued from our last). — Thoughts on language by Prof. Nutting (continued). — **OFFICIAL NOTICES:** Examiner appointed. — Jacques-Cartier Normal School. — McGill Normal School. — Notice to School Commissioners and School Trustees. — Diplomas granted by the Jacques-Cartier, McGill and Laval Normal Schools and by the Catholic Boards of Examiners for the districts of Montreal and Quebec. — Meeting of the Jacques-Cartier Normal School. — Association of Teachers. — Donations to the library of the Department. — Teachers wanted. — Situation as teacher wanted. — **TUTORIAL:** Obituary, the late Professor de Fenouille. — Public examinations of the Lower Canada Normal Schools. — Public examinations in our Colleges and Academies. — Proceedings at the distribution of prizes at the McGill Normal School. — Seventeenth meeting of the Teachers Association in connection with the Laval Normal School. — **ADVERTISEMENTS.**

EDUCATION.

Mental Science; A Study of Importance to the Elementary Teacher.

Read before the Teachers' Association in connection with the McGill Normal School by Professor Hicks, McGill Normal School.

We hear much at the present time of the fitness of the Teacher for the office he has undertaken, but many I am afraid when making remarks on this subject only have in mind the acquisitions he may have made of general knowledge, and specially of those branches of general knowledge which he is called upon to trade in the schoolroom. The great efforts that have been made in England and the Colonies during the last twenty years by the establishment of Training Schools, and the diffusion of right educational principles, have done much towards sending out what we term in ordinary discourse "educated men," and those exaggerated tales of ignorance, which used to be told with more of mockery than of sorrow that such things should be, are no longer the jest of the vulgar, and will soon be forgotten. To those who are unacquainted with what is meant by the word "education" this may be considered satisfactory, and little may seem to be required, besides applying to one of our Training Schools for a teacher worth a diploma and supplying the necessary funds for salary, apparatus and books, to enable the whole machinery of the noble work to move to the satisfaction and profit of all concerned. Those however who have made education a study, who have witnessed the effect of mind upon mind in the schoolroom, who have been convinced by experience that there is a power in the position of the teacher which exerts itself by daily and hourly influence either for good or evil, must own that something more is required than the preparation afforded by devotion to book learning, however deep and well chosen. The teacher has to do with the mind of man, that most mysterious of God's works, that source of our purest

pleasure and gratification. This mind of man although capable when expanded and strengthened by judicious training and right development, of producing results of an extraordinary nature, of diving deep into hidden things, requiring patient investigation and research, is yet like the body, slow in its growth, and dependent for future strength upon fostering care and right direction. As teachers, we never realize the importance of our work until we make ourselves, (at least to some extent) acquainted with the wonderful nature of this part of our being. We are all willing to confess that it requires training, that if improperly managed it may become not only stunted in its growth, but defective in its operations. We see around us instances—How many indeed!—of those whose mental faculties are as it were enveloped in a cloud, so thick, that all the blessings which we enjoy from more extended mental vision are to them, as far as this world is concerned, forever denied, yet how few of us give that attention to mental science, which will enable us so to classify the various faculties of the mind, that we may see clearly the extent of work we have in hand when we undertake the mental culture of those little ones whom it is our privilege to train in the way they should go. It must not, however, be supposed that I intend here to recommend those who are training for the office of teacher to enter deeply into a study which has given rise to much unprofitable controversy and which in its investigations can only reach to a certain bound, beyond which all is misty and not to be pierced by mortal eye. To those who have the time, the study of deep works on the human mind will, there is no doubt, be pleasurable and profitable; but it is a study requiring great care, much time and attention and a careful weighing of different opinions; and it is principally as a means to aid him in his work that the teacher requires it, he may be content with such moderate knowledge of its principles as may be obtained from some standard work, carefully read in connection with the usual subjects forming the course he may go through when preparing himself for his work.

Our teachers of Elementary Schools, more perhaps than any others, have need of knowledge of the human mind, and the methods to be pursued to ensure its right culture and healthful growth. The Infant Schoolroom receives the child from the parent at a time when the mind is beginning to expand, and before the whole of its faculties have been brought into active operation. The teacher has an opportunity of watching the first budding of the human intellect, the developing of each faculty as it manifests itself; and the numbers assembled together of children of similar age give opportunity of comparison which could not be obtained perhaps, under any other arrangement at present existing. I need hardly say that the teacher who pursues his occupation with a knowledge of the human mind, who has made himself aware of the great responsibility resting upon himself where he is entrusted with a little immortal being with a mental principle in him which needs great judgment in its management, and which may be made a blessing or the opposite to its possessor, will be more likely to succeed in his career, than one who goes blindly and heedlessly to

work and whose failure produces results which the future may exhibit to his deep but unavailing sorrow. It has often been our lot to witness some delicate work of art put into the hands of one, ignorant of its structure, yet anxious to examine its mechanism, and we have not failed to notice how earnestly the possessor desired that care should be taken lest too rough handling might mar that, which if broken could not be repaired, and have felt that it was only safe when again in the hands of him, whose knowledge gave him that confidence and dexterity from which no evil was to be dreaded. If it is so with mere matter mechanically arranged and which time will ultimately destroy and render useless, what may we not claim as regards care in the training of that part of man which is of divine origin which is in many cases injured beyond the reach of human power to mend much less to restore to the condition which it had before it came under the influence of bad management.

It may be objected by some, as I have already noticed in this paper, that mental science contains much that is based upon hypothesis; that many speculations connected with it are wild and visionary, that there is no subject upon which writers are more at variance; this is true, but we have nothing to do with these things, we do not want to dive deep into the mysteries of metaphysics, we only want the teacher to have such a knowledge of the facts observed in connection with the development of the mind of a child as will promote the object he has in view—a successful result to his important undertaking. It becomes necessary, then, that he should make himself acquainted with the chief faculties of the mind which are brought into activity in early life.

Of these perception is the first that manifests itself, and through the senses knowledge of the external world is poured into the mind by many entrances. The exercise of this faculty constitutes the chief pleasures of childhood, excites continued exertion for fresh food for the mind, and fills the storehouse of the memory with facts upon which future years may build with ease and security. The early years of infancy in most cases find enough upon which to feast and gather stores of food, and the careful parent will neglect no opportunity of presenting objects fitting to afford not only happiness for the morning of life, but at the same time strength for the future, which will not fail to elicit more advanced mental enquiries. When the child has arrived at such an age that he has acquired language sufficient to enable him to understand the explanations of those older than himself, and when the thousand difficulties that meet him in his way drive him to seek the aid of others who have travelled over the path he is now often bewildered in, the faculty of perception may be used with the greatest promise of success, and every explanation will sharpen the intellectual appetite. In connection with perception another faculty exists, upon the proper guidance, management and exercise of which the earliest manifestation of mental activity must depend for much of its future strength and usefulness. By calling into activity the faculty of attention, perception becomes doubly keen and observant.

That which would only claim a passing look, if examined while the faculty of attention is brought into activity, unfolds properties which before were not only unsought for, but unseen. There is no faculty of the mind which requires greater care in its exercise and development than this, and none which in its results will more abundantly repay each moment devoted to its exercise. The dulness which we often notice in the child of the uneducated, the unmeaning gaze of the unfortunate little one whose early life had been passed with those who have had no inclination to direct him or no capability of drawing his mind to observe and notice the things that lie before him in daily life, are owing to the little or no exercise of this faculty. To such a child, left to grow up in ignorance of the unnumbered beauties around him, the senses may be said to give hardly half their pleasure, he sees, and yet to a certain extent he is blind; he hears, and yet how dull of hearing! Place such a child, so neglected, in a class of little ones accustomed to hear object lessons in one of our efficient Infant Schools, and mark the contrast between his interest in the lesson and theirs. Around him are those who are being trained to investigate, compare and reflect, and who, when presented with a new object, can to some extent anticipate the method which the teacher will adopt in order to arrive at a proper estimate of its properties and uses. To them enquiry is pleasure, and the appetite for knowledge is sharpened by use, and in future years assuredly they will not hunger for food where so much will be spread in common life before them. He, on the contrary, sees not as they see, the plainest statements fail to reach his unaccustomed mind, and if no change takes place in his lot, existence will not bring half its pleasures, and those enjoyments which neither poverty nor misfortune can take away will

serve in no degree to lighten his load in his journey through life. The limits of this paper will not allow me to enter into the nature of every faculty which demands a portion of the teacher's care. The excellent works existing in our literature will afford every one an opportunity of investigating this important science. I am sure the study once commenced will be pursued with earnestness by those who seek to render themselves equal to the work they have undertaken. They will find that besides the subjects I have mentioned there are others such as conception, judgment and abstraction, which although in a great measure interwoven the one with the other, and dependent—yet require careful individual study in order to be clearly understood.

There is one fact connected with our mind which may be made of great use by the teacher in his desire to promote the future happiness of his pupils—I allude to the influence of perceptible objects in reviving feelings and thoughts that have long lain dormant in the memory. This tendency of the mind is called the *Association of Ideas*, and is the cause of much of the real enjoyment of life, and perhaps there is not an hour of existence in which its influence is not exercised. It is however, on the other hand the origin of much that may poison the cup of life, much that may warp the judgment, and in many cases the strongest efforts of reason are not able to counteract its mysterious power. Every season of life is open to its effects, but it is principally in the early days of childhood we find it exerting its sway in giving rise in the mind to feelings which may be useful or hurtful according as a guiding influence may or may not have been present to watch over the interests of future years. Since early association may thus produce two opposite effects on the character I need not say that every occasion should be seized to gather the experience of others on this important point, and that every opportunity should be sought of obtaining information relative to cases where the associations of early life have led to results of a beneficial tendency.

In religious instruction it is highly essential that early associations should be those of a permanent yet pleasurable nature. Everything connected with so sacred a subject should have nothing in the mind that may weaken the teacher's aim. The teacher himself here may make his earnestness, his look, the interest he may throw into the lesson, all, subservient to the end he has in view—an association in the mind that more than the ordinary school work is being done. A taste for the beautiful in nature and art, refinement, and purity of thought and language, humanity to the smallest object that crawls in the daily path, are strengthened by early associations to an extent which is little dreamed of by those who have neglected mental study.

There is another faculty of the mind claiming more than the ordinary attention of the teacher on which I wish to make a few observations before finishing this paper. Memory, or the faculty that enables us to preserve that which has occupied the mind in past time is evidently one upon which the instructor depends for all hope of success, especially where, as is too often the case, immediate results are only sought after. This faculty like every other is found to be of various degrees of strength in various individuals, and this to such an extent, that considering how far the teacher's interest depends upon what is called the progress of his pupils, it is a wonder more investigation has not been made into its nature than we generally find to be the case. One fact connected with it, is its capability of being increased or strengthened by judicious management, brings it with great power before the notice of every teacher and parent. Independent of this, there are other points connected with memory which are no less important—how far this faculty may be judiciously exercised so as to preserve it in a healthy condition—its great capacity in some minds when used in connection with some particular pursuit—its dependence upon other faculties, attention for instance, for producing the most marked results—these and many other points should receive consideration in proportion to their importance, and not one will be found unworthy of close investigation.

I shall not further enter into the other subjects which form parts of the science of the mind of man, having called attention to those that more immediately have connection with the early years of life, and therefore bear on what we call elementary teaching. The whole however deserves the care of those who are desirous of improving themselves as far as time and other advantages will allow. Every one can pursue this study to some extent at least; for daily life brings us into contact with man acting under the influence of the mind that is in him. Every individual can tell what passes within himself, and therefore the object of his study is ever present with him. Dugald Stewart, in his excellent work, the "philosophy of the human mind," says—"The words attention, conception, me-

mory, abstraction, imagination, curiosity, ambition, compassion, resentment, express powers and principles of our nature, which every man may study by reflecting on his own internal operations." Besides this the teacher has under his eye children varying in age and whom he is obliged to classify either according to intelligence or progress, and here a vast field of research into the principles of the human mind presents itself which the philosopher rarely can avail himself of. It is the teacher alone, who has that love, that anxiety, that sense of responsibility which he alone can feel who can enter into the feelings of the child, and watch the growth of intelligence as it expands with expanding years. No one can deny the importance of this study to the elementary teacher. His work is almost entirely with the mind; and does it not seem inconsistent that mental science should not form a part of his ordinary studies. We see around us those who shine on account of their mental superiority; we see on the contrary those who are deficient in talents by the use of which others arrive to importance; we see also those who, on account of their ignorance of the mind and its nature, violate the laws that the almighty has established for its preservation and sink into temporary or hopeless insanity. Such facts as these must arrest the attention of the intelligent man, who acknowledges that to know "*that which before us lies in daily life is the prime wisdom.*" This study then is important to all, but inasmuch as the teacher is indebted for success to the effect of mind upon mind, it must be confessed that to him its value is beyond estimation. The time is past when it was the teacher's wish only to make display and to allow that to compensate for thorough mental training.

The great authority whose words I have already quoted has left us his opinion on this point, and in concluding I am happy to make use of his comprehensive views to add weight to the object I had in view in preparing this paper.

"To instruct youth in the languages and in the sciences is comparatively of little importance, if we are inattentive to the habits they acquire, and are not careful in giving to all their different faculties, and all their different principles of action, a proper degree of employment. Abstracting entirely from the culture of their moral powers, how extensive and difficult is the business of conducting their intellectual improvement! To watch over the associations which they form in their tender years; to give them early habits of mental activity; to rouse their curiosity, and to give it to proper objects; to exercise their ingenuity and invention: to cultivate in their minds a turn for speculation, and at the same time preserve their attention alive to objects around them; to awaken their sensibilities to the beauties of nature, and to inspire them with relish for intellectual enjoyment;—these form but a part of the business of education, and yet the execution of even this part requires an acquaintance with the general principles of our nature, which seldom falls to the share of those to whom the instruction of youth is commonly intrusted."

School days of Eminent Men in Great-Britain.

BY JOHN TIMBS, F. S. A.

(Continued from our last.)

LX.

THE ADMIRABLE CRICHTON.

The combined genius, learning, and physical advantages which obtained for this celebrated Scotchman the title of Admirable, however oft-told, must be briefly related in this work. James Crichton, son of Robert Crichton, of Ellock, who was Lord Advocate to King James VI., was born in Scotland, in the year 1561. The precise place of his birth is not mentioned; but, having acquired the rudiments of education at Edinburgh, he was sent to study philosophy and the sciences at St. Andrew's, then the most renowned seminary in Scotland, where the illustrious Buchanan was one of his masters. At the early age of fourteen he took his degree of Master of Arts, and was regarded as a prodigy, not only in abilities but actual attainments. He was considered the third reader in the college, and in a short time became complete master of the philosophy and languages of the time, as well as of ten different languages.

It was then the custom for Scotchmen of birth to finish their education abroad, and serve in some foreign army previously to their entering that of their own country. When he was only sixteen or seventeen years old, (the date cannot be fixed,) Crichton's

father sent him to the Continent. He had scarcely arrived in Paris, when he publicly challenged all scholars and philosophers to a disputation at the College of Navarre, to be carried on in any of the twelve specified languages, "in any science, liberal art, discipline, or faculty, whether practical or theoretic; and, as if to show in how little need he stood of preparation, or how lightly he held his adversaries, he spent the six weeks that elapsed between the challenge and the contest in a continued round of tilling, hunting, and dancing." On the appointed day, however, he encountered "the gravest philosophers and divines," when he acquitted himself to the astonishment of all who heard him, and received the public praises of the president, and four of the most eminent professors. Next day, he was equally victorious at a tilting match at the Louvre, where, through the enthusiasm of the ladies of the court, and from the versatility of his talents, his youth, the gracefulness of his manners, and the beauty of his person, he was named *L'Admirable*.

After two years' service in the army of Henry III., Crichton repaired to Italy, and at Rome repeated in the presence of the pope and cardinals the literary challenge and triumph that had gained him so much honour in Paris. From Rome he went to Venice, and in the university of the neighbouring city of Padua, reaped fresh honours by Latin poetry, scholastic disputation, an exposition of the errors of Aristotle and his commentators, and (as a playful wind-up of the day's labour) a declamation upon the happiness of ignorance. He next, in consequence of the doubts of some incredulous persons, and the reports that he was a literary impostor, gave a public challenge: the contest, which included the Aristotelian and Platonic philosophies, and the mathematics of the time, was prolonged during three days, before an innumerable concourse of people; when Aldus Manutius, the celebrated Venetian printer, who was present at this "miraculous encounter," states Crichton to have proved completely victorious.

Crichton now pursued his travels to the court of Mantua, but to a combat more tragical than those carried on by the tongue or by the pen. Here he met a certain Italian gentleman "of a mighty able, nimble, and vigorous body, but by nature fierce, cruel, warlike, and audacious, and superlatively expert and dexterous in the use of his weapon." He had already killed three of the best swordsmen of Mantua; but Crichton, who had studied the sword from his youth, and who had probably improved himself in the use of the rapier in Italy, challenged the bravo: they fought; the young Scotchman was victorious, and the Italian left dead on the spot. At the court of Mantua, too, Crichton wrote Italian comedies, and played the principal parts in them himself, with great success. But he was shortly after assassinated by Vincenzo Gonzaga, son of the Duke of Mantua, it is supposed through jealousy. Thus was Crichton cut off in his twenty-second year, without leaving any proof of his genius except a few Latin verses, printed by Aldus Manutius; and the testimonials of undoubted and extreme admiration of several distinguished Italian authors who were his contemporaries and associates.

LXI.

HOW GEORGE ABBOT, THE CLOTHWEAVER'S SON, BECAME ARCHBISHOP OF CANTERBURY.

In 1562, there was born unto a poor clothworker, at Guildford, in Surrey, a son, under these remarkable circumstances. His mother, shortly before his birth, dreamt that if she could eat a jack or pike, the child would become a great man. She accordingly sought for the fish; and accidentally, taking up some of the river water (that runs close by the house) in a pail, she also took up the jack, dressed it, and devoured it almost all. This old affair induced several persons of quality to offer themselves to be sponsors when the child was christened; and this the poverty of the parents induced them joyfully to accept. Such was the tradition of the place, which Aubrey, in 1692, heard on the testimony of the minister, and other trust-worthy inhabitants.

In spite of the dream, however, George Abbot would, in all probability, have been a clothworker, like his father, had there not been in those days many admirable institutions for the education of the humbler classes. He was sent to the Free Grammar School, founded by a grocer of London in 1553, for thirty "of the poorest men's sons" of Guildford, to be taught to read and write English, and cast accounts perfectly, so that they should be fitted for apprentices, &c. In 1578 he was removed to Balliol College, Oxford, and in 1597 was elected Master of University College. He was also three times elected Vice-Chancellor of the University; so that his reputation and influence at Oxford must have been considerable. His erudition was great: in 1604 he was one of the per-

sons appointed for the new translation of the Bible; and he was one of eight to whom the whole of the New Testament, except the Epistles, was entrusted. In 1609, he was made Bishop of Lichfield and Coventry; next year, translated to the See of London; and in little more than a month, he was elevated to the Archbishopric of Canterbury. Two other sons of the poor clothworker were almost equally fortunate in advancement. The Archbishop's elder brother and schoolfellow, Robert, became Bishop of Salisbury; and his youngest brother, Maurice, was an eminent London merchant, one of the first Directors of the East India Company, Lord Mayor, and representative of the City in Parliament. Archbishop Abbot attended King James in his last illness, and he crowned Charles I. "He founded a fair Hospital, well built, and liberally endowed," at Guildford, for 20 brethren and sisters. He was also a munificent benefactor to the poor of Guildford, Croydon, and Lambeth. The humble cottage tenement in which he was born exists to this day: in 1692 it was a public-house, with the sign of the *Three Mariners*.

LXII.

SHAKSPEARE AT STRATFORD-ON-AVON.

In the county of Warwick, at Stratford-upon-Avon, is a free grammar-school, founded by a native of the town, in the reign of Henry VI., and celebrated as the *School of Shakspeare*. Immediately over the Guild Hall is the school-room, now divided into two chambers, and having a low flat plaster ceiling in place of the arched roof. Mr. Knight thus argues for the identity of the room:

"The only qualifications necessary for the admission of a boy into the Free Grammar School of Stratford were, that he should be a resident in the town, of seven years of age, and able to read. The Grammar School was essentially connected with the Corporation of Stratford; and it is impossible to imagine that, when the son of John Shakspeare became qualified for admission to a school where the best education of the time was given, literally for nothing, his father in that year being chief alderman, should not have sent him to the school."

Thither, it is held, Shakspeare, born at Stratford in 1564, went about the year 1571. Mr. Knight impressively continues:

"Assuredly the worthy curate of the neighbouring village of Luddington, Thomas Hunt, who was also the schoolmaster, would have received his new scholar with some kindness. As his 'shining morning face' first passed out of the main street into that old court through which the upper room of learning was to be reached, a new life would be opening upon him. The humble minister of religion who was his first instructor, has left no memorials of his talents or acquirements; and in a few years another master came after him, Thomas Jenkins, also unknown to fame. All praise and honour be to them; for it is impossible to imagine that the teachers of William Shakspeare were evil instructors, giving the boy husks instead of wholesome aliment."

At Stratford, then, at the Free Grammar School of his own town, Mr. Knight assumes Shakspeare to have received in every just sense of the word the *education of a scholar*. This, it is true, is described by Ben Jonson as "small Latin and less Greek;" Fuller states that "his learning was very little;" and Aubrey, that "he understood Latin pretty well." But the question is set at rest by "the indisputable fact that the very earliest writings of Shakspeare are imbued with a spirit of classical antiquity; and that the all-wise nature of the learning that manifests itself in them, whilst it offers the best proof of his familiarity with the ancient writers, is a circumstance which has misled those who never attempted to dispute the existence of the learning which was displayed in the direct pedantry of his contemporaries." So that, because Shakspeare uses his knowledge skilfully, he is assumed not to have read!

To assume that William Shakspeare did not stay long enough at the Grammar School of Stratford to obtain a very fair proficiency in Latin, with some knowledge of Greek, is to assume an absurdity upon the face of circumstances.

Of Shakspeare's life, immediately after his quitting Stratford, little is positively known. Collier concurs with Malone "in thinking, that after Shakspeare quitted the Free School, he was employed in the office of an attorney. Proofs of something like a legal education are to be found in many of his plays, and it may safely be asserted that they (law phrases) do not occur anything like so frequently in the dramatic productions of any of his contemporaries." (1).

(1) The name "William Shakspeare" occurs in a certificate of the names and arms of trained soldiers—trained militia, we should now call them—in the hundred of Earlichway, in the county of Warwick—under the hand of Sir Fulk Greville ("Friend to Sir Philip Sydney"), Sir Edward Greville, and Thomas Spencer. Was our William Shakspeare a soldier?

"In these days, the education of the universities commenced much earlier than at present. Boys intended for the learned professions, and more especially for the church, commonly went to Oxford and Cambridge at eleven or twelve years of age. If they were not intended for those professions, they probably remained at the Grammar School till they were thirteen or fourteen; and then they were fitted for being apprenticed to tradesmen, or articulated to attorneys, a numerous and thriving body in those days of cheap litigation. Many also went early to the Inns of Court, which were the universities of the law and where there was real study and discipline in direct connexion with the several societies."—*Knight's Life of Shakspeare*.

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

(Continued from our last.)

III.

POETRY.

The piece of poetry they learn by heart, having first made each piece the object of one or two reading lessons; they then write down from memory, either on their slates or as an exercise on paper, about one half of the short pieces at a time; at first they will run all the lines together, perhaps, as in prose, or begin the lines with small letters,—write *i* for the pronoun *I*, and so on; but in a very short time they write them out most correctly, and this exercise is a very useful one.

Again, (*Lesson Book*, No. 3, page 230.)

ON HUMAN FRAILTY.

Weak and irresolute is man,
The purpose of to-day,
Woven with pains into his plan,
To-morrow rends away.

The bow well bent, and smart the spring,
Vice seems already slain:
But passion rudely snaps the string,
And it revives again.

Weak and irresolute; what parts of speech? Adjectives. What word do they qualify? Man. What does the prefix *ir* mean? Not. Can you quote any other words with the same prefix meaning *not*? Irregular, irreparable, etc. *Is*; what part of speech? An auxiliary verb. In what way does it differ from *have*, as to the case which comes after it? It always takes the nominative case both before and after it; it was *I*, it was he whom *I* saw;—*have* follows the general rule. *Woven*; what part of speech? Past participle from *weave*. Are the past participle and the past tense of this verb the same? No, *Sir*; *wove*, *I wove*, *thou wovest*, *he wove*, etc. What are the *warp* and *woof* in weaving? The *warp*, the threads that run the long way of the cloth; and the *woof*, the threads that run across; the *woof* is thrown by the shuttle over and above each alternate thread. Do you recollect any piece of poetry which you have learnt in which *Time* is called the *warp* of life? Yes, *Sir*. Quote it.

Time is the warp of life:—Oh! tell
The young, the fair, the gay, to weave it well.

What is meant by *Time* being the *warp* of life? The length of life. What by *weave* it well? Spend it well. *With pains*, means what? With trouble. *His plan*; *his*, what part of speech? A possessive pronoun, referring to man; possessive case of *he*; the objective, *him*. In the second verse *rudely snaps*; what part of speech is *rudely*? An adverb explaining the way in which the action of the verb is performed. *Stain*, what part of the verb?

The class will then sit down, and write in their own words, the substance of what the first two verses have conveyed to their minds, or perhaps of one verse; afterwards get it by heart, and, as an

Why not? Jonson was a soldier, and had slain his man. Donne had served in the Low Countries. Why not Shakspeare in arms? At all events, here is a field for inquiry and speculation. The date is September 23, 1605, the year of the Gunpowder Plot; and the lists were possibly prepared through instructions issued by Cecil in consequence of secret information as to the working of the plot in Warwickshire—the proposed headquarters of the insurrection.—*State Papers*, edited by Mary Anne Everett Green.

evening exercise, bring it written from memory on paper. It is a great thing if the teacher can get them to write out in their own words at all correctly, the sense conveyed to their minds of a sentence in prose or verse.

In teaching a lesson, such as the following two verses from *Lesson Book*, No. 3.

Thus far, on life's perplexing path,
Thus far the Lord our steps hath led,
Safe from the world's pursuing wrath,
Unharm'd though floods hung o'er our head ;
Here then we pause, look back, adore,
Like ransom'd Israel from the shore.

Strangers and pilgrims here below,
As all our fathers in their day,
We to a land of promise go,
Lord, by thine own appointed way,
Still guide, illumine, cheer our flight,
In cloud by day, in fire by night.

After explaining the first two lines, the teacher asks perhaps the grammar of a part of it; but from the words not coming in prose order, the children find a difficulty; he should, therefore, read them thus:—The Lord hath led our steps, thus far, on the perplexing path of life; and they will at once get the grammar of it, as well as the meaning; *safe*—what part of speech, and what word does it agree with? The verb from the same root is what? *save*: and the noun? *safety*. What does the fourth line mean? does it mean that waters are suspended over our heads? And then read to them the plain meaning of the lines in something like the following words:—

The Lord hath led our steps, thus far, on the troublesome path of life; protecting us from the pursuing wrath of the world uninjured, notwithstanding dangers have surrounded us: here, then, we stop, we review the past, we thank God for his protection from danger, as the Israelites did when they found themselves set free from the Egyptians and on the other side of the Red Sea.

We, Lord, as strangers and pilgrims in this world, go in the way in which thou hast appointed, to a land of promise, in the same way as all our fathers have done in their time; but we pray thee still to continue to guide, to enlighten, and to cheer our passage through this life, in the same way as Thou didst the Israelites in their journeyings from Egypt to the desert:—in cloud by day, in fire by night.

Then referring them to the 13th chapter of Exodus—

“And the Lord went before them by day in a pillar of a cloud, to lead them the way; and by night in a pillar of fire, to give them light; to go by day and night. He took not away the pillar of the cloud by day, nor the pillar of fire by night, from before the people.”

After having had the lesson explained in this way, they are then told, perhaps, to sit down and write the meaning which it conveys to their minds of one verse, and on a Monday morning to bring the first two, or any other two, verses, as an exercise written in prose.

The teacher should be in the habit of calling attention to the composition of particular words, and asking them to mention any others of a similar kind which they can call to mind; for instance—

Words with a prefix or affix, such as ungodly, unholy, inhospitable, incorrigible, irregular, occur; they should then be told to quote all the words they know with *un*, *in*, and *ir*, as prefixes meaning *not* when *in* is changed into *im*, as in the words improper, imperfect, etc., and why; or such words as leaflet, etc., with an affix; ask if they know any others—streamlet, ringlet, etc. A noun ending in *ist*, as chemist; quote any others, as botanist, druggist, mechanist, copyist, etc.; or an adjective in *al*, *ive*, etc., such as national, local, vocal, destructive—quote others; extensive, positive, etc., and the nouns made from them.

I merely mention a few cases that occur to me at the moment of writing; but these are quite sufficient to show what is meant.

After having heard the lesson, the monitor or teacher should tell them to sit down and write on their slates a certain number (or as many as they know) of words, nouns, adjectives, etc., having any particular prefix or affix, which may have occurred in their lesson; for instance—

Write down six adjectives ending in *al* and *ive*, six nouns ending in *ist*, in *let*.

When a word occurs which has a common root with many others, the teacher ought to ask what others we have from the same root; for instance, the word *extent* occurs as a noun; what is the word we use as a verb? *extend*; extending, present participle; past participle, *extended*: as an adjective? *extensive*; adverb? *extensively*; also *extension* and *extensiveness* as nouns.

It is also useful to show them how the same word may be used as an adjective, a noun, or a verb: for instance, such a line as the following occurs;—

How calm is the summer sea's wave.

They see the word “*calm*” here used as an adjective; let them form a sentence, using it as a noun, a verb, etc.: there was a great *calm*—he *calmed* the sea—a *calm* day; and they should occasionally be asked to quote passages from their books, where the word is used in all these different ways; to call to mind passages either in prose or in poetry containing particular usages of words. This teaches them their own language, and makes them recollect particular passages, both of poetry and prose, which they may have read. Lines descriptive of any particular country—of its physical character—character of its people—love of country, etc.; such as Scott's—

O Caledonia stern and wild,
Meet nurse for a poetic child;
Land of brown heath and shaggy wood—
Land of the mountain and the flood,

Or—

Dear to my spirit, Scotland, thou hast been
Since infant years, in all thy glens of green;

Land of wild beauty and romantic shapes,
Of shelter'd valleys and of stormy capes.

T. GRAY.

Or the following from Cowper's “*Task*.”—

England with all thy faults, I love thee still—
My country! and, while yet a nook is left
Where English minds and manners may be found,
Shall be constrained to love thee. Though thy climate
Be tickle, and thy year most part deform'd
With dripping rains, or wither'd by a frost,
I would not yet exchange thy sullen skies
And fields without a flower for warmer France
With all her vines: nor for Ausonia's groves
Of golden fruitage and her myrtle bowers.

And most of the upper children here can repeat the poetry of their Reading Books by heart, should a passage of this kind happen to be called up, they would be asked to bring it next morning written down from memory, as an evening task.

In the later printed copies of the Dublin Reading Books, I am sorry to observe they have omitted much of the poetry; as I know of nothing which has tended so much to humanize the children in this school, and improve their minds, by calling forth the gentler feelings of their nature, as the poetry of these books.

With many of the pieces by Cowper, Scott, Mrs. Hemans, and others, such as—On Cruelty to Animals—Human Frailty—The Stately Homes of England—Birds of Passage—The Graves of a Household—the more advanced children are so thoroughly acquainted, as to be able to admire their beauties and to feel the force of them: this also has given a character to their reading which nothing else could have done, and shed a softening influence over their minds which will last through life.

The following may be taken as a specimen how children may be amused into instruction if the teacher is well up to his work (page 204, *Lesson Book*, No. 3):—

O'er the heath the heifer strays
Free (the furrow'd task is done);
Now the village windows blaze,
Burnish'd by the setting sun.

Now he hides behind a hill,
Sinking from a golden sky;
Can the pencil's mimic skill
Copy the refulgent dye?

Trudging as the ploughmen go
(To the smoking hamlet bound);
Giant-like their shadows grow,
Lengthen'd o'er the level ground.

In what direction do you go home from school? West. Did you ever observe your shadow in going home? Yes, Sir. Behind you or before you? Behind me, to the east of me. Does it lengthen or shorten as the sun gets low? Lengthen. You who go home to the east, in what direction do your shadows? before you or behind

you! Before us. Did you ever observe them as you came to school in the morning? In what direction are you walking when you come? Answer from one—As I go west in going home, I must be coming east when I come from home to school. Is your shadow then before or behind you? Behind me, east towards the west. Does it lengthen or shorten as you are going to school? Shorten, because the sun is getting higher. Does it lengthen or shorten as you are going home? Lengthen, because the sun is getting lower. In what direction is the sun at noon? South, Point south. And your shadow cast to the north. If the sun were directly over your head, where would your shadow be? Under my feet, a point. In what countries is that the case? Twice a year to an inhabitant between the tropics. Is this the case to an inhabitant on the tropics? Now can you explain, "Giant like their shadows grow," etc.? Yes, Sir; as the ploughmen are going home, every step they take the sun is getting lower, and the lower the sun, the longer the shadow. Trudging means what? If it were ploughman, how must the lines be altered?

Trudging as the ploughman goes,
Giant-like his shadow grows.

Now look at the last two lines of the first verse. In what direction is that window at the end of the room? West (the window is in the west-end of the school-room). Does the sun shine upon it when it sets? Did you ever observe it on going home in a bright sunset, how it was lighted up, and did not that explain to you what burnished meant? Yes, Sir; it looks as if on fire.

The second verse—"Now he hides behind the hill—would give the teacher an opportunity of calling their attention to the beauties of the setting sun on a fine summer's evening—whether behind the hill—apparently sinking into the sea—setting on a level plain—varying according to the nature of the country. From this what a very beautiful moral lesson might also be given!

Passages of this kind occurring, which may be so strikingly illustrated by things around them, a good teacher never would let slip; they give him an opportunity of making strong and lasting impressions on the mind, and add an interest to his teaching which almost commands success.

The teacher should call attention to the adverbs of time and place, in such expressions as *when* and *where*, *then* and *there*, etc.; and point out generally how adverbs qualify verbs and other parts of speech, making them form short sentences to make clear what he says; as—

He writes well—an adverb qualifying a verb.

He writes very well—the adverb *very* qualifying another adverb.

That was extremely wrong—an adverb qualifying an adjective.

The following hints of a suggestive kind may be useful when a lesson happens to be on the material of clothing, of food, etc.

The word *cotton*, for instance, occurs: the teacher will ask; showing them a piece in the raw state, Is cotton an animal or vegetable product? Vegetable. What part of the vegetable is it? The lining of the seed-pod. Do you recollect any lines of poetry in your books which tell you about the cotton being the lining of the pod? what are they?

Fair befall the cotton tree,
Bravely may it grow:
Bearing in its seeded pod
Cotton white as snow.

(To be continued.)

Thoughts on Language, No. 2.

By PROF. R. NUTTING, SEN., A. M.

CONSTRUCTION.

(Continued from our last.)

Our next inquiry would naturally be, Whether the "two eyes" of grammar are also open on the construction and analysis of the *period*, as well as the simple sentence?—whether "Form and Position" govern in the *members* of the former, as well as in the *words* of the latter.

An additional remark, however, seems to be first required on the simple sentence, especially with respect to the *adjuncts*.

The appropriate position of the adnominal word, in our language, is before its nominal element, with a few exceptions to be noticed hereafter. And this principal determines the grammatical structure of the sentence, and the consequent office of the limiting word.

Thus—"The *old* man taught the *young* boys." The word "young" can not limit the word "man," because it comes *after* it, &c.

The exceptions to this principle are five—which should be found among the "Idioms" of a Grammar, rather than in these passing "Thoughts." Suffice it to name one or two. One is that of *predication*; when the adnominal word becomes the complement of the neuter verb; as, "our God is good"—a very different thought from that expressed by "our good God is"—or exists; "The dog ran *mad*,"—not "The mad dog ran."

Another exception is found in sentence specifying *time, number, and dimensions*: "A child two years *old*—not "An *old* child two years"; "A wall two feet *thick*,"—not "A *thick* wall two feet," &c.

Another, is the *absolute* construction of a noun and participle, always requiring the noun to *precede* the participle; as, "The sun *having risen*, they began," &c.

A different position of the words in such an expression, in the Greek and Latin, frequently occasions trouble to young translators from these languages into our own.

There is, however, a curious contrivance in the Greek language, by which the office of limiting words may be determined by their position with respect to the Greek "article." This is placed *before* all the limiting words, and the word limited by them is placed *after* them; the article thence being properly called a *binder*, as it binds the intervening words in their present position, and the consequent office of qualifying the one word that follows them.*

Somewhat analogous to this is the office of a limiting word in English, as indicated by its position *in* or *out* of prepositional phrase; as, "He is *wise in* counsel"—"wise" being a predicational adjunct of "he": a very different thought from that conveyed by a construction which places "wise" on the other side of "in" and *within* the prepositional phrase—"He is *in* wise counsel"; where *wise* is bound to limit the noun following. This peculiarity often perplexes beginners in translating Latin into English—leading them to place our preposition the wrong side of the limiting adjunct. Indeed the difficulty in translating is usually tracable to ignorance of the idioms of the language into which the translation is made.

The grammatical position of the *adverb*, on the contrary, is *after* the word limited by it, because it is always equivalent to a *phrase*: as—"there" = in that place; "wisely" = in a wise manner.

The fact that the adverb "how" = in what manner; "when" = at what time; &c., must always *precede*, instead of following their verbs, does not contravene our general principle; as the *relative* or connective pronoun contained in them always gives them the position of the connective—viz. the first place in the sentence.*

To resume now the subject of simple sentences, considered as members of the period: Can their respective offices also be determined by their grammatical *form* or relative *position*? In other words: Have we any grammatical guide in the construction and analysis of the period? Or are these two "eyes" closed on this branch of subject, leaving us to "roam in conjecture forlorn"?

There is a certain common-sense principle underlying this whole branch of the subject—viz. *That the thing to be limited or modified must be conceived for prior to the conception of its modification.* This principle is universally acted upon, in the mechanical pursuits as well as in mental. The architect can not *paint* a house till he has built it. The tailor can not fit a garment till he apprehends the size and form of the person it is to fit. So, in operations purely intellectual, it would be absurd to talk of proving a proposition, or drawing an inference from it, before the thing to be proved is apprehended by the demonstrator; as is clearly illustrated by the process of reasoning employed in geometry and other branches of mathematics. True, a skillful debater *may* keep his opponent in the dark, with regard to what he is aiming at, in order the more effectually to ensnare and conquer him; but he must *himself* know where he is going, or he will be likely to be caught in his own snare.

Now, apply the principle to the subject before us; and it must follow that the leading or *independent* sense of a period must *precede* those that are *dependent*, and limit or qualify it, in the grammatical construction of language, if grammar is the science of the *expression of thought*.

On the same principle, *words* which are qualified or limited should precede their limiting words; and this usually occurs in the ancient languages, though the idiom of our own, as already remarked requires the contrary. Thus, while the Romans would say "Vir bonus" "A man (who is) good," we must express the same idea by placing the qualifier first—"a good man." But with re-

*Hence infer why such words are properly termed *adverbial conjunctions*, as they virtually include each a connective pronoun.

gard to the limiting members—or phrases and dependent sentences—of a period, the very nature of language provides for them appropriate forms, which clearly point out their true position, and consequent office, by means of the several connectives. These, as *prefaces*, as clearly indicate the relations of their several clauses, as the relation of words are indicated by their changes in form.

The original idea of the connective is probably to be found in the Hebrew word or, rather, letter (*Vauve*), meaning a *hook*,—thus, to *hook on*, or connect, a succeeding expression to a preceding, without any reference to the precise relation existing between them. But this original idea of connection has been, by modern invention, so “enlarged and improved,” that, in our language, the unit connective has grown into some *tens*, with their distinct uses, clearly distinct uses, clearly indicating not only the existence of different relations, but also their precise nature; e. g. “He will learn.” *if* he studies,” or “*if* he studies, he will learn.” Place the dependent member where you will, its connective, *if*, shows it must grammatically follow the independent sentence, because it limits it (conditionally). Again: “He chops *with* an ax,” or “*With* an ax he chops.” Place the phrase (“with an ax”) before or after the sentence expressing the action which it limits, and its true grammatical position is clearly indicated by its form, as introduced by the instrumental connective “with”; and so of every other dependent member of a period, whether sentence or phrase.

Even a very long and complicated periodic structure may be readily analyzed on this principle, by the aid of a simple inference drawn from it; viz. That each dependent connective claims (or connects back) the first of the succeeding verbs to which no other connective of its own). For example of a complicated period:

“This position is incontrovertible. **AND, IF, WHEN** this body, which is now so active, shall lie cold in death, the immortal spirit within, which now gives it all its activity, will cease to exist, **BECAUSE** it will have ceased its connection with the mortal body, then surely, **IF** we practice upon the Epicurean maxim (‘Let us eat and drink, for to-morrow we die’) we shall at least exhibit a sort of consistency. **BUT, IF** after the body dies, the immortal still lives, **AND** can never cease to live, then let us, ever impressed with this important truth, constantly so act, think, **AND** feel, that the records of each successive day may stand in the right column of heaven’s book of chancery.”

Of these three periods, the first is a simple independent sentence, introduced merely for the sake of exhibiting co-ordinate connections. The second is introduced by its co-ordinate connective (“and”) followed by the three subordinate connectives (“if,” “when,” “which”), each introducing its own limiting, dependent sense, viz. the last (“which”), the sentence represented by the verb “is,” and connecting this verb to its own antecedent “body”; the next preceding connective, “where,” connecting the next following verb, “shall lie,” back to the verb of the preceding connective (“if”)—namely, the verb “will cease”; which is connected by “if” to the verb “shall exhibit”: which again is connected by the co-ordinate “and” (the first connective in the series), to the verb “is,” in the preceding period, which is another co-ordinate sentence—“each connective thus claiming the first of the verbs following which has no connective of its own.” The following period is constructed in nearly the same way, and is introduced by the co-ordinate “but,” which connects its independent sentence, “Let us so act,” &c., to the co-ordinate independent sentence of the preceding period. Now, the grammatical position of each sentential member being thus determined by its form, as indicated by the connective, the grammatical arrangement of the whole becomes easy, as to show the several offices of the several members, and consequently the correct thought designed to be expressed—the independent sentence, as already remarked, always taking the lead; thus—

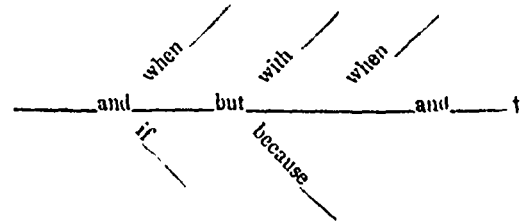
“And we shall exhibit a sort of consistency, *if* the immortal spirit within shall cease, &c., *when* this body (*which*, &c.) shall lie cold,” &c.

It is easy to see that the co-ordinates, “and,” “but,” and the like, must always connect the independent sentences in each period—making the whole thus connected, into a paragraph; each connective adding (*and-ing*) a new proposition to the one preceding.

Each paragraph has also its own form of connection, indicating its commencement, and the corresponding turn in the thought, or additional argument. These indices of paragraphs are, “indeed,” “now,” “besides,” “moreover,” “furthermore,” &c., a co-ordinate connective being, of course, implied. Indeed, there is a direct

*Some grammarians consider those with, “then” “therefore,” &c., real connectives. But, evidently, no word is a connective which can be associated with “and” in the same sentence. “Then” is the antecedent; “when” is the relative, and therefore a connective.

series of independent sentences, as antecedent and subsequent, running, as in a straight line, through every production, each period supplying at least one; to trace which line by the co-ordinate connectives, is a very interesting, as well as instructive, process, for those in a linguistic course. This series may be illustrated to the eye by a direct line—horizontal or perpendicular—the limiting sentences and phrases being connected to it by oblique lines on either side; thus:



From the foregoing principles and remarks it may be readily inferred that the capability of Rhetorical Transposition is confined to the limiting phrases and sentences; the independent sentences being fixed in a series which can not be broken without altering or perverting the argument.—(*Michigan Journal of Education.*)

OFFICIAL NOTICES.



ERECTION, SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was, on the 11th July instant, pleased to—

Erect the township of Stratford, in the county of Wolfe, into a School Municipality, under the name of St. Gabriel of Stratford, to be bounded as follows: towards the south-east by the river Felton, towards that north-east by the line separating it from the township of Winslow, and towards the east by the one separating it from the township of Aylmer.

Separate the dissidents of Ste. Foye, county of Quebec, from those of St. Columban, same county.

Erect into a separate School Municipality, the new parish of St. Ferdinand d'Halifax, in the county of Megantic, with the following limits, to wit: this municipality will comprise an extent of territory of about eleven miles in front by a depth of about seven miles, and bounded as follows, to wit: towards the north-west partly by the line which separates the lot fourteen from the lot fifteen, in the second, third and fourth ranges of the township of Halifax, and partly by the line, which separates the sixteenth lot from the seventeenth lot of the other lots of the said township, starting from the fifth inclusively to the township of Inverness, towards the south-east first by the line which separates the said township of Halifax from that of Ireland, extending itself from the said township of Inverness as far as the line which separates the third range from the fourth range of the said township of Ireland. then by the line which separates the first lot from the second lot of the said third range of Ireland, by the one which separates that part of the fifth lot belonging to Sieur Simeon Larochelle, in the second range of the said township from the one belonging to the Church of England Congregation, of the same township, and by the line which separates the sixth lot from the seventh lot of the first range, also of the same township, lastly by the line which separates the fifth lot from the sixth in the first, second and third ranges of the township of Wolfstown; towards the south-west first by the line which separates the said third range from the fourth range of the said township of Wolfstown, extending itself from the said sixth lot to the township of Halifax aforesaid, then by the line which separates the said township of Halifax from that of Chester, extending itself from the said township of Wolfston to the line which separates the eleventh lot from the twelfth lot of the first range of the said township of Halifax lastly by the line which separates the twelfth range of the same township from that part of the first range of that township which has been annexed to the parish of St. Norbert of Arthabaska, by a canonical decree, dated the

† This might be termed, not inappropriately, “the thread of discourse.”

twenty-sixth day of December, one thousand eight hundred and fifty-six, starting from the said eleventh lot and running as far as the line hereinabove mentioned which separates the fourteenth lot from the fifteenth.

EXAMINER APPOINTED.

His Excellency was pleased to appoint, on the 11th June last, Mr. H. H. Miles, member of the Board of Examiners for the district of Sherbrooke, in place of Mr. Charles Brooks, resigned.

JACQUES-CARTIER NORMAL SCHOOL.

The 6th September, at 0 o'clock P. M., opens to pupils. Those who seek admission are required :

- 1c. To furnish a certificate of baptism and a certificate of good conduct ;
- 2c. They are required to undergo a satisfactory examination on the elements of French grammar, on the elementary notions of geography and arithmetic to the Rule of Three ;
- 3c. To promise to observe the rules of the institution and to teach during three years at least.

Unless the above conditions be conformed to, we shall admit no aspirant.

Professor Devisme will examine the candidates for admission, Monday, Tuesday, and Wednesday, between 1h. and 2h. P. M., at the Normal school.

Mr. Inspector Hubert has been named examiner of the candidates from the district of Three Rivers, and Mr. Inspector McCord of those from the district of Ottawa.

H. A. VERHEAU, PRIN.,
Principal.

NOTICE TO SCHOOL COMMISSIONERS AND SCHOOL TRUSTEES.

The Commissioners and Trustees of schools are particularly requested, when applying for permission to sell the sites of school houses or to exchange them for other lots or sites, to furnish an exact description of the bounds, limits and the abutments thereof, and also to accompany their demands with a certificate from the Inspector attesting the expediency of such sale or of such exchange, and mentioning the amount which they consider ought to be the upset price of the public sale. These details, which are absolutely necessary and which are seldom given, occasion useless correspondence and delay.

— The School Commissioners who have not as yet transmitted to the Education Office duplicate receipts with their semi-annual reports, shall not receive their amount of the grant until they will have fulfilled this formality.

By order of the Superintendent,
LOUIS GIARD,
Secretary.

JACQUES-CARTIER NORMAL SCHOOL.

Messrs. Théophile Amyrault, Aristide Coutu, Elic Pelland, Adolphe Magnan, Charles Côté and Isate Crevier, have obtained diplomas authorising them to teach in model schools.

Messrs. Jean Schmouth, Joseph Foucault, Jos. Marion, Moïse Hurtubise, Ovide Coutu, Wilfrid Barrette, Alfred Enault, François Desrosiers, Joseph Cardinal and Alphonse Leduc, have obtained diplomas authorising them to teach in elementary schools.

M'GILL NORMAL SCHOOL.

Mr. Oliver Warren ; Misses Hannah Bell, Isabella Blyth, Elizabeth Chalmers, Ellen Cook, Elisa Couch, Melissa De Golyer, Lucy H. Derrick, Margaret Drysdale, Emily Dunning, Alice Finlay ; Mme Maria Johnson ; Misses Mary G. Reynolds, Mary Emily Roach, Elizabeth F. Symmers, Louisa Tracey and Louisa Webster, have obtained diplomas authorising them to teach in model schools.

Messrs. John Melody et James Wilson ; Misses Caroline Arnold, Eliza Jane Barnet, Margery Ballantyne, Louisa Costigan, Margaret Clarke, Isabella Dulglish, Margaret Gill, Janet Grant, Lamira Herrick, Fanny Hale, Alice Hall, Mary J. Hardy, Isabella Halliday, Frances Lloyd, Margery McEwen, Margaret McDonald, Isabella Middlemiss, Susannah McLaren, Ellen McOwat, Agnes O'Grady, Jane Ann Pedche, Jessie Patterson, Mary Jane Ross, Mary Schutt, Mary Whitney, Mary Willock and Sarah Vosburgh, have obtained diplomas authorising them to teach in elementary schools.

LAVAL NORMAL SCHOOL.

Messrs. Norbert Thibaut, Louis Lefebvre, Joseph Balthazar Deguise, Charles Borromée-Rouveau, Joseph Prémont, James Donnelly, Alfred Esnoff, Amateur Demers, Laurent Simoneau, Augustin Girardin, George Tremblay, Charles Mignault, Charles Pageau, Régis Roy, Oléophe Côté, Philéas Bouchard ; Misses Louise Couture, Luce Couture, Jeanné Aude

Olympe Chamberland, Victorine Létourneau, Anastasie Darveau, Marie Lapointe, Philomène Vallée, Bridget Sweeney, Candide Sylvain, Héloïse de Tonnancour, Elizabeth Armstrong, Céline Talbot, Sophie Pérusse, Catherine Flynn, Catherine Côté and Marie Lafrance, have obtained diplomas authorising them to teach in model schools.

Messrs. Cyprien Gagné, Joseph Dellele ; Misses Louise Garneau, Marie Pacaud, Alphonsine Cloutier, Joséphine Pouliot, Ellen Sinnott, Louise Niteau, Vitaline Sauvageau, Marcelline Plante, Mary Ann McGolrich and Louise Falardeau, have obtained diplomas authorising them to teach in elementary schools.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Misses Marie Bénoinse Dupuis, Philomène Vachon Robert, Zéther Poupard, Eliza Poupard Alphonsine Aubertin, Artémise Desautels, Christine Moquin, Mathilde Dupuy, Adèle Lanctot, Georgina Desrosiers, Marie Lavigne, Zoé Eluire Beaugard, Emélie Dubé, Joséphine Désormeau, Octavie Bésique Lafleur, Flavie Aubry, Alphonsine Corbeil, Eulalie Champagne, Odile Roy Portelance, Philomène Lafontaine, Virginie Beaudry, Eléonore Doveaux, Mathilde Riendeau, Edesse Drolet, Henriette Vézina, Odile Desjardins, Vitalin Bergeron, Sophie Sarault, Zoé Simard, Marie Athalie Renaud, Ontésime Cadudel, Lucie Trépanné, Philomène Phaneu., Catherine Robert, Octavie Baras, Ju, Sophronie Robert, Julie Dupré, Marie Guilmette, Marie Elmira Lefebvre, Aurélie Côté, Mary Ann McCarthy, Eliza Reilly, Mary Alice Kelly, Philomène Roy, Emélie Gaudry, Marie Louise Filiatreault, Philomène Lanthier, Alice Prudhomme, Zoé Prudhomme, Adéline Fillion, Domitilde Bélaïr, Sophie Chartrand, Louise Hamel, Amarille Emoud, Marie A. Andegrove, Emma McCrechar, Virginie Archambault, Hermine Lagarde, Marie Chappelaine, Délima Roy, Aglaé Théberge, A. Dubois, Félicite Foucher, Philomène Ronneville, Malvina Couillard, Philomène Bédard, Philomène Perrault, Judith Mallette, Zélia Rufange, Claire Myre, Marie Raby, Caroline Chevalier, Marie Brouillard, Henriette Préseau, Ursule Lefebvre, Marie Ohaput, Orina Bernard, Aurélie Tétréau, Ursule Plante, Adèle Gagnon, Stéphanie Lavière, Elizabeth Hogue, Denise Demers, Octavie Marier, Caroline Prévost, Céline Lefebvre, Marcelline Ousson, Victoire Marsan, Aglaé Charbonneau, Lucie Leduc, Marguerite St. Pierre, Eliza Dubois and Mme Milord, born Danis, have obtained diplomas authorising them to teach in elementary schools.

F. X. VALADE,
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Misses Philomène Rousseau, Scholastique Boisvert, Céléstine Demers, Céline Mercier, Philomène Lemay, Zoé Lahaye, C. Esther Pagé, Hermine Laliberté, Eugénie Labaye, Henriette Noël, Céline Lamontagne, Eléonore Villeneuve, Philomène Boily, Eliza Ouellet, Justine Hardy, Julie Auger, Sophie Noël, Louise Noël, Honorine Letellier, M. Fortunée Ruel, Josephs Brassard, Luce Darveau, Philomène Mondar, Adélaïde Sauvageau and M. Louise Sénéchal dite Lapierre, have obtained diplomas authorising them to teach in elementary schools.

Mr. Zéphirin Lapierre has obtained a diploma authorising him to teach in model schools.

N. LACASSE,
Secretary.

NOTICE TO TEACHERS.

The tenth conference of the Association of Teachers within the limits of the Jacques-Cartier Normal School, will take place at said school, Friday, 26th August, at 9 A. M.

The members of the Council are requested to meet the eve of the conference, in the hall of the professors, at 6 P. M.

F. X. HETU,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

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

From the Rev. M. Jones, of New York : Jewett's French and English Dictionary, 1 vol. in-8 ; Jewett's French and English Dictionary, school edition, 1 vol. in-12 ; Lossing's Pictorial History of the United-States, 1 vol. in-12 ; Lossing's Primary United States, 1 vol in-12 ; The Sabbath Hymn Book, 1 vol. in-18.

From Messrs. Plinguet et Laplante, printers, Montreal : " Questions sur la Grammaire de l'Académie," 1 vol. in-12 (2 copies).

From Harper and Brothers, New-York : Elementary Grammar, by W. C. Fowler, 1 vol. in-12 ; M. T. Cicéronis de Officiis, libri Tres, with notes in margin, and English commentary, by the Rev. H. Ashton Holden, 1 vol. in-18.

From the Rev. J. Langerin, Principal of the Laval Normal School Quebec : " Traité Élémentaire de Calcul Différentiel et de Calcul Intégral," 1 vol. in-8.

TEACHER WANTED.

A teacher, having good recommendations and a model school diploma, would find an advantageous position in the school municipality of St. Hermas.

Address: Mr. J. E. Clairoux, St. Hermas.

SITUATION AS TEACHER WANTED.

Miss Josephine Burns, provided with a diploma for an elementary school, teaches English and French, music, drawing, and embroidery. Applications to be addressed to the Education Office.

A teacher, provided with a diploma for an elementary school, speaking English and French, is desirous of obtaining the situation of school mistress.

Address: Miss H. Kerney, teacher, St. Catherine, Portneuf.

Miss Mary Lacerte, formerly a pupil of the Laval Normal School and provided with a diploma, from the Board of Examiners of Three Rivers, authorising her to teach in the elementary schools.

Address: Miss Mary D. Lacerte, Yamachiche.

Mr. Narcisse Contant, provided with a diploma for an elementary school. Is married.

Address: 28, Lagauchetière Street, Montreal.

Mr. Leon Vaudreuil, provided with a diploma for an elementary school can teach English, drawing into pencil and with water colours.

Mr. John Melody, who holds an elementary diploma from the McGill Normal School, is desirous of obtaining a situation in a school, either as master or assistant master.

Address: Mr. John Melody, Box 824, Montreal Post Office.

A young lady is desirous of obtaining the place of assistant teacher in a school. She can teach fancy needle work and is well qualified for the performance of the duties of teacher.

Miss M. Connolly is desirous of situation as teacher.

Applications to be addressed to the Education Office.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JULY, 1859.

OBITUARY.

It is with deep sorrow that we have to record the death of Mr. Emile de Fenouillet, Professor of History and of Literature at the Laval Normal School. He died on the evening of the 30th June, aged 53 years. Mr. de Fenouillet was born in France at Hyères, in the department of Var. He went through a course of legal studies at Aix, after a short sojourn at Montpellier he removed to Paris, and while in that city, was connected with the *Époque*. He subsequently accepted a Professorship at the University of Bonn, and while there wrote a series of letters on Germany published in *L'Université*. In 1854 he left his native France for America and arrived in Quebec towards the end of October. The two years following his arrival in this country were passed in fulfilling the arduous duties of Editor in chief to the journal of Quebec. Shortly afterwards he was appointed one of the ordinary Professors of the Laval Normal School. The rapid progress of his pupils are the proofs of his zeal, of his talent and of his energy. Even when enfeebled by disease, he resolutely continued his lectures, though requested by the Principal and the Superintendent to recruit his wearied frame, and though an assistant had been named by the Government to relieve him from his arduous task. His articles in the *Journal de l'Instruction Publique* are well known and fully appreciated. He was one of its most distinguished contributors.

Public Examinations of the Normal Schools.

The public examinations of the Normal Schools, in the Eastern section of the province, have furnished abundant proofs, this year like the preceding years, of the interest taken in these useful institutions.

The examination of the pupil-teachers of the Laval Normal School took place on the days of the 13th and 14th June last. The Superintendent of Education presided. Among the numerous and distinguished assistants, we remarked Mgr Horan, bishop of Kingston and former Principal of the Normal School; the very Revd.

Vicar Gen. Casault, the Revd. Mr. Auclair, and a number of the most prominent citizens of Quebec.

The students were examined on the different branches taught during the year. Their answers were accompanied with demonstrations, examples and experiments. Their progress in French grammar, literature, history, geography, the exact sciences, astronomy, physics, was shown by the readiness, correctness and ease with which they answered the questions put to them by the assistants, who seldom followed the order of the programme and often put questions not included in its contents. Problems involving algebra and trigonometry, of no ordinary difficulty were promptly solved, and in general the pupils gave proof of pedagogic knowledge, by the manner in which they explained the subjects, developing them before the audience, as they should at some future period before their pupils; furnishing demonstrations and tracing on the black board when need be, a map, a plan, or a figure with rapidity and justness. Indeed it was now and then necessary to restrain these gentlemen, who taking too extensive a view of the subject would not have left time for other matters. The choice collection of physical apparatus, maps and engravings possessed by this institution, were much admired by the public, who at the same time saw the uses to which they are destined. The monotony of the exercises was relieved by the performance of several exquisite pieces of vocal and instrumental music, under the direction of their able professor, Mr. Gagnon. After the prizes were distributed and the diplomas conferred, a farewell address was read by one of the pupils, and a few words addressed to them by the Superintendent, by Mgr Horan and by the Principal. The congratulations exchanged between the worthy prelate and his former pupils, who had justly referred to him the greater part of their success, found a ready echo in all present. The former Principal assured them of the pleasure which their progress afforded him. In alluding to their removal from the old castle, the Superintendent assured them that their presence in that venerable building had in no ways derogated to its honor as residence of the former governors of Canada.

The examination of the Jacques Cartier Normal School took place at Montreal, on the 29th June. The students were interrogated by the Superintendent, by their professors, and those of the other schools there present, on the different subjects contained in their programmes. Although the halls were open to the public, we remarked but very few friends of education, and two reporters of English papers, who justly praise the examination on the elements of agriculture conducted by Mr. Ossaye, whose lessons though gratuitous, were not the less practical or the less fruitful in happy results during the course of the year. The attendance at the closing sitting for the distribution of prizes attracted a large audience, comprising a great number of the clergy, and the most distinguished citizens. The musical performance of the students under the direction of their able teacher Mr. Brauneis showed forth their progress in this branch. Several pieces of the Creation by Hayden were executed by a chorus of students accompanied with an orchestra formed by the musicians of the 17th regiment. Mr. Lenoir and Mr. Archambault, one as basso, the other as tenor were remarkably successful in the execution of that celebrated oratorio. M. Amyrault delivered the farewell address, and the Superintendent and the Principal in their speeches specially insisted on the severity of the examinations which the pupils obtaining diplomas had to undergo. For success it is not sufficient to have a good note in one of the branches, but it is requisite to have a satisfactory note in every branch taught; this explains why many of the pupils who had received prizes, had not obtained diplomas even for elementary Schools. Of 53 pupils who during the year had attended the Normal School, but 16 have obtained diplomas. The Rev. Canon Pilon and the Rev. Mr. Langevin, Principal of the Laval Normal School, then congratulated the pupils on their success. Rev. Mr. Langevin, who had assisted at all the previous sittings, declared that though the rivalry existing between Quebec and Montreal for many years, had not always been productive of happy results, he was pleased at the emulation between the Normal Schools of the two Cities, and that on his part he should not fail to encourage the students to contend with zeal and ardor with their youthful fellows of Montreal, whose success he has been able to appreciate.

The Hon. Mr. Loranger being called upon, spoke with his usual eloquence. We regret that want of space prevents us from inserting his remarks on the advantages offered by the Normal Schools, and the rapid development given to education since their foundation. The exercises were closed with the chorus of the *Rataplan*, from the opera of *La Fille du Régiment*, accompanied by the orchestra. The President in tendering his thanks to Col. Gordon and to the officers of the 17th regiment, who were present at the sitting,

observed that the new teachers may bravely and gaily enter upon their new career, and he hoped that the pupils of the Normal School would one day become the best soldiers of the army of Public Instruction.

The distribution of prizes at the McGill Normal School, and at the department of the female pupil teachers of the Laval Normal School took place the same day, (14th July). As the Superintendent had not as yet assisted at the examinations of the latter, he was unable to attend but on the day of the 13th at the McGill Normal School. In addressing the pupils of this institution he explained the reason of his absence on the following day. The compositions read by the pupils and the pieces of music performed under the direction of their Professor, Mr. Fowler, the drawings in crayon and water colors which hung from the walls of the beautiful gothic hall, where these examinations were held, indicated the progress of the pupils, the skill and the zeal of the teachers.

On the 14th July, the Hon. Judge Day, president of the University Council of McGill College, distributed the prizes and the diplomas and delivered an address which will be found in the proceedings which we copy from a city newspaper. 18 diplomas for Model Schools, and 28 for elementary Schools, were given to the pupil-teachers. Principal Dawson to whom belongs so great a part in the organisation and progress of this institution, and Professors Hicks and Robins spoke at length on the duties of the teacher, his position and the wants of education in this country. The sitting was closed by a remarkable discourse by Mr. Dunkin, member of parliament for the united Counties of Drummond and Arthabaska and member of the University Council. Mr. Dunkin indicated the good which would result from the Legislative enactments of the last session, particularly that which in limiting the powers of the Boards of Examiners, protects the pupils of the Normal Schools from the unjust competition of teachers admitted by boards, without sufficient examination.

He directed the attention of the public and that of the body of teachers to the fact that the diplomas granted by the boards of examiners would entitle the recipients to teach only in the district, and would be of value but for three years. This, he said, is the first step towards doing justice to the Normal Schools, and to their pupils.

The same day the female pupil teachers of the Laval Normal School were passing their examination at Quebec. These ladies were questioned by the assistants on French Grammar and English Grammar, Geography, Sacred History, the History of France, that of England, that of Canada, on arithmetic and on literature. The promptness, the spiritedness and the exactitude of their answers, the rapidity of their drawings on the black board or on slates of the maps of different countries, and the correctness with which they solved the problems given them, really astonished the audience. They gave proof of an intimate acquaintance with the use of the globes. Their literary compositions were certainly of rare merit; and the simplicity and elegance of their letters, and of some compositions of a higher order, should have led us to doubt of their originality had not the Rev. Principal given his word as to the contrary. Among the musical performances sang with accompaniments on the pianos and harmoniums by the pupils, we remarked with pleasure two Canadian songs published in our french journal of this year. The elocution and delivery of the French and English recitations left nothing to desire. Among these, were the beautiful verses of Mr. Cremazie on the death of Mr. de Fenouillet, which are to be found in the last number of *Le Journal de l'Instruction Publique* and an elegy composed by Mr. de Fenouillet on the death of one of his pupils. The emotion betrayed by Miss Couture and Miss Darveau while reciting these two pieces, was shared by the audience, among whom the beloved professor had counted many personal friends. The drama, *l'Orpheline des Pyrénées*, was preformed by the pupils in a most satisfactory, indeed we might say, in a very remarkable manner, especially in the solemn scenes, which require much tact and moderation, and which are very frequently poorly preformed. After the distribution of the prizes and of 17 diplomas, His Grace the Archbishop of Oregon City, by the request of the Superintendent addressed the pupils in an effecting speech, pointing out the progress of the last twenty years, elapsed since he had left Canada for far off countries, where he has spread the word of God. Mgr. Blanchet, who occupied the place of Mgr. of Tloa, who had been unable to attend but during the morning exercises, arrived from St. Mary of Beauce, where he had assisted at the examinations of the academy of girls under the direction of the Sisters of the Congregation, and at that of an Industrial College conducted by the Christian Brothers; what he had seen in these two institutions together with the scene passing before him, raised in him, he said, the fairest hopes for the future of his native country.

The address of so distinguished a fellow countryman, of one who occupies in a foreign land so high a position seemed to increase the feelings of the audience. The Rev. Mr. Verreau, Principal of the Jacques Cartier Normal School, and Mr. Pope, Pro-mayor, also addressed the pupils and were loudly applauded.

Thus, in all parts of the country, the Normal Schools are appreciated; it depends on the zeal and on the devotedness of the rural municipalities to render their success complete. Already this year, intelligent and enterprising school commissioners have taken the necessary measures to ensure the services of some of the pupils provided with diplomas, which have cost them and their professors so many efforts, and we hope soon to see them all with good situations. We should add that all without exception intend to devote themselves to the life of teacher if they find situations and a fair remuneration.

Public Examinations in our Colleges and Academies.

There are few things which in the present century are not made the matter of controversy. Public examinations and distributions of prizes have been during these last years, particularly in the United States, the object of a very unfavorable reaction, probably owing to one of the numerous sophisms current in our days. Because a good thing is liable to abuse, it should be abolished. If the common sense of the public did not condemn this, and similar false reasoning, there would be but few institutions found worthy of support. *There would be an end to emulation as it is liable to lead to jealousy: publicity should cease, because quackery will make use of it.*

This mode of reasoning is adopted by a few persons in this country with regard to the subjects above mentioned, own perhaps to the example given by some of the educational institutions in suppressing public examinations and substituting in their stead the solemn distribution of prizes, which has caused many of the school commissioners to dispense with the just and reasonable obligation imposed on them by law and which is necessary for the advancement of education.

The injurious effects resulting from the suppression of public examinations would be considerably lessened, were they replaced by severe private examinations, held in the presence of the educated inhabitants of the municipality, as is actually the case in the educational establishments to which we allude.

We remarked one striking peculiarity in this year's examinations, dramas and plays having given place to dissertations, recitations, vocal and instrumental music. Without wishing to blame the institutions that continue to afford amusement to the public by scenic representations confined within the limits of decorum and directed with a correct taste (no easy matter), we confess that for common schools, dramas lie open to many objections; exaggeration and a want of taste too often characterising the delivery and the costumes, or what is worse parts are given to the children, tending to develop some of their least amiable predispositions; frequently the audience admire and applaud what is worthy only of blame and thus unconsciously the most fatal impression is made on the pupil.

Comedy frequently degenerates into buffonery and thereby spoils the manners and the characters of the children. When witticisms expressed in an ungrammatical and sometimes uncouth language are learnt by the child, however amusing it may be to the audience, certain it is that the teacher's efforts to preserve the strength and the purity of the mother tongue will be of no avail. We are not advocates for sweeping reforms, but it is far better whenever it is to be feared that any of the evils above mentioned may follow, to abstain from that which is a matter of doubt.

In a few places the greater rigour in the composition of the programmes have kept many away from the public examinations in our colleges. Though this is to be regretted it ought not, in our opinion, to prevent these institutions from following up this course which appears most rational.

In general, however, our colleges cannot complain of small audiences. The Quebec Seminary and the Montreal Seminary confined themselves to the public distribution of prizes, preceded and followed by a few speeches and recitations; but on the eve, the academies, consisting of pupils chosen from among the students, amused and interested their friends with literary and musical soirees. The Rev. Father Gravouille delivered a remarkable address on the duties of parents in the education of their children,

after the usual exercises had been gone through by the pupils, and the prizes distributed. In all these institutions the halls were crowded.

At the secondary school or High School of McGill College, after the distribution of prizes, many eloquent addresses were delivered by the professors and by the members of the university council. Several pieces of poetry were recited by the pupils and a few choice musical compositions very successfully performed. A scene from the *Misanthrope*, declaimed by two of the pupils, showed the success of Professor Fronteau in teaching the French language in this important institution.

There was no public examination at Nicolet College, as several fatal cases of typhus occurred a few weeks before the close of the year. This institution, founded by the Rev. Mr. Brassard, and protected by the illustrious Bishop Plessis, maintains its high position and continues to give distinguished men and worthy citizens to this country. We have no where met with an account of the proceedings at St. Ann College; we suppose that they were as brilliant as usual, and attracted as customary, a great number of the population of the south shore, who pride themselves much on the possession of this classical college. Founded by the Rev. Mr. Painchaud, who devoted all his talents and energies to its advancement, it is now rapidly progressing, and we are aware that the Rev. Superior, Mr. Pilote, has been remarkably successful in the tour which he is now making through Europe, in the interests of that college.

The public examinations at the College of L'Assomption, were presided over by his Lordship the Bishop of Montreal. Dr. Meilleur, late Superintendent of Education, has published, in the columns of the *Minerve*, an interesting account of the examination of this flourishing institution, of which he is one of the founders.

The northern portion of the district of Montreal has a great number and variety of educational institutions. The examinations at the colleges of Laval and Terrebonne were remarkably brilliant. At St. Vincent-de-Paul the examination took place on the feast of St. John the Baptist. The papers have published interesting details of the celebration of this triple feast, religious, literary and patriotic. At Terrebonne, a bazaar was opened, the profits to be devoted to educational purposes. The citizens of this prosperous little town were thus enabled to perform two good works at the same time, and give proof of their taste and of their liberality.

The classical college of St. Therese de Blainville, affiliated to the Laval University, is one of the most prosperous in the province, and one in which the youth, by a course of severe study, are prepared for the priesthood or for the liberal professions. The public celebrations at that institution always attract a great number of the friends of education from the adjoining parishes. This year the exercises assumed quite a military character, in accordance with the events of the day. The examination opened with the performance of the battle of Prague, admirably executed much to the honor of the pupils and their professor of music, Mr. Chatillon. This rather warlike prelude was followed by a discussion of the probable consequences of the recent war. However, as since this interesting debate, peace has changed the aspect of the question, we shall merely say that had the Austrians defended themselves, as ably as the debators did their cause, they would not have to deplore the defeats of Magenta and Solferino. The exercises were closed by a cantata, composed several years ago, for St. Theresa College, by Father Ciccatelli, and which is an obligatory performance at all the examinations. It was remarkably well executed and awakened many recollections in the bosom of the former pupils. After the distribution of prizes, the Rev. Superior Tassé and the Superintendent of Education addressed the audience.

While the college of St. Theresa of Blainville carefully preserves in the northern portion of the former district of Montreal, the healthy traditions of classical and of religious instruction, that of St. Hyacinth, founded at about the same time, near the river Yamaska, in the centre of one of the richest and most beautiful of our southern counties, provides the same benefits for a denser and more numerous population. The building occupied by the students, is one of the most vast and magnificent on this continent. It is admirably situated on a lot, the generous donation of Mr. Cadoret, a wealthy merchant of St. Hyacinthe, and is capable of all the improvements and embellishments that may be desired. Most of the citizens of St. Hyacinthe and a large number of clergy were present at the examination, presided over by the Right Rev. Bishop Prince, who has done so much for education in his diocese. Most of the time was devoted to a discussion between the students of the class of philosophy, as to what are the true results of the diffusion of education in the present century; we hope to see this learned and elegantly worded

debate published, a wish expressed by more than one present. The author of this discussion took, in our opinion, the proper view of the question, carefully avoiding extremes and treating the subject in a liberal spirit. After the distribution of the prizes, Mr. Desaulniers, who for several years has been the Superior, and was now retiring, according to the rules of the institution from this arduous post, addressed the students in a touching manner. His Lordship the Bishop of St. Hyacinth and the Superintendent of Education, were then invited to congratulate the victors, among whom we observed a grand nephew of the Rev. Mr. Girouard, founder of the institution. The portrait of this venerable benefactor of our youth graced the walls of the hall.

There are in that district, besides this classical college, two industrial colleges, that of St. Mary of Monnoir and that of Sherbrooke, the examinations of whose pupils are highly spoken of by the press.

The protestant inhabitants of the eastern section of the country, are not less interested than those of the catholic districts, in the progress of education. Besides the University of Lennoxville and their numerous academies, they have built, at Richmond, which at no very distant period will become one of the most important places of this country, an extensive classical college. It is difficult to find a more lovely spot than that on which it is erected. The river St. Francis and the flourishing villages of Richmond and Melbourne, spreading out on each side of its limpid blue water, which wind through the charming isles, at the foot of the rising mound on which stands the college, in connection with these two villages by the railway bridge, and a government bridge of ancient date. The Rev. Mr. Cleveland, minister of the Congregational Church, and a member of one of the oldest families of the neighbouring township, which bears his name, is the Principal of this establishment. There are 60 students attending this college. It has been open but for three years and is affiliated to the McGill University. The examinations occupied two days, and were presided over the first day by the Superintendent of Education. The pupils answered in a very satisfactory manner on the latin classics, on algebra, on geometry, on English grammar, on French grammar, and on geography.

Our readers can easily imagine that we have not sufficient space for accounts of the examinations in all the institutions. The columns of the newspapers are crowded with reports of their progress. The industrial college of St. Michel of Bellechasse, under the direction of Mr. Dufresne and other lay professors, whose merit we highly appreciate, that of the Christian Brothers of Our Lady of Levi, and their extensive model schools in the towns of Quebec, Montreal and Three Rivers, are worthy of special notice.

Already the influence of these institutions and of the superior primary schools in the country parishes, is felt in all parts; not a day passes but commerce and the useful arts receive educated and efficient members, which will, one day, form the great elements of our social strength.

In passing in review our different institutions at the end of the scholastic year, it would be unjust were we not to mention our excellent female academies, directed by different religious corporations. Their public sittings were the most brilliant of these literary feasts that speak so loudly and so favorably of the great intellectual movement of our country. At the monastery of the Ursulines, at Quebec, there are two public sittings, one for the examination, the other for the distribution of prizes. These two sittings took place this year, in a new wing lately built for the pupil-teachers (boarders) of the normal school. The large hall was crowded, as admission to the examinations in that institution is eagerly contended for. The first sitting was taken up with examinations on botany, on astronomy, on chemistry with experiments, and on other branches of natural philosophy; at the second sitting the play of Mary Stuart was performed, after which the prizes were distributed.

The Sisters of the Congregation of Our Lady, at Montreal, besides their numerous day schools, have two boarding schools, one in the centre of the city, the other at the elegant and splendid residence of Maria Villa, formerly Monklands. The first of these institutions had the rare opportunity of holding the examinations in the chapel lately erected on the ruins of the one built by Sister Bourgeois, and so long occupied by the celebrated recluse Miss LeBer. The examination hall was tastefully decorated, and the adjoining garden with its thousand songsters, chattering like the boarders during their hours of recreation, the pleasing blue and white costumes of the pupils, and the numerous and respectable audience completed the effect. Recitations, literary compositions, and a dialogue in verse, in which all the nations of the earth were represented, a number of musical performances, among others one on the piano, executed by thirty two hands, rendered the examination most interesting.

Two literary compositions one on Miss Leber, the other on the venerable foundress of the institution, were read. His Lordship Bishop Bourget, who presided, expressed his sentiments and those of the audience in a solemn and impressive manner. A few days after, at the convent of Maria Villa, was enacted a scene no less touching. Most of the pupils of this convent are young ladies from the States or from Upper Canada: among the audience therefore were a great number of strangers, who must be deeply impressed with the perfection of our educational institutions. A discussion in verse on the education of girls, occupied the greater part of the sitting. The subject presented the many difficulties of didactic pieces, which were surmounted with a grace and an ease both in the recitation and composition that appeared quite astonishing. The piece was composed by one of the religious of the institution, as was the adieu, recited by Miss Drummond. Then followed the distribution of white rose garlands, of the golden medals and of the prizes. His Lordship Bishop Larocque had the pleasing task of congratulating the pupils.

The Academy of the Ladies of the Sacred Heart at Sault-aux-Récollets, that of the convent of the Sisters of Jesus and Mary, at Longueuil; the interesting school of the deaf and dumb, directed by the Sisters of Providence, at Montreal, and a number of other institutions, have held examinations which are very favorably spoken of by the gentlemen of the press.

If proof be required of the rapid progress of education during the last half century, we need but examine the contents of the programmes. While formerly the small number of our educational institutions caused the just fear, that they would not attain the proportions required by the increase of population in this country, now, many distinguished persons fear the reverse, and are alarmed less the too great number of superior educational institutions give more subjects than are required by commerce and industry. It is well to observe on this point as well as on that of the variety of programmes of the different educational institutions, that the Department organized when the existing schools were in full operation, could not make sweeping changes or establish a new order of things without producing irremediable confusion.

But let us not throw a gloom over the joy of our country as she views with contentment and presents with a just feeling of pride the hundred and fifty thousand children of her schools, treasures more precious than the mines, the monuments and the hoarded wealth of Europe and of Asia.

Distribution of diplomas & prizes at the McGill Normal & Model schools.

This, as we stated on Friday, took place on Thursday afternoon, at two o'clock, the Hon. Mr. Justice Day presiding in the absence of the Superintendent of Education. The proceedings were opened with prayer by the Rev. Mr. Tate, who asked a blessing on the labors of the past session, and on the young teachers who were about to go forth as teachers, and prayed that day might not only be the commencement of an honorable career in the discharge of their earthly duties, but also of their heavenly duties, and that as they were there to receive earthly rewards, so they might look for a heavenly reward hereafter, "A crown of glory that fadeth not away, reserved in heaven for them that love Thee, and know the salvation of Thy Son Jesus Christ."

Judge Day then spoke as follows:

Ladies and Gentlemen.—It has fallen to my lot, somewhat unexpectedly, in consequence of the necessary absence of the Superintendent of Education, to discharge the duties of Chairman of this meeting; a task which although exceedingly agreeable, might under some circumstances be a formidable one for me. I find myself very much relieved by the arrangement which has been made, by which a number of the professors present will address the Assembly. My remarks, therefore, on opening the meeting will be exceedingly brief. It cannot be a matter of wonder to any one whom I now address, or to any one who desires the progress of education in our country, or has an interest in the broader progress of our country, that I have much gratification in announcing that the prosperity and condition of this Normal School are all that could have been expected or hoped, from the promise of its auspicious beginning. It is due to the judicious arrangements which have been made by its originators, and to the zeal of the Principal and Professors in carrying out these arrangements with diligence and fidelity; and I may add it is due to the diligence with which the pupils have applied themselves to the business of

acquiring education, that I am enabled to state this satisfactory condition of things, in the business of education, which is required by no persons more than by those who are to be themselves teachers. It will not do in any system of training intended to fit persons for that great duty, it will not do that there be a one-sided intellectual development, each faculty of the mind must be fairly treated, each one must have its proper share of attention, and I believe, that this object is in a signal degree obtained in the course of training which it pursued here. It may answer for persons who are engaged in teaching in public institutions, to devote their entire attention to a single branch. The man who is to teach mathematics may be ignorant of everything but mathematics yet he cannot be called a completely educated man. The man who is to teach classics may be learned in all ancient and classical lore—may be a thorough scholar, and yet not be strictly speaking an educated man. And so of every one of the branches of learning, which go to make up human education. But that will not do for a teacher of a common school, although the attainments in any particular branch need not be so profound, yet there should be a respectable attainment in every branch. Every one who goes forth to occupy the stations which you will be called upon to fill must have a knowledge of all the different branches which require to be taught, and this object has been sought in the arrangement which has been made in this institution, and I believe it has been thoroughly attained. It has been my good fortune to be able to attend some few of the examinations which have taken place within the last two or three days, and I have derived much satisfaction from the result. The examination conducted by Prof. Robins in Geometry gave me a great deal of pleasure. There was manifested in the answers a clearness and perception, a thorough understanding of the subject which gave earnest of substantial and useful progress. This branch of mathematics, I take it, as a matter of practical use, may not be considered as of very great importance in teaching in a common school; but its importance is very great as a means of training and mental discipline. Perhaps no branch of study can give the same precision of thought and language, which to a teacher, of all persons, is so indispensable. Without clear power of thought, there can be no clear power of expression, and without both these, how can a teacher expect to communicate information so as to make a lasting impression on the mind of the pupil. I regard, therefore, this study of mathematics as of very great importance, and of especial importance to the young ladies of this school; and inasmuch as it gives a more masculine tone to their mind, after which comes in play all the sensibilities belonging to the female mind, and to which, it has been remarked they are more prone to trust than to power of intellect, and the two together will give a great degree of influence to the character of a teacher. Then in that humble branch of Geography, conducted by Prof. Hicks, I saw that there had been a very satisfactory progress also. Geography, be it known to you all, is a study which has been underrated, and which many, even educated people, don't know much about, but here I was happy to perceive that much attention had been paid to it. Then came that charming language, the French, in which Prof. Fronteau, in the animated and sprightly manner which characterizes him, brought to view the proficiency of his pupils, and the progress they had made under his instructions. Then we had Natural History, Agricultural Chemistry, Botany,—that most beautiful of all the natural sciences, and in all these there was evidenced a degree of proficiency which was highly creditable to the Institution. As there are others to address you to-day, who will come to the task better qualified than I have been, I am not very much disposed to exhaust your time, and tire your patience by dwelling longer upon the objects of this institution. Your mission is one of inestimable importance, and of great solemnity, and one which I think is better intrusted to the hands of young ladies than of young men, at all events, until boys attain a certain age. There are two advantages in this system of putting our common schools under the management of young ladies; first, that it opens to them a dignified and honorable employment which will afford them an independent livelihood, hitherto open only to male teachers; and in the second place, it is woman's natural mission to train the young. It belongs to her in an especial manner, to infuse the elements of knowledge and virtue into the youthful mind. It is therefore with great satisfaction that from year to year I see so many young ladies training for this very great work. I will add no more, except merely to say that you have my sincere wishes for your success in this great mission, such success as will secure to you the applause of the world, and what is infinitely more important, a success which will secure to you the approbation of your own conscience.

Judge Day then sat down amidst great applause, after which two

of Prof. Fowler's pupils, Misses Roach and Couch, performed a duet on the piano, accompanied by the professor on the violin. The execution was very fine, highly creditable to both teachers and pupils, and elicited hearty commendation.

Professor Hicks was the next speaker. He said:—Ladies and Gentlemen,—Although called upon to make a short address, the earnestness of Normal School duties, the dull routine of a teacher's work, and the fact that I see before me a large number of diplomas which are to be given out, combined with my not having much to say of an interesting nature, all admonish me to be very brief in addressing you. Of the subjects falling more especially under my care, there is one or two to which I have paid special attention. One of them is English composition. This is a subject which is generally neglected, both here and at home, and it is one of those subjects which, if not known to a teacher, tell very strongly against him. It is neglected, because it is slow in its acquisition, and one from which he expects to derive no immediate and tangible advantage. It is, however, as I have said before, a subject of great importance to the teacher. Let him only exhibit his ignorance of it on a white sheet of paper, pretty legibly written, and it can be used very much against him, should it fall into the hands of an enemy. All those men in our own country, and of others countries, who have risen from the lower ranks of life, have felt that this was the great subject which was needed—a knowledge of English composition. It is on this account that I have given a great deal of attention to English composition during the past session. Geography also has been brought prominently forward. As the gentleman who spoke before me very rightly said, this is a subject which is very much neglected. It is usually considered very dry, but when it is taught in such a manner as to exhibit how the Creator of the world in the direction of every mountain chain, in every expanse of sea and lake, in the course of every river, has manifested his love for his creatures, it is evident that it may be made of great use to all those who are engaged in the instruction of the young. Physical Geography is the part to which I have given most attention, though the other branches, the mathematical and political, have not been neglected. Still, another study to which I directed great care, is English Literature, and this, too, I consider a most important one. In this, we have taken the English language, its growth, the acquisitions which it has received from other languages up to the present time. Besides that we have gone over the English authors, noticing their character, their writings, their dispositions, &c., &c., and I trust that this course has been productive of great advantage. I consider that this is an important study to the teacher, because he will be in a great measure isolated from the world, and will be thrown upon his own resources for amusement and instruction. I have derived much pleasure from that subject myself, and having been a teacher for a number of years, I can feel for those who are about to engage in the work of instruction. Another subject is education, this we have taken up only once a week, and as among the students, there are several who have already been engaged in school-keeping. I have occasionally, by allowing them to give their experience in the form of conversation, sought to benefit the younger part of our students, who have, as it were, an untried path before them. The advantages of a knowledge of the human mind, of school organization, the methods to be pursued to make school agreeable, these and other kindred subjects have, I trust, been brought profitably forward. In addressing young teachers going out into the world to commence their career, I have always spoken to them as those who are going out to do the hard, though pleasant work, of teaching the young. I have always felt that the Normal School is the place for the training of teachers, and that those before me were about to take upon themselves this trust, and therefore I tried to make every lecture a sample of how they should address their pupils at a future time. As regards the conduct of the students during the past session, I must say that it has been highly respectful, and on no occasion do I recollect of having had to call the pupils to order, and nothing has ever happened to mar the harmony of the session. Such being the case, I am sure you will understand that it is a matter of great sorrow that we are to part, and I will now take up a short time in addressing a few words of advice to the young persons before me. My dear young friends (I wish to address myself more particularly to those who are leaving this school with the expectation of becoming teachers) you are going out into the world, and to fill situations where you will have many under your charge. Now I must not hide from you that the position is a very difficult one, that you will have many troubles, much anxiety, and that the teacher's position is one of labor, and yet, on the other hand, there is much that is agreeable in a teacher's life. Were you to ask me if I had to commence my career over again, and were permitted

the choice of an avocation, whether I would follow the same profession, I would answer in the affirmative, for I have derived very many pleasures from it. But there are one or two points I wish to bring before you as an old teacher. And in the first place, you must bear in mind that you must begin your course in a spirit of prayer: you must begin it with a firm reliance on Divine aid to help you to do your duty. The teacher who has an overweening reliance on his own abilities, is most generally unsuccessful, or if he appears to be successful and gain public confidence, still it will be found that in the end his teaching was not productive of good. There is another point to which I would draw your attention, namely, personal appearance. I do not like to see a teacher gaudily attired. A showy teacher is a most objectionable person. If I wished to excite attention by this means, I would seek higher notice. The astonishment of juvenile minds would not be a sufficient recompense for a great outlay in personal adornment. And then as regards language, as regards the tone of voice; all these influences have to be considered; and if you have not gentleness, if you have not kindness of character, seek it, and your work will be a successful one in proportion, as you treat with love and gentleness those who are under you. There is still another matter. In Canada there is a great mixture of society in the common schools: there are the children of the rich, and the children of the poor, and you must be very careful to make no distinction between them. Children are exceedingly sharp in detecting the slightest shade of difference in their treatment, seeming to have more power of reading the faces of those over them, even than adults. So a little child will see at once if you make any distinctions, or show any partiality, and you may depend upon it that by so doing, you will lose the respect and love of the children, and that love is the teacher's greatest boon. I now wish you every success in life, and much prosperity, and it will always give me great pleasure in after years to hear of your well doing, and that you have all been successful in your course through life. [Loud applause.]

Professor Robins was next called upon to address the assembly. He said:—Ladies and Gentlemen,—In the few remarks that I intend to offer to the students, I address myself especially to those who are about to leave these halls, I feel that if I could express clearly and distinctly the many thoughts, and feelings, that I have in connection with your leaving this institution, I should be able to make a speech worth hearing, for I have the treasured experience of many months to draw upon if I could, but my mind seems to be disarranged, in a state of chaos and confusion which makes it impossible for me to make you an address as I once had it, so that if there be some little apparent incoherence and want of connection in what I have to say you will kindly excuse it. One thing I know, I intended to congratulate you, and I do it with all my heart, in the termination of the labors of the past session, and I know it has been a hard strain on your intellectual and physical faculties. I know there must have been moments when you have almost felt overcome with weariness, and I know that there must have been many seasons, when but for the strong controlling sense of duty, you would have been inclined to neglect your studies, to lay aside your books, and to take the relaxation you wished for, I am happy to be able to bear testimony to the general faithfulness of this class, and I can say, that if some considerable experience in connection with the Normal Schools, and the most careful observation during the whole period of the session gives me the right to speak, I can say without fear of contradiction, that but seldom have there any class of ladies of such number as this gone forth better prepared to fulfil the duties for which they have been in training. I congratulate you on the termination of our labors. I congratulate you on the termination of the examinations which you have just passed, for it is no light thing to be engaged for a fortnight in the answering of examination papers as difficult as some of ours were; and I feel that the anxieties connected with these examinations, their length, and their difficulty, have all told against your physical health, and that vigorous tone of feeling which I know usually characterizes you; and I rejoice that the vacation is approaching, for your sake as well as my own, because I think that a few days' relaxation and exercise in the open air, and the congratulations of friends, will do much to restore the flush of health to your pale cheeks, and produce that tone of mind which is necessary. I congratulate you, too, on the results which you have yourselves individually obtained. I congratulate you upon the effects of the training of this institution, upon which account I know that you go forth to perform the duties of life stronger than when you entered this institution. I am confident that the intercourse we have held together has done much to develop your innate strength; and I have no doubt that you will feel stronger in the conflict of life when you think of the many difficulties that have been overcome

during the course of the last session. I feel that I should congratulate you on the result of the examination, in that so many of you have taken diplomas, a larger number of diplomas having been given this session than any I ever remember, here or elsewhere, in proportion to the number of pupils; and I think these diplomas have been well deserved, and that we shall never have reason to regret having distributed them as we have done. I have one word more to say. The pain which I feel at parting with you is greater than I once thought I should be able to suffer on such an occasion. But I feel that the more often I have to part from a class of students, the more deeply painful do I feel the separation, because it is no easy or light thing for me to become attached to new acquaintances, I know that this must always be so in this changeable world—I know we cannot hope here to take up an abiding place—I know as long as we live in this world, we shall have to toil onward through the heat, through the dust, through the labor of years, until God, in his mercy, shall give us rest in the grave. Still the feeling that this must be so, does not, to any extent, alleviate the pain I feel in parting with this division. Especially is this the case in regard to the senior division. I shall here meet again many of the junior division, and shall renew with them the acquaintance commenced in this session; but with those who now go forth with highest honors it is in our power to bestow, there is no such consolation. Some of us may meet again, but for many of us this is the last meeting, and there will never again be an opportunity to manifest our sympathy with each other in times of trial and affliction, until we count up the experiences of a lifetime in a world beyond the grave. Allow me to say, in conclusion, that I do heartily welcome to the position of teachers those who are now to take upon them the position of legally qualified teachers. I know that you are worthy rivals with us in the race we are about to run together, and I know that I shall welcome you yet more heartily when you have grappled with difficulties when your native strength has been brought forth, when you have shown that you will not yield for one moment in the straight, unswerving path of duty. And if you go forth with a firm reliance in divine aid to aid you in your course, I know that you will not be vanquished, but that you will overcome all obstacles in the conflict of life—I know that you will show yourselves worthy of the place to which we have considered you worthy of being assigned, and that in future years we will be enabled to look back with pride on the labors of this past session. (Loud applause.)

Principal Dawson, before the Diplomas were awarded, spoke as follows:—I have much pleasure in announcing that forty-six pupils of this school have passed the examinations, and now appear as candidates for diplomas—eighteen for the Model School diploma, and twenty-eight for that for Elementary Schools. Of these 43 are young ladies, 3 young men. 20 are from Montréal, 26 from other parts of Canada. Of those who have not received the diploma, nine have been promoted to the senior class of next session. Several of those who have not obtained the diplomas are pupils of ability and industry, but who from want of previous preparation, illness, or other causes, were unable to avail themselves fully of the benefits of the school. I have, however, on this as on past occasions considered it my duty to the school and to the public, not to recommend for diplomas any who did not appear likely to be thoroughly efficient teachers. I shall read the names in the order of merit, with the distinctions earned by the several students.

The following is the list:

DIPLOMAS FOR MODEL SCHOOLS.

Maria Johnson, Hatley (Stanstead)—Prizes in Geography, Mensuration, Geometry, Algebra, French; Honble mention in Arithmetic, Chemistry, History, Mensuration, Geometry, Pencil, Drawing; Honble mention in Algebra. Louisa Webster, Montréal—Prize in Grammar; Honble mention in Botany and French. Mary J. Reynolds, Waterloo—Prizes in History and Chemistry; Honble mention in Geography and Grammar. Elizabeth T. Simmers, Montréal—Prize in Botany; Honble mention in Arithmetic, Mensuration, Geometry, Chemistry, Algebra, History, Geography. Lucy H. Derrick, Lacolle—Prize in Education. Melissa DeGolyer, Montréal—Honble mention in Mensuration, Geometry, Landscape Drawing. Hannah Bell, Montréal. Elizabeth Chalmers, Montréal—Prize in Education. Eliza Couch, Montréal. Mary E. Roach, Montréal—Prize in Chalk Drawing. Emily Dunning, Dunham. Louisa Tracy, Montréal. Isabella Blythe Cornwall—Honble mention in Landscape Drawing. Frances Lloyd, Quebec. Margaret Drysdale, Montréal—Honble mention in Chalk Drawing. Alice Finlay, Dunham. Oliver Warren, Granby.

DIPLOMAS FOR ELEMENTARY SCHOOLS.

Lamira Herrick, Granby—Prizes in History, Algebra, Education

(2nd), Zoology; Honble mention in Grammar, Arithmetic, Agricultural Chemistry. Mary J. Hardy, Esquesing, C. W.—Prizes in Grammar, Education (1st), Agricultural Chemistry; Honble mention in Algebra, Zoology, Pencil Drawing. Margaret Gill, Montréal—Prizes in Arithmetic, Natural Philosophy; Honble mention in Geography, Algebra, Geometry, Drawing from Nature. Caroline Arnold, Montréal—Prize in Geography; Honble mention in Grammar. Mary J. Ross, Lachine. Margery McEwen, St. Andrews—Honble mention in History, Geography. James Wilson, Montréal—Prizes in Arithmetic, Geometry; Honble mention in Zoology. Ellen McOwat, Lachute—Prize in Geometry; Honble mention in Landscape Drawing. Isabella Middlemiss, Montréal. Mary Whitnev, Isle-aux-Noix. Sarah Vosburgh, Montréal. Margery Ballantyne, Napanee, C. W. Susanna McLauren, S. Plantagenet. Jane Ann Peddie, St. Michael—Honble mention in History. Agnes O'Grady, Montréal—Prize in French. Eliza Jane Barnett, Montréal—Honble mention in Arithmetic. Louisa Costingan, Philadelphia, U. S.—Ditto Pencil Drawing. Alice Hall, Oxford. Mary Schutt, Lacolle. John Melody, Galway, Ireland—Honble mention in Geometry. Margaret McDonald, Montréal—Ditto History, Figure Drawing. Janet Grant, Montréal—Ditto Zoology. Margaret Clark, Lachute. Isabella Dalgleish, Port Neuf. Mary Wilcock, Montréal. Isabella Halliday, Rawdon. Jessie Patterson, Huntingdon.

PROMOTED TO SENIOR DIVISION.

Frances Clark, Margaret Creighton, Mary Jane Condon, Isabella Mack, Mary McMillan, Frances Mitchell, John McLaren. Honble mention in Arithmetic, Alice McLeilen. Honble mention in Chalk Drawing, Catherine Millar.

Having read the list, the learned principal proceeded:—I may state, in presenting these young persons to receive the reward for which they have striven, all of them for one year some of them for two years, that they have passed a thorough and severe course of mental discipline and of practice in teaching. They have acquired much, and have learned how to learn as well as how to teach. They are not young persons with raw or undisciplined minds, just escaped from school, or too lazy to earn their bread by the labour of their hands, and qualified to teach by the short process of an hour's questioning by examiners, they have testified, by their long and patient labour here, that they have really desired to gain for themselves those acquisitions and that training which may enable them to perform well the work of the high and responsible, nay holy vocation in which they are to engage. They have, too, by their conduct here, shown that they possess the moral qualifications of the teacher, else they would not have appeared to-day to receive diplomas at your hands. I may add that in the case of those who stand high on our list, the position to which they have attained testifies to more than ordinary natural ability and powers of application. What I now most earnestly desire for these trained teachers, is that they may have the opportunity of doing that good for which their studies here fit them; that no narrow prejudices, no mean jealousies, no paltry economy, may prevent their being speedily employed as teachers. In so far as my recommendation may be received, I have no hesitation in assuring you and this audience, that the children who may be placed under the care of those young persons will have reason to be thankful for the establishment of the McGill Normal School. I would only farther say, that we are desirous that the advantage of the McGill Normal School should be more extensively appreciated. Not that we have not a sufficient number of pupils, for our classes have been full; but we are desirous to attract pupils, from the more distant localities; we are desirous to secure the best intellect of the country; and we are desirous to attract a large number of young men. We wish to have a large choice, that we may receive from every locality only those who are best adapted for the work. We ask, too, your aid and patronage in aid of the young persons who go forth with diplomas that they may obtain the best situations as teachers. I have again, as usual, to express my entire satisfaction with the manner in which the professors and other officers of the school have performed their arduous labours. Where all are so efficient, it would be invidious to give other than general commendation. I shall only refer to a few changes in our staff—Miss McCracken, whose admirable management of the Girls' Model School gave it from the first a very high character, has unfortunately been laid aside by illness, but hopes to resume her work at the beginning of next session. In the meantime, with a little aid and advice from Prof. Robins and Mr. McGregor, two of our own former pupils, Miss Everett, and Miss Bell have sustained the usefulness and character of the school. Our new Primary Department has worked, on the whole, well under the care of Miss Hutchinson, another of our former pupils but its late opening and other circumstances incidental

to the commencement of such an effort have prevented it from coming up to the point of excellence, which, we hope, it will attain in next session. Our union with the Model School of the Colonial Church and School Society of Bonaventure Street has been most satisfactory in its working and results. I think it further my duty to say that, in the department of musical instruction, Mr. Fowler has given to the school an amount of time and attention measured not by the remuneration which he receives but by his devotion to his own art. I have again to express our heartfelt thanks to those of the city clergy who have given their time and labour to our classes in religious instruction. I am sure that their labours in this little flock, gathered from so many places, and now to be scattered about to form the mind of Young Canada, will not be without their reward.

After closing his address, Principal Dawson proceeded to call out the names of those to whom diplomas had been awarded, and as the successful candidates came forward one by one, they received their well-earned diplomas from the hands of Judge Day. Some of them, especially the more juvenile ones, being greeted with loud applause.

Professor Fowler then called upon two of his pupils, Miss Webster and Miss Barnett, to play a duet on the piano, with accompaniment on the violin, and as before, the performance was most excellent. Miss Tracy and Miss Bell then sang a duet from "Il Flauto Magico," after which "Perfida Clori" was sung by the two last young ladies, with Miss Roach and Miss Conch, all of which was a still further proof of the ability and care with which they had been taught.

Miss Roach then delivered the following valedictory.

Mr. President, Ladies and Gentlemen.—We bid you welcome, feeling, as we do, that it is the interest which you take in this noble institution and the cause of education, which brings you here this afternoon to learn the results of the past session. During the last year we have been engaged within these walls in sowing the seeds which shall spring up after many days, and whose fruits, in after years, will cause Canada to rejoice, and her children to bless the day in which this institution was planted in their midst. To you, our highly-esteemed Principal, we bid farewell, at the same time returning our most heartfelt acknowledgments for the ceaseless solicitude and kind consideration which you have ever evinced towards those beneath your care. The students of the closing session will ever remember you with respect as a man, admiration as a scholar, and affection as a teacher. Loved teachers! we must part—but how shall we say farewell. Never, till we were called to sever it, did we realise the strength of the tie which bound us to you. Often must we have seemed careless, almost indifferent, to your many kindnesses—with what deep regret do we now remember our thoughtlessness. But it is useless now to express our sorrow; nor will we attempt, in words to thank you for your counsels and your forbearance—rather let the remembrance of it nerve our energies to go forth to that work for which you have so faithfully and well done your part to prepare us. We will try so to perform that work that its results may return to you laden with thanks. And now, too, we must take leave of each other, though our hearts cry out against it—from some, for a time; from many, perhaps for ever. We have travelled together but a little way up the steep of science, yet our intercourse and friendly emulation, have often beguiled it of its difficulties. Many a time have these halls rung with the merry sympathy of all for the happiness of one, and as often witnessed the mingling of our short-lived sorrows. But our paths diverge. Our life duties are before us. Yet, when these are done, perhaps we may meet. Let it be our earnest endeavour that we shall meet—both with each other and our beloved—where the shadow of no parting hour will darken our joy—at home in Heaven!

C. Dunkin, Esq., M. P. P., then took the stand, and spoke as follows:—

Mr. Chairman, Ladies and Gentlemen.—All that I may be able to say on this occasion, could have been so much more properly said by you, that really I should have been glad on some accounts to have been excused from the duty assigned to me. Still I cannot pretend to be at all unwilling to say a few words. I can hardly help looking back in thought, and I dare say you do so too, Sir, to a period hardly six years ago, when the Board of Governors of this University first made overtures to the Government of the Province suggesting the course of Normal School policy, which has been with some slight alteration adopted, and which is now in progress. If we had been then told that the overture which we then made with a great deal of doubt, but still under the feeling that doubtful or not doubtful, it was our business to make it, would have resulted as it has—in our having now sent out three classes of teachers from this school, and that

for three consecutive sessions this school has been carried on under such excellent teachers, and with so much of happy results, we should hardly have believed the prophecy so to have been made to us. The peculiar feature of two of the normal schools of Lower Canada, and especially of this Normal School, is that it forms a branch of a University, that it is under the direct control of a Board, possessing all the recognized privileges of a University. There are many difficulties to be overcome in a new country in carrying on the work of education, and this can only be done by raising to the utmost elementary and model education of all the people. And we think that we do a very important part of our task in undertaking the business of teaching those who will teach in Elementary and Model Schools. We hope, too, at no very distant day, to educate those who will be teachers of Academies proper, and we will do it just as soon as Provincial or private liberality will give us the means; but until then no hope can be realized. We have every right to congratulate ourselves and you upon what we have done. We have secured the services of the very best teachers we could find for you, and I think you are all satisfied of the fact at all events, we are pretty certain of it. One of those gentlemen, Prof. Hicks, was selected as the most accomplished master that we could secure here, of what I may call the English Training School system, and as having here already proved his entire fitness for the post we assigned him. Another, Professor Robins (I trust the gentlemen I name will not feel their modesty shocked at the necessity of so naming them) was certified to us to be the best man whom the school authorities of Upper Canada could designate as the representative of their system; and he has here shown himself worthy of the recommendation. The teachers of our Model Schools were secured on the faith of the same assurance, and with the same result. The gentlemen whose instruction you have enjoyed in French in Drawing, and in Music, are all teachers than whom better cannot be found. And for the Principal of your school, Principal also of the University, you well know his rank at once as a man of science and as an educationist, even among those who in either capacity rank at high, and your privilege in having been instructed by such teachers, in having taken part in an institution of which they are the honoured heads, and the responsibilities which fall upon you are by no means light. Quite lately, during the last session of parliament, something has been done—not much, but still something, I hope—towards developing the educational profession, for I like always to consider that teachers form a branch of a profession, and in the days in which I was a teacher myself I so regarded it. Something was done, I say, towards improving the position of teachers. Among other matters, power was given to the School Commissioners in all parts of Lower Canada to levy moneys for the maintenance of schools, without stint as to amount. I dare say, however, they will not be too liberal to you. At all events, the Ministry has given to them the power to be just as liberal as they can be induced to be. They have increased also, almost doubled, the amount of money for the erection of school buildings, and that, too, is some thing. There has also been another change made in the law, which will give greater relative value to the diplomas which forty-six of you have received to-day. Previously, any Board of Examiners could give a certificate to those who might pass a not very stringent examination, of equal value with the diplomas you received here, and of equal duration, and in this, there was a certain unfairness towards you. But in the last session, the law was changed so that a certificate by any Board of Examiners in Lower Canada, is of force only within certain territorial limits, and in regard to certain schools named. In the certificate, and only for a term of three years. Your diplomas give the right to be received as teachers throughout the whole of Lower Canada, and, if you do not forfeit the privilege, during your whole lives. Young ladies and young gentlemen, you will allow me to address to you a few words of advice, although you have been already addressed by those who have spoken before me. You will allow me to say a word or two as to the responsibility that rests upon you as you go out into the world to become teachers. You must remember that it rests very much with yourselves to repay the Institution and the Province for all that they have done for you. If you, by your judicious conduct, high character, capacity as teachers, and success—if you recommend the institution of which you are the production, so to speak, you will have done something to repay the institution for what it has done. And in the daily discharge of your duty, every child whom you teach,—every young person to whom you communicate more of the power and wish to learn,—every individual whose character you help to mend for good, you are benefiting not only yourselves, not only the individual pupil whom you teach, but you will have done much to serve your country because this country of Canada is, after all, nothing more or less than the aggregate of those who inhabit it, and the children

whose minds you help to form are those who will grow up to be the men and women of Canada. I don't want to flatter you, but I do think that the duty you have to do is one of the most responsible and most important that a human being can be called upon to perform. The doctor takes care of the body, and ought to do something in other respects. The lawyer looks after men's rights, and may be of great use in aiding the right and preventing wrong. The clergyman, too, has opportunities for doing a great deal of good, but he has to do principally with adult minds, which are not so susceptible to new impressions. But the teacher has to deal with the mind at the very time when it is most ductile, and when the most lasting impression can be produced. If the teachers of a country are true to their vocation, if they seek not only to develop the moral but the religious character of their pupils, such a class of teachers is no small blessing to the country that it adorns. I trust you will belong to this class, and, in behalf of the University, I congratulate you very warmly on having entered upon the duties of a teacher, and I trust you will do honor to yourselves, benefit to your pupils, and service to your country. (Loud applause.)

The principal then announced that the next session of the school would open on the 15th day of September, when he expected to have a larger number of applications than even during the past session. Judge Day then invited any gentleman present who desired to address the assembly, upon which.

John Dougall, Esq., arose and said:—that he had for many years most earnestly longed to see this day, that till within a short time, teachers in Canada were mostly broken down men, who, though very clever, could not maintain themselves in any other profession, but that now they were not only sending out better educated teachers, but that they were training the people to desire better teachers for their schools. He said that there were two kinds of teachers. One kind whose labors, whose character, and whose memory dwell in the minds and hearts and affections of their pupils all through life; and another kind who might well be called tyrants; to whom their pupils think they owe no allegiance. He was sorry to say that in former times this class was the numerous, but now he could say that in the present day, the power of love in teaching was much more universally tested and with very great success.

The Rev. Dr. Wilkes next made a few remarks on what he and some other clergymen had done in giving religious instruction to the young people before them, and he was happy to be able to bear testimony to their intelligence, not merely general, but in respect to the Word of God. He hoped that all of the class of "tyrant" teachers might soon be displaced by such as the young ladies before him, and ended by giving them his earnest wishes for their happiness and prosperity.

The Rev. Kemp then arose to speak for a few minutes, stating that it was his settled opinion, derived from experience, that young ladies were better adapted to teach even rough runde boys, than young men, and gave an instance of a school in which the teacher had for scholars boys of sixteen and eighteen years of age, and had them completely under subjection, while no male teacher had ever been able to remain in that school.

The National Anthem was then sung by all the pupils, Prof. Fowler accompanying on the piano, after which the proceedings were closed by prayer by the Rev. Dr. Wilkes.

Those who had taken diplomas remained, at the request of Judge Day, and the prizes, consisting of a number of very valuable and beautifully-bound books, were distributed by the teachers in an informal manner.

We noticed among other sketches which adorned the walls of the hall, a number of very beautiful chalk drawings which were worthy of a more than passing notice, and are evidence of considerable artistic talent on the part of those whose productions they are.

The occasion was altogether of a most interesting character, not merely to the pupils and their friends, but also to all who take an interest in the great cause of education in this country, through which the teachers here trained, will be scattered broadcast to discriminate the knowledge, and the principles which have been instilled into their own minds.—*Montreal Herald.*

Seventh Conference of the Association of Teachers, within the Limits of the Laval Normal School.

At an Assembly of the Members of this institution, held Saturday 25th May 1859, at the Laval Normal School, were present:

The Hon. P. J. Chauveau, the Rev. Mr. Langevin; Mr. Octave Biton, Mr. Inspector Bardy; Messrs. F. X. Juneau, C. Dion, F. X. Toussaint, N. Lacoste, A. Doyle, F. X. Gilbert, J. Labonté, Gr. Lachance, C. Langlois, L. Roy, B. Pelletier, C. Dufresne, C. Côté,

C. Huot, P. Drolet, C. J. L. Lafrance and Messrs. the pupil-teachers of the Normal School.

The proceedings of the last sitting having been read and adopted the association adopted a series of rules proposed and sanctioned by the Council during its sitting in the forenoon.

Mr. Dufresne director of St. Michael College, read a long and interesting essay on Physiology and Anatomy, in which he described the structure of the human frame in a clear and learned manner.

Mr. Lafrance read a paper on the Association of Teachers of the District of Quebec, founded in 1858.

The following subject was then discussed:

"Are the prizes at public examinations of any utility, and to what extent are they useful?"

The conference, after an animated discussion adopted the following conclusions of the Rev. Langevin.

I.—The advantages resulting from the distribution of prizes at public examinations are:

- 1o. To incite the children to learn;
- 2o. To recompense talent and application;
- 3o. To humble the slothful, and thus waken them from their torpor;
- 4o. To leave to children permanent tokens of their success at school.

5o. To propagate emulation in the parishes.

II.—The dangers of these distributions are:—

- 1o. To overexcite the ambition and self love of some children;
- 2o. To raise jealousy and the murmurs of the parents;
- 3o. To discourage those who have not succeeded in obtaining these recompenses;

4o. To put the municipalities to too heavy an expense.

III.—But these are mere abuses, and prove nothing. They can easily be avoided, by the following means:

1o. To put the children on their guard against that natural and very common sentiment, pride;

2o. Always to be impartial in the conferring of prizes, and to consider only the assiduity, the talent and the merit of the child.

3o. To give a sufficient number of prizes, so that a certain number of children may have the hope of obtaining one.

4o. Not to give too a great number, and thereby lessen their value in the eyes of the scholars.

5o. Inform the unsuccessful that they have acquired knowledge, and have the satisfaction of having done their duty.

6o. Not to give too costly prizes, particularly in elementary schools, making the children understand that the honor of receiving a prize is greater by far than the intrinsic value of the prize;

7o. The prizes to be the result of competitions taking place at stated periods during the year.

Inspector Bardy then read an essay on education.

Rev. Mr. Langevin, inscribed his name as continuing his course of physic, Messrs. Lacasse & Pelletier promised a lecture for the next conference.

Mr. Juneau then proposed as a subject to be debated at the next sitting: "Whether corporal punishments should not be abolished, and to what extent they may be supplied by other punishments."

The meeting then adjourned.

ADVERTISEMENTS.

UNIVERSITY OF M'GILL COLLEGE.

THE CALENDER FOR THE SESSION OF 1859-60,

CONTAINING full information respecting the Courses in LAW, MEDICINE, and ARTS, the HIGH SCHOOL DEPARTMENT, the MCGILL NORMAL SCHOOL and the SCHOOL EXAMINATIONS of the University, is now published and may be obtained on application to the Undersigned.

W. O. BAYNES,
Secretary.

MCGILL NORMAL SCHOOL, MONTREAL.

THE FOURTH SESSION will commence on THURSDAY, FIFTH SEPTEMBER, 1859. Printed copies of the regulations, forms of application and all other necessary information, may be obtained of the Principal or of the Undersigned.

W. O. BAYNES,
Secretary McGill College.

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