

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

- Coloured covers/
Couverture de couleur
- Covers damaged/
Couverture endommagée
- Covers restored and/or laminated/
Couverture restaurée et/ou pelliculée
- Cover title missing/
Le titre de couverture manque
- Coloured maps/
Cartes géographiques en couleur
- Coloured ink (i.e. other than blue or black)/
Encre de couleur (i.e. autre que bleue ou noire)
- Coloured plates and/or illustrations/
Planches et/ou illustrations en couleur
- Bound with other material/
Relié avec d'autres documents
- Tight binding may cause shadows or distortion along interior margin/
La reliure serrée peut causer de l'ombre ou de la distorsion le long de la marge intérieure
- Blank leaves added during restoration may appear within the text. Whenever possible, these have been omitted from filming/
Il se peut que certaines pages blanches ajoutées lors d'une restauration apparaissent dans le texte, mais, lorsque cela était possible, ces pages n'ont pas été filmées.
- Additional comments:/
Commentaires supplémentaires:

- Coloured pages/
Pages de couleur
- Pages damaged/
Pages endommagées
- Pages restored and/or laminated/
Pages restaurées et/ou pelliculées
- Pages discoloured, stained or foxed/
Pages décolorées, tachetées ou piquées
- Pages detached/
Pages détachées
- Showthrough/
Transparence
- Quality of print varies/
Qualité inégale de l'impression
- Continuous pagination/
Pagination continue
- Includes index(es)/
Comprend un (des) index

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

- Title page of issue/
Page de titre de la livraison
- Caption of issue/
Titre de départ de la livraison
- Masthead/
Générique (périodiques) de la livraison

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

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
								✓			

THE
JOURNAL OF EDUCATION

FOR LOWER CANADA

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

FOURTH VOLUME

1860

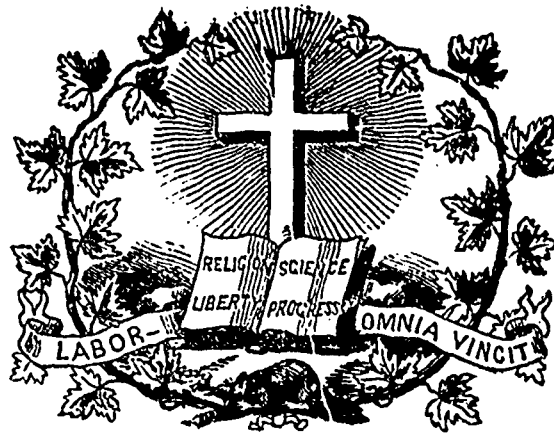
MONTREAL, LOWER CANADA

PUBLISHED BY THE DEPARTMENT OF EDUCATION.

From E. Sénécal's Caloric Printing-Presses 4 St. Vincent Street.

TABLE OF CONTENTS.

- ADDRESSES** presented by Educational Institutions to H. R. H. the Prince of Wales, pages 132, 151, 185.
- ADVERTISEMENTS**—Educational Calendar for 1860. Report of the Superintendent of Education for Lower Canada for 1858, page 20; Mrs. Simpson's Establishment for the Education of young Ladies, 62, 84, 100, 116, 140, 156; High Schools, 62; Worcester's Royal Quarto Dictionary, 116, 140, 146.
- BIOGRAPHICAL and Necrological Notices.**—De Quincey, Chs. LeNormant, page 12; Macaulay, 35; Fathier Lacordaire, 35; Dr. George Wilson, 36, 99; H. Fisher, Esq., 34; James Kirke Paulding 83; S. G. Goodrich, 84; Lady Byron, 99; Honourable John Molson, 116; Death of Mr. Moumerqué, of Mrs. Jameson, of the Rev. L. Gingras, of Mr. Réal Angers, 67; of Sir George Simpson, 139; of James, of Brough, 139; of Gen. Nicolls, 140; of Dr. Andrew Holmes, 154; of Hon. Peter McGill, 155; of Mr. J. B. Faribault, 156; of Mme. Adolphe De Puisbusque, 172; of the Earl of Aderdeen, the Revd. Dr. Croly, Baron Bunsen, Petitclair, Myrand, 188.
- CONVOGATIONS and Conferences of Teachers.**—St. Francis District Teachers' Association, page 8; Teachers' Association—Jacques-Cartier Normal School, 47, 96, 168; Teachers' Association—Laval Normal school, 48, 96, 162; Teachers' Association—McGill Normal school, 48.
- DONATIONS** to the Library of the Department of Public Instruction, pages 7, 29, 45, 62, 77, 95, 127, 147.
- EDUCATION.**—The Colleges of Canada, by the Hon. P. J. O. Chauveau, L. I. D. (continuation). The *University of Toronto*, (continued from vol. III.) pages 1, 21, 37, 85, 101; School Days of Eminent Men in Great Britain, by John Timb, 2, 24, 39, 56, 69, 87, 104, 117, 143, 160, 174; Suggestive Hints towards Improved Secular Instruction, by the Revd. R. Davies, 4, 25, 40, 58, 71, 89, 106, 119, 145, 162, 175; A word to young Teachers, 5; By precept and example too, 27; Talk not much nor loud, 27; Something about schools, 28; The man that knows how to read and to write, 42; Thoughts for teachers, 43; The two Candidates, 44; Biography as a means for teaching and training, 53; The Magic Lantern an Auxiliary in Teaching, 60; Directions for Reading, by J. Bruce, School Inspector, 73; Seeing and hearing, 74; Teacher's mismanagement of pupils, 74; Thoughts on Education from various authors, 75, 93, 168, 124; Hints on Oral Teaching, 91; Peddled Books and Newspapers, 92; Monotony of school Exercises, 92; Charity among Teachers, 92; Conducting Recitations, by J. Bruce, Inspector of Schools, 103; Physical culture, by J. Bruce, S. I., 122; The best physical exercise, 123; Promptness, 123; Teaching Power, by John Bruce, School Inspector, 141, 158; Inaccuracies in Pronunciation, by H. Hubbard, School Inspector, 143; How to pronounce "Ough," 144; How can the young people pleasantly and profitably spend the long Winter Evenings, 159; University Lecture, McGill College, by Professor Johnson, 173.
- EDUCATIONAL** Intelligence, pages 11, 13, 33, 34, 60, 67, 83, 98, 99, 137, 138, 139, 154, 155, 172, 187.
- EDITORIAL.**—To Teachers and to the Friends of Education, page 7; First meeting of the Council of Public Instruction, 7; The Victoria Bridge, 8; Council of Public Instruction, 29; Review of the 7th Annual Report of the Chief Superintendent of Schools for New Brunswick, 29; State and Progress of Education in Upper Canada, 45; Quebec Catholic Board of Examiners, 62; Report of the Louisiana Superintendent of Schools for 1857, 63; Annual Convocation of McGill College, 77; Model schools of the McGill Normal school, 79; Our Journal, 110; Distribution of Diplomas, etc., in the Laval, McGill and Jacques-Cartier Normal Schools, 110, 112, 113; Public Examinations in the Colleges, Academies, and Schools in Lower Canada, and close of the 3rd term in the Laval University, 111; The Visit of His Royal Highness the Prince of Wales to America, 127, 147, 165, 180; The Census, 178; Pastoral Letter of the Roman Catholic Bishop of Montreal and Notice read by the Anglican Lord Bishop of Montreal in Christchurch Cathedral, 179; on the Census, 179; McGill Normal School, 180; International Exhibition of 1862, 180; Decision by the Court of Appeal, 187.
- LITERARY** Intelligence, pages 12, 34, 50, 67, 90, 139, 155, 172, 187.
- MISCELLANEOUS** Intelligence, pages 12, 68, 100, 116, 140, 156, 188.
- NOTICES** of Books and Publications, pages 33, 171, 172.
- OFFICIAL NOTICES.**—Erection of the Township of Harrey, 6; Separation from Ste. Sophie, 28; Erection of Ste. Anne des Monts and Cap Chat into separate school municipalities,—Annexation to Ste. Cécile, 45; Annexation to St. Basile, Annexation to St. Thomas de Pierreville, 76; Separation and Annexation of school municipalities under date 29th May, 94; Erection of Mont-Louis, county of Gaspé,—Division of Cap-des-Rosiers into two school municipalities, 146; Erection of St. Antoine de Châteauguay, Separation and Annexation of St. George of Malbay, 163; Erections of municipalities, 178. Appointment of Professors, 94, 146; of School Commissioners and Trustees, 6, 28, 45, 94, 127, 146, 163, 178; of School Inspectors, 44, 146; of Examiners, 61, 146. Limits of Districts of School Inspection, 45. Diplomas granted by Boards of Examiners, 7, 28, 45, 61, 76, 95, 109, 127, 146, 163, 178; Diplomas granted by the Normal Schools, 109. Teachers Wanted, 7, 110, 127, 147, 164; Situations Wanted, 7, 45, 76, 96, 109, 127, 164, 178; Teachers' Conference, 62; Notice to Copy-right Holders, 62; Payment of Teachers' Pension, 62; Notice to Directors of Superior Educational Institutions, 77; To the Secretaries-Treasurers of the Boards of School Commissioners and of Trustees of Dissident Schools, 77, 95, 109, 126. Appointment: Education Office, 146. Books approved by the Council of Public Instruction, 163; Diploma revoked, 164.
- POETRY.**—The Teachers' Vision, 6; Lament for the Old Tree, 28; The Poet and the Rose, 60; Ode on Art, 76; Geography in Rhyme, 108; On the Visit of the Prince of Wales to British America, by John Barton, 125; The Prince of Wales, by Annie, 126; The Father's Tear, 126; My Father's Land, by Longfellow, 157; A la Claire Fontaine, 157; Before the Grave of Washington, 157.
- REPORT** of the Superintendent of Education for Lower Canada on the apportionment of the Superior Education Fund, accompanied by Tables, 10; Report of the Superintendent of Education for Lower Canada, for 1858: Extracts from the Reports of School Inspectors, 10, 31, 48, 64, 80, 96, 115, 133, 153, 169; Report of the Superintendent of Education for Lower Canada, for 1859, 168, 185.
- SCIENCE** and Scientific Intelligence, 35, 36, 61, 61, 67, 68, 84, 99, 172.
- STATISTICAL** Intelligence, 11, 20, 51, 52, 68, 139, 156.
- WOOD CUTS.**—Diagram of Parhelia observed at St. Mary's College, Montreal, 61; His Royal Highness the Prince of Wales, 181; View of the Victoria Bridge, etc., 183, 184, 185.
- ERRATA.**—156, 175.



JOURNAL OF EDUCATION.

Volume IV.

Montreal, (Lower-Canada) January, 1860.

No. 1.

SUMMARY.—Education: The Colleges of Canada; the University of Toronto, by Hon. P. J. O. Chauveau (continued from our last).—School Days of Eminent Men in Great Britain, by J. F. Timbs (continued).—Suggestive Hints towards Improved Secular Instruction, by the Revd. R. Dawes, 10th Mechanics.—A Word to Young Teachers.—LITERATURE.—Poetry: The Teacher's Vision.—OFFICIAL NOTICES: Erection of School Municipalities.—Appointment of School Commissioners.—Diplomas granted by the Boards of Examiners.—Teachers Wanted.—Situation as Teacher wanted.—Donations to the Library of the Department.—EDITORIAL: To Teachers and to the Friends of Education.—First Meeting of the Council of Public Instruction.—Meeting of the Association of Teachers of the District of St. Francis.—The Victoria Bridge.—Report of the Superintendent of Education, for 1858: Extracts from the Reports of the Inspectors of Schools.—MONTHLY SUMMARY: Educational Intelligence.—Literary Intelligence.—Miscellaneous Intelligence.—OFFICIAL DOCUMENTS: Report on the Apportionment of the Superior Education Grant, for 1859.—Table of the same.—Table of the Apportionment of the Supplementary Aid to Poor Municipalities for 1859.—Statement of the Correspondence of the Department for 1859.

conservatives to the French Canadian and catholic members. It was certainly most difficult, even for a man of Mr. Draper's tact and ability to treat a question of such vital importance to one section of the Province, and into the consideration, nay into the arbitration of which the other section was forced much against its will, and apparently not without some danger to its own institutions. His speech was looked upon by all parties as a most happy and successful effort. It is remarkable for the elegance of its language, terse and sarcastic as it is and verging on the extreme limits of the freedom of speech allowed by parliamentary usages to the counsel at the bar of the house.

EDUCATION.

THE COLLEGES OF CANADA.

III.

The University of Toronto.

(Continued from our last.)

The pamphlet from which we have made the above quotation, was published as late as 1845, (1) and was intended for the discussion of the second University bill of which we shall speak hereafter. The one that was under consideration when Mr. Draper was heard at the bar, had been introduced by the Hon. Mr. Baldwin, then Attorney General. This was at a very momentous period, when the question of the seat of government had just been decided in favour of Montreal and against Kingston, and when Mr. Baldwin's Lower Canadian allies were under the greatest obligations to those of his followers who had voted for this extremely unpopular measure in their section of the country. On the other hand, warnings as to the fate of the religious and educational institutions of Lower Canada, were not spared by the Upper Canadian

Little was said by the eloquent speaker that could be construed, by the Lower Canadian members, into a positive threat as to the future consequences of their votes, but the injustice complained of on behalf of King's College, was clothed in such terms as he thought might more nearly fit the case of the Lower Canadian institutions at some future day.

Little was said of the analogy between the established Church of England and the once exclusively recognized Catholic Church in Canada; but the whole current of ideas running through the speech was strikingly identical with the views which he thought must be cherished by the members of the latter. Among the arguments which could more forcibly be brought to bear against the bill were, naturally, those arising out of the provisions made in the original Charter for the existence of a Faculty of Theology.

It will be seen, by the following extract, to what account they were turned by the counsel of King's College.

“And, first, the proposition contained in this bill, respecting the conferring of degrees in divinity, presents an insuperable objection, for it involves principles which King's College cannot sacrifice; and on this ground, therefore, its assent could never be given.

In allusion to a supposed analogy between the offices of Lord High Chancellor in England, and of Vice Chancellor in Western Canada, the latter has sometimes been jocosely called the keeper of her Majesty's Upper Canadian conscience. The analogy

(1) Thoughts on the University question, respectfully submitted to the members of both houses of the Legislature of Canada, by a Master of Arts.—Kingston, 1845.

may, perhaps, with equal propriety, be extended to the Chancellor of the University, who may be considered the keeper of the conscience of the proposed University. Of what a precious charge will he not be the custodian! Let us imagine him robed in all the dignity of official costume—surrounded by Doctors and Masters, Bachelors and undergraduates—with all academic pomp and attendance presiding in Convocation. For other degrees he collects the “*placets*” and “*non-placets*,” and pronounces the result; but the candidates in divinity presenting their certificates of fitness, leave to the Convocation and the Chancellor a ministerial duty only. And first presents himself a Roman Catholic from Regiopolis—place for him, for he believes more than any who are to come after him. His certificate is regular; and the Chancellor dismisses him a doctor, a teacher of theology, carrying the diploma of the University of Toronto, certifying to all whom it may concern, his fitness to fulfil that high and holy duty. Scarcely has he gone, when King’s College, as remodelled by this bill, sends up her pupil: he has just subscribed the thirty-nine articles, and there are to be found amongst them some not immaterial difference from the faith of the last new-made Doctor: he has just taken the oaths of abjuration and supremacy, which involves sad heresy in the mind of his immediate predecessor. But this matters not to the phant conscience of our University—*Tros Tyrusve mihi* is her motto; and our Church of England man receives, too, a diploma of his fitness to teach man the road to heaven. Make way for the next—and Queen’s College sends up her duly qualified student, believing not in Episcopacy or in the propriety of different orders of ministers; laughing at the idea of an Apostolical succession, and disapproving of liturgies and set forms of prayer, though coinciding with the Church of England in many points of difference from the Church of Rome. On him, too, Alma Mater smiles; on him, too, she confers her diploma greeting him her son, well beloved as those who have preceded him; equally qualified to be a teacher of divinity. We have not done yet—what is Victoria College about? Oh! here comes from her walls the Wesleyan Methodist: he differs from all who have preceded; with a different Church Government; a difference in some articles of doctrine; a difference with those who would not leave the support of their clergy to the voluntary principle. But to our conscientious University this makes no difference; to him as to all the rest does she proffer the maternal embrace, and alike confers on him the diploma to teach that all who have preceded him are more or less wrong. Unhappy keeper of this expansive conscience! are you not already debased enough? may you not now descend from your seat of state and hide the shame which you have been writhing under? No, sir, this prostitution has not yet gone far enough; our University, like another *Messalina nondum satiata*, pants, to fold on her ample bosom, more and more divinity lovers, and courts them to her arms, careless of any other qualification but the annual revenue of 100 bushels of wheat. Hitherto, it may be said, that there has been an agreement on some cardinal points of orthodox faith; something like a scriptural and christian accordance; but we find the invitation held out to those who confide in the intrinsic merits of their own good works, as super-eding a necessity for the mediatorial sacrifice of atonement; who, denying the divinity of the son of God, would reduce the Saviour of men to their own level; and who reject, because they cannot comprehend, the sacred mystery of the Trinity. Such is the conscience of our University. I will not pursue the mockery—the bitter mockery which this vile prostitution gives rise to. We will break up our fancied convocation and let our unhappy Chancellor depart. But I will ask every man who has heard me if the picture be not truly painted; whether the horror which it excites does not arise from its stern fidelity to its original. Such is the corporate conscience; what must be the individual conscience of those who, on the one hand, can sign a diploma conferring such degrees on men whose religious opinions they believe heretical, or on the other, receive a diploma from those whose orthodoxy they are bound by their conscientious belief to controvert and deny?”

The peroration of the speech consisted in an affecting and imposing prosopopœia, in which the University, not unlike the Jerusalem of the Prophets, was made to complain of the cruel treatment she was to receive at the hands of her enemies. Little could one have thought at the time, that her eloquent defender would so shortly after be found among those whom he then denounced as the invaders of the most sacred rights! The following words were destined to be heard more than once at the bar of the house:

“In conclusion, let me intreat that, for a few moments losing sight of the humble individual who may have wearied you, you will imagine King’s College offering this concluding summary in defence of her rights, privileges, and existence:

You are asked to pass a measure which, by the abolition of all tests as regards instructors, treats as a matter of indifference whether the education, the formation and cultivation of the minds of youth, be entrusted to those whose religious feelings will cause them to labour diligently to train them in a right direction; or to those whose total indifference, or total unbelief, may endanger every good and virtuous principle; a measure which treats as equally right those who believe the cardinal fundamental doctrines of Christianity and those who disbelieve them; which rather invites and encourages religious discord than seeks to remove or suppress it. In the name of that God whose truth and whose worship are thus disregarded, I protest against this bill.

You are asked to pass a measure unprecedented in the annals of British legislation; which assumes to exercise the Royal prerogative for this particular purpose, and to deprive your Sovereign of the right and power ever again to exercise that prerogative for a similar purpose in Upper Canada. In the name of our Queen, to whom you have sworn allegiance, whose prerogative it is your duty to maintain, I protest against this bill.

You are asked to pass a measure, professedly for the advancement of education, the cultivation of science and literature, which will destroy every means of so carrying on the institution as to give to patient industry its cheering prospect, to high attainment its adequate reward; which is so replete with discordant elements that nothing short of a miracle can prevent the establishment from becoming a Babel of confusion, or save it from hopeless ruin which will therefore eventually deprive the Province of the benefit designed by my royal and beneficent founder.—“The education of youth in the principles of the christian religion, and their instruction in the various branches of science and literature which are taught in our Universities in the United Kingdom.” In the name of the country I protest against your depriving me of the means and the power to fulfil the high behest for which I was brought into existence.

For the sake of religion; on every constitutional principle; by every patriotic feeling; in the name of God; your Queen; your country; I call upon you to reject this bill.”

If Mr. Draper, as we have said, was extremely cautious in dealing with one part of his subject, his clients had gone already a great deal further. Although the position of the Lower Canadian institutions, as was shewn in the pamphlet above quoted, was, in fact, very different, one can easily understand the feelings of the Bishop of Toronto when penning the following lines, the greater part of his life having been spent in establishing, maintaining, and defending an institution so dear to his heart, both as a bishop and as a scholar.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

LXXXVII.

SAMUEL BUTLER AT WORCESTER.

Samuel Butler, the most witty and learned poetical satirist, was born at Strensham, in Worcestershire, in 1612, and received his first rudiments of learning at home: he was afterwards sent to the College School at Worcester, then presided over by Mr. Henry Bright, prebendary of that cathedral, whom Dr. Nash describes as “a celebrated scholar, and many years master of the King’s school there; one who made his business his delight; and, though in very easy circumstances, continued to teach for the sake of doing good, by benefiting the families of the neighbouring gentlemen, who thought themselves happy in having their sons instructed by him.” Butler’s father’s finances would not allow him to be

matriolated at Cambridge, to which university he desired,—and his proficiency in learning entitled him,—to proceed. Accordingly, he engaged as clerk to an eminent justice of the peace, and in his leisure hours studied history, poetry, music, and painting; and obtaining access to the Countess of Kent's well-stocked library, he enjoyed the conversation of the learned Selden. He entered afterwards into the service of Sir Samuel Locke, a knight of ancient family in Bedfordshire, who had been one of Cromwell's commanders, and is supposed to have been the prototype of the character of *Hudibras*.

LXXXVIII.

JEREMY TAYLOR AT CAMBRIDGE.

Jeremy Taylor, the most eloquent and imaginative of English divines, and the Shakspeare and Spenser of our theological literature, was born in 1613, and descended from gentle and even heroic blood. His family had, however, "fallen into the portion of weeds and outworn faces," and Jeremy's father was a barber in Cambridge. He, nevertheless, put his son to college, as a sizar, in his thirteenth year, having himself previously taught him the rudiments of grammar and mathematics, and given him the advantages of the Free Grammar School. In 1631, Jeremy Taylor took his degree of B.A. in Caius College, and entering into sacred orders, removed to London, where his eloquent lectures in St. Paul's Cathedral, aided by "his florid and youthful beauty and pleasant air," procured him the patronage of Archbishop Laud. Such was the commencement of the rise of Jeremy Taylor, whose fortunes suffered "in the great storm which dashed the vessel of the church all in pieces," and from his being in advance of the age in which he lived, and of the ecclesiastical system in which he had been reared.

LXXXIX.

COWLEY AT WESTMINSTER.

Abraham Cowley, whom Milton declared to be one of the three greatest English poets, was born in Fleet-street, in 1618. He was sent early to Westminster School: he tells us that he had such a defect in his memory, as never to "bring it to retain the ordinary rules of grammar." Bishop Sprat says:—

"However, he supplied that want by conversing with the books themselves from whence those rules had been drawn. That no doubt was a better way, though much more difficult, and he afterwards found this benefit by it, that having got the Greek and Roman languages as he had done his own, not by precept but use, he practised them, not as a scholar but a native.

"The first beginning of his studies was a familiarity with the most solid and unaffected Authors of Antiquity, which he fully digested, not only in his memory, but his judgment. By this advantage he learn'd nothing while a boy, that he needed to forget or forsake when he came to be a Man. His mind was rightly season'd at first, and he had nothing to do, but still to proceed on the same Foundation on which he began."

At Westminster, Cowley "soon obtain'd and increas'd the noble genius peculiar to that place." He wrote his *Piramus and Thisbe* when only ten years old, and his *Constantia and Philetus* when only twelve. They were published, with other pieces, as *Poetical Blossomes*, when he was only fifteen. At Westminster, too, he wrote his comedy of *Love's Riddles*; and his elegy upon the tragical fate of the two sons of Sir Thomas Lytleton, drowned at Oxford, the elder in attempting to save the younger, in 1635. He had great respect for his master, Dr. Busby, to whom, in 1662, he presented a copy of his two Books of Plants, with a letter couched in the most affectionate and respectful terms. Dr. Johnson has pithily characterized Cowley as "a man whose learning and poetry were his lowest merits." Cowley, in his Essay "Of Myself," says:—

"When I was a very young boy at school, instead of running about on holidays, and playing with my fellows, I was wont to steal from them, and walk into the fields, either alone with a book, or with some one companion, if I could find any of the same temper. I was then, too, so much an enemy to constraint, that my masters could never prevail on me, by any persuasions or encouragements, to learn without book the common rules of grammar, in which they dispensed with me alone, because they found I made a shift to do the usual exercises out of my own reading and observation. That I was then of the same mind as I am now, (which, I confess, I wonder at myself,) may appear at the latter end of an ode which I made when I was but thirteen years old, and which was then printed with many other verses. The beginning of it is boyish, but of part," adds Cowley, "if very little were corrected, I

should hardly now be much ashamed. You may see by it I was even then acquainted with the poets (for the conclusion is taken out of Horace); and perhaps it was the immature and immoderate love of them which stamped first, or rather engraved the characters in me." . . . "I believe I can tell the particular little chance that filled my head first with such chimes of verse, as have never since left ringing there, for I remember when I began to read, and take some pleasure in it, there was wont to lie in my mother's parlour, (I knew not by what accident, for she never in her life read any book but of devotion); but there was wont to be Spenser's works; this I happened to fall upon, and was infinitely delighted with the stories of the knights, and giants, and monsters, and brave houses, which I found everywhere there (though my understanding had little to do with all this); and by degrees, with the tinkling of the rhyme, and dance of the numbers; so that I think I had read him all over before I was twelve years old. With these affections of mind, and my heart wholly set upon letters, I went to the university; but was soon torn from thence by that public violent storm, which would suffer nothing to stand where it did, but rooted up every plant, even from the princely cedar, to me, the hyssop."

At college he was known by the elegance of his exercises, and composed the greater part of his epic, *Davidis*. Before he was 20 years old, he had the design of this his most masculine work, which he finished long after.

XC.

MILTON'S SYSTEM OF INSTRUCTION.

Of the educational movements of this period, the above was the most remarkable, inasmuch as it was grounded upon active experience. The education of John Milton, one of the great lights of this period, and himself "an actual schoolmaster," was conducted with great care. He was born Dec. 9, 1608, in Bread-street, Cheapside, where his father was a scrivener, living at the sign of the Spread Eagle, the armorial ensign of his family. The poet was baptized in the adjoining church of Allhallows, where the register of his baptism is still preserved. He was first placed under a person of Puritan opinions, named Young, who was master of Jesus College, Cambridge, during the Protectorate. At fifteen he was sent, even then an accomplished scholar, to St. Paul's School, London, under Alexander Gill. From St. Paul's he proceeded to Christ's College, Cambridge, where, as the college register informs us, he was admitted, Feb. 12, 1624. At the university he was distinguished for the peculiar excellence of his Latin verses, and, according to his own statement, he met with "more than ordinary favour and respect" during the seven years of his stay there. Dr. Johnson, however, "is ashamed to relate what he fears is true, that Milton was one of the last students in either university that suffered the public indignity of corporal correction," or flogging; but there appears small reason to believe the fact. At this time in his twenty-first year, he had written his grand *Hymn on the Nativity*, any one verse of which was sufficient to show that a new and great light was about to rise on English poetry. In 1632, he retired from the university, having taken his degree of M. A., went to his father's house at Horton, Bucks: here, during a residence of five years, he read over all the Greek and Latin classics, and here he wrote his *Arcades*, *Comus*, and *Lycidas*. In 1637, on the death of his mother, Milton travelled into Italy, during which journey he was introduced to Grotius, to Galileo and to Tasso's patron, Manso. On Milton's return to England, he devoted himself to the education of his nephews, John and Edward Phillips, at his house in Aldersgate-street, which was then "freer from noise than any other in London." Of Milton's system of teaching, we gather, from his letter to Mr. Hartlib, that the knowledge of words is best obtained in union with the knowledge of things;—that "language is but the instrument conveying to us things useful to be known." He looked upon the reading of good books as the best and only means of obtaining a knowledge of language, wherefore, he protests against "the preposterous exaction of forcing the empty wits of children to compose themes, verses, and orations," as a way to obtain a knowledge of the language; for he regards them as "the acts of ripest judgment, and the final work of a head filled by long reading and observing, with elegant maxims, and copious invention." He preferred physical studies to humane or moral studies; but like Bacon, he protests against that method which starts from abstractions and conclusions of the intellect; and he maintains that all true method must begin from the objects of sense. Possibly his protests against making logic and metaphysics the introduction to knowledge in the universities, when they ought to be the climax of knowledge, were more appropriate to his own day, when boys went to Cambridge or Oxford at 15 or 12, than to the present time.

Milton wished his college to be both school and university: the studies, therefore, proceed in an ascending scale, from the elements of grammar to the highest science, as well as to the most practical pursuits. The younger boys are to be especially trained to a clear and distinct pronunciation, "as like as may be to the Italian." Books are to be given them like Cebes or Plutarch, which will "win them early to the love of virtue and true labour." In some hour of the day they are to be taught the rules of arithmetic and the elements of geometry. The evenings are to be taken up "with the easy grounds of religion, and the study of the Scriptures." In the next stage they begin to study books on agriculture, Cato, Varro, and Columella. These books will make them gradually masters of ordinary Latin prose, and will be at the same time "occasions of inciting and enabling them hereafter to improve the tillage of their country." The use of maps and globes is to be learnt from modern authors; but Greek is to be studied as soon as the grammar is learnt, in the "historical physiology of Aristotle and Theophrastus." Latin and Greek authors together are to teach the principles of arithmetic, geometry, astronomy, and geography. Instruction in architecture, fortification, and engineering, follows. In natural philosophy, we ascend through the history of meteors, minerals, plants and living creatures, to anatomy. Anatomy leads on to the study of medicine. Milton would have us always conversant with facts rather than with names. He aims at the useful as directly as the most professed utilitarian. The pupils are to have "the helpful experiences of hunters, fowlers, fishermen, shepherds, gardeners, and apothecaries," to assist them in their natural studies. These studies are to increase their interest in Hesiod, in Lucretius, and in the Georgics of Virgil.

In other words, the tendency of Milton's scheme was not so much to supply the then existing deficiency of instruction in the knowledge of nature, or to substitute some other treatise on such matters for the works of Aristotle, but to exchange, as quietly as possible, and at the same time as decidedly, the merely formal routine of classical teaching for one in which the books that were read might arouse thought as well as exercise memory. His list comprises almost all the technical treatises extant in Latin and Greek, but excludes history and almost all the better known books of poetry, probably because he only intended it for children, and postponed such subjects for the instruction or amusement of riper years. His aims were not those of a mathematician or the philosopher of nature; the state, not science, was in his view, and his object was to make, not good members of a university, but well-informed citizens. To this tend his eulogy of manly exercises and his plan for a common table, which could have had little importance in the eyes of a student. But the ends of Milton's system were as noble and as practicable as those of any that was ever conceived.

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

X.

MECHANICS.

The teacher should understand the more simple properties of the mechanical powers, and if not equal to the mathematical proofs of them, he should be able to show their application in the tools they are in the habit of using, and in many other things of common life—such as the common steelyard—turning a grindstone—raising water from a well by means of a rope coiling round a cylinder, and the nature of the momentum of bodies—what is meant by the centre of gravity, etc. A skilful teacher, with models of the mechanical powers to assist him, will make this a subject of great interest. For instance, in the lever, assuming that the power multiplied by the distance from the fulcrum equals the weight multiplied by its distance, he might take a rod four feet in length and divided into feet and inches; at one end he fixes a weight, and placing the fulcrum at different distances from the weight, shows how the theory and practice agree, by actually testing each particular case, showing that the calculated weight produces an equilibrium. This is a sort of proof by testing it in particular cases, and then by a process of induction assuming it to be generally true.

Then instance their own attempts at moving a block of wood or stone by means of a lever, placing the fulcrum as near the stone as they can, in order to gain power.

Boys balancing each other on a piece of wood over a gate, and adapting the length of the arms to their own weights.

Taking a spade, and supposing it to be pressed into the ground, and pulling at the handle in a direction perpendicular to it; the teacher asks where the fulcrum is—points out it must be the surface of the ground—the arm the power—the earth pressing against the spade the weight. Show if the power (the man's arm) is exerted at an acute angle with the handle, power is lost, part of it being employed in forcing the spade deeper into the ground; if at an obtuse angle with the handle, or an acute angle with the handle produced, power is again lost, part of it being employed in dragging the spade out of the ground; that pressing at the handle at a right angle is to work at the greatest advantage: this they perfectly feel from their own experience; also the necessity of having the spade of a substance specifically heavier than the handle.

The poker in stirring the fire—a pronged hammer in drawing a nail (the teacher drawing one)—the axe when they place it in a cleft of wood edgewise, and press upon the handle to make the opening larger—a pair of scales, the steelyard—drawing water from a well by means of the windlass—the pump-handle, scissors, etc.

The knife—the blow of an axe in cutting down a tree—the coulter of the plough, etc., belonging to the wedge.

In the same way on the inclined plane, when the power acts parallel to the plane, and taking for granted that the power is to the weight as the height of the plane to the length, or P: W :: H: L; any three of which quantities being given, the fourth may be found.

Then, for instance, knowing the height of the plane and its length, with a given power they will calculate what weight can be raised, or for a given weight what power must be applied.

It is in working formulae of this kind, where a little algebra is required, and this with a knowledge of a few elementary propositions in geometry which the boys who remain longest at school are getting here, that gives a practical usefulness to their education, which is of great value.

The teacher should point out what an immense addition to human power all these mechanical appliances are, and besides these, others of a more striking kind, such as wind, water, steam, etc.

On this subject, the following, taken from Babbage on the "Economy of Machinery," and given as an experiment related by M. Rondelet, "Sur l'Art de Bâtir," offers considerable instruction. A block of squared stone was taken for the subject of experiment:—

	lbs.
1. Weight of stone	1080
2. In order to drag this stone along the floor of the quarry, roughly chiselled, it requires a force equal to	758
3. The stone dragged over floor of planks required	652
4. The same stone placed on a platform of wood, and dragged over a floor of planks required	606
5. After soaping the two surfaces of wood, which slid over each other, it required	182
6. The same stone was now placed upon rollers of three inches diameter, when it required to put it in motion along the floor of the quarry	34
7. To drag it by these rollers over a wooden floor	23
8. When the stone was mounted on a wooden platform, and the same rollers placed between that and a plank floor, it required	22

From this experiment it results, that the force necessary to move a stone along

	Part of its weight
The rough chiselled floor of its quarry is nearly	2/3
Along a wooden floor	3/5
By wood upon wood	5/9
If the wooden surfaces are soaped	1/6
With rollers on the floor of the quarry	1/32
On rollers on wood	1/40
On rollers between wood	1/50

From a simple inspection of these figures it will appear how much human labour is diminished at each succeeding step, and how much is due to the man who thought of the grease.

Care should be taken in introductory books containing formulae to work from, the proofs of which the teacher perhaps does not understand, that the expressions are correct. I am led to make this observation from the following circumstances: when I first introduced this working from formulæ in the school here, I hap-

pened to go in one day when the boys were working out practical result between the power and weight of an inclined plane; this they were doing by taking the power to the weight, as the height of the plane to the length of the base, in the case of the power acting parallel to the plane; I was at a loss to conceive why master, boys, etc., should look so confident, even after I had pointed out to them the absurdity it led to in a particular case, instancing

that if $P : W :: H : \text{length of the base}$, and $P = W \frac{H}{\text{length of base}}$,

when the base became nothing and the plane vertical, the power, instead of being equal to the weight, became infinite, the expression becoming $W \frac{H}{0}$; but taking it as the length of the plane, when

the plane was vertical, L and H were equal, and the expression

$P = W \frac{H}{H}$ would become $P = W$. as it ought to be.

This I found arose from their having been reading a lesson on the inclined plane; and the error was, in the formula given in the note to the lesson; the confidence of the boys in the authority of the book, made it rather amusing to observe the shyness with which at first they received my explanation.

The great art in teaching children is not in talking only, but in practically illustrating what is taught; for instance, in speaking of the centre of gravity of a body, and merely saying it was that point at which, if supported, the body itself would be supported, might scarcely be intelligible to them; but showing them that a regular figure, like one of their slates, would balance itself on a line running down the middle, the lengthway of the slate, and then again on another through the middle of that, and at right angles to it, they see, as the centre of gravity is in both lines, it must be where they cross; and accordingly, if this line be supported, the body will be at rest—thus they understand.

Again, balance a triangle of uniform density on a line drawn from one of its angles to the middle of the opposite side—the centre of gravity will be on that line—balance it again on a line drawn in the same way from one of the other angles—the centre of gravity of the body will be in the intersection of these two lines.

In the same way methods of finding the centre of gravity of other regular figures mechanically might be pointed out.

The teacher should also make himself acquainted with the theory of bodies falling by the force of gravity—that it acts separately and equally on every particle of matter without regard to the nature of the body—that all bodies of whatever kind, or whatever be their masses, must move through equal spaces in the same time. This, no doubt, is contrary to common experience—bodies, such as feathers, etc., and what are called light substances, not falling so rapidly as heavy masses—smoke, vapour, balloons, etc., ascending; all this to be accounted for from the resistance of the atmosphere.

The spaces described by a falling body being as the squares of the times—that if it describes 16 $\frac{1}{12}$ feet in one second, in 2, 3, 4, etc., seconds it will describe 4, 9, 16, etc., multiplied into 16 $\frac{1}{12}$.

To show that while the spaces described in one, two, three, etc. seconds are as the numbers 1, 4, 9, 16, etc., those actually described in the second, third, fourth, etc., successive seconds are as the odd numbers 3, 5, 7, 9, etc., showing very strikingly the accelerated motion of a falling body.

To apply this also to the ascent of bodies projected directly upwards, with a given velocity.

Again, the moving force of bodies being equal to the mass multiplied into the velocity: How a small body, moving with a great velocity, may produce the same effect as a large body with a small one—as a small shot killing a bird—a large weight crushing it to death.

Interesting observations of a simple kind might be made on the strength of timber—weights suspended on beams between supports, such as the walls of a building—those coming under the principle of the lever, etc.; also such simple things as the following might be asked: Why is it easier to break a two-foot rule flatwise than edgewise; and why joists are now always made thin and laid edgewise?—which our forefathers did not understand. Although the reasons are sufficiently simple, very few even amongst the tolerably well educated can give a satisfactory explanation of them. The usual answer, that “it breaks more easily because it is thinner” will not do.

Wood, and all fibrous matter, is much stronger in the direction of the fibre than across it, and the strength varies as the square of

the dimensions in direction of the pressure, multiplied into the dimensions transverse to it, when the length is given, or generally

$$\text{as the } \frac{\text{breadth} \times \text{dept}^2}{\text{length}}$$

It is a curious fact, but completely proved by experiment, that hollow tubes are stronger than solid ones of the same quantity of material—how beautiful this provision of Nature, as shown in the structure of the bones of animals, more particularly in those of birds and the larger quadrupeds, giving them the greatest strength, and encumbering them with the least possible weight.

As a means of testing with accuracy and of forming some definite idea of the strength of the hollow stems of plants, etc., the following simple experiment, which I witnessed, by the late Professor Cowper, of King's College, London, is very instructive:

He placed a length of one inch of wheat straw in a vertical position in a hole bored in the lower of two parallel boards, held together by a hinge of the same height, one inch, and then brought down the upper part upon it. This he loaded with a load of sixteen pounds, without any appearance of breaking, and stated that he had known a straw bear as much as 35 lbs. placed in this position before it broke.

A Word to Young Teachers.

While many expend vast amounts of time and thought in perfecting the plan of our Union Schools, and our best educationists devote all their energies to the working out of its details, it seems that our country schools have been somewhat overlooked, and that the young teachers have not received that sympathy and counsel which is needful under the peculiar trials they have to encounter. With but a dozen little ones around them, their difficulty is to find enough to occupy their time; and the hours pass by with a slow and weary step. Perhaps a word from one who has tried it, and therefore knows, may not be inapplicable.

The time is not so long ago that we can not remember when we too aspired to the honorable distinction of school ma'am in a country school. The house was situated, like many others, where four roads meet; and the nearest approach to a tree was not less than ten acres lot; and all day long the melting summer sun came down upon the low roof, and through the curtainless windows, in one fierce blaze of light and heat.

Well do we remember the first few tedious weeks of that summer school, before we had learned how to “keep” it. There were but thirteen pupils—all told; and it was a daily problem—most difficult of solution too,—how to keep busy from nine o'clock until twelve, and from one until four; for it was an unpardonable offense to close the exercises a moment before the time.

And so our principal business was to devise ways for keeping busy. But still, lengthen out the recitations as we would, they obstinately refused to fit into the allotted time; there would always be a gap between the last one and four o'clock. It seemed as if the sun went back daily upon the dial plate at least fifteen degrees.

And if by chance a pupil staid away some day—that pupil composing, as he often did, a whole class—then was the perplexity doubly increased. Oh, how anxiously have we stood at each of the four windows looking down each of the four roads, watching for the coming of the little ones, or listening for the patter of their little feet upon the threshold!

But at last we learned a secret that there was pleasant and profitable employment for every moment of the day. And shall we tell you the secret, young friends?

In the first place, make your school-room as attractive as possible. If your windows have no curtains, garnish them as often as twice a week with fresh green boughs. Mention it to your pupil once, and you will see with what alacrity your boys will cross even the ten acre lot to bring them for you; and you will see, too, how much better the same boys will study sitting beneath their friendly shade, than with the hot sun pouring its rays on their defenseless heads.

And do not chide them if they occasionally look up from their books, and cast a glance to where the sun, shining on the green leaves, has paved the floor with curiously wrought mosaic. They love to look upon beauty as well as you, and such a glance refreshes them.

Then, if you have no vase, bring a pitcher to put flowers in. If it be minus the handle, and with a broken nose, never mind. A skillful arranging of the flowers will conceal these defects, and you will see with what pride and pleasure the little girls will keep it filled for you, how they will look up from their lessons to catch a sight of the flowers they put in, and how, refreshed with the bright

colors and beautiful forms, they will go to their study with a new zest. And if one little fellow, with a more loving heart than a discriminating taste, should bring you his chubby hands full of stemless dandelions, accept the gift with as pleasant a smile, and as hearty a "Thank you, Charley," as if they were moss-rose buds, and do not disdain to place them in your broken pitcher, although they should hide some more ambitious flower. Place them, too, where Charley can see them, and some of the sunshine from their golden petals will enter into his soul and beam out upon his face, and you will find that b-a ba k-er ker is mastered with much less difficulty than you had thought possible.

When the recitation in Geography comes on, take imaginary travels with your class upon the map. Stop at every point of interest upon the way, bring out their slender stock of historical and local knowledge, and draw pretty largely upon your own. The eager faces and concentrated attention will tell you that pleasure is being combined with profit.

In Arithmetic, after the regular lesson is finished, exercise your ingenuity in proposing questions which shall have something for the result which is of practical interest to themselves; such as their own ages, the number and ages of their brothers and sisters, etc., and you will find that the arithmetic hour has passed before you have thought it begun.

In studying the Spelling lesson, send your class to the board. Let them pick out the most difficult words, and write or print them on it. When the class comes to recite, you will find those words are not among the mis-spelled.

Do not think you must confine your teaching to the branches you progress to teach. *Informal* teaching is often the most effectual. If a butterfly or bee flutters in and alights upon your nosegay, call the children around it—teach them to admire its many colored wings, or the wonderful provision made for extracting and carrying honey—show them the uses of the various parts, and their adaptation to each other—tell them some story of the butterfly or the bee—and it will ever after have a new interest for them.

Take the little flowers in your hand—tell them the names and uses of the different parts—(children love to learn the names of beautiful things)—bid them find out and tell you the points of resemblance or of difference between any two—and, before you are aware, you will have a school of little naturalists, if not as scientific, at least as enthusiastic, as were ever Linnæus or Audubon or Agassiz.

And, more than all, you will find that, not only your own time and theirs has been fully occupied, and that four o'clock instead of lagging half an hour behind your wishes, comes a full hour too soon, but that you have also associated in the minds of your little ones the idea of study and pleasure, and you have implanted within them the germs of those close habits of observation and nice powers of discrimination, which shall be worth more to them than all the facts they have acquired.

Think not, then, your station an insignificant one, though not a dozen little ones come around you daily for instruction. By coming into such close contact with them, your power over them for good is immeasurably greater than that of those who have hundreds under their charge, and consequently must have but an imperfect knowledge of the needs and capacities of each individual. Only do your work faithfully and well, and yours will be a bright enough crown of rejoicing at the last.

JESSIE DAY.

Michigan Journal of Education.

LITERATURE.

POETRY.

THE TEACHER'S VISION.

The sun had left the meadow land,
And left the glowing hill,
'Twas sunset on the rippling stream
That turned the quiet mill:
And through the dusty window pane,
Some mimic shadows fell
Amid the rows of vacant seats,
Where youth were wont to dwell.

Far off upon the village green,
Were heard some wild and varied notes—

Like bursting shells on battle field,
Had burst a hundred noisy throats.
The joy and life of childhood's sport
Were kindling many a pleasure there,
While in the study room, a form
Sat dreaming in "his easy chair."

Through "real life," the weary day,
Had passed away on leaden wings,
And fainter grew the tinted ray
Which hope around the spirit flings;
The words of love, the gem of thought,
So kindly given, now seem to be
The tiny drops of summer rain
That fall upon the yawning sea.

He saw the faithful husbandman
Throw wide around the shining grain
Then wait with cheerful, trusting heart,
The inspiring sun and genial rain,
Green grew the fields, and day by day,
He saw the income of his toil,
And Autumn with her golden hand,
With wealth and plenty clad the soil.

Not thus the teacher's earnest rest
On fields of golden fruitage rest,
Not thus the sun and genial rain
His earnest labor seem to bless;
But often wastes and desert lands
Are clouding all his summer hours,
And only in his quiet dreams,
Are blooming bright, perennial flowers.

Just then a mine of glittering gems,
More precious than the earth e'er knew,
Unmixed with drops, unstained by rust,
Appeared before his wondering view.
It lay beneath a heavy cloud,
Where idle fancies never dwell,
Where careless foot hath never trod,
And mortal vision seldom fell.

"Whence are these gems?" the dreamer said,
"And what the sky that gleams o'er head?
It can not be that earthly bliss
Can claim such scenery as this."
"Dost thou remember" said a voice
In softest whispers, "that dark day,
When vapors tinged the sunset hills
And shadows o'er the spirit lay?
These shining gems are those kind words,
Those thoughts of love, so fitly spoken,
That hour of patient, earnest toil,
That kindly look, affection's token."

"These are the jewels,—precious seed,
Thrown out upon the young mind's soil,
And ne'er a gem is ever lost,
Nor unrequited is thy toil:
Be patient—harvest time will come,
Though winter seem to linger long,
Be patient—great is thy reward,
And sweet the triumph of thy song."

New York Teacher.

OFFICIAL NOTICES.



ERECTION AND SEPARATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General was pleased, the 14th December last, to separate the township of Harvey, in the county of Chicoutimi, from the school municipality of St. Joseph, and to erect the same into a separate school municipality, under the name, and with the limits, to the said township belonging.

SCHOOL COMMISSIONERS.

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

County of Gaspé.—Pabos: Messrs Etienne Joncas, James Conday, Narcisse Dupuis, Hubert Duclous, James Miles, and Thomas Raymond, Secretary-Treasurer.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Misses Adélino Adam, Adéline Bóchard, Flore Généreux, Héloïse Gravel, Octavio Legros, Philomène Montpetit, Olive Ouimet, Mario Primeau, Catherine Turcotte, and Messrs. Jérémie Laporte, and Pierre Lacroix, have obtained diplomas authorising them to teach in elementary schools.

F. X. VALADE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF STANSTEAD.

Misses Lucretia B. Lovejoy, Ellen M. Moulton, Emeline F. Libby, and Messrs. Elisha G. Miller, Jonathan R. Foss, Moses D. Church, and Abel E. Drew, have obtained diplomas authorising them to teach in elementary schools.

C. A. RICHARDSON,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE-RIVERS.

Mrs. Marie Caroline Couette, Misses Léa Lavergne, Philomène Larivière, Louise Larivière, and Basillise Morin, have obtained diplomas authorising them to teach in elementary schools.

J. M. DESILETS,
Secretary.

TEACHERS WANTED.

Three teachers, competent to teach English and French and provided with diplomas, would find employment in the school municipality of Ste. Brigitte. Liberal salaries will be given.

Apply to Mr. Marcel Marcoux, President of the School Commissioners, at Ste. Brigitte.

A teacher, provided with a diploma authorising him to teach in academies or in model schools, will be wanted, on the 1st April, for the Aylmer Academy, in the county of Ottawa.

Apply at this Office, or to the Rev. Father Michel, Priest, at Aylmer, Ottawa.

SITUATIONS AS TEACHERS WANTED.

Miss Munroe, a protestant, will teach French and English, in all the elementary branches; needle-work, &c. Address No. 30, Bonaventure Montreal.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges, with thanks, the following donations to the library of the Education Department:

From M. le Ministre de l'Intérieur et de l'Instruction publique de Belgique:

Exposé de la situation du Royaume, 1 vol. in 40; Documents statistiques faisant suite à l'exposé de la situation du Royaume, 3 v. s. in 40; Bulletin de la Commission centrale des statistiques, 4 vols in 40; bulletin du Conseil Supérieur d'Agriculture, 14 vols. in 40; Exposé des motifs accompagnant le projet de loi qui règle le régime commercial des principales denrées alimentaires, 1 vol. in 40; Exposé des motifs accompagnant le projet de loi qui organise l'enseignement agricole en Belgique, 1 vol. in-folio; Traité pratique de l'irrigation des prairies par M. Z. Keeloff, 2 vols.

From Mr. Alphonse Leroy, professor in the University of Liege, Belgium:

Motifs et détails d'architecture gothique, 1 vol. in-40. texte et atlas; questions psychologiques, pamphlet in 12; Rapport sur un concours littéraire; pamphlet in 12.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) JANUARY, 1860.

To Teachers and to the Friends of Education.

We forward this, the first number of the fourth volume of the *Lower Canada Journal of Education*, to a few teachers

and to other persons, to whom we had also sent the preceding number. Should they not wish to become subscribers, we would request them to return this number; otherwise we shall insert their names in our list, and hold them bound to pay the amount of subscription.

We think it unnecessary to explain the motives which ought to induce teachers, in general, to support this periodical, which they may really and truly call their *Journal*. We have given them, during the last three years, in addition to a supply of educational matter, as large as can be found in any other paper of the same nature, a great variety of literary and scientific articles, copied from the best English, American, and Canadian publications. Thus spreading, throughout the country, valuable information; this periodical being seen even in places which no other newspaper does reach. We are well aware that the means of many of the teachers in Lower Canada are very limited, and that perhaps a few may find it difficult to subscribe. We will not even suggest that there are perhaps some who spend at least, every year, half a dollar for other and less useful purposes; but we will remind those who cannot really pay this trifling amount, that they can obtain a perusal of the copy sent to each board of School Commissioners, for that among other objects.

We hope the School Commissioners and the Trustees will lend their powerful influence to increase the circulation of the journal; we need not tell the School Inspectors that this is one of their most important duties.

The terms of subscription are, for teachers, two copies, \$1, leaving, therefore, to each teacher, by finding an associate, the privilege of subscribing for 50 cts. They may also, instead of an additional copy of the English journal, receive the French. We are glad to see that a few English teachers have already taken that course, which will give them an excellent opportunity of improving their knowledge of a language so indispensable to all in this part of America, and to teachers in particular. The two journals, with the exception of the official notices and a few occasional items, are altogether different the one from the other.

We trust also that subscribers who are pleased with the paper will use their influence to extend its circulation. It is their interest to do so, the proceeds of subscriptions being employed in promoting the usefulness of the journal by publishing supplements, procuring woodcuts, &c.

We send our accounts to old subscribers with this number, and beg their early attention to the matter.

First Meeting of the Council of Public Instruction.

The Council of Public Instruction held its first session on the 10th instant. The sitting commenced at 2 o'clock P. M. The Hon. T. L. Terrill, and Messrs. Polette and Garneau being detained by circumstances over which they

had no control, were the only members absent. On motion of His Lordship the Anglican Bishop of Montreal, seconded by His Lordship the Roman Catholic Bishop of Cydonia, Sir Etienne Paschal Taché was unanimously elected President of the Council. It was then agreed that the Council should meet regularly every second Tuesday in February, May, August, and November. The law, it is well known, empowers the Superintendent of Education to call special meetings, whenever required for the transaction of business. Committees were appointed, with instructions to report at the next meeting, in February. The first was directed to draw up a set of Rules and Regulations for the guidance of the members of the Council, as the Act provides. The second, to consider what may be the best books, charts, globes, &c., to be selected for the use of Common Schools. The third and last, to frame school regulations, and by-laws to be observed in the organization and management of the Boards of Examiners, for the admission of teachers, and the regulation of Normal Schools. The several committees went to work without delay, and sat the greater part of the following day.

St. Francis District Teachers' Association.

The third annual meeting of this association was held at the Academy in Danville, on Tuesday, the 27th December. Although the weather was very severe, a good number of teachers and others were present,—a larger number of teachers than at any previous meeting.

The President of the Association, Rev. Principal Cleveland, of Richmond, took the chair at half-past ten, A. M., and prayer was offered by Rev. A. F. Parker, of Danville. The minutes of the Proceedings of the last meeting were read by the secretary, H. Hubbard, of Danville, and approved.

After some general remarks on various educational topics, and, particularly, upon the importance of unity of sentiment and action among the teachers in the townships, by Rev. A. J. Parker, and, also, by the President and Secretary, the President gave an address on "The Causes of Failure in Teaching;" after which the meeting adjourned to the afternoon.

On re-assembling in the afternoon, the Association proceeded to the election of officers for the coming year, as follows:

President, Rev. E. Cleveland, Richmond.
Vice-Presidents, S. A. Hurd, Eaton; A. G. Martin, Clifton.
Secretary-Treasurer, H. Hubbard, Danville.
Executive Committee, the President, Secretary; J. L. Goodhue, Danville; E. Wadleigh, Hatley; C. C. Colby, Staustead.

The Secretary then gave an address on "The State of Education in the District," which was followed, during the remainder of the afternoon, by a discussion on the subject of the address, and other matters of practical interest to teachers. The utility of *Spelling Schools* was debated at some length, by the President and Secretary.

The exercises were sustained with much interest and entire good feeling, and all present seemed well pleased. At 4 o'clock, the meeting adjourned, after prayer by the President.

H. HUBBARD,
Secretary.

The Victoria Bridge.

As our account of the opening of the Victoria bridge on the 17th ultimo, was crowded out of our last issue, and the proceedings which took place on that occasion have already sufficiently engaged the attention of the press, we omit it in this number, with the exception of a portion inserted below. The complete success

which has attended the execution of the herculean work, now one of the wonders of the world, is in itself a fact of the greatest permanent interest, whether we look upon it from a commercial or scientific point of view. The following historical sketch of remarkable bridges, in which due praise is given to the noble structure forming the great St. Lawrence link of the Grand Trunk Railway, we borrow from *Leslie's Illustrated News Paper*.

"The mathematical theory of the structure of bridges," says an eminent writer, "has been a favorite subject with mechanical philosophers. It gives scope to some of the most refined and elegant applications of science to practical utility; and while its progressive improvement exhibits an example of the very slow steps by which speculation has sometimes followed execution, it enables us to look forward with perfect confidence to that more desirable state of human knowledge in which the calculations of the artificer advance with security, instead of following with servility the progress of his labors." Few architectural works can compare with bridges in point of utility, while their peculiar beauty in landscapes has been recognized by every artist. From the rude rush or bamboo rope bridges of South America, swinging with every breeze, and the rustic English one arching a rivulet, up to the colossal structures which span mighty rivers, it is difficult to find one which is not truly beautiful.

Bridge building did not advance in early ages so rapidly as other branches of architecture. There is, we believe, no mention of a bridge in the Old Testament, though cotemporary with one period of its history there existed the famous bridge of Semiramis, or of Nitocris, constructed across the Euphrates at Babylon, said to have been five furlongs in length, and to have consisted of lintels or architraves extending from pier to pier. The Chinese bridges are frequently quite beautiful, and a high antiquity has been claimed for them. The one at Fou-tcheou-sou, Fokien, has more than one hundred arches, that of Suen-tcheou-sou, two hundred and fifty-two stone piers, built of immense blocks of stone. In the Chinese Museum of Nathan Dunn were many models and drawings of bridges, and these were remarkable for great finish of detail and for convenience, as well as for bulk of masonry. In Europe, however, it is evident that scientific bridge building began with the Romans. Many of these are still existing; models of solidity and proportion. Thee still remain at Rome the bridges of Fabricius and Cæstus, connecting the island of the Tiber with the city and the opposite bank, the Milvian and the bridge of Hadrian. Cæsar's wooden bridge over the Rhine was truly remarkable; that of Trajan over the Danube, still more so. This latter consisted of twenty piers of stone, sixty Roman feet broad and one hundred and fifty feet without the foundations above the bed of the river, the piers being united by arches, while the width between each pier was one hundred and seventy feet. The now ruined bridge of Narni over the Neva was originally a magnificent structure; one hundred and twelve feet in height, consisting of four arches, each from seventy-five to one hundred and forty-two feet in width.

"The stupendous Pont du Gard, near Nismes, consists of three tiers of arches of great beauty, the upper being eight hundred and fifty feet in length. The history of Roman bridges is interesting, most of them having been scenes of important historical events. Thus the Pons Sublucius, the first bridge built in Rome, and of which the ruins are yet visible, was the one memorable by the defence of Horatius Cocles, and it was from it that the body of Heliogabalus was cast into the Tiber. During the middle ages there existed a religious society called the Brethren of the Bridge, whose task it was to repair bridges and promote travel. It was of these that the lady in the "Golden Legend" may be supposed to speak, when she invokes

"God's blessing on the architects who hang
Their daring arches o'er the dark abyss."

"By this association some of the finest bridges in France were built. In England, the old bridges of Croyland and of Burton-upon-Trent are curious and massive, the latter being of squared freestone and one thousand five hundred and forty-five feet in length. The patron saint of bridges in Europe is St. John Nepomuc, or Nepomuceus, who was martyred by being thrown from the bridge of Prague. The Rialto of Venice, which has a span of nearly one hundred feet, was erected by Michael Angelo in 1590. Among other celebrated bridges in Europe are those of

Avignon, Lyons	20 arches.
St. Esprit, over the Rhone	19 arches.
Santa Trinita, Florence	322 feet in length.
Pont-y-Prydd, Wales	span, 140 feet; rise, 35 feet.
Montes-sur-Seine	

Neuilly	766 feet in length, with 5 arches.
St. Maixence-sur-Oise.	
Waterloo Bridge.....	1,240 " 9 arches.
Westminster.....	1,220 " 15 arches.
New London.....	784 " 5 arches.

"Iron suspension bridges are of modern date. The first in England was built across the Tweed, 1819, by Sir Samuel Brown. Six chain cables were used in its construction, its span being four hundred and forty-nine feet, and versed sine thirty feet. The same engineer constructed the Brighton chain pier and the Montrose bridge. The bridge over the Menai Straits, by Telford, built in 1826, had a span of five hundred and eighty feet, being one hundred and two feet above water. The Conway bridge, also by Telford, has a span of three hundred and twenty-seven feet. The Hamersmith bridge, over the Thames, has a span of four hundred and twenty-two feet; that of Freyburg, in Switzerland, has a span of eight hundred and seventy feet, and is one hundred and sixty-seven feet above the water. The Pesth suspension bridge, which has been most severely tested, was built by Tierney Clark; its clear waterway is one thousand two hundred and fifty feet, and the centre span six hundred and seventy feet, while the towers are two hundred feet in height.

"The first suspension bridges in this country were built by Mr. Finley, between 1796 and 1810, and were made with chain cables. Of late years many very fine ones have been erected. Among these are the Wheeling bridge, over the Ohio, blown down May, 1854. Its span was one thousand and ten feet. The Lewiston bridge, seven miles below Niagara, was built in 1850, by E. W. Serrel, with a span of one thousand and forty feet. Roebling's railway bridge at Niagara has a span of eight hundred and twenty-one feet; its elevation above the water is two hundred and forty-five feet.

"The first cast iron bridge in England was at Colebrook Dale, in 1779; its span is one hundred feet, with a rise of forty. The Bishopwearmouth bridge, built in 1790, is one hundred feet above water level, has a span of two hundred and forty, and a rise of thirty. The Pont d'Austerlitz at Paris has five arches, each with a span of one hundred and seven feet, and a rise of one-tenth the span. The Pont du Carrousel, in Paris, was built by Polonceau, in 1835, and has three arches, with a span of one hundred and fifty feet, and a rise of sixteen.

"The largest iron arch bridge is the Southwark bridge, over the Thames, built by Rennie in 1818; it consists of three arches, two hundred and forty feet in the span, with a rise of twenty-four feet. The Britannia and Conway tubular wrought iron bridges, erected by Stephenson, are among the most extraordinary structures of modern times. The Britannia bridge crosses the Menai Strait, one hundred and three feet above the water, and consists of four spans, two of two hundred and thirty feet each, and two of four hundred and fifty-nine feet, forming a huge tube of wrought iron, through which passes the Chester and Holyhead Railway. The Conway bridge has a single span of four hundred feet, and is only eighteen feet above the level of high water. The tubes for these bridges were made at a distance from the spot where they were to be placed, and after being floated thither by means of pontoons were raised by a tremendous application of hydraulic press power.

THE VICTORIA BRIDGE.

"It is six years since the foundation stone of the first of the twenty-four spans or arches was laid, and now that it is finished it connects the whole line of the Grand Trunk Railroad.

"The tubular bridge is two English miles in length, with the exception of one thousand two hundred and ninety-eight feet. It rests on twenty-four massive stone piers. There are twenty-five openings, two hundred and forty-two feet each; the centre one is three hundred and thirty feet; the weight of each span is six hundred and forty-four tons.

"There are over three million cubic feet of masonry, in lineal measure. It would make a pyramid two hundred and fifteen feet in height, with a base of two hundred and fifteen feet square.

"The force employed during the summer months were six steamboats, seventy-two barges, besides several small craft; there were three thousand artisans and laborers, one hundred and forty-two horses, and the daily wages were five thousand dollars. The total cost of the bridge has been seven millions of dollars.

"It is said that no bridge in the world has been submitted to such severe tests by engineers as the Victoria. The strain which it has borne in these experiments is equal to fully four times as much as it will probably ever be submitted to by ordinary use."

The Victoria bridge is indeed one of the greatest triumphs of modern engineering. That it is, and will ever be, as long as it endures, of incalculable utility to Canada must be self evident, and as an ornament the country may well be proud of it. Its completion acquires additional importance from the fact that it coincides with that of Canada's great line of railway as far as Riviere du Loup, 114 miles below Quebec, on the southern shore of the St. Lawrence, and also with the completion which is soon expected to take place in the railway lines between Chicago and New Orleans. whilst at the same time the Grand Trunk, completed to Sarina, now connects with lines to Detroit and Chicago. Thus ere another year will have elapsed, passengers will be enabled to take the cars at New Orleans and reach Portland, or Riviere du Loup, in four days. From the seaboard or the gulf of St. Lawrence, by following the route along the shores of the great Lakes and the Mississippi, the gulf of Mexico will be reached in less than a week. The time required to travel from Portland to Chicago, 1129 miles, will be 48 hours; from Chicago to Cairo, 365 miles, 18 hours, from Cairo to Columbus, 35 miles, 1½ hours, and from Columbus to New Orleans, 525 miles, 26 hours. Total, 2045 miles in 93½ hours. Under the new postal arrangements between the governments of Canada and the United States the mails from Chicago can be transmitted to Portland by the Grand Trunk within 48 hours.

It has been suggested by the Chicago press, that if the Grand Trunk Company were to guarantee a reasonable interest to the Michigan Central Company or to that of the Northern branch of the Michigan Southern, to renew all their rolling stock, and alter the gauge of their road to 5 feet 6 inches, trains might make a continuous run to that city. There, during winter, grain could be loaded, taken to Portland, and from thence shipped to Europe. As matters now stand, however, freight has to be transferred but once in the entire run, and, from this circumstance alone, a large increase is to be anticipated in the trade of Chicago. Importers of that city can order their goods direct from Liverpool, and, within twelve or fifteen days after they shall have been despatched, have them laid down at their doors. The emigrant will find this line to afford every facility, and those who would be relieved of the risk with which, while travelling, the carrying of considerable sums of money is attended can obtain drafts on the agents of the company. The advantages possessed by this great route cannot fail to secure for Canada a large share of that traffic, not only between the Western and South Western States and Europe, but also between the former and the States bordering on the Atlantic. It is impossible to over-estimate the importance of this immense carrying trade, including as it does mail contracts and the conveyance of passengers, which alone is a considerable item when we take into account the constant flow of emigration towards the interior of the continent.

It is a most remarkable thing that this almost interminable line of railroads should traverse the immense territory once owned by France in that part of the American continent which was then, as it is now, known as Canada and Louisiana, the very territory where our chivalrous ancestors were at such pains to establish and to defend a line of missionary stations, of forts and of trading posts. At that period, when they had to expose themselves to such hardships and perils in going from Quebec to New-Orleans, what would they have thought if it had been prophesied that this very route would be travelled over by carriages in less than three days?

Such, however, has been the glorious destiny of the land. At the time these great things were about to be accomplished, it was the will of the Almighty to recall from this world a man who had indeed reason to rejoice and be proud of these great results. Since the days of Moses, who was denied the privilege of entering the Land of Promise whither he had conducted his people, it seems as though, to check human pride, a divine law had ordained that all men who are called upon to lead great enterprises, all men renowned for great inventions, should depart at the very moment their triumph was at hand. As if by virtue of such a law, Brunel, the engineer who planned the *Great Eastern*, breathed his last the day his monster ship was launched, and the architect of the Victoria bridge, Robert Stephenson, was carried to the grave only a few weeks before the work which crowns his remarkable career was ended. This unhappy coincidence is not the only similarity to be noted between these two men of genius. Like Brunel, Stephenson was the son of an engineer as celebrated as himself, and like him also was he the fellow labourer of his father, and the continuator of his father's works, fortune and fame.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1858.

Translated from the French by the translators to the Legislative Assembly.

Extracts from the Reports of the Inspectors of Schools.

Extracts from the Reports of Mr. Inspector DORVAL.

St. Charles Borromée.—This parish is divided into four Districts; it is possessed of an industrial college, an Academy for girls and a literary institute. The Joliette College possesses a museum of natural philosophy, and they are also endeavouring to give the pupils some ideas of practical and theoretical agriculture. This useful institution has suffered a considerable loss, estimated at more than £600, by a fire which destroyed one wing of the building measuring fifty by twenty-two feet, and the chapel. They were engaged in June last in building a new wing of stone measuring 60 by 35 feet containing three stories. The academy for girls is divided into two departments, a boarding school, and a preparatory school under the control of the Commissioners. I was invited to visit the boarding school and I was much pleased with the examination of the pupils, who appeared to be well informed in all the branches taught. The girls' school which is under the control of the Commissioners is destitute of geographical maps. It is the same with the elementary school kept by the Brethren of St. Viator under the control of Commissioners. The school in district No. 2 is far from doing credit to the municipality. There were only eleven children present at the time of my visit and forty on the school roll. The school in district No. 3 is sufficiently well conducted and attended.

Lavaltrie.—There is no school municipality in all my district where the school houses are better built, better kept in repair, better furnished, or better provided with maps or black boards, but the salaries of the teachers are very low and several of them are ill qualified. The finances are in a prosperous state, which ought to allow of the Commissioners procuring one or two good teachers and paying those school-mistresses who deserve it more suitably.

St. Alexis.—In this municipality the examinations are singularly arranged. In the month of May, the schools were closed, which did not prevent holidays being given in the time of harvest. Everything here seems to be done according to the will of the people, without regard to the arrangements of the law or to the rules of the Department. For example, the monthly fees are levied among the families without regard to the number of children of the proper age to attend school; and instead of allowing the secretary treasurer seven per cent on the receipts, they allow him, as salary, the balance that remains at the end of the year when all expenses are paid. By this means the secretary is directly interested in reducing the salary of teachers. The schools are badly kept and the masters ill-paid or not paid at all. I gave the commissioners to understand that if they did not reform all these abuses, the municipality would be altogether deprived of its share of the Government grant.

St. Bartelmy.—Three of the five schools in this municipality are very good, the two others are tolerably well conducted. The finances of the commissioners are in a good state; and the municipality itself is in an improving condition. A superior primary school, and a new school section for an elementary school, are about to be established.

St. Liguori.—Petty local jealousies impede the progress of education in this parish. The teachers are ill paid, and consequently they are of an inferior order. The monthly fees are not levied, and the commissioners do not visit the schools.

St. Paul de Lavaltrie.—The girls' academy is making progress. School No. 1 is nearly always closed, that in section 2, is badly attended and kept; the rest are below mediocrity; the finances are in disorder, and the parish is torn by dissensions which equally affect the schools.

St. Sulpice.—The two schools in this municipality are well kept, and the finances of the commissioners in a prosperous state.

St. Thomas.—Two of the four schools in this municipality have made no improvement. The master of one has been dismissed. The other, who has no diploma, should be dismissed also. The two schools kept by female teachers are passably good. The commissioners have availed themselves of your license to abolish

the monthly fees on condition of increasing the land tax and paying their teachers more liberally. The assessment has been increased by the sum of \$121, and \$40 has been added to the salary of each teacher.

Lanorée.—Excepting one, the school-houses are in tolerable order, well furnished and provided with maps, black boards, &c. Two of the schools are nearly stationary, the rest are improving. The teachers are ill-paid. Being compelled to run into debt to certain of the rate-payers, they are thus bound to pay their assessments for them. We know what that tends to. In short there are arrears of which the commissioners do not compel the payment.

L'Assomption (parish).—This parish contains six districts, the schools of which are in the care of young school-mistresses almost all of whom are tolerably well qualified. Four of these districts have changed their teachers twice during the last two years. As usual the consequence has been a considerable loss of time for the children. The greater part of the school-houses are well kept in repair; nevertheless, there are some which have neither maps nor black boards. The last examination was satisfactory, particularly with regard to the schools of Miss Gagnon and Miss Mercure. The pupils here have emulation because the parents are zealous; the one is always the rule of the other. The affairs are very well managed by M. Martel, notary, and secretary treasurer. The finances are in a prosperous condition.

L'Assomption (village).—There is in this village: 1st. A classical college, the reputation of which is so well established that it is needless for me to praise it further. A museum and a cabinet of natural philosophy were added to it last year. This year M. Vézina, one of the professors, has succeeded in forming a very nice collection of Canadian ornithology. This will be a valuable acquisition to the museum, and for the study of natural history; 2nd. An academy or boarding school for girls, kept by the Sisters of the Congregation of Notre Dame. This house, for the variety of branches taught, for order, discipline and success, ranks with the best institutions of the kind in the country. The edifice, belonging to this establishment, has been considerably enlarged; 3rd. A primary superior school for boys, which contains 26 pupils, and is distinguished for its success under the direction of the teacher, Mr. Urbain Lippé; 4th. An elementary school for boys, under the direction of Mr. H. Lippé; 5th. An elementary school for girls under the management of the Nuns of the Congregation; 6th. A school for little children, conducted by Miss Guyon; 7th. A literary institute. The affairs of the commissioners are managed by Mr. Martel, of whom I have already made mention. It is unfortunate that there are arrears due to the teachers.

Chertsey.—This municipality, newly erected in 1857, has had two schools in operation during a part of the year. They were closed at the time of my second visit in consequence of the poverty of the inhabitants. I am in hopes that they will be re-opened shortly.

Repentigny.—The only school in this municipality, kept by Mr. Gaudry, gives satisfactory results. The commissioners have not yet executed the order which you gave them, to form a second school district and to establish a school in it.

St. Paul l'Hermite.—The school districts No. 1 and 2 are provided with good schools; in district No. 3 the children have made little progress. The affairs of the school commissioners are well attended to. The schools are also well furnished and provided with books, black boards, geographical maps, registers, &c.

L'Epiphanie.—Out of the five school districts three have changed school-mistresses during the year, and these changes have been for the better. The schools are also better provided with books, maps, and boards. They are still destitute of registers. The schools of Misses Mercure and Miss Gervais deserve honorable mention. The pecuniary affairs of the commissioners are in rather a bad condition. They owe arrears of salary to several of the teachers.

St. Félix of Valois.—This parish although divided into 4 districts has only three schools under control in operation besides an independent school. These three schools are rather inferior; they talk of establishing a separate school for girls, not without necessity. The school in district No. 1 is made to contain nearly 124 children, in an apartment of very small dimensions. This parish possesses a library containing more than 500 volumes. Mr. Crépeau, secretary treasurer deserves praise for the manner in which he keeps his accounts.

St. Jean of Matha.—Some progress has been made in the two schools in this municipality. The children read well and have learned a little arithmetic.

St. Gabriel of Brandon.—This municipality contains eight schools, one of which is under the control of the dissentient trustees. The schools Nos. 5, 6, and 7 are very inferior. The school-mistress in district No. 7 is however furnished with a diploma, and this, I must say, surpasses all I ever thought of the liberality of the board of examiners. In a sentence containing 14 words, which she wrote in my presence, she made 6 most glaring faults. The teacher in No. 6, refused to submit to an examination, acknowledging herself beforehand to be unqualified; I ordered the commissioners to dismiss both. Miss Holme's school is well conducted, but too many different branches are taught to too great a number of pupils. The school in district No. 6, at the examination of which I was present, shows rather unfavorable results. Low farce theatricals have been exhibited there with great pomp, which I cannot sufficiently censure, as likely to be injurious to the taste and morals of the children. The dissentient schools are sufficiently well conducted, but their minute books are badly kept. Those of the commissioners are in a better condition.

St. Norbert.—The three schools in this municipality have made pretty good progress. The teachers are well qualified and clever; the schools are well provided with furniture, maps, boards, &c. The pecuniary affairs of the commissioners are in good order, and their books well kept by the secretary treasurer in office.

St. Jacques.—This municipality supports seven schools, two school-masters, five lay female teachers, and five Sisters of Ste. Anne's. The Academy kept by the last named is very well conducted. Among other schools, that of District No. 5 is excellent, two are passable and the remaining two are very badly and very irregularly kept. The Primary-Superior school is also very ill-conducted. The Secretary-Treasurer appeared to me to do his utmost; but his task is a difficult one.

St. Cuthbert.—This is one of the largest parishes in my district, it numbers 7 school districts and 7 schools in operation. Generally speaking the teachers are ill-paid, nevertheless the commissioners might remunerate them more suitably by causing the rather considerable arrears of school tax due them to be paid up. The school of the Misses Pitteau is well conducted, it is however destitute of furniture, and other necessary articles; the teachers, who are young, also require to be better supported by the authority of the commissioners, in their relation to both parents and children. The school at Côte St. Thérèse is very inferior, and if there is no improvement it ought to be abolished. That at Côte d'York is well kept, and the examination made there by me was a satisfactory one. The school at Côte St. Jean has made but little progress, and the commissioners should not hesitate in procuring a better qualified teacher without regarding the larger salary which it would be necessary to pay him. The village school reflects credit on the teacher M. Barrette, and I hope that the commissioners, instead of diminishing his salary as it was feared, will increase it. The accounts are well kept by the secretary treasurer in office, Mr. Chennevert.

Berthier (parish).—The schools are well enough conducted. The school-houses are sufficiently well kept in repair and furnished with tables, maps, blackboards, registers, &c., but the teachers are always complaining of being badly paid. The monthly dues are not exacted as strictly as they ought to be, and the manner in which they are levied does not fulfil the intention of the law; they only enforce payment for children who attend the school; the poor have consequently a motive to keep their children at home. Neither are the finances in a good state.

Berthier (village).—The academy for boys has had its staff of teachers entirely changed. There is a professor of French and one of English, it is now attended by 30 pupils. The academy for girls is equal to any institution of the kind. The two elementary schools under the direction of the commissioners, as well as the dissenting school, were closed at the time of my visit. The affairs of the commissioners appeared to me to be in a more flourishing condition than last year. The Mechanic's Institute is in a flourishing state and its library increases every year.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—N. P. Willis, in the Home Journal of August 20, gives a graphic sketch of a trip by himself, Bayard Taylor, Lieut. Maury, and other notables, from the Chesapeake, to the Ohio, by railroad. On the route, a moment's halt gave these literary meteors over Virginia mountains, a peep into a log school-house. Willis says of the scene:

A modest and dignified curtsy from the schoolmistress gave us a welcome. There was a spare bench near the door which accommodated the most of us, and Judge Warren and Poet Thompson occupied vacant spots on the short seat of the class "up for spelling." Secretary Kennedy leaned on his stick near the shut-up stove in the centre, his kindest of voices and faces encouraging the interrupted exercises to proceed, and the "cloud-compelling Maury" stroked the head of the nice boy next him in the corner. Bayard Taylor sat, in his quiet and observing way, studying the surrounding rows of boys' and girls' faces—some thirty of them altogether, and every one of them barefoot, and all seated against the rough-hewn logs on the one bench of narrow plank which lined the room. Fancy what a picture for a photographer to have brought away—the celebrities and the little ragged problems of humanity, all combined.

But, oh, the tender Providence of God, which has provided for these cradles of the intelligence of our race, the willing devotion of womanhood, so patient, so self-sacrificing, so uncomplaining and affectionate. The "School ma'm" before us was a delicately formed young woman of twenty or twenty-two years, perhaps, dressed with exceeding plainness, and of the most unconscious simplicity of demeanor, but her pale and thoughtfully refined features had an expression which seemed to me the perfection of what we recognize as the beauty of the soul. She looked as if she felt born only to be good and kind to others, while life should last, and that she was here in her place, somewhat overtaken, but doing good, she hoped, and willing to be forgotten. At the same time, in her subdued gentleness of tone, her exquisite propriety of replies, and her calm, sweet manner to us, a party of strangers, there was a self-possessed dignity that it was impossible not to pay homage to—difficult (I may as well say) not to record for others, as admirably as one remembers it for one's self. As I sat in the humble school-room and looked upon the unconscious beauty of its patiently presiding spirit, I could not but thank God for the angels still found distributed through the world.—*New York Teacher.*

—On the 12th October took place, at Dinkelsbühl (Bavaria), the inauguration of a monument to the memory of Canon Schmid, the celebrated author of so many interesting tales for children. Christopher Schmid was born in the above town, in 1768. He went through a good course of studies at Dœrlingen, which having completed he embraced the profession of teacher; this he abandoned a few years after for Holy Orders, which were conferred on him in 1791. He was appointed to the curacy of Staudon in 1816, and in 1817 named a Canon of Augsburg. In the latter town he died in 1854, aged 86 years. The last surviving brother of the Canon, Mr. Aloise Schmid, aged eighty three years, was present on the occasion. The monument erected is said to be one of high artistic merit. The statue of this friend of youth is represented as having on its right a little girl, and on its left a little boy, listening with breathless attention to the words of their benign instructor. The ceremony was closed with a banquet, at which, by a delicate and well merited attention, toasts were proposed in honour of the translators of the works of Canon Schmid. The same evening the town was brilliantly illuminated. Thus did the worthy inhabitants of Dœrlingen pay their tribute to the good old Canon, whose charming pages had beguiled many of the hours of their childhood.

—Lord Brougham has been elected Lord Chancellor (title substituted for that of Lord Rector) of the University of Edinburgh. The other candidate was Lord Buccleugh. The University of Glasgow has elected the noble Earl of Elgin, Lord Rector, by a majority of one hundred and forty-two votes over D'Israeli, whose celebrity as a literary man and politician are well known. Lord Elgin had a majority in each of the four Nations or Faculties, which may be necessary to observe as the lineage of the family might lead the public to suppose that the election was influenced by the mere consideration of nationality.

The election times cause great excitement within the sedate walls of the Universities, and it is even said that the Glasgow and Edinburgh students indulge in as much excitement at the polling of votes as do our neighbours of the Free Republic.

—The following article, which we translate from *L'Echo du Pacifique*, shows the variety of the Californian population, a variety or medley which would be still more striking did the statistical tables note the birth place of the parents instead of merely indicating that of the children. In San Francisco, where we meet with wanderers from every tribe of the human race, we find no less than 53 children, Canadian born, attending the public schools. From this we infer that the number of Canadians in California must be very considerable, as most of those who emigrate from this country are young unmarried men who spend

their way thither in the hope of making if not a fortune, at least of earning a sure livelihood, who gett'e down, marry, and leave representatives of the Canadian race on the confines of North America.

"Mr. Duman, Superintendent of Public Schools at San Francisco, has submitted a report on that interesting branch of administration, extending to the 31st October last.

"The tables of statistics furnish information which we deem our duty to chronicle.—The census of resident children, at San Francisco, gives a total of 7,767 individuals between the ages of 4 and 18 years, thus distributed:

Male children	3,885
Females.....	3,882
Orphans.....	341
Negro children.....	168
Total number of children under 18 years of age....	13,858
Under 4 years.....	6,091
Born in California.....	6,583

"On consulting the table indicating the place of nativity of the children attending school, a long nomenclature, where appears nearly every place of note on the globe, meets our eye. Abstracting the different States of the Union, which with the exception of Kansas-Nebraska, are largely represented, we have the following curious list.

Children born in California, 1,010; Oregon, 5; England, 150; Scotland, 35; Ireland, 73; France, 81; Germany, 160; Australia, 190; Van Diemen's Land, 5; Peru, 3; Mexico, 47; Canada, 53; Prussia, 16; Russia, 8; Sandwich Islands, 13; Cape Horn (1), 9; South America, 17; Italy, 7; New-Zeland, 16; Austria, 14; Chili, 59; Holland, 1; Madeira, 1; Denmark, 2; Prince Edward Island, 2; New-Grenada, 5; Belgium, 4; China, 29; Sweden, 1; Coast of Africa, 1; West Indies, 2; Atlantic Ocean, 1, Pacific Ocean, 1.—Truly, we believe, few towns, of equal population, can present so diversified a list.

"In San Francisco, there are 43 private schools, attended by 1,345 pupils.

"The number of public schools is 16, attended by 6,201 pupils.

"The total expenditure of the schools amount, for 1859, to \$134,731."

—In the October number of our French journal appeared an admirable poem, by Miss Ernestine Drouet, teacher, for which the crown of merit was bestowed on her by the French Academy. Another teacher has won the prize offered by the Royal Academy of Belgium for a cantata, given as theme at the great musical competition of 1859. The *Abeille*, an ably conducted Belgian Journal of Education, on the list of our exchanges, inserts the composition in its columns, under the title of "Le Juf Errant" (The Wandering Jew). Mrs. Pauline Braquaval, the successful competitor, a teacher, at Warcoing (Hainault), was presented to Her Royal Highness the Duchess of Brabant. The flattering reception she received from the noble Duchess, not a little adds to the brilliancy of her triumph, and reflects on the whole body of teachers an honour, of which they may justly be proud.

—The Feasts of Christmas and New-Year have been of late years scenes of literary reunions and public exhibitions in most of our colleges, and in many of our schools. In protestant institutions there is generally at this period a recess preceded by the annual examination. We assisted at that of the Ladies' Benevolent Orphan Asylum, and at that of the British and Canadian School. The progress manifested by the respective pupils of these schools was to us a matter of much gratification, and we noticed particularly the benefits they had derived from object lessons, and the ease with which they answered questions on the subjects contained in the reading lessons. The study of the French language in the latter of the above schools seems to have been prosecuted with great success. We wish that other institutions would take up the example and by teaching their scholars French enable them to obtain a wider range of knowledge and better fit them for their duties in the social circle, composed in this part of the Province of persons speaking two different languages. We daily hear our fellow citizens complain of the want they experience of a good knowledge of the French language, and the numerous inconveniences to which they are exposed in not being conversant with it; and there is indeed a universal desire on their part to give their sons and daughters the means of obtaining an advantage which circumstances had not placed in their power. With a knowledge of both languages, besides the local advantages which are too self-evident to mention, a man has the key to the whole current literature of the day and a passport over the world if he happen to travel.

The *Salle d'Asile Catholique* of St. Joseph's suburbs, had an interesting sitting at which we remarked Messrs. Holton, Lunn, and other protestant gentlemen of the city. The students of the Montreal College celebrated the opening year as befitted the nature of their pursuits, in giving a literary and musical soiree in which the amusing and instructive were most agreeably blended. On St. John's Day, the Laval Normal School had one of its charming reunions, Mr. Gagnon presided over the musical department and is fast surpassing his former reputation. The compositions read by the pupil-teachers attested to well directed studies and evinced considerable talent. The junior collegians of the Quebec Seminary (*Les Gens de la Petite Salle*) had also a literary reunion, and these

nurslings of literature promise that the coming generation will do honour to their fathers.

—The winter term (second term) of public lectures, at the Laval University, have commenced. The Reverend Mr. Ferland, lectures on the History of Canada, and the Reverend Mr. Hamel, Licentiate of science of the University of France, opens a course on Natural Philosophy.

LITERARY INTELLIGENCE.

—Mr. Ch. Lenormant, founder and for a long period chief editor of *Le Correspondant* (a review), well known for his archeological researches in Greece, died at Athens, the 17th November last.

—Don Florencio Jaer, a Spaniard of literary celebrity, has approved of Abbé Ochaudo's project for a universal language. He seems certain of success, and even speaks of an international congress.

—De Quincey, whose adventurous life is so well known to the English public, has recently died at Edinburg, at the advanced age of 84 years. His *Opium Eater* first introduced him into prominent notice. His writings, which form numerous series, consist principally of psychological studies, and a few novels of great originality. The *Confessions of an Opium Eater*, the *Suspira de Profundi*, have acquired even more popularity among American than among English readers.

—Another great name is to be added to our obituary list, that of Lord Macaulay, the celebrated historian, essayist and poet, whose death has caused the deepest sensation in the literary world. It must ever be regretted that he leaves his History of England incomplete. It is understood that two volumes upon which he was engaged at the time of his death, are nearly finished, and in the press, bringing his history down to the reign of Queen Ann. A more extended notice will appear in our next, as sufficient space is not at our disposal for its insertion in this number.

MISCELLANEOUS INTELLIGENCE.

—A writer referring to the vastness of the Mississippi river says: It extends 3,100 miles from the frozen regions of the north to the sunny south, and with the Missouri river, is 4,500 miles in length. It would reach from New York across the Atlantic ocean, or from France to Turkey and the Caspian sea. Its average depth is 50 feet, and its width half a mile. The floods are more than a month traveling from its source to its delta. The trappers can exchange the furs of animals caught by them on the upper Mississippi, for the tropical fruits gathered on the banks below. The total value of steamers afloat on the river and its tributaries is more than \$60,000,000, numbering 1,600 boats, with more than twice the steam boat tonnage of England. It drains an area of 1,200,000 square miles, and washes the shores of 12 powerful States. In one single reservoir at Lake Pepin, between Wisconsin and Minnesota, 2,500 miles from the sea, the navies of the world might safely ride at anchor.

—The great problem of the source of the Nile, which has occupied the attention of the world during so many ages, may now be considered as definitely solved. Capt. Speke, who has just returned to England from an extended tour in Central Africa, in company with Capt. Burton, discovered a lake, called by the natives Nyanza, but by the Arabs Ukerawe, which appears to be the great reservoir of the Nile. It extends from 20° 30' south, to 30° 30' north latitude, lying across the equator in east longitude 330. Its waters are the drainage of numerous hills which surround it on almost every side. The new lake effaces the Mountains of the Moon, as at present existing in our atlases.

—A clergyman from Iowa now visiting California, gives a description of several wonderful waterfalls in the valley of Yo-hamite, far surpassing in height the falls of Niagara. At the lower end of the valley is the cascade called the Bridal Veil, the water pouring over the rocky wall a distance of nine hundred feet. Two or three miles beyond are the Yo-hamite Falls, where the water falls in three plunges a distance of 2,800 feet, the first leap being nearly 1,300 feet, the next 400 feet, and the last 600 feet. In looking from the bottom of the gorge at the immense height from which the water descends, the stream, which is 87 feet in breadth at the top, seems to be only a foot and a half in breadth. Further up the stream is another fall of 300 feet. Still further is another of 600 feet. Half a mile beyond is still another thundering cataract called the Nevada Fall, nearly 800 feet in height, shut in by mountains thousands of feet above the level of the sea.

—The number of patents granted for sewing machines in Great Britain has been about 200, and in the United States 300. There are five manufactories in Great Britain, and 25 in this country. About 100 machines are weekly sold, and 10,000 are in use in Great Britain; in the United States, 1,500 are weekly sold, and 100,000 are in use.

—Meyerbeer, the great composer, in one of his walks on the boulevard, stopped for a few moments before a book-stall and carelessly commenced to turn over an heterogenous medley of works. A small volume with the title: *Office of the Blessed Virgin*, by Pierre Corneille, Paris, 1670, having excited his curiosity, owing to the name of the great dramatist, he took

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

NAME OF INSTITUTION.	Num. of pupils, 1859.	1855.			1886.			1857.	1858.	1859.					
		Annual grant.	Grant for building and payment of debts.	Total of the grant.	Annual grant.	Grant for building and payment of debts.	Total of the grant.	Total of the grant.	Total of the grant.	Total of the grant.					
		£	s.	d.	£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	
Alymer, protestant	41	75			75			67	10		67	10	263	25	
Aylmer, catholic	45	75			75			67	10		67	10	263	25	
Aubigny	64							40			40		156		
St. André, Argenteuil	120										25		100		
Beauharnais	200	50			50			45			67	10	263	25	
Bonin, St. André	230	75			75			67	10		67	10	263	25	
Baie du Febvre	155	50			50			45			45		175	50	
Baie St. Paul	60										195		195		
Barnston	70	50			50			45			45		175	50	
Berthier	57	100			100			90			90		351		
Buckingham	50	50			50			45			45		175	50	
Belœil	91	100			100			90			90		351		
Cap Santé	25	50			50			45			45		175	50	
Charleston	96	100			100			90			90		351		
Clarenceville	66	100			100			90			90		351		
Coaticook	78							40			40		156		
Clarendon	94	50			50			45			45		175	50	
Cassville	111	50			50			45			45		175	50	
Compton	76	50			50			45			45		175	50	
Cookshire	60	50			50			45			45		175	50	
St. Cyprien	136	50			50			45			45		175	50	
Danville	96	75			75			67	10		67	10	263	25	
Dudswell	28	50			50			45			45		175	50	
Dunham	123	100			100			90			90		351		
Durham, No. 1	80							40			40		156		
St. Eustache	120	40			40			40			67	10	263	25	
Farnham, catholic	216							40			60		234		
Farnham, protestant	45	75			75			67	10		67	10	256	50	
Freleighsburg	98							40			60		234		
St. Coloman de Sillery	117	50			50			45			45		171		
Ste. Foye, protestant	50	50			50			45			45		175	50	
Gentilly	110	50			50			45			45		175	50	
Granby	61	100			100			90			90		351		
Georgeville	45	50			50			45			45		175	50	
St. Grégoire	78	50			50			45			45		175	50	
Huntingdon	122	100			100			100			100		390		
St. Jean Dorchester, cath.	304							45			90		351		
do do prot.	88	100			100			90			90		351		
St. Jean, Isle d'Orléans	35	50			50			45			45		175	50	
Knowlton	58	100			100			90			90		351		
Kamouraska	60	75			75			67	10		67	10	390		
Laprairie	105	50			50			45			60		234		
Lotbinière	12							40			40		156		
Longueuil	363							40			75		292	50	
St. Laurent	120	150			150			135			135		526	50	
L'Islet	78	50			50			45			67	10	263	25	
Montreal comm. cath. acad.	47							67	10		67	10	256	50	
Montragny	204	75			75			75			75		292	50	
Ste. Marthe	108	50			50			45			45		175	50	
Missisquoi	65	50			50			45			45		175	50	
Pointe-aux-Trembles, Mont.	82	100			100			90			90		351		
Phillipsburg	43	50			50			45			45		175	50	
Sherbrooke	68	111	2	2	111	2	2	100			100		390		
Sorel, catholic	74	75			75			67	10		67	10	342		
Sorel, protestant	39							40			40		156		
Stanbridge	143	75			50			67	10		87	10	263	25	
Shefford	74	100			100			90			90		351		
Sutton	31	75			75			67	10		67	10	263	25	
Stanstead	120	175			175			157	10		157	10	614	25	
St. Timothée	84	37	10		37	10		40			40		156		
Three-Rivers, catholic	54							40			90		351		
Three-Rivers, protestant	27	100			100			90			90		195		
Vaudreuil	86	50			50			45			45		175	50	
Yamachiche	150	50			50			45			67	10	263	25	
Quebec com. and gram. sch.	80	50			50			45			45		170		
Total														16253	82

TABLE C THE APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO FOUR MUNICIPALITIES, FOR 1859.

COUNTIES.	MUNICIPALITIES.	Reasons for granting supplementary aid and establishing the amount thereof.	Amount of the usual annual grant.		Amount of assessment levied.		Amount of supplementary aid demanded.		Supplementary aid granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Montmagny	Isle aux Grues...	Population small.	86	77	101	00	80	00	40	00
Mégantic	Ste. Lucie ...	Poor; support 4 schools and have built 2 school houses.	119	63	300	00	80	00	45	00
"	Ste. Sophie ...	" 6 " " 4 "	169	05	400	00	60	00	45	00
Montmorency	Laval	New settlement very poor, \$160 for building.	55	78	90	00	80	00	40	00
Maskinongé	St. Paulin.....	Annual grant insufficient; has for schools.	100	06	240	00	60	00	40	00
Montcalm	Kilkenny	New settlement; poor, have built 2 school houses.	166	33	308	00	80	00	45	00
"	Chertsey.....	" " " \$240 for building.	57	36	120	00	40	00	45	00
Nicolet	Blandford.....	Thinly peopled, and poor.	54	81	100	00	40	00	40	00
"	Ste. Monique No. 2	" " "	56	25	136	00	40	00	40	00
"	Ste. Gertrude....	Poor.	153	83	208	06	80	00	40	00
Ottawa	Eardley.....	Poor; they have built 2 school houses.	100	92	215	00			45	00
"	St. André Avelin..	A new parish; poor.	178	15	268	00			45	00
"	Buckingham	Population considerably increased since last census.	152	00	280	00	200	00	40	00
Pontiac	Sheen	Poor.	32	12	280	00	40	00	40	00
Rimouski	Matane	Poor, \$173 for building.	166	20	321	50	80	00	45	00
"	St. Octave	" \$300 "	101	25	336	00	80	00	45	00
"	Métis.....	Thinly peopled, and poor.	32	45	82	00	40	00	40	00
"	St. Fabien.....	Poor.	137	58	230	40	40	00	40	00
Richelieu	St. Marcel	New parish; population much increased since last census.	152	55	216	00	480	00	40	00
Richmond	Cleveland, diss..	Thinly peopled, and poor.	20	00	50	00			20	00
St. Maurice	Shawinegan	New settlement; poor.	43	50	120	25	120	00	40	00
"	St. Sévère.....	Poor.	138	42	200	00	60	00	40	00
Stanstead	Barford	Not populous; \$296 levied there for building.	59	80	120	00	100	00	40	00
Shefford	Grauby, dissent..	Putting themselves under heavy contrib., & the sett. a new one.	320	00	140	00			60	00
Temiscouata	N.-D. du Portage.	New settlement and poor.	131	22	169	32	120	00	45	00
Wolfe	Wotton	" " "	92	45	119	00	100	00	45	00
Total...									3880 00	

RECAPITULATION OF THE SUMS GRANTED FOR 1859.

Universities.....	\$ 5234 07
Classical Colleges	13858 50
Industrial Colleges.....	7890 22
Boys' Academies.....	16253 82
Girls' Academies.....	11253 38
Model Schools.....	12835 49
Total.....	\$67325 48
Amount disbursed in excess in 1858.....	469 24
Balance to be distributed	205 28
Total.....	\$68000 00
Amount of the Grant	\$68000 00

Statement of the Correspondence of the Department of Education from the 1st of January to the 31st December 1859.

	January.	February.	March.	April.	May.	June.	July.	August.	September.	October.	November.	December.	TOTAL.	Total numb. of letters received and despatched
Letters and doc. received	729	649	545	401	421	479	932	512	422	636	453	551	6967	20453
Letters &c. despatched.	923	572	3190	417	736	957	1050	649	453	489	3211	597	13516	

ADVERTISEMENTS.

FOR SALE AT THE EDUCATION OFFICE:
EDUCATIONAL CALENDAR
 FOR 1860.
 PRICE.—DOZEN: 25 Cts.

FOR SALE
 AT THE
EDUCATION OFFICE
 AND AT
ALL THE BOOKSELLERS,
REPORT
 Of the Chief Superintendent of Public Instruction
 for Lower Canada,
FOR THE YEAR 1858.

Price: 25 Cents. With rich cloth cover: 50 Cts.
 SENEVAL, DANIEL & Co., Steam Printing Establishment, 4, St. Vincent St.