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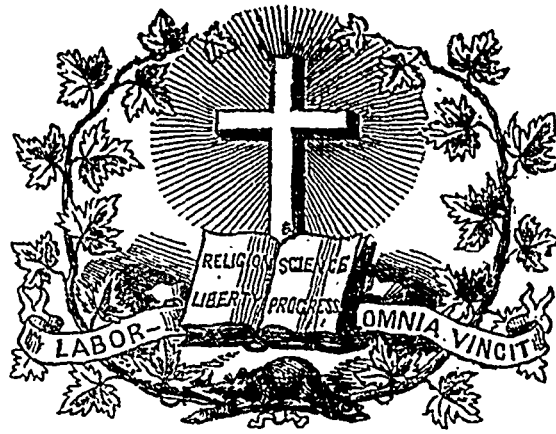
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JOURNAL OF EDUCATION.

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SUMMARY.—**EDUCATION:** Teaching power, by John Bruce, Esq., Inspector of Schools.—Inaccuracies in pronunciation, by H. Hubbard, Esq., Inspector of Schools.—How to pronounce *ough*—School days of eminent men in Great Britain, by John Thoms, (continued from our last).—Successive limits towards improved secular instruction, by the Rev. R. Dawes, Astronomy, (continued).—**OFFICIAL NOTICES.**—Appointments: Education Office.—Normal Schools.—Boards of Examiners.—School Commissioners and Trustees.—Erection of Municipalities.—Diplomas granted by Board of Examiners.—Donations to the Library of the Department.—Teachers wanted.—**HISTORICAL:** The visit of H. R. H. the Prince of Wales to America, (continued from our last).—Addresses presented to H. R. H. by various Educational institutions.—St. Francis College, Richmond, C. E.—Trinity College, Toronto University.—Upper Canada College.—Upper Canada Council of public instruction.—Eleventh Conference of the Association of Teachers in connection with the Loyal Normal School.—Report of the Chief Superintendent of Public Instruction for 1858, Extracts from the Reports of the Inspectors. (continued).—**MONTHLY SUMMARY:** Educational Intelligence.—Literary Intelligence.—Miscellaneous Intelligence.

EDUCATION.

Teaching Power.

He who teaches without carrying the scholar's understanding along with him may well be compared with a mere machine—a wooden man—passively sitting by, while the children read or repeat words which they do not understand.—I often ask myself—Is this teaching? Can there be such a thing as teaching without learning? What does this teacher teach? What do the children learn?

To what are we to attribute the restlessness, the stupid ignorance, coupled with irritated feelings, which prevail in many schools, and which breaks out into uproarious and ungovernable exultings when schools are dismissed, and the unnatural restraints upon their physical powers are removed? Must not the greater part of it be justly attributed to the dull, uninteresting, unimelligent, and unquickenng mode of conducting school work? I do think so.—Enter a school where a different course is pursued, where life is thrown into the work, and light is thrown upon every thing taught. How different does every thing appear? Teaching there is a thing of pleasure. School-work is a work of life. All exercises are entered into with anxiety and animation. What makes this very distinctive difference between these two classes of schools? The difference is traced to their respective teachers. The teacher of the one drags his scholar on, but leaves his mind behind; that of the other moves as he moves his scholar; the one is satisfied with bare recitals, the other with nothing short of an understanding effect; the one—the sterile dry-bone teacher—sticks to his text as a bad swimmer to his corks; but the other, as he opens up his subject, with intelligent simplicity, opens up also the pupil's mind to receive as he gives; the one fills the mind with an undigested *cram*, mixed with crudities and blunders, the other ever keeps in view the enriching of the mind with truths, clearly and practically understood—look-

ing through all his labours to the end, where he pictures to himself the intelligent mind—the observing reflecting man, distinguishing himself amidst the multifarious activities of life.

Experience is daily showing, and with a clearness daily increasing, that scholarship alone cannot make a thorough teacher. That it does is a fallacious notion. We continually find teachers, who possess much knowledge, with but very little power of communicating it to others, or developing the mental faculties. None can be a good elementary teacher who wants natural aptitude for the profession. With moderate attainments and teaching skill, a man makes a far better educator than the man of high attainments who wants this special qualification. Thus we sometimes hear it paradoxically, but truly observed of some, that they *teach more than they know*. They may not themselves actually impart a large amount of knowledge, but so thoroughly do they train the minds of their pupils, and strengthen their faculties that they become accustomed to that independence of action, that self reliance, and habit of reflection and search, which is the grand end of all education, that they at last far outstrip their educators in erudition and general knowledge.—Scholarship we must have, technical knowledge cannot be wanted; but *teaching power stands first*. This high qualification is one, we admit, not easily acquired; but it is one at which every teacher should aim, since without it he can never be a successful educator. And though the few only have this teaching gift in a superior degree, yet the many may have it in a degree favourable to efficient teaching.—Let us examine this subject a little more closely.

The first great object to be sought in education is, the cultivating and developing of the several powers of the mind. Accomplishing this all the knowledge afterwards communicated is more readily received, more easily understood, and more permanently retained. A thorough knowledge of what is taught is the next grand point. If this be perseveringly and skillfully acted upon, instead of the work of replenishing the mind with truth being tedious, and uninviting, and the progress slow, the interest of the scholar will be excited, his mind expanded, his understanding improved, his judgment informed, and the whole active powers of his mind be called into healthful and continuous exercise, and rapid improvement, and a vigorous growth of intellect, will be the result.—Rightly to *prepare the mind for receiving instruction*, as well as how effectively to impart information, is another essential point to be aimed at. This the skilful teacher keeps ever in view. He studies how, by a proper course of training, to rouse and quicken the dormant faculties of his pupil, exercise and strengthen his mental powers; how to eradicate errors, prevent the forming of incorrect or false impressions; and how most profitably to communicate truths and establish principles. Of these objects he never loses sight, in any one stage of his pupil's advance.—We speak our full conviction when we say,—“This is the true way to call into play the bud of genius, rouse the energies of the scholar into operation, and give to our schools the actualities of sound enlightened teaching.—Now we ask, can this be done with-

out a system, in which there are embodied the principles of energetic teaching and disciplinary skill? In school keeping, as well as in business, energy, skill, aptitude, are the great things—the *primary mainsprings*, which alone can ensure success. There must be the *ferret opus*—the *ars institutionis*. *We must not only strike the iron while it is hot, but strike it till it is made hot, and show skill in every blow.*—There must be skill and thoroughness with the teacher, and also earnestness with the scholar. Whatever the one undertakes to teach, he should be able to teach to its core, and the other to dwell upon it, till he makes it his own.—Smiles writes in his work—“Self-help”—“Whatever a youth learns, he should not be suffered to leave it until he can reach his arms round it, and clench his hands on the other side.”—“I resolved,” said Lord H. Leonards, “when beginning to read law, to make every thing I acquired perfectly my own, and never go to a second thing till I had entirely accomplished the first. Many of my competitors read as much in a day as I read in a week; but at the end of twelve months, my knowledge was as fresh as the day it was acquired, while theirs had glided away from recollection.”

Teaching power supposes *skilful aim*. Many teachers spread their efforts over too large a surface, by which they are weakened, and the progress of their scholars is hindered; and both they and their pupils acquire a habit of fretfulness and ineffective working. It is not so much the *quantity* as the *quality* that must be looked to. A few truths, of the right quality, intelligently stored in the mind are of more value than a thousand of others inapposite and ill understood. It is not the quantity of work gone through in school, nor the amount of reading that makes the best scholar, but the appositeness of school study to the purpose for which it is pursued; the well directed concentration of the mind upon it; and the habitual discipline by which the whole system of mental application is regulated. One of the mental diseases of our schools is *unskilful surface teaching, and too much aimed at at once*. With these two serious hinderances we have to contend, and so must especially the professors of our Normal schools,—those who have the training of our youth for teaching; and to whom, therefore, we have to look for the right kind of men and women for conducting our schools.—Against sending forth persons incapable of teaching with skill and intelligence we would respectfully forewarn them. We here address gentlemen too observant and intelligent, not to know that what we are stating is true—too true. Their own experience and daily observation show that one of the greatest difficulties with which they have to contend is fitting their students to be *intelligently skilful* in educating youth. How many do they find on being admitted into their institutions, sadly deficient in natural aptness to teach? How many when there add but slowly to their attainments—pass through their course deriving little benefit either in acquirements, or knowledge of the Art of skilful teaching? And how many others, though successful as students, show manifest deficiency, in every stage of their training, in that energy of character, and that devotedness of mind so essential in successful teaching? We are of opinion that more care should be taken to ascertain whether candidates for admission into our training establishments possess any degree of teaching power as a natural faculty. On admission they may be examined as to their attainments in particular branches of knowledge; but is the question generally asked,—“Does this man or this woman give evidence of those *natural qualifications* which, by a course of training, will well fit him or her to become an *energetic skilful educator*?”

One of Her Britannic Majesty's Inspectors of Normal schools states, in a little work lately published, as follows: “In all such establishments, admirable as their system of training and teaching may be, it is still to be wished that more pains were taken to deter thoroughly unfit persons from devoting themselves to the office. The principals of these institutions may very easily, and most likely do very quickly perceive who are and who are not qualified by nature for the work. The idea of rendering them so by art alone is worse than hopeless. Schools are numerous where the children are now sacrificed to the folly of supposing that because a man or a woman has attained a certain amount of knowledge they can, therefore, teach children. The letting loose these people on our schools is a great injury, and should be prevented by all who have the power, and assuredly none have it more than the principals of Normal schools.”—There is much truth in this language; and those at the head of our own training institutions,—of but recent existence—should profit by the errors and defects of much older similar establishments.—It is in their power to avoid the defects of other Normal schools, and be on their guard against injudicious admissions, and also the imperfection of

subsequent normal training. Attention to both cannot be too much insisted upon.—We do but justice to the officers of our training schools in acknowledging that their efforts in the intellectual training of their students, and storing their minds with technical knowledge deserve already high praise. Let aptness for teaching be equally well attended to, and developed by means of practice and instruction in the best methods of communicating instruction, and in training the minds of intending teachers, and in a few years we may be able to boast of schools equally distinguished for both skilful teaching, and intelligent educators.

There are many essential qualities which an examination, however searching, cannot reach, but which are, nevertheless, indispensable in a teacher's character,—such as zeal, patience, perseverance, and manner. It can give no evidence of a candidate's skill in the organization, discipline, and general management of a school. It is no criterion of his ability to conduct a single class. A short time's previous teaching would bring out these qualities, where they exist, in a way in which no examination can. It has, indeed, been recommended, and by high authority, “that the examination of training schools should be recognized only as preliminary and subsidiary to a final trial, in which teaching power,—elicited by actual teaching and conducting a school for sometime, would have due weight in fixing the candidate's position as a certificated teacher.” This is obviously the proper course, and we would strongly recommend its consideration to our school authorities. (1)

Let us look for a moment at the guards and securities which, in Prussia environ this sacred calling. “In the first place, the teacher's profession holds such a high rank in public estimation, that none who have failed in other employments or departments of business are encouraged to look upon school-keeping as an ultimate resource. Those, too, who, from any cause, despair of success in other departments of business or walks of life have very slender prospects in looking forward to this. These considerations exclude at once all that inferior order of men, who, in some countries, constitute the main body of teachers. Then come those preliminary schools where those who wish eventually to become teachers, go, in order to have their natural qualities and adaptation for school-keeping tested: for it must be born in mind that a man may have the most unexceptionable character, may be capable of mastering all the branches of study, may even be able to make most brilliant recitations from day to day; and yet, from some coldness or some repulsiveness of manner, from harshness of voice, from some natural defect in his person or in one of his senses, he may be adjudged an unsuitable model or archetype for children to be conformed to, or to grow by; and hence he may be dismissed at the end of his preparatory term of six months.”

In Prussia, and in Saxony, as well as in Scotland, the power of commanding and retaining the attention of a class is held to be a *sine qua non* in a teacher's qualifications. If he has not talent, skill, vivacity, or resources of anecdote and wit, sufficient to arouse and retain the attention of his pupils during the accustomed period of recitation, he is deemed to have mistaken his calling and receives a significant hint to change his vocation.

The march of knowledge, and the march of professional skill, we must not separate. The one cannot advance without the other.

But if many of our teachers show weakness in *teaching power*, we may be sure they show, in conducting their schools, weakness of thought, and little power of language. Their verbal memory is ill stored; their command of thought is as little as their command of words; and in abstracting and analyzing they cannot possibly have much capability.—This is the case with many teachers, (with diplomas too,) within my field of inspection. I believe the opinion among many teachers, and among more parents, is, that a certain amount of scholarship is *sufficient* qualification for one to undertake teaching. The power of teaching—of skilfully dealing with the minds of children in training and developing them—and the ability of making the whole work of education one of light and life—are never thought of. Yet these are the qualifications which constitute the good—the successful teacher.

It does not appear to occur to them that the work of the teacher—of the elementary teacher especially—is one of great difficulty. Yet so it is.—“A crowd of children comes to him, in whom the moral sense is in abeyance—who have never been taught to think—who have little knowledge which may form the subject of

(1) The pupil teachers teach in the Model School, and the Professors have every opportunity of testing their teaching power. Ed.

thought, and are without the means of acquiring that knowledge. He must teach them to read, to write, to cipher, and impart to them the elements of religious knowledge; but this is not all: he will fail in one of the really valuable results of education if he do not farther teach them to think and to understand,—store their minds with legitimate subjects of thought, and cultivate the habit of self-instruction.

For accomplishing these objects, the time allowed him is short, the means limited, and generally inadequate.

If he has beforehand weighed the difficulties and discouragements of his work, carefully and systematically studied the best methods of encountering them, considered the various circumstances of the application of those methods, and practised himself in their use; and if, actuated by the highest motives,—in reliance on the Divine blessing,—strong in the requisite of preparation,—but without extravagant hopes of the results,—he then gives his heart to the work, and pursues it hopefully, cheerfully and perseveringly,—it will prosper in his hand.

Without such a preparation, his first impulse will be to sit down and weep; his second, in despair of any useful result, to shrink into the mere mechanical discharge of his school duties.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

Inaccuracies in Pronunciation.

I have thought that it might not be uninteresting nor unprofitable to the students, and, perhaps, to some of the teachers, who read the *Journal*, to call attention to some prevalent errors in the pronunciation of English words,—errors heard not only among the uneducated, but also too frequently in the discourse of those who are "high in reputation for wisdom" those, who ought to be examples of correctness. I therefore submit the following reflections and illustrations.

A very common fault is, a great deficiency in *clear and distinct articulation*. Many speakers clip their words so carelessly that a listener could not determine, from their pronunciation, whether the words, *every, history, interest, &c.*, contain three syllables or two; and, what sounds worse, would never imagine that *beginning, morning, &c.* end with *g*. Another error arises from the opposite extreme, that is, an *excess of articulation*. From a mistaken idea that *every letter must always have its appropriate sound*, many speakers enunciate such words as *often, soften, listen, &c.*, with utter disregard of the fact that, according to all authority, there is a *silent letter in each*. I was not a little amused, a short time since, to hear a speaker make quite an effort to articulate the *t* in *apostle*; and not long ago, to hear a whole *musical convention* not excepting the conductor, sing out "*softened*" with full stress on the last syllable.

Not unfrequently do we hear even *teachers*, talking of "*exponents, apparatus, i-deas, herths, &c.*, for exponents, apparatus, &c., without seeming to think that there is good authority for such pronunciation.

I have alluded to only a few cases, with the hope that it may lead some who have been careless in this respect to pay more attention to *good usage* as laid down in our standard dictionaries.

H. HUBBARD,
Inspector of Schools.

Danville, Oct. 4, 1860.

How to Pronounce "Dough."

A correspondent requests us to give insertion to the following lines, which he has copied for the purpose from some newspaper. They may serve to illustrate the many different sounds which certain syllables in the language are susceptible of rendering. To our French Canadian subscribers who are imperfectly acquainted with the English tongue, we may perhaps be permitted to explain the pronunciation, reminding them that, though they all rhyme to the eye, they do not to the ear. "Dough" is pronounced *do*; "cough," *cof*; "through," *throo*; "tough," *tuf*; "plough," *plou*; "enough," *enuf*; "bough," *boü*; and "trough," *trof*.

Wife made me some dumplings of dough,
They're better than meal for my cough;
Pray let them be boiled through,
But not till they're heavy and tough.
Now, I must be off to my plough
And the boys (when they've had enough),
Must keep the flies off with a bough,
While the old mare drinks out of a trough

School days of Eminent Men in Great-Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CXXII.

HOW JAMES FERGUSON TAUGHT HIMSELF THE CLASSICS AND ASTRONOMY.

Ferguson has been characterized as literally his own instructor in the very elements of knowledge; without the assistance either of books or a living teacher. He was born in 1710, in Banffshire, where his father was a day-labourer, but religious and honest. He taught his children to read and write, as they reached the proper age; but James was too impatient to wait till his regular turn came, and after listening to his father teaching his elder brother, he would get hold of the book, a 'try hard to master the lesson which he had thus heard gone over; and, ashamed to let his father know what he was about, he used to apply to an old woman to solve his difficulties. In this way he learned to read tolerably well before his father suspected that he knew his letters.

When about seven or eight years of age, Ferguson, seeing that to raise the fallen roof of his cottage, his father applied to it a beam, resting on a prop, in the manner of a lever, the young philosopher, by experiment with models which he made by a simple turning-lath and a little knife, actually discovered two of the most important elementary truths in mechanics—the lever, and the wheel and axle; and he afterwards hit upon other discoveries, without either book or teacher to assist him. While tending sheep in the fields, he used to make models of mills, spinning-wheels, &c.; and at night, he used to lie down on his back in the fields, observing the heavenly bodies. "I used to stretch," says he, "a thread with small beads on it, at arms-length, between my eye and the stars; sliding the beads upon it till they hid such and such stars from my eye, in order to take their apparent distances from one another; and then laying the thread down on a paper, I marked the stars thereon by the beads." His master encouraged him in these and similar pursuits, and, says Ferguson, "often took the threading flail out of my hands, and worked himself, while I sat by him in the barn, busy with my compasses, ruler, and pen." He also tells us how he made an artificial globe from a description in Gordon's *Geographical Grammar*; a wooden clock, with the neck of a broken bottle for the bell; and a time-piece or watch, moved by a spring of whalebone. After many years he came to London, became a popular lecturer on astronomy, and had George III., then a boy, among his auditors; Ferguson was elected a Fellow of the Royal Society, and wrote several works valuable for the simplicity and ingenuity of their elucidations.

CXXIII.

SHENSTONE'S "SCHOOLMISTRESS."

William Shenstone, "the poet of the Leasowes," was born upon that estate, at Hales-Owen, Shropshire, in 1714. He learned to read at what is termed a dame-school, and his venerable teacher has been immortalized in his poem of "The Schoolmistress." He soon received such delight from books, that he was always calling for fresh entertainment, and expected that when any of the family went to market, a new book should be brought to him, which, when it came, was in fondness carried to bed, and laid by him. It is related that when his request had been neglected, his mother wrapped up a piece of wood of the same form, and pacified him for the night. As he grew older, he went for a time to the grammar-school at Hales-Owen, and was afterwards placed with an eminent schoolmaster at Solihull, where he distinguished himself by the quickness of his progress. He was next sent to Pembroke College, Oxford, where he continued his name in the book ten years, but took no degree. At Oxford, in 1737, he published his first work, a small poetical miscellany, without his name. In 1740, appeared his Judgment of Hercules; and in two years afterwards his pleasing poem, in the stanza of Spenser, entitled the Schoolmistress, "so delightfully quaint and ludicrous, yet true to nature, that it has all the force and vividness of a painting by Teniers or Wilkie." The cottage of the dame was long preserved as a picturesque memorial of the poet. How vividly has he portrayed the teacher of a bygone age in these stanzas!

In every village marked with little spire,
Embowered in trees, and hardly known to fame,
Thero dwells in lowly shed and mean attire,
A matron old, whom we schoolmistress name ;
Who boasts unruly brats with birch to tame ;
They grievous sore, in piteous durance pent,
Awd by the power of this relentless dame ;
And oft times on vagaries idly bent,
For unkempt hair, or task uncommed, are sorely shent.

And all in sight doth rise a birchen tree,
Which learning near her little dome did stowe ;
Whilom a twig of small regard to see,
Though now so wide its waving branches flow.
And work the simple vassals mickle wo ;
For not a wind might curl the leaves that blew,
But their limbs shuddered, and their pulse bent low ;
And as they looked, they found their horror grew,
And shap'd it into rods, and tingled at the view.

Near to this dome is found a patch so green,
On which the tribe their gambols do display ;
And at the door imprisoning board is seen,
Lest weakly wights of smaller size should stray ;
Eager, perdie, to bask in sunny day !
The noises intermixed, which thence resound,
Do learning's little tenement betray :
Where sits the dame disguised in look profound,
And eyes her fairy throng, and turns her wheel around.

Her cap far whiter than the driven snow,
Emblem right meet of decency does yield :
Her apron, dyed in grain, as blue, I trow,
As is the harebell that adorns the field ;
And, in her hand, for sceptre, she does wield
Tway birchen sprays ; with anxious fear entwined,
With dark distrust, and sad repentance filled ;
And stedfast hate, and sharp affliction joined,
And fury uncontrolled, and chastisement unkind.

Yet, nursed with skill, what dazzling fruits appear !
Even now sagacious foresight points to show
A little bench of headless bishops here,
And there a chancellor in embryo,
Or bard sublime, if bard may e'er be so,
As Milton, Shakspeare,—names that ne'er shall die !
Though now he crawl along the ground so low,
Nor weening how the Muse should soar so high,
Wisheth, poor starveling elf, his paper kite may fly. (1)

Shenstone wrote also some graceful letters and essays ; and showed much taste in embellishing the Leasowes. He died, here, in the prime of life, in 1763.

CXXIV.

GRAY AT ETON AND CAMBRIDGE.

Thomas Gray, of all English poets, the most finished artist, was born in Cornhill, in 1716, and was the only one of twelve children who survived the period of infancy. His father was a money-scrivener, and of harsh and violent disposition, whose wife was forced to separate from him ; and to the exertions of this excellent woman, as partner with her sister in a millinery business, the poet owed the advantages of a learned education, towards which his father had refused all assistance. He was sent to be educated at Eton, where a maternal uncle, named Antrobus, was one of the assistant-masters. He remained here six years, and made himself a good classic ; he was an intimate associate of the accomplished Richard West, this being one of the most interesting school-friendships on record. West went to Oxford, whence he thus wrote to Gray :

"You use me very cruelly : you have sent me but one letter since I have been at Oxford, and that too agreeable not to make me sensible how great my loss is in not having more. Next to seeing you is the pleasure of seeing your handwriting ; next to hearing you is the pleasure of hearing from you. Really and sincerely, I wonder at you, that you thought it not worth while to answer my last letter. I hope this will have better success in behalf of your quondam schoolfellow ; in behalf

(1) This stanza is thought to have suggested to Gray the fine reflection in his Elegy—

"Some mute inglorious Milton here may rest," &c.

of one who has walked hand in hand with you, like the two children in the wood,

Thro' many a flow'ry path and shelly grot,
Where learning lulled her in her private noze.

The very thought, you see, tips my pen with poetry, and brings Eton to my view."

Another of Gray's associates at Eton was Horace Walpole ; they removed together to Cambridge ; Gray resided at Peterhouse from 1735 to 1738, when he left without a degree. The spirit of Jacobitism and its concomitant hard drinking, which then prevailed at Cambridge, ill suited the taste of Gray ; nor did the uncommon proficiency he had made at Eton hold first rank, for he complains of college impertinences, and endurance of lectures, daily and hourly. "Must I pore into metaphysics ?" asks Gray. "Alas, I cannot see in the dark ; nature has not furnished me with the optics of a cat. Must I pore upon mathematics ? Alas, I cannot see in too much light : I am no eagle. It is very possible that two and two make four, but I would not give four farthings to demonstrate this ever so clearly ; and if these be the profits of life, give me the amusements of it." Yet Gray subsequently much regretted that he had never applied his mind to the study of mathematics ; and once, rather late in life, had an intention to undertake it. His time at Cambridge was devoted to classics, modern languages, and poetry ; and a few Latin poems and English translations were made by him at this period. In "the agonies of leaving college," he complains of "the dust, the old boxes, the bedsteads, and tutors," that were about his ears. "I am coming away," he says, "all so fast, and leaving behind me without the least remorse, all the beauties of Stourbridge Fair. Its white bears may roar, its apes may wring their hands, and crocodiles cry their eyes out, all's one for that ; I shall not once visit them, nor so much as take my leave."

In 1739, Gray accompanied Horace Walpole on a tour through France and Italy ; but, as they could not agree, Gray being, as Walpole has it, "too serious a companion," the former returned to England in 1741. He next went to Cambridge, to take his degree in Civil Law. He now devoted himself to the classics, and at the same time cultivated his muse. At Cambridge he was considered an unduly fastidious man, and the practical jokes and "incivilities" played off upon him by his fellow-inmates at Peterhouse,—one of which was a false alarm of fire, through which he descended from his window to the ground by a rope—was the cause of his migrating to Pembroke Hall. He subsequently obtained the professorship of Modern History in the University. He usually passed the summer with his mother at Stoke, near Eton, in which picturesque locality he composed his two most celebrated poems—the Ode on a Distant Prospect of Eton College, and his Elegy written in a Country Churchyard. In the Ode, he exclaims with filial fervour to the College where he had spent six years of his life as a boy :

Ye distant spires, ye antique towers,
That crown the watery glade,
Where grateful Science still adores
Her Henry's holy shade ;
And ye, that from the stately brow
Of Windsor's heights, th' expanse below
Of grove, of lawn, of mead survey,
Whose turf, whose shade, whose flowers among
Wanders the hoary Thames along
His silver-winding way :

Ah, happy hills ! ah, pleasing shade !
Ah, fields beloved in vain !
Where once my careless childhood stray'd,
A stranger yet to pain !
I feel the gales that from ye blow
A momentary bliss bestow,
As waving fresh their gladsome wing,
My weary soul they seem to soothe,
And, redolent of joy and youth,
To breathe a second spring.

Say, Father Thomas, for thou hast seen
Full many a sprightly race
Disporting on thy margent green,
The paths of pleasure trace ;
Who foremost now delight to cleave,
With pliant arm thy glassy wave ?
The captive linnet which entral !
What idle progeny succeed
To chase the rolling circle's speed,
Or urge the flying ball ?

Gray continued to reside at Cambridge, (it is considered) principally on account of the valuable libraries of the University—for he was one of the greatest readers, though the most sparing of writers. While at dinner one day in the Collegio-hall, he was taken ill, and after six days' suffering, he expired July 30, 1771: he was buried, according to his desire, by the side of his mother, at Stoko. Gray was a profound as well as elegant scholar; "he attained the highest degree of splendour of which poetical style seems to be capable; he is the only modern English writer whose Latin verse deserve general notice; in his letters he has shown the descriptive powers of a poet; in new combinations of generally familiar words he was eminently happy; and he was the most learned poet since Milton." (Sir James Mackintosh.) Gray was also an excellent botanist, zoologist, and antiquary.

The accomplished Earl of Carlisle, who has elegantly commemorated the genius of this poet, feeling the identification which his celebrated Ode gives to his muse with the memory of Eton, has presented to the College a bust of Gray, which has been added to the collection of the busts of other worthies placed in the Upper School-room.

(To be continued.)

Suggestive Hints towards Improved Secular Instruction.

BY THE REV. RICHARD DAWES, A. M.

XII

ASTRONOMY.

(Continued from our last.)

Call attention also to the points of the horizon on which she rises—when due south—the arc described in the heavens—her varying distance from particular stars—and why the difference in time between successive risings of what is called the Harvest Moon, is less than at any other time of the year. That the orbit in which the earth moves is not a circle, but an oval or ellipse with the sun in one of the foci—show how an ellipse may be described—that the sun is nearer the earth in winter than in summer—how the point of the horizon on which he rises varies, being farthest to the south in winter, and to the north of east in summer—how his altitude when on the meridian varies, being much greater in summer than in winter; the effect of this, so far as heat is concerned—that the length of time between sunrise and sunset varies, as you leave the equator, all the way up to the pole—the duration of twilight short at the equator, longer at other places as the latitude increases, and why? The sun not getting so high in the heavens in winter as in summer, the rays fall in a more slanting direction on the earth's surface, and on this account at this season, as well as from his not being so long above the horizon, less warmth is communicated to the earth than in summer. On fields with an aspect to the north, the rays fall still more slantingly than on those turned to the south or on a horizontal plain, and in such situations less warmth will be given to the soil or to any substances upon it; hence vegetation in the spring is not so forward in a northern as in a southern aspect—the hoar frost in autumn remains up till noon, or even the whole day, in aspects turned to the north, but vanishes early in those to the south—the same of snow remaining on the north side of hills—other reasons also, such as cold winds from the north. What must be the inclination towards the north on any given day, that the rays may fall parallel to the surface? What the inclination to the north beyond which the surface would be entirely in the shade? What the aspect to the south, that the rays of the sun may fall perpendicularly to the surface on any given day?

Light travels from the sun to the earth in $8\frac{1}{4}$ minutes, at the rate of 192,500 miles in a second of time.

It moves through a space equal to the circumference of the earth in $\frac{1}{11}$ th part of a second—a space which would take the quickest bird three weeks to fly over.

Again, point out the difference between sidereal and solar time—day—year: how a solar day is not always of the same length—clocks regulated by mean solar time, etc.: how the period of time we call a year does not consist of an exact number of days, as 365; and hence the difficulty in regulating the calendar.

That the sidereal day, or the time between any meridian leaving particular star, and coming to it again, is always the same; the star not having moved in the interval—that this is not the case

with the sun—that in the interval between any two successive passages of the same meridian under him, he has moved on towards the east, and this daily motion being unequal, causes the length of a solar day to vary. A clock tells mean time, and is therefore sometimes before, and sometimes behind solar time.

That the time of the earth's making a complete revolution in its orbit is 365 days 5 hours and 48 minutes; so that if leap-year is made to occur every four years, this would be too often, and require correction.

"Hipparchus, the most celebrated astronomer of antiquity, and who lived about a century and a half before Christ, first paid great attention to the rising and setting of the stars; he discovered that the period of 365 days 6 hours, which had been considered as the true length of the solar year, was too great by about 5 minutes, and observed that the four parts, into which the year is divided by the solstices and equinoxes, are by no means equal, the sun occupying $91\frac{1}{4}$ days in passing from the vernal equinox to the summer solstice, and only $92\frac{1}{4}$ from the same solstice to the autumnal equinox, and that therefore the sun remained 187 days in that part of the ecliptic which lies north of the equator, and only 178 in the other part."

Laplace concludes that the mean heat of the earth cannot be altered by 10. of Reaumur since the time of Hipparchus, inasmuch as the dimensions of the globe would be thereby changed in a small amount, its angular velocity increased or diminished, and a sensible difference be made in the length of the day—and this is found not to be the case.

On the subject of Eclipses. There is no phenomenon connected with the appearances and motions of the heavenly bodies which creates so much astonishment among those who have never thought on the subject, as an eclipse of the sun or moon; and that the time of its having happened, or of its happening for the future, can be so exactly computed, is a subject of no less wonder.

It is familiar to every one, that an opaque body of sufficient size may be so placed between a luminous body and the eye of an observer, as to stop all the light proceeding from it, and in this case the luminous body becomes invisible.

Now an eclipse happens in consequence of one of the opaque bodies, the earth and the moon, being so placed as to prevent a light falling upon the other.

The moon coming between the sun and earth causes an eclipse of the sun, and this happens at new moon, when she is between the earth and sun, and hinders the rays of light from falling upon the earth.

The earth coming between the sun and moon causes an eclipse of the moon, and happens at the same instant of absolute time to all observers—longitude calculated from this.

The shadow of the earth or moon is conical, having the area of a great circle for its base. The length of the earth's shadow is 216.511 semi-diameters of the earth.

What is meant by the transit of a planet over the sun's disc? How is it that the transit of Mercury, on the 9th of November, 1848, could not be seen to its termination by an observer in Paris, but would by one in Ireland?

Facts of this kind, when understood, many of which they will be able afterwards to verify by their own observation, will to many, I have no doubt, be a source of rational enjoyment in their homes, and make them feel that they belong to a class of beings of an intellectual kind; instead of being unmoved or stupefied by the grandeur of the appearances about them, they will turn their thoughts to that God who made them, and call to mind the lessons they have learned at school in their childhood.

Child of the earth! O lift your glance
To yon bright firmament's expanse!
The glories of its realm explore,
And gaze, and wonder, and adore!

Doth it not speak to every sense
The marvels of Omnipotence!
Seest thou not there the Almighty name,
Inscribed in characters of flame?

Count o'er those lamps of quenchless light,
That sparkle through the shades of night;
Behold them!—can a mortal boast
To number that celestial host?

Mark well each little star, whose rays
In distant splendour meet thy gaze;
Each is a world, by him sustain'd,
Who from eternity hath reign'd.

Each, kindled not for earth alone,
Hath circling planets of its own,
And beings, whose existence springs
From Him, the all-powerful King of kings.

Haply those glorious beings know
No stain of guilt, nor tear of woe;
But raising still the adoring voice,
For ever in their God rejoice.

What then art thou, O child of clay!
Amid creation's grandeur, say?
E'en as an insect on the breeze,
E'en as a dew-drop lost in seas!

Yet fear not thou—the sovereign hand,
Which spread the ocean and the land,
And hung the rolling spheres in air,
Hath, e'en for thee, a Father's care.

Be thou at peace! the all-seeing eye,
Pervading earth, and air, and sky,
The searching glance which none may flee,
Is still, in mercy, turn'd on thee.

MRS. HEMANS.

OFFICIAL NOTICES.



APPOINTMENTS.

EDUCATION OFFICE.

His Excellency the Governor General in Council was pleased, on the 11th instant, to approve of the following appointment:—
Mr. Benjamin Ste. Marie to be Clerk of Accounts.

His Excellency the Governor General in Council was pleased, on the 28th ultimo, to approve of the following appointments:—

JACQUES-CARTIER NORMAL SCHOOL.

Mr. Tancrede Dostaler, formerly a pupil of the Jacques-Cartier Normal School and of the Laval University, and the holder of a diploma for Model Schools, is appointed an Associate Professor.

LAVAL NORMAL SCHOOL.

Mr. Norbert Thibault, formerly a pupil of the Laval Normal School, and the holder of a diploma for Academics, is appointed an Associate Professor.

EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 11th instant, to appoint Reverend William Richmond a member of the Board of Examiners of School Teachers for the District of Sherbrooke, *vice* Reverend C. P. Reid, resigned.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 26th ultimo, to make the following appointments of school Commissioners:—

County of Temiscouata.—St. George de Kakouma: Messrs. François Rancourt and Joseph Lessard.

—Village St. Edouard: The Reverend Dominique Racine.

County of Rimouski.—Ste. Flavie: The Reverend Moise Duguay, Messrs. Fabien Gauvreau and Clovis St. Amand.

—St. Anaclet: Messrs. Hubert Lavoie, Laurent Proux and Hubert Lepage.

—Township McNider: Messrs. Marcel Santerre, Joseph St. Pierre, Charles Sénécal, Cyprien Bérubé and Pierre Bouchard.—Mr. Zéphirin Lanouette, Secretary-Treasurer.

County of Arthabaska.—Stanford: Messrs. Etienne Sylvain and Olivier Desrochers.

County of Beauce.—St. François: Messrs. Gilbert Lóger and Magloire Pilet dit Jolicœur.

County of Gaspé.—Mont-Louis: Messrs. François Lapointe, Michel Lallamme, J. Henley, Théodoro Boucher and Alexander Campion.—Mr. François-Xavier Thibault, Secretary-Treasurer.

—Malbaie: Mr. Jean Fauvel.

—Cap des Rosiers: Messrs. Jacques Eve, James Whelan, John Packwood, Michel de Sto. Croix and Joseph O'Connor.—Mr. Peter Whelan, Secretary-Treasurer.

County of Huntingdon.—Hemmingford: Mr. Arthur McAller.

County of Ottawa.—Wakefield: Messrs. Joseph Irwin and George Hall.

County of Montmorency: St. Joachim: Messrs. Gilbert Robergo and Olivier Ferland.

County of Maskinongé.—Peterborough: The Reverend C. T. Turgeon and Louis Prévost.

His Excellency the Governor General in Council was pleased, on the 11th instant, to make the following appointments of school Commissioners:—

County of Montmorency.—St. Tite des Caps: Messrs. Gilbert Robergo and Olivier Ferland.

County of Chicoutimi.—Chicoutimi: Messrs. François Tremblay, Abraham Martel and Epiphane Pilote.

SCHOOL TRUSTEES.

His Excellency the Governor General in Council was pleased, on the 11th instant, to appoint Mr. Tréfilé Massé a school Trustee for the municipality of Granby, county of Shefford.

ERECTIIONS OF MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 28th September last, 1st, To erect as a separate school municipality, the locality known by the name of *Mont-Louis*, in the county of Gaspé, with the following limits: From and including *L'Anse-Pleureuse*, on the East, to the *Ruisseau-aux-Rebours*, on the West, forming an extent of five leagues in front; 2ndly. To divide the School Municipality of Cap-des-Rosiers into two parts, and to erect each of these into a separate school municipality, the first part to be known by the name of the School Municipality of Cap-des-Rosiers, with an extent of three leagues from the *Trois-Ruisseaux*, on the North, to Cap Bon-Ami, on the South; and the second part, to be called the School Municipality of Grande Grève, shall extend, on the North, from Cap Bon-Ami to the present boundary of the school municipality of Cap-des-Rosiers, and shall include, on the North-West, Little Gaspé, and extend to Cap-aux-Os.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Antoine Martel, Magloire Lalonde, Isaac Hogue, Pierre Auclair, Joseph Casimir Michaud, Aristide Beaudoin, Joseph Tanguay, Louis Maxime Durocher; Misses Marie Georgina McKerty, Emma Peltier, Marie Eliza Archambault, De Lima Perrault, Marie De Lima Lestage, Eléonore Lavalée, Henriette Groux, Tarsilo Gervais, Laura Driscoll, Philomène Demers, Rosalie Poulin, Méline Minier, Catherine Hamel, Victorine Bousquet, Léocadie Lampron, Philomène Labelle, Adèle Alix, Christine Grénier, Marie Céline Poyer, Adéline Raby, Julie Breault, Adèle Leger, Restitue Gendron, Philomène McKie, Marguerite Labelle, Marie Reine Catineau, Zéphirine Maio, Arthémise Chênevert, Julie Duval, Marie Hermine Picard, Marie Adéline Crevier, Marie Rose Peltier, Léopoldine Beauchamp; Mr. Thomas Charland, Misses Delphine Richard, Méline Tellier; Messrs. C. Désormeau, Chas. Codebecq, Thomas McGowan, Joseph Rainville, Maxime Réjimal and Timothy Donahoe, have obtained diplomas authorizing them to teach in Elementary schools.

Mr. Urgèle Fontaine; Miss Adéline Lecuyer; Messrs. Pierre Bériault, Narcisse St. Andre, Adolphe Fontaine, Louis Labelle and Joseph Paradis, have obtained diplomas authorizing them to teach in Model schools.

F. X. VALADE,
Secretary.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. George Barton; Misses Angèle Blais, M. Céline Boivin, Augustine Elizabeth Bouchard, M. Constance Caron, M. Josephité Gôté, Mary Carroll, M. Eugénie Dronin, M. Céline Gingras, Carolino Giroux, M. Adèle Gagné, M. Philomène Jobin, Mary Ann Kelly, Marg. Ludivine Kerson, Marie Zéline Lemay, M. Philomène Mercier, Anna Magher, M. Marguerite Naud *alias* Labrie, Marie Sara Adélaïde Perrault, M. Céline Roy, Eléonore Réaume, M. Léda Vallière and Mr. Michel Vigilant, have obtained diplomas authorizing them to teach in Elementary schools.

N. LACASSE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF OTTAWA.

Miss Mary Daly and Mr. Martin Garvey have obtained diplomas authorizing them to teach in Elementary schools.

JOHN R. WOODS,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOUHASKA.

Miss Philomène Lavoie and Messrs. Etienne Gagnon and Gaspard Dumas, have obtained diplomas authorizing them to teach in Model schools.

Misses Céline Mercier, Lucie Larrivée; Mr. Jean Ernest Larrivée; Misses Marie St. Laurent, Mercile Plourde, Adèle Lavoie, Lucie Rousseau, Adélaïde Eugénie Gaudreau, Marie Philomène Hudon, Marie Suzanne Polletier, Henriette Roy, Marie Dumont, Léontine Puize, Césaire Dionne, Claire Dubé, Mathilde LeBel, Victoire Laplante, Joséphine Michaud, and Mr. Charles François Lapointe, have obtained diplomas authorizing them to teach in Elementary schools.

P. DUMAIS,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with thanks the following donations:—

From Mr. John Gilmary Shea, New York: "Histoire Générale des Voyages," by Laharpe, 29 vols. in-8o; "Historia General de las Hechos de las Costillas en la isla y tierra firme del Mar Oceano," by Antonio de Herrera, 1 vol. in-8o.

From Mr. Alphonse LeRoy, Professor in the University of Liege, Belgium: "Rapport du Comité de Littérature et des Beaux-Arts," by himself, a pamphlet in-8o; "La Philosophie au Pays de Liège, (XVII et XVIII siècles)" by himself, a pamphlet in-8o.

From Mr. H. Perley, Frederickton, New Brunswick: Reports on the Sea and River Fisheries of New Brunswick, by himself, a pamphlet in-8o, 2 copies; A Hand-Book of information for Emigrants to New Brunswick, by himself, a pamphlet in-12o, 5 copies.

From Mr. David N. Camp, Hartford, Connecticut: Mitchell's series of Outline Maps for the use of academies and schools, 10 maps; Camp's Geography, embracing the key to Mitchell's series of Outline Maps, 1 vol., small in-4to, 3 copies.

From Mr. James S. Eaton, M. A., Andover, Massachusetts: Easy lessons on Mental arithmetic, by himself, 1 vol. in-18o; A Treatise on Arithmetic, combining analysis and synthesis, by himself, 1 vol. in-12; A key to Eaton's Arithmetic, by himself, a pamphlet in-12o; Intellectual Arithmetic, by Mr. Warren Colburn, 1 vol. in-18o; Catalogue of Phillip's Academy, a pamphlet in-8o.

From Messrs. B. Dawson & Son, Booksellers, Montreal: Virgil's *Æneid*, with explanatory notes, by Mr. Henry S. Frieze, 2 vols. in-8o; Lectures on Logic, by Sir William Hamilton, Baronet, 1 vol. in-8o; Greek Grammar, by James Hadley, 1 vol. in-8o.

From the Hon. John D. Philbrick, Superintendent of Common Schools for the City of Boston: Annals of the Boston Primary School Committee, compiled by Joseph M. Wightman, 1 vol. in-8o; Annual Report of the School Committee of the City of Boston for 1857, 1 vol. in-8o; id. for 1859, 12 copies; Twenty third Annual Report of the Board of Education, 1 vol. in-8o; Auditor's Report of the Receipts and Expenditures of the City of Boston for 1859-1860, 1 vol. in-8o; Proceedings at the dedication of the building for the Public Library of the City of Boston, 1 vol. in-8o; Sanitary Report, by John Bell, M. D., 1 vol. in-8o; Inauguration of the statue of Daniel Webster, 1 vol. in-8o; and six pamphlets.

TEACHERS WANTED.

Two teachers—Protestant Ladies—possessing diplomas for Elementary Schools. Salary £20 per annum, each. Address, post-paid:—P. Jones, Sec.-Treas., Métis, County of Rimouski.

One teacher, for the township of Carleton, capable of teaching French and English. Salary \$240. A teacher is also required for Maria. Address, J. Meagher, Esq., School Inspector, Carleton, County of Bonaventure.

Two teachers, one Protestant and one Catholic, possessing diplomas for Elementary schools. The latter should be able to teach English and French, but chiefly English. Salary £25 in cash, and £20 in country produce, per annum, each. Address, post-paid, Mr. Win. Gray, Sec. Treasurer, Shoobred, county of Bonaventure.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) OCTOBER, 1860.

The Visit of His Royal Highness the Prince of Wales to America.

(Continued from our last.)

VII.

PRINCE EDWARD'S ISLAND.

The *Île St. Jean* of the French was first settled about 1663. It was taken by the English at the same time as Cape Breton, and was called Prince Edward's Island, in 1800, in honor of the Duke of Kent, who had at different times resided in the island as Commander in Chief, and had caused great improvements to be made, and important military works to be constructed in that colony. For those reasons, this, though the smallest of the British American Provinces, could not have been the least interesting in the eyes of the Prince.

Prince Edward's Island, in form almost a crescent, faces the shores of New Brunswick, Nova Scotia, and Cape Breton on several points of its curve. It is 130 miles long and 30 wide and is separated from the two last Provinces by the strait of Northumberland, which is only nine miles wide. Its area is 2,173 miles and its population 72,000,—considerably less than what is supposed to be the present population of the city of Montreal. The inhabitants are Scotch, French-Canadian, Irish, and Indians. About one half are Roman Catholics. The Presbyterians rank immediately after. There are also Episcopalians, Methodists, and Baptists.

A constitution was granted to the province in 1773, and Responsible Government introduced in 1851. There are twelve members in the Upper House and thirty in the Lower. The first Governor was Walter Paterson, Esquire, who was appointed when the government of the island was separated from that of Nova Scotia in 1770. Sir Dominick Daly, who had been for many years Secretary of the Province of Canada, and of that of Lower Canada prior to the Union, was named Governor of Prince Edward's Island in 1854. He was replaced in 1859, by Mr. Dallas, the present Governor.

The capital, Charlottetown, has a population of 5,000 souls, about the number which the whole island could boast of eighty years ago. It stands on the Bay of Hillsboro', one of the numerous indentures which mark the southern coast. It is well built, its streets are wide, and the site is beautiful. The Province Building, as it is called, is in the Grecian style of architecture, 140 feet long by 40 feet wide, and contains the halls in which both Houses of Parliament meet, the Supreme Court and the public offices. There is a normal and a model school, opened a few months before those of Lower Canada, a college recently established by the Roman Catholic Bishop, an academy, several other schools, a lunatic asylum and five churches. The other towns are Georgetown, Princetown, St. David's and Dartmouth. There are not less than six newspapers published in the island. One third of the revenue of the province is devoted to education; there are about 280 common schools in operation, attended by 15,000 pupils.

The Prince arrived at Charlottetown, on the 9th of August, early in the morning, and landed at half-past eleven. The steamers had brought a large number of strangers from New Brunswick, Nova Scotia and Cape-Breton, while the inhabitants had been pouring in from all parts of the island; so that notwithstanding the rain a large mass of people, in fact such a crowd as Charlottetown had never yet witnessed, was assembled on the wharves and vessels near the landing place. In entering the narrows the *Hero* and *Ariadne* were saluted by H. M. S. the *Valorous* and by the *Pomone* flag ship of the French Commodore de Montaignac; the two last named vessels were dressed in their gayest bunting, the yards were manned, and French sailors vied with British in the heartiness of their cheers; while a number of Indians in birch canoes followed the royal ship. A procession was formed in which six companies of militia, three from the town and three from the country, and an escort of cavalry gave a good specimen of the martial propensities of the islanders. At the levee the Prince received addresses in which mention was made of the great favors that had been bestowed on the colony by his grandfather. He took up the allusions most feelingly in his replies.

The levee was held in the hall of the Legislative Council, which was handsomely decorated with green boughs and flowers wreathed round the Ionic pillars supporting the galleries. On a transparency was this distich:

"Thy grandsire's name distinguishes this Isle
We love thy mother's sway and court her smile."

The officers of the French frigate, twenty in number, attended the levee; and the Commodore dined with H. R. H.

The ball took place in the hall of the Legislative Assembly, which was also adorned with foliage, Chinese lanterns, and transparencies.

The Prince left the island on the eleventh, and the whole fleet sailed for Lower Canada.

VIII.

COLLECTIVE IMPORTANCE OF THE LOWER PROVINCES.

There is no doubt that this vast portion of Her Majesty's dominions will derive great benefit from its present condition and available resources having actually been surveyed by the Her Majesty's Commissioners, and several leading statesmen. Having followed the Prince through what may be called the maritime portion of British North America, our readers will perhaps like to take a general view of its financial, agricultural and commercial importance, and to compare it with that of our own Province. Sooner or later we shall have to deal with the Lower Colonies either as portions of a confederation which will embrace our own territory, or as a powerful State having the command of our outlet to the sea, and placed in a position to control our intercourse with Europe. Evidently, the small governments under which those provinces are respectively placed, if they do not with us, will at some future day confederate between themselves. A little forethought will show that this result might by no means be desirable.

Beginning with Newfoundland. Although the aspect of its coast, and the fact that the energies of its population are almost all absorbed in the trade of the fisheries, might suggest the idea of a barren and inhospitable country, yet its agricultural resources are far from being unimportant. Nearly one third of its surface, the area of which is equal to that of Ireland, is covered with lakes and rivers; there is, however, at least 26,000 square miles of land, and supposing even one half of it to be unavailable for agricultural purposes, still the remainder could support a very large population. The climate, though severe, is healthy; winter is later than in Canada; the summer is short and warm; and the longevity of the inhabitants is remarkable. The value of the agricultural produce, chiefly green crops, is estimated at \$12,000. Potatoes, garden vegetables and fruit grow in abundance. Of the whole land only 300,000 acres are settled, of which little more than one third is under cultivation. Minerals, such as coal, gypsum, copper, silver, iron and lead are said to be abundant. The Telegraph Company work a valuable mine of the latter metal. (1)

But the main source of prosperity in that colony will be, for an almost unlimited period of time, its inexhaustible fisheries, comprising all the treasures of the deep, from the whale and the porpoise to the cod, the herring, the mackerel and the capelan. The vast territory of Labrador, with a sea coast over one hundred miles in length, sends most of its exports through Newfoundland, and on this account, a large proportion is to be deducted from the figures given as belonging to that Province. The population of this territory, equal in area to France, Spain and Germany, is frequented in summer by more than 20,000 persons, Scotch, Irish, Americans, French (from France), French-Canadians and French-Acadians, all engaged in the fisheries, or in the fur trade with the Indians. Its resident population, chiefly composed of Indians, Scotch and Acadians, does not exceed 9,000.

The exports from this territory are estimated at not less than four millions of dollars.

The total exports of Newfoundland for 1857, were 8,250,000, consisting chiefly of fish, oil and furs. Its imports were 7,100,000. The seal fisheries, which are carried on in the spring among the icebergs, give occupation to more than ten thousand men, and four hundred schooners and other small craft. It is

(1) In addition to the works already mentioned we are indebted for much of the above information to Mr. Taché's book "*Des Provinces de l'Amérique du Nord et d'une union fédérale*," Quebec 1858 and to "*Nova Britannia*," a lecture by A. Morris, A. M., Montreal, 1858.

estimated that more than ten thousand small vessels and boats, manned by 35 or 40,000 men, are constantly employed on the coasts and banks of Newfoundland in the cod, herring and mackerel fisheries. The revenue of the colony averages half a million of dollars and the expenditure about the same amount.

The products of the soil enter for a large share in the elements of the prosperity of Nova Scotia. This province, including the island of Cape Breton, contains twelve million acres of land, of which about five million are settled and more than a million are under cultivation. Nova Scotia has reclaimed by dykes forty thousand acres of land, which is of inexhaustible fertility.

Though lying in the same latitude as Canada, Nova Scotia and Cape Breton have a climate somewhat milder and more equable; which is due to their insular position and to the influence of the stream from the gulf of Mexico. Wheat and barley are more successfully cultivated than in fourteen of the States and Territories of the neighboring republic; and in the production of oats, buckwheat, potatoes, hay, and butter, Nova Scotia exceeds them all. The produce of the forest is considerable; timber forms a good proportion of the exports, and shipbuilding is carried on very extensively. Both the peninsula of Nova Scotia and the island of Cape Breton are noted for their mineral wealth. Coal, iron, gypsum, and manganese are abundant. About 150,000 chaldrons of coal are obtained annually. In Nova Scotia the fisheries are prosecuted with great success, and with still greater in Cape Breton. The value of exports in fish and oil amounts to more than three millions of dollars annually. The total amount of exports as registered, averages below seven and eight millions of dollars; but many articles, such as vessels built in the colony and sold out of it, are not comprised in that figure. The amount of imports averages between eight and nine millions. The revenue is about two thirds of a million, and the expenditure reaches the same amount. According to Judge Haliburton, Nova Scotia owns about three thousand vessels, representing a tonnage of two hundred thousand tons. There are forty three ports of entry. That of Halifax alone is visited annually by over a thousand vessels of all sizes, and belonging to all nations. According to sound policy, says Mr. Taché, it ought to be from its natural position, the winter seaport of the whole of British North America.

New Brunswick has valuable fisheries and valuable mines; but the felling of the native forest, together with the cultivation of the land, and the shipbuilding trade, are its chief resources. Out of about eighteen million acres, nearly seven millions had been sold by the Crown previous to 1857; of the eleven million remaining seven millions and a-half were reported as fit for cultivation. Only 800,000 were under cultivation. (1) The Commissioners appointed by the Imperial government to explore the route for a railway from Halifax to Quebec, say in their report: "Of the climate, soil and capabilities of New Brunswick, it is impossible to speak too highly. There is not a country in the world so beautifully wooded and watered." A better idea of its fitness for agriculture will be formed from the fact that it exceeds, in the production of wheat, fourteen of the wheat growing States of the Union; and most, if not all, of the States and Territories for other products.

The value of agricultural produce, exclusive of farm stock, was estimated, in 1854, at eight millions, and may now be very near nine million of dollars annually. The forests are as rich as the richest of our own country; timber of every description is floated down the rivers. That which found its way down the St John, in 1852, was nearly equal in value to two millions of dollars. The fisheries realize between 175 and 225 thousand dollars annually by exportation alone, besides affording a very important article of food to the population. Coal, iron, manganese, plumbago, lead, copper and gypsum are found in large quantities, and mines are worked to great advantage. The local manufactures of various kinds are also on the increase, and the water-powers of its many noble rivers will, no doubt, make of New Brunswick, at some future day a great manufacturing as well as agricultural country. In the branches of industry prosecuted by its inhabitants, shipbuilding is foremost. It is the great trade of that colony. During a period of eight years ending in 1855, from 566 to 827 vessels representing a tonnage of from 110 to 122,000 tons, were built annually. The vessels built in 1854 were valued at nearly eight hundred thousand pounds sterling. The imports average seven million dollars annually, and the exports, exclusive of ships sold out of the colony, about the same amount. The public revenue averages

(1) A Hand-Book of information for Emigrants to New Brunswick, by H. M. Perley, Esq. London 1857.

between six and seven hundred thousand dollars, and is seldom exceeded by the expenditure.

Prince Edward's Island offers an example of increasing prosperity, in a proportion that of New Brunswick though on a much smaller scale. Indeed some authors and statisticians are of opinion that, from the great productiveness of its soil, this colony could easily sustain a million of inhabitants.

This may be considerably exaggerated, yet it would appear that of the 1,365,000 acres which it contains, hardly any part is unfit for cultivation; oats, wheat, barley, potatoes and turnips are the chief staples. Through the rapid progress of agriculture, the valuable timber of its forests is fast disappearing. About 100 ships are built annually; and about 400 belong to the island. The fisheries are very valuable. Exports are valued at a million and one-fourth, and imports at a million and a-half of dollars. The revenue and expenditure are between sixty and sixty-five thousand dollars.

The Lower Provinces thus combine all the elements of a powerful and prosperous empire, and are in nearer communication with the old world than any other part of America, Newfoundland being only 1,640 geographical miles from Ireland. They have railways and canals, although of course not on so extensive a scale as Canada. The connection of our Grand Trunk railway with Halifax, now that it has reached *River du Loup*, and that several portions of the line are made in the Lower Colonies, would be an undertaking of no extraordinary difficulty. Considering the Imperial Government have at present a greater interest in the execution of that noble project than Canada itself, their indifference can only be explained by a want of proper information, or perhaps by the all-absorbing questions of European and of Asiatic policy which have, for several years, engaged their attention.

To sum up: the total area of the Lower Provinces, exclusive of the Labrador territory, is nearly thirty four millions of acres, a very small proportion of which, as we have seen, is under cultivation, leaving millions and millions of acres of the finest land available for agricultural purposes. They have in their fisheries not only mines of inexhaustible wealth, but a great nautical school, which is actually nursing a fleet of more importance than that of many European States. Coal mines, with which, it seems, Canada is not favored, will give them those advantages which form so important an element in the power of the mother country. Their exports altogether amount nearly to twenty six millions; the imports are a little over twenty three millions. The aggregate revenue is about two millions of dollars. (1) The total population, in 1857, was 725,000, of whom more than one third were Roman Catholics, and about one seventh, say 100,000, were French-Canadians. The handful of people that escaped the banishment of their nation have wonderfully multiplied, and it is likely that the great American poet Longfellow, had no idea of this increase when in his charming poem of *Evangeline* he wrote the beautiful lines:

Still stands the forest primeval; but under the shade of its branches,
Dwells another race, with other customs and language.
Only along the shore of the mournful and misty Atlantic
Linger a few Acadian peasants whose fathers from exile
Wandered back to their native land to die in its bosom.
In the fisherman's cot the wheel and the loom are still busy,
Maiders still wear their Norman caps and their kirtles of homespun,
And by the evening fire repeat *Evangeline's* story,
While from its rocky caverns the deep voiced neighbouring ocean
Speaks, and in accents disconsolate answers the wails of the forest.

The Acadians of the present day show the same attachment to the soil first settled by their forefathers as those of old; and Mr. Taché in his book contrasts it eloquently with the disposition lately evinced by some of his own countrymen:

"The descendants of those brave Acadians who had returned to their native land, after eluding a persecution by which they had been driven away, do not abandon their homes to seek in a foreign land a subsistence or a refuge. Though left in obscurity, and with but a small share in the direction of the affairs of their beloved country, they do not emigrate to the United States. Less favored than we are in many respects, they still cling to the soil which

their forefathers redeemed to civilization, and transmit to their children the traditions of the past. No extravagant idea, nor hollow dream of Utopia, no thirst for gold, nor spirit of insubordination has loosened the domestic ties, nor effaced the love which they feel for a rural life,—for the labor of the field is preferred to every other toil. They either till the earth or attend to their productive fisheries. The young men do not load and unload the *Durham boats* of the Erie Canal, nor are the young women to be found employed as servants in the towns. The custom has not come into vogue, of shaking off the paternal authority as early as possible, and of believing oneself of great consequence before being either the head of a family or a useful and respected citizen."

IX.

LOWER CANADA.

The first place in Lower Canada which was honored with the presence of the Prince was Gaspé. The peninsula known under that name is now divided into two judiciary districts, Bonaventure and Gaspé, the latter jurisdiction comprising also the Magdalen Islands in the gulf of St. Lawrence.

Its area is 7,289 square miles, a very small proportion of which is under cultivation. Settlements are now being made in the interior, and the inhabitants are beginning to find that the land, which in most places is as fertile as that of the adjoining districts in New Brunswick, yields a safer revenue than the sea. The population by the census of 1851, was 21,748; but it must now be much greater. The annual value of the fisheries of the two counties comprising the Magdalen Islands exceeds one hundred thousand dollars. The total amount of exports from the ports of New Carlisle and of Gaspé in 1859 amounted to \$497,955 and the imports to \$235,589; Gaspé Basin was made a free port of entry a few weeks previous to the arrival of the Prince.

The Governor General Sir Edmund Head, together with all the members of the Provincial cabinet, went down in the steamer *Victoria* from Quebec to Gaspé, where they met H. R. H. on Tuesday, the 14th of August. On the following day, they were presented as well as the Sheriff and a deputation from the County of Gaspé, and had the honor of luncheon with the Prince on board the *Hero*. The royal squadron left Gaspé Basin for the Saguenay river, at two o'clock in the afternoon, being preceded by the steamers *Victoria* and *Lady Head*, having on board H. E. and suite.

A royal salute was fired from a battery belonging to J. LeBouthillier, Esq., M. P. P. for Gaspé.

The beautiful scenery of the Lower St. Lawrence with the almost continuous range of white houses that line its shores are said to have been the object of much admiration. It is also reported that in the evening, the Premier of Canada the Hon. Mr. Cartier and several members of the suite sang some of our Canadian boat songs, the Prince joining in the chorus.

La Olair Fontaine, the most popular of these airs has on that account been published in the New York newspapers, and in several instances it was played in honor of the Prince in the course of his peregrinations in the United States.

The *Hero* at the entrance of the river Saguenay struck on the reefs, and though no serious accident happened, the officers in charge of the other vessels, thought it more prudent not to venture any farther. The Prince then went on board the *Victoria* and preceded by Mr. Price's steamer *Tadoussac* went forty five miles up the river past Cape Eternity. The weather was cold and wet, but the clouds, it is said, added to the usual wildness and grandeur of the scenery. The noble river which is navigable seventy five miles from its mouth up to Chicoutimi, takes its source from lake St. John, a sheet of water thirty miles by twenty five, and at a distance of 120 miles. It drains an immense country, a great part of which is of the most beautiful soil. The climate of the valley of lake St. John is milder than that of the northern shore of the St. Lawrence. The county of Chicoutimi which in 1851 had only 6000 inhabitants, has now in all probability more than double that number. The inhabitants are almost all of French origin. Numerous schools are springing up and are well attended. Immense lumber trade is carried on in these regions, and for several years to come it can only increase as the forests are cleared by the pioneers; while the river is far famed for its rich salmon fisheries.

The next day, Thursday, was cold but clear, and the Prince who at the close of evening had returned on board the *Hero*, again went up the river in the *Victoria*, and landed about 15 miles from its mouth near the river Ste. Marguerite, one of its affluents. There tents had been pitched and fishing tackle provided. After being engaged sometime in fishing and shooting, the whole party went

(1) The figures of the Catholic population given by Mr. Taché differ greatly from those given by Mr. Hodgins. They are: New Foundland 90, Prince Edward 35, Nova Scotia 100, New Brunswick 98; altogether 323,000. This would be very near one half of the whole population.

up the Ste. Marguerite in birch canoes; the Prince, paddled by two French Canadians, leading the van.

Thus H. R. H. had a glimpse of one of the most remote parts of the Queen's domains; that which is, at present, the most northern section of civilized America and one which, at no distant period, may be among the richest and most important. Jacques Cartier tells us in his candid relation that this country was divided into three Kingdoms that of *Hochelaga*, of *Canada* (meaning the present district of Quebec) and of *Saguenay* of which the most marvelous tales were told him by Donnacona the Agouhanna or king of *Canada*. Mineral riches are now found in our country in every direction, and who knows but that the visions which dazzled the eyes of Jacques Cartier may not at some future day be realized in the northern regions beyond Quebec? In the meantime the various elements of prosperity we have mentioned as belonging to that vast tract of country are not to be lightly spoken of.

As the Prince was approaching Quebec, great preparations were made in the City for his reception, and numerous strangers and men in high position from various parts of the country and from the United States, repaired to the Capital; among them were the members of both Houses of Parliament convened by the Executive, although not summoned for a regular session, to welcome the Heir apparent who had undertaken this long voyage at their request; all the R. C. Bishops of the province, Lord Lyons, British Minister; Baron de Guérault, Prussian Minister at Washington, and a number of British and Foreign Consuls from various parts of the continent.

On the 18th of August, early in the day, a large number of steamboats, some from Montreal and others from various places above and about Quebec, went down the river to meet the Royal squadron; part of which, namely: the *Nile*, having on board Admiral Milnes, the *Styve* and the *Valorous* had previously reached the harbor. One of the Canadian mail steamers, bound for Liverpool, happened to leave the harbor at the same time, and it stopped a few moments near the *He-o*, at Grosse-Isle, to receive letters and despatches for England from the Royal party.

At 3 o'clock the *Hero*, *Ariadne* and *Flying Fish*, accompanied by a large number of steamboats and other craft of all sizes, came round Point Lévi. A salute was immediately fired from that place by the *habitants*, under the direction of Mr. Lemoine, a pyrotechnic artist, from Quebec; similar demonstrations, together with the hoisting of flags and cheering, had continually greeted the Royal squadron during its progress up the river—the south shore of which is formed by the beautiful counties of Rimouski, Temiscouata, Kamouraska, L'Islet, Montmagny and Bellechasse, exclusively inhabited by a population of French origin, whose farms, churches, and villages, are the richest ornaments of an unrivalled scenery; and whose aspect is the very image of peace, comfort, virtue and happiness.

As soon as the *Hero* was seen the echoes of the noble basin of Quebec resounded with the booming of cannon from the citadel, the vessels in the harbor, and from all the batteries of the town,—the cupolas, spires and battlements of which were instantly wrapped up in a cloud of smoke. The vessels duly answered, and for a moment one might have thought oneself carried back to the days of Wolfe and Montcalm, when the English fleet was assailing the stronghold of French power in America. But the joyous peals sent forth from the numerous spires of the town soon told every one that the city of Champlain was welcoming, as a harbinger of peace, the Heir apparent to the crown of England—just a century after the great struggle we have alluded to had taken place.

The weather, which in the morning had been wet and was still very cloudy, cleared up most auspiciously at that very moment, and it was a lucky circumstance for the crowd which covered Durham terrace, the batteries, the roofs of houses and of public buildings, the wharves and the numerous steamboats in the harbour. On the landing of the Prince another royal salute was fired. He was met on the wharf, where a dais and triumphal arch had been erected, by His Excellency the Governor General and the ministers in their new uniform of blue and gold, His E. Sir Fenwick Williams of Kars, with a numerous and brilliant staff, Deputy Adjutant General de Sallaberry, with the militia staff, the Mayor and city councillors of Quebec, His Lordship the Anglican Bishop of Quebec, with several clergymen, and all the Catholic Bishops of the Province with their vicars-general and secretaries, the superiors of the seminaries of Quebec and of Montreal, the ministers of several other denominations, and a large number

of distinguished persons from all sections of the Province. A stand had been erected in front of the Champlain Hall and was crowded with ladies. The Prince having landed was received by the Mayor H. Langevin, Esq., M. P. P., who read the address of the City Council, first in French and then in English. After the Prince's reply three hoarty cheers were given and the procession was formed. It was no easy matter to move in the narrow and crowded streets of the Lower Town and on the steep hill, well designated by the name of *Rue de la Montagne*.

The cortege was therefore in the greatest confusion when it reached Prescott gate; but that very fact gave it an aspect of wild grandeur, the crowd itself offering an imposing sight, and its furious undulations bearing an eloquent testimony to the prevailing enthusiasm. The procession was composed of the several literary and national societies, of the firemen and militia; the carriages containing the ministers, bishops, city councillors, followed that of H. E. the Governor General with whom the Prince, the Duke of Newcastle and General Bruce had taken their seats. While passing near the Archbishop's palace, the Prince being told that His Grace who was too ill to attend, was at his window bowed to the venerable prelate in a graceful and respectful manner.

The streets were lined with the regular troops and part of the militia; they were beautifully decorated with flags, banners and numerous and elegant triumphal arches of ever-green. In the procession the Huron Indians of Lorette were conspicuous, and at the close on the Ste. Foy road, precisely at the place where their ancestors fought under the Chevalier de Lévis their last battle against the English, and where a monument is being erected by the citizens of Quebec, they greeted the Prince with a tremendous war-hoop.

H. R. H. was thus conducted to the residence of Sir Edmund Head, on the St. Louis Road, where he remained the guest of H. E. during two days, before taking possession of the Parliament buildings which had been fitted up for his residence.

In the evening, notwithstanding the rain, a most beautiful illumination took place. The public buildings, churches, convents and the Laval University, were most tastefully decorated. The spire of the R. C. Cathedral lighted with Chinese lanterns of various colors, was seen from a great distance in the country. The private houses vied with each other for the richness of their transparencies, and their devices and inscriptions in French and in English. Throughout the town and suburbs the display was universal, and there was not a family so poor as not to join in the demonstration. Wherever there was a pane of glass a taper at least could be seen behind it. Bonfires were seen a great distance in the country; and the towns of Beauport and Pointe Lévy, being also brilliantly illuminated, the whole basin seemed to be in a blaze of fire. From Durham Terrace the effect surpassed anything that could be imagined.

The next day the Prince went out to see the falls of the Chaudière, on the south shore of the St. Lawrence. On Sunday he attended Divine service in the Anglican Cathedral, where he was received by His Lordship Bishop Mountain with the usual ceremonies. His Lordship read the sermon.

On Monday the Prince and his suite took possession of their apartments in the Parliament Buildings, where a levee was held in the morning. The two Houses of Parliament presented their addresses, which together with the replies read as follows:

May it please your Royal Highness, we, the Legislative Council of Canada, in Parliament assembled, approach your Royal Highness with renewed assurances of our attachment and devotion to the person and crown of your Royal Mother, our beloved Queen. While we regret that the duties of State should have prevented our Sovereign from visiting this extensive portion of her vast dominions, we loyally and warmly appreciate the interest which her Majesty manifests in it, by deputing to us your Royal Highness as her representative. And we rejoice in common with all her subjects in this province, at the presence among us of him who at some future, but we hope far distant day, will reign over the Realm, wearing with undiminished lustre, the crown which will descend to him. Though the formal opening of that great work, the Victoria Bridge, known throughout the world as the most gigantic effort in modern times of engineering skill, has been made a special occasion of your Royal Highness' visit, and proud as are Canadians of it, we yet venture to hope that you will find in Canada many other evidences of greatness and progress to interest you in the welfare and advancement of your future subjects.

Enjoying under the institutions guaranteed to us, all freedom in the management of our own affairs, and as British subjects, having a common feeling and interest in the fortunes of the Empire, its glories and successes, we trust, as we believe, that the visit of your Royal Highness

will strengthen the ties which bind together their Sovereign and the Canadian people.

Reply:—

Gentlemen,—From my heart I thank you for this address, breathing a spirit of love and devotion to your Queen and of kindly interest in me as her representative on this occasion. At every step of my progress through the British Colonies, and now more forcibly in Canada, I am impressed with the conviction that I owe the overpowering cordiality of my reception to my connection with her, to whom under Providence, I owe everything,—my Sovereign and parent. To Her I shall with pride convey the expressions of your loyal sentiments, and if at some future period, so remote, I trust, that I may allude to it with less pain, if it shall please God to place me in that closer relation to you which you contemplate, I cannot hope for any more honorable distinction than to earn for myself such expressions of generous attachment, as I now owe to your appreciation of the virtues of the Queen. Few as yet have been the days which I have spent in this country, but I have seen much to indicate the rapid progress and future greatness of United Canada. The infancy of this Province has resembled in some respects that of my native Island, and as in centuries gone by, the mother country combined the several virtues of the Norman and Anglo-Saxon races, so I may venture to anticipate in the matured character of Canada, the united excellencies of her double ancestry. Most heartily I desire that the ties which bind together the Sovereign and Canadian people may be strong and enduring.

The Assembly's address and the reply are as follows:—

May it please your Royal Highness, we, the Legislative Assembly of Canada, in Parliament assembled, approach your Royal Highness with assurances of our devoted attachment and loyalty to the person and crown of our most gracious Sovereign. The Queen's loyal subjects in this Province would have rejoiced had the duties of State permitted their august sovereign to have herself visited their country, and to have received in person the expressions of their devotion to her, and of the admiration with which they regard the manner in which she administers the affairs of the vast empire over which it has pleased Divine Providence to place her. But while we cannot refrain from expressing our unfeigned regret that it has been proved impossible for our Queen to visit her possessions in Canada, we are deeply sensible of her gracious desire to meet the wishes of her subjects by having permitted the opportunity of welcoming in this part of her dominions the heir apparent to the throne—our future sovereign. We desire to congratulate your Royal Highness on your arrival in Canada—an event to be long remembered as manifesting the deep interest felt by the Queen in the welfare of her Colonial subjects on this auspicious occasion, when for the first time the Colonies have been honoured by the presence of the heir apparent, we receive an earnest of the determination of our most gracious sovereign to knit yet more closely the ties of affection and duty, which unite us to the British Empire, and enable us to share in its liberties, its glories, and its great historical associations. The approaching opening of the Victoria Bridge by your Royal Highness has been the more immediate cause of your present visit to Canada, and we trust you will find in that stupendous work, the most striking evidence in which the capital and skill of the mother country have united with the energy and enterprise of this province in overcoming natural obstacles of the most formidable character; but we trust, in your further progress your Royal Highness will find in the peace and prosperity of the people, and in their attachment to their sovereign, the best proof of the strength of the ties which unite Canada to the mother country, and of the mutual advantages to the Empire and to the Colony from the perpetuation of a connection which has been fraught with such great and beneficial results. We pray that your Royal Highness may be pleased to convey to our most gracious Queen the feelings of love and gratitude with which we regard her rule, and especially of her condescension in affording us the occasion of welcoming your Royal Highness to the Province of Canada.

Reply:—

Gentlemen,—No answer that I can return to your address will sufficiently convey my thanks to you or express the pleasure which I have derived from the manifestations of loyalty and affection to the Queen, my mother, by which I have been met upon my arrival in this Province. As an Englishman, I recognize with pride in these manifestations your sympathy with the great nation, from which so many of you trace your origin, and with which you share the honours of a glorious history. In addressing you, however, as an Englishman, I do not forget that some of my fellow-subjects here are not of my own blood. To them also an especial acknowledgement is due, and I receive with peculiar gratification the proof of their attachment to the crown of England. They are evidences of their satisfaction with the equal laws under which they live, and of their just confidence that, whatever be their origin, all Canadians are alike objects of interest to their sovereign and her people. Canada may be proud that within her limits two races of different language and habits are united in the same Legislature by a common loyalty, and are bound to the same Constitution by a common patriotism. But to all of you and to the three millions of British subjects, of whom you are the Representatives, I am heartily thankful for your demonstration of good will. I shall not readily forget the mode in which I have

been received amongst you. With you I regret that the Queen has been unable to comply with your anxious desire, that she would visit this portion of her empire. I have already had proofs of the affectionate devotion which would have attended her progress. But I shall make it my first, as it will be my most pleasing duty, upon my return to England, to convey to her the feelings of love and gratitude to her person and her rule which you have expressed on this occasion, and the sentiments of hearty welcome which you have offered to me, her son.

(To be continued in our next.)

Addresses presented by Educational institutions to His Royal Highness the Prince of Wales.

(Continued from our last.)

ADDRESS OF ST. FRANCIS COLLEGE.

To His Royal Highness, Albert Edward Prince of Wales, &c., &c.:—

May it please Your Royal Highness.—We, the President of the Corporation and Faculty of Saint Francis College, at Richmond, C. E., beg leave with the most profound respect, to tender to your Royal Highness, our heartfelt congratulations on your safe arrival in this part of Her Majesty's dominions, and to express our invincible attachment and unfeigned loyalty to the person and throne of our beloved Sovereign.

It is with no ordinary feelings of gratification that we receive the honor of a visit from Your Royal Highness, not only as the heir apparent to the throne of Great Britain, but as the immediate Representative of our August Sovereign who reigns in the hearts of all her subjects, and whose virtues command the respect and admiration of every nation on the face of the earth, capable of appreciating whatever is excellent in personal worth as well as becoming a great and enlightened Monarch.

The institution of Learning which we have the honor of representing, is at present only in its infancy, having been founded but a few years ago, by the munificence of private individuals, and sustained to a considerable extent by the fostering aid of the Educational Department of our Provincial Government, and therefore we can only speak of labors begun,—of hopes cherished,—and of designs formed for the promotion of a healthy system of Education amongst the youth committed to our charge. But we need scarcely assure your Royal Highness that we shall not fail, in the discharge of our important duties, to cultivate in the minds of our pupils, those principles of loyalty and attachment to the British Constitution which we have so dearly cherished in our own breasts.

In conclusion, we would therefore earnestly pray that almighty God, by whose gracious Providence your illustrious House succeeded to the throne of Great Britain to guard the liberties and to preside over the destinies of this mighty empire, may continue to protect and bless Your Royal Highness in all your progress, and convey you in safety to the happy land of your birth: and at some future time, should it please the infinitely Wise Disposer of all human events, to call you to the throne of your ancestors, may you prove a blessing to your people, and after a long and happy reign on earth, be brought to wear a crown of immortal glory in a higher state of existence.

AYLMER, President of the Corporation,
JOHN THORBURN, Esq., Principal,
D. FALLOON, D. D., Professor,
R. N. WEBBER, M. D., Professor
JOHN H. GRAHAM, A. M., Professor and Sec. of the C
St Francis College, Richmond, C. E., August, 1860.

UNIVERSITY OF TRINITY COLLEGE.

After the presentations at the levee, on Saturday morning, the following address was presented to his Royal Highness:

"May it please your Royal Highness,—We, the Chancellor, Masters, and Scholars of the University of Trinity College, Toronto, beg to express to your Royal Highness our heartfelt congratulations on the occasion of your visit to this Province and our grateful sense of the kindly interest which you have thus discovered in the welfare of the colony. While we gladly recognize the many obligations under which we lie, in common with all our fellow-subjects in this province, to loyal attachment to the Throne of Great Britain, and to its present most gracious occupant, it is our especial duty to acknowledge the distinguished favor which Her Majesty the Queen has conferred upon us, by conveying to us, under her Royal Charter, the full privileges of a University. Her Majesty, in that charter, has been pleased to declare her willingness "to promote the more perfect establishment within the Diocese of Toronto of a college in connection with the United Church of England and Ireland, for the education of youth in the doctrines and duties of the Christian religion as inculcated by that Church, and for their instruction in the various branches of science and literature which are taught in the Universities of this kingdom." It will ever be our pride, as it must ever be our duty, faithfully to execute the trust thus graciously confided to us, both by the inculcation of sound religious principles, and by the communication of all useful secular learning. In attempting to discharge this duty, we are assured that we can propose

to ourselves no better model than that of the ancient Universities of England, with the studies of one of which your Royal Highness is already familiar, while we learn with satisfaction that it is your design to form a like intimate acquaintance with the other. It will be our aim, by the blessing of Almighty God, to perpetuate in this colony that spirit of old English faith and loyalty, by which the members of our communion have ever been distinguished at home, and by which we trust that they will still be recognized in every land in which our Church is planted under the protection of the British Crown."

The Prince's reply.

"Gentlemen,—I thank you sincerely for the expression of loyalty and attachment to the British Crown contained in your address, and the welcome you have given me to this city. The institution from which the address proceeds is one of the utmost importance to the colony, inasmuch as it is destined to train those to whose care are committed the spiritual interests of the members of the Church of England. I know the difficulties under which you have laboured, and sincerely hope that you may successfully surmount them."

UNIVERSITY OF TORONTO.

May it please your Royal Highness,—We, the Chancellor, Vice-Chancellor, Senate and Graduates of the University College, desire to welcome your Royal Highness with loyal and dutiful respect on your visit to the Capital of Upper Canada, and gladly avail ourselves of this auspicious occasion to renew the assurance of our devoted loyalty to the Queen, and to express our grateful appreciation of the manifold blessings which we enjoy under Her Majesty's benign sway. Fresh from the advantages of England's most ancient University, your Royal Highness now honors with your presence the Academic Hall of this young Province. The pleasures and profit united in the purest of Collegiate studies have already been enjoyed by you, and we doubt not that our efforts to extend the same educational privileges among our Canadian youth will command your sympathy. Framed as our system is upon the model of the Institutions of our Mother Country, while adapted in its details to the special wants of this portion of the Empire. To this great work, which involves the intellectual advancement of Canada, our best energies have been directed. By its means the first advantages of liberal culture, and Academic honors and rewards are placed within the reach of all who are prepared to avail themselves of their untrammelled facilities; and under the Divine blessing our exertions have already been crowned with such success as encourages us to anticipate a noble future for our provincial University and College. The high gratification which we feel on welcoming in the heir of the British Crown, the destined successor of our Royal founder, is specially enhanced to us by the consideration that, alike by study and travel, your Royal Highness is being trained for the duties of the exalted position you are born to occupy. In these halls, devoted to the training of the youth on whom the future hopes of Canada rest, we welcome you as the hope of this great Empire. We rejoice to recognize in our Prince the promise of qualities which will render him worthy to inherit the Crown of our beloved Queen, whose virtues are associated with the glories of the Victoria era, and whose sceptre is the guarantee of equal liberties enjoyed in this, as in every Province of her world wide dominions.

The Prince's Reply.

Gentlemen,—I rejoice to receive the assurances of your loyalty to the Queen and your appreciation of the blessing enjoyed under her sway by every portion of her Empire. I am at this moment a member of a more ancient University, but I am not on that account the less inclined to respect and honor those whose efforts are directed to the spread of knowledge and learning in a young country. I sympathize heartily with the efforts which you are making on behalf of science and literature. I believe that much depends on your exertions, and I earnestly hope that the best evidences of the successful exertions of the University of Toronto may hereafter be found in the progress and prosperity of Canada.

UPPER CANADA COLLEGE.

May it please Your Royal Highness—We, the Principal and Masters of Upper Canada College, beg to approach your Royal Highness with sentiments of devoted loyalty to Her Most Gracious Majesty the Queen. The institution with which we are connected is amongst the earliest of the educational benefits conferred upon this Province by the enlightened liberality of your illustrious relative, His Majesty King George IV. Established in 1829 by Royal Charter, Upper Canada College has since continued to discharge a most important work in the education of many hundreds of Canadian youth, numbers of whom have been enabled, under the Divine blessing, to serve their country and the Empire with credit in various honorable positions. The Danube, the Crimea, and the still more recent battle-fields of India, stained with their life-blood, have witnessed the daring and devotion of Upper Canada College boys; and among the officers of that Regiment, which boasts your Royal Highness' name, are several whose career in Upper Canada College gives promise of good service to their country should

opportunity offer. It is our grateful duty and our privilege, along with the sound and religious training which characterizes the time honored Grammar Schools of England, to inculcate in our Canadian youth attachment to the land and Institutions of their forefathers, and so to educate both mind and body that they may be fitting and useful members of the great Empire to which it is our pride to belong. In those of our youth who are now passing under our care, we cannot on this happy occasion forget that we see many who are destined to take prominent parts in the future of this young country, at a time, when, in the order of Providence, your Highness shall hold the sceptre, which is now so benignly swayed by your august mother; and the recollection of this Royal visit will, we fervently trust, stamp an indelible impress of reality on the abstract sentiment of loyalty, and knit the hearts of the rising generation inseparably to the youthful heir to the mightiest Empire in the world.

UPPER CANADA COUNCIL OF PUBLIC INSTRUCTION.

May it please your Royal Highness,—The Council of Public Instruction for Upper Canada beg to unite with the many thousands of our fellow-subjects in welcoming you to a country first selected as a home by the United Empire Loyalists of America. To us, as a body, has been assigned the task of establishing Normal and Model Schools for the training of Teachers, of making the Regulations for the Government of Elementary and Grammar Schools throughout the country, and of selecting the text-books and libraries to be used in them; while on one of our number has been imposed the duty of preparing and administering the School laws. It has been our aim to imbibe the spirit and imitate the example of our beloved Sovereign in the interest and zeal with which Her Majesty has encouraged the training of teachers and the establishment of schools for the education of the masses of Her people; and we have been nobly seconded in our efforts by our Canadian fellow-subjects at large. At the commencement of our labors in 1846, our meetings were held in a private house, the number of our schools was 2,500, and the number of the pupils in them was 100,000. At the present time we have the Educational Buildings now honored by the presence of your Royal Highness, where teachers are trained, and Maps, Apparatus, and Libraries are provided for the schools; and those schools now number 4,000, attended by 300,000 pupils. In the song and text-books of the schools, loyalty to the Queen and love to the Mother Country are blended with the spirit of Canadian patriotism, and christian principles with sound knowledge are combined in the teaching and libraries of the schools. With all our Canadian fellow-countrymen, our earnest prayer is "Long live the Queen." But whenever in the order of Providence it shall devolve on your Royal Highness to ascend the Throne of your august ancestors, we trust the system of public instruction now inaugurated will have largely contributed to render the people of Upper Canada second to no other people in your vast dominions, in virtue, intelligence, enterprise and christian civilization.

The Prince's Reply :

"Gentlemen,—The progress of Canada has excited my admiration, but there is no subject in which your efforts appear to have been more glorious than in the matter of public education. You have, I know, the assistance of an able administrator in the person of your Chief Superintendent, and I hope that the public education of Upper Canada will continue to emulate the principles of piety, obedience to law, and Christian charity among a thriving and industrious population. Accept, Gentlemen, my thanks, for the welcome now offered to me within the walls of this great and important establishment."

Eleventh Conference of the Association of Teachers within the limits of the Laval Normal School, held on the 24th and 25th August, 1860.

Morning and evening sittings, 24th August, 1860.

Present:—The Revd. Mr. J. Langevin, Principal of the Laval Normal School; F. E. Juneau, Esq., School Inspector; Mr. C. J. L. Lafrance, President, and Messrs. N. Lacasse, C. Dion, J. B. Cloutier, N. Thibault, Jos. Létourneau, J. B. Dugal, Frs. Fortin, Mag. Langlois, A. Enouf, Ls. Lefebvre, Jos. Prémont, Ls. Roy, Charles Pageau, Samuel Côté, Cyp. Gagné and C. Largiois.

The minutes of the last meeting were read and adopted.

Owing to the absence of the Treasurer, Mr. Pelletier, the accounts for the year expired were not examined.

The following were elected by ballot officers for the current year—

Mr. C. J. L. Lafrance, President.

Mr. N. Lacasse, Vice-President,

Mr. Jos. Létourneau, Secretary.

Mr. J. B. Cloutier, Treasurer.

And Messrs. C. Dion, Jos. Prémont, J. Donnelly, Ls. Roy, N. Thibault, A. Enouf, Ls. Lefebvre, Frs. Fortin et C. Pageau, as a Council.

Mr. Jos. Létourneau read a paper on a subject introduced at the last sitting and not yet disposed of, viz:—"What means should be adopted for fixing the minimum salary of Teachers?" He also alluded to the unprosperous condition of the country teacher, suggesting as a means of improvement a new classification of the superior educational institutions, and the establishment of a primary superior school in each municipality.

Mr. James Donnelly read a paper on the history of Ireland, which greatly interested his hearers.

Mr. C. J. L. Lafrance also discoursed upon the history of Canada under the French rule, which subject he treated in a very entertaining manner.

It was then moved by Mr. C. Dion, seconded by Mr. Jos. Létourneau, and unanimously

Resolved.—That the subscription of members of this Association be reduced to 50 cents.

Moved by Mr. N. Lacasse, seconded by Mr. J. B. Cloutier, and *Resolved.*—1st. That no member shall be entitled to vote at any election or debate, unless he shall have paid his subscription. 2ndly. That a list of members be left in the hands of the Librarian, showing the subscriptions paid in.

Moved by Mr. N. Lacasse, seconded by Mr. Mag. Langlois, and *Resolved.*—1st. That this Association recommends to members as a work which will be of great use in schools, "*L'Histoire du Canada en tableaux*," edited by the Principal of the Laval Normal school. 2ndly. That the French Canadian press in recommending this little work rendered a great service to the cause of education.

Moved by Mr. M. Lacasse, seconded by Mr. Ls. Lefebvre, and *Resolved.*—That the Superintendent be requested to recommend to the Council of Public Instruction that the monthly fee fixed by the school law be exacted in all the school municipalities, and that the apportionment of the School Fund be made in each school district, agreeably to the provisions of the Act, and according to the proportion of children between the ages of 7 and 14.

A long conversation ensued upon the question of the minimum salary of teachers, ending in the adoption of the following suggestions, which are to be again discussed at next meeting:—

That the school municipalities be arranged into three classes. Those in the first class only would contain academies. The last class would be formed exclusively of Elementary schools. The minimum salary of teachers, male and female, would be fixed thus: 1st class £100 for Academies, £60 for Model schools, £30 for Elementary schools. 2nd class £50 for Model schools, £25 for Elementary schools. 3rd class £20 for Elementary schools. Further, the Superintendent to be authorized to allow, upon a report of school Inspectors, certain poor localities to engage teachers under the minimum; but this permission would be indispensable to render the engagement valid and the claim to Government aid undiminished.

This division into classes would be based either upon the amount of Government allowance, or upon the value of real estate. In the first named class, the 1st class might include those municipalities which receive from £50 to £100 of the government grant annually; the 3rd class those which receive less than £50.

It was resolved that the Association of teachers within the limits of the Jacques-Cartier Normal school be asked for their opinion in the premises.

The meeting was adjourned to 9 o'clock a. m. the following day.

Sitting of the 25th August 1860.

Present:—The Rev. Mr. Langevin, Principal of the Laval Normal school; Mr. F. E. Juneau, School Inspector; Messrs. N. Lacasse, Vice-President, J. B. Cloutier, N. Thibault, C. Dion, J. B. Dugal, A. Doyle, Jos. Létourneau, F. A. Gilbert, Cyp. Gagné, Chs. Pageau, Ls. Roy, Mag. Langlois, Frs. Fortin, S. Côté, James Donnelly, Jos. Prémont, A. Esnouf, Chs. Langlois, Ls. Lefebvre, Gab. Labonté, Téléphore Lefebvre.

The Vice-President took the Chair in the absence of the President.

The Secretary read the minutes of the previous meeting, which were approved.

Rev. Mr. J. Langevin, Principal, expounded to the Association the divers methods of teaching, which subject he treated at length, and in a clear and concise manner.

On motion of Mr. J. B. Duval, seconded by Mr. J. B. Cloutier, it was

Resolved.—That the teachers within the limits of the Jacques-Cartier Normal school be asked to concur with this Association

in a requisition to the Legislature for an augmentation of the grant in favor of the Pension Fund.

Moved by Mr. Jos. Létourneau, seconded by Mr. N. Thibault, and

Resolved.—That the President of this Association be authorized to write to the President of the Association of Teachers in connection with the Jacques-Cartier Normal school to make known to him our desire of establishing between the two Associations a regular intercourse for their mutual advantage; also to propose that a delegate be named by each association to attend, at least once in a year, the deliberations of the other.

Moved by Mr. B. Cloutier, seconded by Mr. Ls. Roy, and *Resolved.*—That the Secretary be authorized to cause to be printed a list of the members of this Association, as also blank forms of receipts.

Revd. J. Langevin, Principal, undertook to continue at the next sitting, his course of lectures on the art of teaching; and Mr. F. E. Juneau also promised to speak on the following subject: "Is it expedient to teach English in the country parts?"

Mr. C. J. L. Lafrance will continue his lecture on the history of Canada, and Messrs. N. Lacasse, J. B. Cloutier, N. Thibault, A. Esnouf and Jos. Prémont also promised each to prepare a lecture for the next sitting.

Revd. Principal Langevin proposed the following subject for discussion: "To what extent should politeness be made a subject of school education?"

The meeting then adjourned to the last Saturday in January next.

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.

Extract from a Report by Mr. Inspector GERMAIN.

The grants made to model schools from the superior education fund have produced the happiest results. There are no less than eight of these schools in my district, they are well kept and appreciated. The municipalities willingly make the necessary sacrifices to obtain the special grant, and it is easy to see the impulse which the model give to the elementary schools. It is by means of model schools that men of enlightenment and friends of education are formed, not belonging to the liberal professions, who we know are educated in our colleges.

I have already referred to the efforts made in my district for the erection of good school houses, and the disposition evinced to repair and keep in order the old ones. It is however difficult to do more than has been hitherto done and a special grant for that purpose in accordance with your recommendation would be of infinite benefit. I annex to my report a table showing the school houses belonging to the Commissioners, their materials, dimensions and present value, how they have been built and the state of repair good or bad in which they are kept.

The number of pupils attending the schools has very much increased this year. The indifference of parents in some cases, and the fact of their requiring their children's help at home cause frequent absences which are to be deplored on account of the delay they cause not only to the progress of those absent but also of the whole class. The teacher loses much time in trying to recommence all the interrupted studies and he knows not what division to make of his classes with such irregular scholars. I trust however to see this evil diminished, as the Normal Schools prepare for us persons who have learned the art of teaching. The assiduity of the scholar depends greatly on the aptitude of the teacher. I could point out schools in which competent teachers have been substituted for those who were not, in which the assiduity of the children had increased as the proofs of the capacity of the new teachers developed themselves. To create a love of study, to excite interest in the lessons, and thus to give a charm to what is in its nature so dry is the secret of the skilled teacher, and so a good teacher sees himself at once acknowledged as such by his numerous pupils. There may be exceptions but this is the rule.

The love of labor ought to be the end and the means of all education. From this point of view the prizes which you charged us to distribute have had a salutary effect. The love of labor inspired at first by the hope of reward will become habitual, perhaps even

a passion, and then all will be gained, not only education will be secured but the success and happiness of a life time. "Labor, says a distinguished writer, is one of the best auxiliaries to virtue, it is at once the support and ornament of our existence."

And the poet says:—

"Grâce au travail, amis, nous renverrons bien loin
Trois maux affreux, l'ennui, le vice et le besoin."

I am also of opinion that rewards or marks of honor given to those teachers who distinguish themselves in education in each district would have an excellent effect.

The distribution of rewards to the scholars has introduced among other improvements the use of registers of visits to the schools, which were previously in use in a small number of municipalities only, and which are now to be found almost every where. I have also recommended to the teachers to add to their school journals a few columns in which they might note in a summary way, the temperature of each day, the meteorological observations they might make and any facts worthy of remark, relating more especially to the school municipality. Each school would thus have little annals which might be very useful, and occupation or rather recreation would be thus created for the teacher which could not but be of advantage to him.

Extracts from the Reports of Mr. Inspector VALANZ.

I will merely state that I rejoice at the flourishing condition of our schools in general. Even those which now appear to me to be inferior, might, a few years ago, have ranked with the best schools of the period. Religious instruction is every where imparted, under the care of the clergy, and the teachers seem to understand that upon them depend the punctuality, obedience, and success of the pupils. Every school within my district, with a very few exceptions, has its system of rules and its programme. Reading is practised in many of the schools together with parsing and explanations; the style of writing has improved, grammar is everywhere taught, orthography is attended to, mental arithmetic has been introduced, and the study of arithmetic has been pursued far beyond the limits heretofore attained. The study of geography which, with our present rapid means of locomotion, has become more indispensable than ever, is pursued with the greatest success. Such, I am happy to state, is the position of almost all the schools within my district. There is not one of them without a black-board, and but very few of them unprovided with geographical maps. Many of them have very fine maps, together with globes and mathematical instruments. In the higher classes many of the pupils are successful in literary composition. The Gregorian chant and vocal music, are taught with success.

The accounts of the Commissioners are well kept, and their finances in a satisfactory position, except that in some few of the municipalities there are pretty large arrears, and it is not always easy to collect them. The school-houses are generally neat and well kept. The teachers, both male and female, are persons of exemplary manners, and though not all possessed of equal talents and acquirements, yet devoted in general with zeal, to the duties of their high mission.

I now give you a few details relating to each of the different municipalities separately.

CITY OF MONTREAL.

City of Montreal (Catholics).—The Catholic population of the City of Montreal is provided with excellent schools, some of them being under the control of the Commissioners appointed by the Council of the City. The Commercial Academy or Model-School, kept by Messrs. Doran and Garnot, continue to give excellent results. It has been attended, this year, by 120 pupils. The pupils' books of writing, arithmetic, and book-keeping are neat and well kept, and shew that they have made great progress in these various branches.

The day-school of the Convent of the Congregation de Notre-Dame, which is under the control of the Commissioners, has been attended this year by 140 pupils. The Providence Orphan School has 71 pupils. The success of these pupils is something very remarkable; it is highly gratifying to find these poor orphans making, at times, much greater progress, under the education provided for them by the charity of the public, than children whose parents incur heavy expense for the same object. Mr. Quinlan's School is well kept, and gives exceedingly gratifying results; it is attended by 50 pupils. The school kept by Mlle. Godere is attended by 50 pupils, and is, as a whole, one of the best in my district. Mrs. Byrn's school is inferior to what it was in former years; it is

attended by 40 pupils. Mlle. Poitras, who devotes herself with the greatest zeal to the direction of her school, has now 74 pupils. An eighth school is kept by Mme. Dulresne; both languages are taught by her with good success. The schools under control are attended by a total of 602 pupils. The Commissioners' accounts are kept in good order. The Commissioners own but one School-house, that in which the Commercial Academy is kept. I regret to see that many of the School-rooms are much too small, and badly ventilated, and, certainly, such as can in no way compare with the majority of the country school-houses in my district.

COUNTY OF MONTREAL.

Hochelega.—The Catholic Commissioners of this municipality have an excellent school, attended by 60 pupils. All the branches required for Elementary Schools, are taught with success. The school-mistress, Mlle. Labelle, is acquainted with the English and French languages, and deserves praise for her aptness and zeal. The Commissioner's accounts are well kept. The Protestant dissentients have a school attended by 28 pupils; much progress was made in this school under Mr. Burns, a teacher who is now engaged at St. Henri.

Coteau St. Louis.—In this municipality, in addition to the deaf and dumb institute, there is a model school for boys, kept by the Clercs de St. Viateur, who also conduct the former institution. A higher degree of progress might justly be expected from this school, if the pupils (125) who attend it were more assiduous. The results of the examination which I made at the period of my second visit, were very satisfactory. The deaf and dumb institute, which I also visited, presents notwithstanding the small number of pupils, a spectacle full of interest. The pupils answered in writing and by signs, all the questions put to them, and seemed to have acquired a knowledge of French and English grammar, arithmetic, geography, and history. The municipality has also two good girl's schools, one of them conducted by Miss Bibaud, the other by Miss Lemire, both of whom display much zeal and devotedness; these two schools are attended by a total of 103 pupils. The accounts of the Commissioners are well kept, but there is unfortunately a large amount of arrears due. The dissentients have a model-school, conducted by Mr. Lamb, a very assiduous and laborious teacher; it is attended by 40 pupils. Their accounts are well kept.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— Death has again struck down one of the most eminent citizens of Montreal. This time he has dealt his blow among the thin ranks of our men of science. Dr. Andrew F. Holmes, the Dean of the Faculty of Medicine of McGill College, died suddenly on Tuesday evening.

In the year 1797, the father of Dr. Holmes was on his way to Canada with his wife, when the vessel in which he had sailed was captured by a French frigate and taken as a prize to Cadiz. There the Doctor was born, and was baptized at the Church of St. Jago by the name of Andrew Fernando. The family reached Canada in 1801. In 1811 he was articled to the late Dr. Arnoldi, with whom he studied for several years, after which he went to Edinburgh to complete his studies, and thence to Paris. In 1819 he returned to Canada with his diploma of M. D., and began the practice of his profession as a partner of his former patron. This partnership being subsequently dissolved he continued to practice alone up to the day of his death. After his return, in 1821, with the late Drs. Caldwell and Robertson, he founded the Montreal School of Medicine, known afterwards as the "Montreal Medical Institution," which when the University of McGill College was set in operation in 1828 or '9, was merged in the Medical Faculty of that institution. This School has long ranked among the foremost on this continent, and has been a boast of the city. Up to the year 1836 he filled the chair of Materia Medica and Chemistry. In that year, the duty was divided, he taking Chemistry alone, which he held till 1842, when he succeeded Dr. Robertson in the chair which he has ever since filled. At the reorganization of the Faculty in 1854, he became and had continued ever since Dean of the Faculty, discharging the duties of his office with a zeal, diligence and alacrity beyond praise, also holding the chair of the Theory and Practice of Medicine. He was, we believe, the oldest professor in Canada. Dr. Holmes was also the founder, with a few others, of the Natural History Society, and pursued for many years the study of the natural sciences with great zeal and

success, winning for himself reputation as a naturalist, in days when students in those fields lacked the many aids and incitements to diligence possessed now. His herbarium consisting of a very complete collection of the plants of Canada he presented a few years ago to the Museum of the University.

On Tuesday he was apparently quite well, and was busy as usual attending to his practice up to six p. m. At half-past eight he was busy writing notices, we believe, to convene a meeting of Medical Faculty, when he dropt his pen, and drooped his head upon his hand. Being asked if he was unwell, no reply was given, and in that brief space he was dead. Dr. Campbell was called in, and reached the house in less than five minutes, but too late. His friend and colleague had passed away forever. It is said that he had been troubled with symptoms of disease of the heart—and an evening contemporary states that he was so convinced of the probability that he should die suddenly, that it was his constant custom to keep his own and the College business written up day by day, that nothing might be left in confusion when he should be called away: but that was possibly attributable to a Christian sense of duty, a religious conviction of the uncertainty of life, rather than to any recognition of symptoms of fatal disease. Few men have lived better lives; few have been more useful in their day and generation; few will be more missed, or more sincerely mourned by the people of Montreal.—*Montreal Gazette*.

— We understand that an attempt is being made in Montreal to raise funds in aid of the new Grammar School Buildings, in connexion with the College, at Lennoxville. The sum required for the buildings is \$20,000, and it is hoped that a further sum of \$30,000 towards the endowment may be raised by means of \$500 shares, which entitle the holder to a nomination to the School or College proper in perpetuity, free of all charge for tuition. About \$16,000 have been collected in the Province, of which Quebec has contributed nearly \$6,000. The Rev. Professor Thompson, and the Rev. J. W. Williams, Rector of the Grammar School, are the deputation appointed by the College to urge their appeal. We hope they will meet with a liberal response, and secure a sufficient sum to enable the College to push on the works now in progress, the speedy completion of which is rendered necessary by the great pressure of pupils in the Junior Department.

The following subscriptions have been already promised:—The Lord Bishop, \$100; Hon. G. Moffatt, \$500; Henry Thomas, Esq., \$500; Hon. Judge McGord, \$100; W. Workman, Esq., \$100; Sir W. Logan, \$50; Gen. Sir W. F. Williams, \$40; Ashley Hubbard, Esq., \$100; I. J. Gibb, Esq., \$100; Capt. Raynes, \$30; J. C. Baker, Esq., \$100; A. Heward, Esq., \$30; F. Macculloch, Esq., \$20; a friend, \$20; sums under \$20, \$9.—*lb.*

— *System of Agricultural Instruction in Belgium.*—After agitating and discussing this question many years, the Belgian Chambers have at length passed a special law for the organization of a system of teaching agriculture.

The following establishments are founded for the purpose by the State, or with its assistance:

A. A Veterinary School.

B. An Institute of Agriculture.

C. Two Schools of Practical Horticulture.

The course of instruction in these will be as follows:—

A. Veterinary School:—Natural philosophy, chemistry, botany; descriptive and comparative anatomy of domestic animals, general anatomy; physiology, materia medica, pharmacology and general therapeutics; general pathology; pathological anatomy, special pathology and therapeutics, pathological surgery; *zootecnie*, embracing hygiene, breeding and rearing of domestic animals; sanitary discipline, medical jurisprudence, farriery, surgery, obstetrics, and clinical medicine and surgery.

B. Agricultural Institute:—

Rural engineering, embracing geometry, stereometry, surveying and tracing, taking of levels, linear drawing, drainage, irrigation, agricultural implements, and rural architecture;

Physical and chemical sciences, embracing natural philosophy, meteorology, chemistry, chemical analysis and manipulations, and agricultural technology;

Natural History, embracing mineralogy, geology, botany, and zoology, applied to agriculture;

Zootecnie, embracing animal anatomy and physiology, hygiene and the breeding, rearing and management of domestic animals;

General and special agriculture;

Rural and forest economy, rural jurisprudence, and knowledge of farm accounts;

Practical agriculture and horticulture.

C. Schools of Practical Horticulture:—

French and Dutch languages, arithmetic, construction of green-houses and garden works; botany, theory and practice of horticulture, and accounts.

The course of studies at the Veterinary School will extend over four years, and at the Institute of Agriculture and the Horticultural Schools will be limited to three years.

With such a course of instruction, and a full staff of able professors, it will only be necessary, in order to ensure success, that the candidates should possess a solid education. This rule, so often overlooked

in special schools, will it is to be hoped, be enforced by government.—*Revue Populaire des Sciences*.

— Before the Prince of Wales left the Province, he requested the Duke of Newcastle to convey to His Excellency the Governor General his desire to appropriate a sum of money to various educational institutions in Canada. This the Duke did in a letter, dated the 17th September, to Sir Edmund Head, of which the following is an extract:— "I have the pleasure of informing you that the Prince of Wales has placed to your account at the Bank of Montreal the sum of which His Royal Highness requests you to be so good as to distribute to the institutions in Canada named in the following schedule, in the sums placed opposite to each, as some token of the very great gratification which His Royal Highness has derived from the interesting visit which is now nearly completed, and as a proof of the deep interest which he must always take in the future progress of this magnificent Province. His Royal Highness wishes that the sums appropriated to each should be applied in the distribution of prizes to the students in such a way as may be suggested by the governing body as most conducive to the interests of the institutions, subject in each case to your approval."

Sums of \$800 have been therefore placed at the disposal of the following institutions:—Lower Canada Council of Public Instruction, for the Lower Canada Normal schools \$800. Laval University do. Bishop's College do. McGill University do. Upper Canada Normal school do. Toronto University do. Queen's College, Kingston do. Knox College do.

— P. Gamin, Esq., who is connected with an Imperial Commission to inquire into the state of education in England has recently visited the Educational Departments and Normal schools of Upper and of Lower Canada, and a good number of schools and public institutions in both sections of the Province, and in this city, the *Salle d'Asile* or Infant's school of St. Joseph's suburb, the school of the Christian Brothers, Côte street, the Commercial Academy of Mr. Archambault, and the British and Canadian school in the same street. He has been struck with the good management of these several institutions and has expressed his surprise of the neat and comfortable manner in which the children of the *Salle d'Asile* are dressed and kept. This he says is equalled in no other country with children of the same class.

LITERARY INTELLIGENCE.

— The *Revue Européenne*, of Paris, has recently published a remarkable essay, by Baron Gaudrée Boileau, the French Consul at Quebec, under the title *L'Avenir de l'Inde*. The baron has been for a long time consul at Calcutta. The *Canadien*, of Quebec, is republishing that essay which it says is doubly interesting to its readers, being the work of a gentleman occupying a high position among them, and treating of the largest and most important of Her Majesty's dominions.

MISCELLANEOUS INTELLIGENCE.

— It is with deep regret that we this morning announce to his late fellow-citizens, and his "hosts of friends" in every section of Canada, the decease of the Hon. Peter McGill, which took place, yesterday morning, (28th September) at his residence in Beaver Hall Place, after a long and painful illness. A resident of Montreal for upwards of half a century, Mr. McGill's name has become, if we may so say, identified with the welfare, progress and prosperity of our city.

Mr. McGill, then, we learn, a Scotchman by birth—and, if we are not mistaken, a native of Dumfriesshire, or Gallaway—came to Canada in 1809, in connection with the old and, by the last generation, highly respected firm of Parker, Gerrard, Oglivie & Co., with whom he continued a partner for some years. He afterwards joined the firm of Porteous, Hancox, McCutcheon and Cringan—his name being then McCutcheon, which he shortly after consented to change to that of McGill, at the request of his uncle, the Hon. Mr. McGill of Toronto, whose heir he became, inheriting his extensive and valuable property in Upper Canada. Mr. McGill subsequently carried on a very extensive business with the late Mr. Dan, under the firm of Peter McGill & Co., which firm was dissolved some years ago, since which time Mr. McGill's connection with mercantile life has mainly consisted in his position as President of the Bank of Montreal, to which office he was yearly elected from June 1834 until last June, when, from the state of his health, he resigned it. It was not, however, as a successful and enterprising merchant and man of business alone that Mr. McGill gained the eminent position he so long held in our community. In public as in private life—as a statesman and philanthropist as well as a merchant and banker—he equally secured the respect and esteem of his fellow-citizens, and, but a year or two ago, ere his health failed him, he held and zealously performed the duties of the following various and important offices:—besides being a member of the Legislative Council, an office which he had held before as well as after the Union, he was President of the Bank of Montreal, Governor of the University of McGill College, Director of the Grand Trunk Railroad Company, Governor of the Montreal General Hospital, President of the Lay Association of Montreal in connection with the Church of Scotland, President of the Canadian School Society, Chairman of the Colonial Life Assurance Company, a Lieut. Colonel of Militia, and Trustee of the University of Queen's College, Kingston. Most of these offices were connected with social life, but in political life Mr.

McGill's services were also sought for and readily obtained. He was for some time an Executive Councillor and, in 1843, was, by Lord Metcalfe, offered the speakership of the Legislative Council, an office which, although he then declined it, he afterwards, in 1847, accepted and held until the following year, when, with his colleagues in the administration, he resigned it. Mr. McGill was also, for many years, President of the Montreal Bible Society, and when he resigned the office, in 1843, not only received the cordial thanks of the Society for his long and zealous services but was placed at the head of the Honorary Governors of the Society, then created. He was also the first Chairman of the first Railroad Company—the St. Lawrence and Champlain—established in Canada, from its commencement, in 1834, until the completion of its road, in 1838. For many years, dating from its commencement in 1835, he was President, and gave much of his time, and no small amount of his means, in supporting the National Society of St. Andrew. He also served the office of Mayor of Montreal from 1840 to 1842, during which period many and great improvements were effected in this city. In short, whether as a statesman and politician, a useful and active member of our municipal government, or as patriotic, liberal-minded and philanthropic citizen, it would be difficult, if not impossible, to name any man who, in our community,—or indeed in any community—so deservedly meriting the esteem and regard of his fellow-men as the late Mr. McGill.—*Montreal Herald.*

—About the same time that the obituary notice on Sir George Simpson was inserted in our columns, another notable of the North-West, though of humbler pretensions, disappeared from the scene of life. Mr. J. B. Faribault died in Minnesota Territory, on the 20th of August last, aged 87 years. He was born at Berthier, Lower Canada, in 1773. His father, Barthélemy Faribault, a Parisian by birth, had filled the office of Military Secretary under the DuQuesne Administration, and died in 1801. Some years before this event took place, Mr. J. B. Faribault had removed to Quebec, where having obtained a situation as Accountant in a mercantile establishment, he remained five years. As this calling ill-suited his inclinations, he longed for a change and offered his services to the American North-West Company, which were accepted. In May 1798 he started from Montreal for Makinaw, where his stay was but of short duration. While on this journey he married Miss Ainsie, by whom he had eight children. Having remained eleven years in the employ of the North-West Company, and experienced many reverses, he at last fixed his home in Minnesota, and founded the settlement which bears his name. He was the first who cultivated the soil west of the Mississippi. Forty years ago, having purchased agricultural implements he taught the Indians how to till the earth, in which undertaking his success was complete. He was universally known by the tribes from the Mississippi to the Missouri, and possessed their entire confidence. He could not, as the late Governor of the Hudson's Bay Territories, boast of the honor of a visit from the Prince of Wales during the sojourn of His Royal Highness in Montreal; still, as one of the enterprising and chivalrous descendants of those Europeans who first settled in the wilderness of the Far West, he had the good fortune to share in the inauguration of a civilization, the results of which the Prince has now had an opportunity personally to witness and to admire.

—An earthquake was felt on a vast area of the continent of America, on the 17th of October. There were several shocks at different times, but the most violent was felt at a quarter before six in the morning. This convulsion seems to have been felt with various degrees of intensity at the same moment, from Portland to Montreal in a northern direction, and from Belleville to *Pointe aux Pères* in an eastern direction. Although the shock was sufficient to throw light objects about within houses and to cause the fall of stones from chimneys, and of tiles from roofs, it does not appear that any serious accident happened anywhere. Reports vary as to the duration of the phenomenon.

A friend writes to us: "At about four o'clock I felt a sharp shock and heard a noise in the direction of the street as if the windows were about being forced. I first thought it was the wind, but upon reflexion I found that the stroke at the window was too sharp and not of sufficient duration to be caused by the wind. I thought of thieves, rose from my bed, and went to the window. The atmosphere was very dark but there was no wind. I returned to my bed and remained watching for some time until I fell a sleep again, the thought of an earthquake never came to my mind. I was dreaming that I was on a railway car and pretty well jostled on a rough track, when I was awakened with the same sensation one feels by the sudden stopping of the cars. Then I felt for some time as if a huge animal was under my bed moving it up and down, and at the same time, I heard a tremendous rattling about the house accompanied by the same noise as that of several heavy carriages running in the street. I then, of course, had no doubt that it was an earthquake and that the noise I had first heard from the window was a warning or *avant courcur* of the frightful phenomenon. I cried out to the other persons in the house 'let us go down in the street' but before we had put on the necessary garments, all was quiet again. I looked at the clock it wanted twelve minutes to six. Other persons in the house who had been awake before the convulsion began, say that it had certainly lasted more than one minute; with an interruption of a few seconds. For my own part I have no doubt that I felt it and heard it during nearly one minute, though it must have begun while I was sleeping."

Earthquakes are attributed to the same causes as volcanoes, viz.: the masses of ignited substances which are in the interior of the earth. That large masses of *liquid fire* exist under the crust of the earth is evident from the eruption of volcanoes and also from artesian wells, and springs of hot water. The explosion of gases caused by the contact of such masses with water or by chemical action which we may imagine, although their precise nature is unknown to us, is sufficient to create violent convulsions at the surface of the earth.

The greatest earthquake felt in Canada was that of 1663, described in Charlevoix's history. The greatest on record are those that destroyed Lima and Lisbon, the first in 1716, the second in 1753, by which more than 22,000 lives were lost. It extended to Greenland and to Africa. Quito was also partly destroyed by an earthquake, and in 1830, Guatemala suffered in the same manner by shocks that were renewed during five consecutive days.

—The last census develops the fact that there are more Scotchmen and descendants of Scotchmen in London than in Edinburgh, more Irish than in Dublin, 100,000 more Roman Catholics than in Rome, and more Jews than in Palestine.—There are also 60,000 Germans, 30,000 French, and 6,000 Italians; a large number of Asiatics, and many who still worship their idols.

EMMATUM.—In the article which appeared in our last, on the reopening of the Commercial Academy in Côté Street, for "Mr. Hogan, a young gentleman of promising ability," etc., read, Mr. Keegan, etc.

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Montreal, March 1860.

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