

Technical and Bibliographic Notes / Notes techniques et bibliographiques

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

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

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

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

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

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

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

10X	12X	14X	16X	18X	20X	22X	24X	26X	28X	30X	32X
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THE
JOURNAL OF EDUCATION

FOR LOWER CANADA

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

SIXTH VOLUME.

1862.

MONTREAL, LOWER CANADA:
PUBLISHED BY THE DEPARTMENT OF EDUCATION.

Printed by Eusèbe Sénécal, 4, St. Vincent Street.

CONTENTS OF VOLUME VI.

1862.

ADVERTISEMENTS.—The Lower Canada *Journal of Education*, and "*Le Journal de l'Instruction Publique du Bas-Canada*," 9.—The Rules and Regulations for the Examination of Candidates for Teachers' Certificates or Diplomas; and the Rules and Regulations for the establishment of New Boards, and to define the jurisdiction of old Boards, 88.—McGill University, Montreal, Session of 1862-63, 112.—McGill Normal School, Montreal, 112.

CONFERENCES, &c., of Teachers, 27, 39, 40, 102, 123, 140, 154.

DONATIONS to the Library of the Educational Department, 4, 27, 78, 96, 122, 138, 172, 184.

EDITORIALS.—To our Subscribers, 4.—The Census of the Province, 5.—The Grants to Common Schools, Superior Education, and Poor Municipalities, 5.—The Civil War in America (*Concluded from Vol. V., page 183*), 6.—The School Tax, 27.—Conferences of the Teachers' Associations in Connection with Jacques Cartier and Laval Normal Schools, 27, 40, 103, 140, 154.—Reports of School Inspectors, for 1859 and 1860 (*Continued from our December number*), 28, 84, 123, 155, 174, 189.—Teachers' Certificates, 37.—Vaccination, 37.—Education in Newfoundland, 38.—Teaching as a Profession, 38.—District of Bedford Teachers' Convention, 39.—Teachers Examinations, 53.—Council of Public Instruction, 78.—Death of the Very Rev. Louis Jacques Casault, V. G., 79.—Convocation of the University of McGill College, 79.—Teachers' Conferences, 96.—Annual Convocation of Bishops' College, Lennoxville, and Inauguration of the New Grammar School Building, 98.—The Governor General's visit to the Normal Schools, Montreal, 100.—The Visit to Villa Maria, 103.—Distribution of Prizes, &c., to the Pupils of the High School Department of the McGill College, 104.—Junior Department Bishops' College, Lennoxville, 106.—Examinations and Distributions of Prizes, 122.—McGill University, 123.—List of Diplomas and Standing granted to Teachers in Training of McGill Normal School, at the close of the Session of 1861-62, 124.—Meeting of the Teachers' Association of the District of Bedford.—Teachers' Diplomas, 138.—Table showing the Jurisdiction of Boards of Examiners in each County, 139.—International Courtesies and Historical Reminiscences, 140.—Inauguration of the William Molson Hall of the University of McGill College, 148.—Boards of Examiners.—Inauguration of Morrin College, at Quebec, 172.—Superannuated Teachers' Fund, 184.—A. D. 1862, 185.—Report of the Superintendent of Education for Lower Canada, for the year 1861, 186.—Notices of Books and Publications, 29, 142, 174, 189.

EDUCATION.—School-days of Eminent Men in Great Britain, By John Timbs, F. S. A., (*Continued from Vol. V.*)—1; 25 (*Concluded*).—Practical Grammar, 3.—Simplicity of Language, 4.—Lecture on Language, by Inspector Bruce, 22.—Educate your Children near Home, 26.—"*Être et Paraître*," 26.—Fruits of Kindness, 35.—What Seventy Boys became, 35.—Who Murder Innocents, 36.—The Tools Great Men work with, 36.—Keeping up the Interest, 52.—Favorites in School, 52.—Music a Means of Preserving Health, 52.—Music an Amusement of the Home, 53.—Public Education in Russia, 73.—Graduation in Teaching and Training, by

Inspector Bruce (*Continued from Vol. V.*), 74, 92, 114, 164.—Object Teaching, by Chas. Dickens, 89.—Botany in the Common School, 90.—Night Schools, 91.—The Study of Nature, 117.—Accuracy in Teaching, 120.—Pleasant Echoes, 121.—The Glory of Physical Geography, 134.—The Teacher as a Talker, 135.—Physical and Military Exercises in Public Schools, 145, 161, 180.—Reading, 147.—Sympathy with Children, 167.—Penmanship, 168.—Teaching Language, 182.—Have patience, Teacher, 183.

EDUCATIONAL Intelligence, S, 30, 40, 54, 85, 106, 125, 142, 157, 175, 190.

LITERARY Intelligence, 30, 54, 126, 175.

LITERATURE.—A few Months in the East: *The Pyramids*, 18; *Jerusalem*, 35; *Jerusalem and Vicinity—Jericho and the Dead Sea*, 50 (*Concluded*).—Will's First Speech, 113.

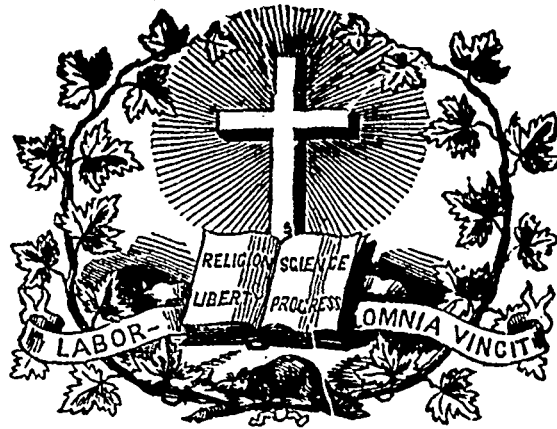
MISCELLANEOUS Intelligence, 31, 55, 87, 110, 125, 127, 160, 191.

NOTICES of Books and Publications, 29, 142, 174, 189.

OFFICIAL DOCUMENTS.—Apportionment of Superior Education Fund for 1861, 9.—Rules and Regulations for the establishment of new Boards of Examiners and to define the Jurisdiction of old Boards, 41.—Rules and Regulations for the Examination of Candidates for Teachers' Certificates or Diplomas in Lower Canada, 41, 56 (*Concluded*).

OFFICIAL NOTICES.—School Municipalities Erected, Divided, Altered, &c.: Lacolle, County of St. Johns, 4.—Grande Rivière, Percé and Pabos, County of Gaspé, 27.—Laval and Laval Island, in the County of Montmorency;—Ange Gardien, County of Ottawa;—Batisson, County of Champlain;—St. Robert and St. Aimé, County of Richelieu;—Stukely, North and South, County of Shefford;—Isle Verte, County of Temiscouata, 26.—Notre-Dame-de-la-Victoire, County of Lévis;—Ste. Anne de la Pocatière No. One, County of Kamouraska;—Cameron and Bouchette, County of Ottawa;—Wright and Northfield, in last county;—Bagot, Grand Bay, County of Chicoutimi, 53.—Township of Hunterstown, in the County of Maskinongé;—Township of DeSalles, County of Charlevoix;—Village of Bagotville, County of Chicoutimi;—Town of Lévis, in the County of Lévis;—Matane, in the County of Rimouski;—Village and Parish of Ste. Therese, County of Terrebonne;—St. Augustin, County of Two Mountains, 78.—St. Hyacinthe le Confesseur, 95.—St. Placide, in the County of Charlevoix;—Percé, and Cape Despair, in the County of Gaspé;—Mansfield, and Waltham, in the County of Pontac, 121.—Ste. Béatrix, County of Joliette;—Township of Stoke, in the County of Richmond;—Garthby, County of Wolfe;—Wolfestown, County of Wolfe;—Hartwell and Ripon, County of Ottawa;—St. Agapit, County of Lotbinière;—St. Etienne of Chelsea, in the County of Ottawa;—L'Assomption, County of L'Assomption;—Townships of Ristigouche and Matapédia, County of Bonaventure, 137.—St. Jacques l'Achigan, County of Montcalm;—Townships of La-barre, Mélys, Plessis, Caron, Signay and Metabetchouan, in the County of Chicoutimi, 171.—Appointments: Members of the

- Council of Public Instruction, 77, 156.**—Members of Boards of Examiners, 36, 77, 136, 171.—Secretary to the Montreal Protestant Board of Examiners, 53.—School Commissioners and Trustees, 4, 27, 37, 53, 77, 95, 136, 137, 171.—Diplomas granted, 4, 27, 37, 53, 78, 95, 137, 171, 184.—Teachers wanted, 4, 78.—Situations wanted by Teachers, 4, 37, 78, 96, 122, 172, 184.—Notices: To Directors of Superior Educational Institutions, 77.—Respecting parts of Rules and Regulations of the Council of Public Instruction, having reference to the Art of Teaching and Agriculture, 53.—Books approved by the Council of Public Instruction, 4.—Amendments to Rules and Regulations, 136, 184.—Resolution limiting the number of the sessions of the Council in each year, 184.—Notice to Teachers, 137, 184.
- POETRY.**—Albert the Good, 17.—The Transit of the Moon over the Planet Venus observed on a clear night, 17.—The River of Speech, 18.—Why Weep for the Young, 49.—Work and Think, 49.—Maize and Tobacco, 49.—An Hour at the old Play-ground, 95.—Memories of School-days.—What a Teacher should be, 113.—Donnacona, 129.—Husband and Wife, 171.—The Cross, 170.—New Year, 1863, 177.—The Echo, 177.—Trifles, 178.
- REPORTS.**—Report of the Superintendent of Education, for 1861, 186.—Reports of School Inspectors, for 1859 and 1860, 28, 84, 123, 155, 174, 189.
- SCIENCE.**—The Distinguishing Features of Comets, considered as Phases of an Electrical Discharge resulting from Excentricity of Orbit, 20.—Science in Rupert's Land, 130.—Steam Plough at the International Exhibition, 131.—List of Entomologists in Canada, By Rev. Charles J. S. Bethune, B. A., Cobourg, C. W., 148.—Geology and Cosmogony, 169.—Life in the Deep Sea, 178.
- SCIENTIFIC Intelligence, 8, 30, 40, 54, 86, 109, 126, 144, 168, 175, 191.**
- STATISTICAL Intelligence, 8, 9, 31, 128.**
- STATISTICS.**—Table of the Apportionment of the Superior Education Fund for 1861, under the Act 18th Vict. Cap. 54, 9.—Progress of Public Instruction in Lower Canada since 1853, 187.—Number of children following the different branches of Instruction since 1853, 188.—Number of Pupils who have attended the Normal Schools, 188.—Number of Diplomas granted to pupils of the Normal Schools, 188.—Number of school municipalities created since 1857, 189.
- WOODCUTS, 131, 132, 133, 134, 144, 164.**
- ERRATUM, 160.**



JOURNAL OF EDUCATION.

Volume VI.

Montreal (Lower Canada) January 1862.

No. 1.

SUMMARY.—**EDUCATION:** School-Days of Eminent Men in Great Britain, by J. F. Timbs, [continued].—Practical Grammar.—Simplicity of language.—**OFFICIAL NOTICES:** Appointment of School Commissioners.—Diplomas granted by Boards of Examiners.—Books approved by the Council of Public Instruction.—Donations to the Library of the Department.—Teacher wanted.—Situation wanted.—**EDITORIAL:** To our Subscribers.—The Grants to Common Schools, Superior Education, and Poor Municipalities.—The Census of the Province.—The War in America, [concluded from our last].—**MONTHLY SUMMARY:** Educational Intelligence.—Scientific Intelligence.—Statistical Intelligence.—**ADVERTISEMENT:** The Lower Canada Journal of Education and Le Journal de l'Instruction Publique.—**OFFICIAL DOCUMENTS:** Table of the distribution of the grant for Superior Education in 1861.—Table of the distribution of the grant to poor Municipalities for 1861.

school he always knew his lesson, and I rarely,—but when I knew it, I knew it nearly as well. In general information, history, &c., I think I was his superior, as well as of most boys of my standing.”

He was (says his biographer, Doubleday,) diligent, studious, and sagacious, if not quick, but never brilliant; preserving a high station among his school-mates by exertion and perseverance rather than genius; and being remarkable for prudent good sense rather than showy talent. (1) His memory is fondly cherished at Harrow, where the room which he occupied in a house in the town is kept in its original state, with a brick on which he cut his name, the genuineness of the inscription being verified by Peel's handwriting in a ciphering-book of the same date. His name is also cut in the panel of the old school-room, with those of his three sons, whom he placed in the school.

In 1804, Peel left Harrow, and entered Christchurch, Oxford, as a gentleman commoner. At the University, he was a diligent and laborious student; and in 1808, on taking his degree, obtained a double first-class, the highest honours, both in classics and mathematics. Amongst his competitors were Mr Gilbert, afterwards Vice-Chancellor of the University; Mr. Hampden, Professor of Divinity; and Mr. Whately, the present Archbishop of Dublin.

A boy from Tunbridge School, writing to one of his former class-fellows an account of this examination, speaks with enthusiasm of the spirit of Peel's translations, especially of his beautiful rendering of the opening of the second book of Lucretius, beginning:

Suave mari magno turbantibus æquora ventis
E terra magnum alterius spectare laborem;

and ending with the picture of the philosopher gazing from his calm oriental rest on the disturbed, self-wearrying, ignorant, erring world. “Often of late,” said one of those to whom this letter at the time was read, “have I been struck with the fitness of this passage to Peel himself, who, having achieved so much amidst all the strife of party, could, free from its entanglements, see men of all parties gathering the ripening fruit of his measures.”

Mr. Doubleday describes Peel's college acquirements “of the solid kind, and such as a laborious student of good practical sagacity may always acquire. Of wit, or imagination, or of the inventive faculty in general, Mr. Peel had little; and to such men the absence of these more specious qualifications is a negative advantage. If they are unable to dazzle others, in the same ratio are they exempted from being dazzled by them; and hence it is that persons so qualified have a clearer view of the characters of those with whom they have to deal, and are better adapted to the ordinary business of life, than their more accomplished competitors.”

In the course of the year 1808, Mr. Peel completed his studies at Oxford. From his very cradle, it may be said, he was destined by his father for a politician; and in 1809, being of age, he entered Parliament for the borough of Cashel.

It is not our province to record the political life of this distin-

EDUCATION.

School-days of Eminent Men in Great Britain.

By JOHN TIMBS, F. S. A.

(Continued from our last.)

CLXVI.

SIR ROBERT PEEL AT HARROW AND OXFORD

This distinguished statesman, whose name is indissolubly associated with some of the most important events in the history of our time, was born in 1788, in a cottage adjoining Chamber Hall, his father's house, in the neighbourhood of Bury, in Lancashire, which happened at that time to be under repair. He descended from the ancient family of De Pele, established first in Yorkshire, and afterwards in Lancashire. His grandfather commenced, and his father completed, the acquisition of a large fortune as a cotton-spinner; and, as if “to marshal him the way that he was going,” Mr. Peel, the father, two years after the birth of his son Robert, entered the House of Commons as a member, and as a zealous supporter of M. Pitt: in 1800 he received a baronetcy.

The son was sent early to Hipperholme School, in Yorkshire, where he cut upon a block of stone (now preserved at Halifax) the following inscription:

R. PEEL.

No hostile bands can antedate my doom.

He was removed to Harrow School, and appears in the Speech Bill of 1803, as Peel, sen., Upper-Fifth Form, No. 58. Lord Byron, his schoolfellow, (and born in the same year,) says of him:

“Peel, the orator and statesman, (that was, or is, or is to be,) was my form-fellow, and we were both at the top of our remove. We were on good terms, but his brother was my intimate friend. There were always great hopes of Peel amongst us all, masters and scholars—and he has not disappointed them. As a scholar, he was greatly my superior; as a declaimer and actor, I was reckoned at least his equal: as a schoolboy out of school, I was always in scrapes, and he never, and in

(1) Political Life of Sir Robert Peel, 1856, vol. 1, p. 42.

guished man, which extended beyond forty years. More germane is it in this place to glance at Sir Robert Peel as a patron of English literature and men of letters. He tendered a baronetcy to Southey, and conferred on him a pension of 300*l.* a-year, and gave the same amount to Wordsworth; to James Montgomery, 150*l.* a-year; and to Tytler, to Tonnyson, and M'Culloch, each 200*l.* a-year; and pensions to Frances Browne, and the widow of Thomas Hood. To him Mrs. Somerville and Professor Faraday are indebted for their pensions; nor should be forgotten his friendship with Lawrence, Wilkie, and Chantrey; his patronage of Collins, Roberts, and Stanfield; and his prompt relief of the sufferers of Haydon.

CLXVII.

LORD BYRON AT ABERDEEN, HARROW, AND CAMBRIDGE.

This celebrated man, who, as a poet of description and passion, will always occupy a high place, was born Jan. 22, 1788, at No. 24, in Holles-street, Cavendish-square, and was christened in the small parish church of St. Marylebone. He was the only son of Captain John Byron, of the Guards, and Catherine Gordon, of Gight, an Aberdeenshire heiress. Owing to an accident attending his birth, his feet were distorted, a defect which was the source of pain and mortification to him during the whole of his life. His mother's fortune was soon squandered by her profligate husband, and she retired to the city of Aberdeen, to bring up her son on a reduced income of about 130*l.* per annum. When about five years old, Byron was sent to a day-school at Aberdeen, kept by one Bowers, and remained there a twelve-month, as appears by the following entry in the day-book of the school:—

"George Gordon Byron.
19th November, 1792.
19th November, 1793.—Paid one guinea."

Of the progress of his learning here, and at other places, we have the following record, in a sort of journal which he once began, under the title of "My Dictionary," and which is preserved in one of his manuscript books:—

"I was sent at five years old, or earlier, to a school kept by a Mr. Bowers, who was called *Bodsy Bowers*, by reason of his dapperness. It was a school for both sexes. I learned little there except to repeat by rote the first lesson, of monosyllables, ('God made man.' 'Let us love him.') by hearing it often repeated, without acquiring a letter. Whenever proof was made of my progress at home, I repeated these words with the most rapid fluency; but on turning over a new leaf, I continued to repeat them, so that the narrow boundaries of my first year's accomplishments were detected, my ears boxed, (which they did not deserve, seeing that it was only by ear that I had acquired my letters,) and my intellects consigned to a new preceptor. He was a very devout, clever little clergyman, named Ross, afterwards minister of one of the Kirks (*East*, I think). Under him I made astonishing progress, and I recollect to this day his mild manners and good-natured painstaking. The moment I could read, my grand passion was *history*; and why, I know not, but I was particularly taken with the battle near the Lake Regillus in the Roman History, put into my hands the first. Four years ago, when standing on the heights of Tusculum, and looking down upon the little round lake that was once Regillus, and which dots the immense expanse below, I remembered my young enthusiasm and my old instructor. Afterwards I had a very serious, saturnine, but kind young man, named Paterson, for a tutor. With him I began Latin in Ruddiman's Grammar, and continued till I went to the grammar-school, where I threaded all the classes to the *fourth*, when I was recalled to England by the demise of my uncle."

Byron's early religious habits were fostered by his nurse, who taught him to repeat several of the Psalms; the 1st and 23rd being among the earliest that he committed to memory; and through the care of this respectable woman, who was herself of a very religious disposition, he attained a far earlier and more intimate acquaintance with the Sacred Writings than falls to the lot of most young people. In a letter which he wrote to Mr. Murray from Italy, in 1821, after requesting of that gentleman to send him, by the first opportunity, a Bible, he adds: "Don't forget this, for I am a great reader and admirer of those books, and had read them through and through before I was eight years old. I speak, as a boy, from the recollected impression of that period at Aberdeen in 1796."

It was about 1798 that Byron is said to have composed his first rhymes upon an old friend of his mother's, to whom he had taken a dislike; but he himself tells us that his "first dash into poetry" was in 1800, when he "made an attempt at elegy—a very dull one." On Byron succeeding to his uncle's title, his mother removed with him to the family seat, Newstead Abbey, in Nottinghamshire; and Mr. Rogers, a schoolmaster of Nottingham, improved

him considerably by reading passages from Virgil and Cicero with him; but, in less than a year, he was conveyed to a quiet boarding-school at Dulwich, where he remained two years under the tuition of Dr. Glennie. Within the next two years, his mother removed him to Harrow, where he remained till 1805, when he was sent to Trinity College, Cambridge. At Harrow, he was an irregular and turbulent scholar, though he eagerly devoured all sorts of learning except that which was prescribed for him: his talent for declamation was the only one by which he was particularly distinguished; he had no aptitude for merely verbal scholarship; and his patience seemed to have entirely failed him in the study of Greek. He frequently gave signs of a frank, noble, and generous spirit, which endeared him to his schoolmates, of which Moore, in his *Life of the poet*, relates the following instance:—

"While Lord Byron and Mr. Peel were at Harrow together, a tyrant some few years older, whose name was ****, claimed a right to fag little Peel, which claim (whether rightly or wrongly, I know not) Peel resisted. His resistance, however, was in vain: **** not only subdued him, but determined also to punish the refractory slave, and proceeded forthwith to put his determination in practice, by inflicting a kind of bastinado on the inner fleshy side of the boy's arm, which, during the operation, was twisted round with some degree of technical skill, to render the pain more acute. While the stripes were succeeding each other, and poor Peel was writhing under them, Byron saw and felt for the misery of his friend; and although he knew that he was not strong enough to fight **** with any hope of success, and that it were dangerous even to approach him, he advanced to the scene of action, and with a blush of rage, tears in his eyes, and a voice trembling between terror and indignation, asked very humbly if **** would be pleased to tell him how many stripes he meant to inflict? 'Why?' returned the executioner, 'you little rascal, what is that to you?' 'Because, if you please,' said Byron, holding out his arm, 'I would take half'"

Upon this, Mr. Moore judiciously remarks:—

"There is a mixture of simplicity and magnanimity in this little trait which is truly heroic; and, however we may smile at the friendship of boys, it is but rarely that the friendship of manhood is capable of any thing half so generous."

At Harrow, Byron was occasionally serious; and he would lie by the hour upon an altar-tomb in the churchyard, contemplating the glorious prospect from that elevated site, and viewing the distant metropolis in poetic contrast with the quiet beauty of the surrounding country; the monument is to this day called "Byron's Tomb." (1) His vacations were generally passed in Nottinghamshire: one of them was spent in the house of the Abbé Rouffigny, in Took's-court, Chancery-lane, for the purpose of studying the French language, but most of his time was passed in boxing and fencing, to the no small disturbance of the old Abbé's establishment.

"Though Byron was lame," says one of his Harrow school-fellows, "he was a great lover of sports, and preferred hockey to Horace, relinquished even Helicon for Duck-puttle, and gave up the best poet that ever wrote hard Latin for a game of cricket on the common. He was not remarkable (nor was he ever) for his learning; but he was always a clever, plain-spoken, and undaunted boy."

At Cambridge, by fits and starts, Byron devoted himself to pretty hard study, and continued to cultivate his taste for poetry. At the same time he indulged in many discreditable eccentricities, and caused great annoyance by keeping a bear and several bulldogs. He frequently evinced the most generous and noble feelings, and chose his associates, with one or two exceptions, from among the young men of the greatest ability, wit, and character, to a few of whom he continued much attached in after-life. In 1806, while yet at college, he printed a thin quarto volume of poems for private circulation. Next year, he brought out his "Hours of Idleness," a collection of fugitive poems, which was treated with undue severity by the *Edinburg Review*; upon which Byron retaliated in his biting satire of *English Bards and Scotch Reviewers*, published in 1809, a few days before he took his oath and seat in the House of Lords. In the same year he left England on a classical tour on the Continent, which enriched his mind with incidents and poetical imagery, and filled it with reflections of some of the finest and most melancholy scenery in the world. His travels finished his poetical education: its first fruits was his splendid poem of *Child Harold*, commencing a long trail of poetic fame; and he continued to write until the summer of 1823, when

(1) In a letter to Mr. Murray, of April, 1822, Byron says:—"There is a spot in the churchyard, near the footpath, on the brow of the hill looking towards Windsor, and a tomb under a large tree, (bearing the name of Peachey or Peachey,) which I used to sit for hours and hours when a boy. This was my favourite spot."

he joined with ardour and impetuosity in the cause of "Greek Independence:" and early in the following year, while in command of an expedition, he died, three months after he had reached the age of thirty-six. The bitter grief of his followers and attendants of all nations was a proof of his kindness of heart, and his goodness as a master.

CLXVIII.

THOMAS ARNOLD AT WINCHESTER AND OXFORD.

This devoted school reformer was born at West Cowes, in the Isle of Wight, in 1795. After being for some years at a private school in Wiltshire, he was sent, in 1807, to Winchester College, where, according to a Rugbeian writer in the *Quarterly Review*, who well remembers him, "however his dormant capabilities were recognised by his masters, he gave to his schoolfellows no great promise of a future excellence, which ripened slowly; but even then he showed his love for history rather than poetry, and for truth and facts in preference to fiction. Already in his school-boy correspondence did he inveigh against the incorrectness and exaggerations of the Roman historians; and thus early anticipate the views of Niebuhr." Another reviewer says:

"Along with the elements of classical learning, and a strong Wykehamist feeling, which he ever after continued to cherish, he probably acquired at Winchester an admiration, not without prejudice, for public education, and the system of English public schools. He afterwards became distinguished, and sometimes dreaded, as a school reformer; but his anxiety to improve, was only in proportion to the degree to which he was attached to the system, alike by the associations of his boyhood, and the convictions of his more mature experience."—*North British Review*, No. 4.

Arnold went to Oxford in 1811, and was elected as a scholar of Corpus Christi College. He did not bring with him any precocious amount of erudition; but he had soon so mastered the language and style of Herodotus and Thucydides, that he wrote narratives in the manner of either, to the admiration at least of his fellow-students. He devoted himself to the historians and philosophers of antiquity, rather than to the critical and verbal study of the poets, which has always been at Oxford the favourite field for philosophical training. Among his fellow-students were John Keble, author of the *Christian Year*, and John Taylor Coleridge, nephew of the poet, now a Judge of the Queen's Bench; with such minds, in the common room of Corpus, young Arnold "debated the classic and romantic question," and "discussed poetry and history, logic and philosophy." He took a high degree, gained the prose prizes, and in 1815 obtained a fellowship of Oriel, then reputed to be the blue ribbon of the University. Aristotle, Herodotus, and Thucydides formed the studies and relaxations of his maturing life; and on them, coupled with the Bible, he thought the knowledge of a Christian was the best based. There Arnold acted as tutor; and among his colleagues were Copleston, Whately, Keble, Pusey, Newman, and other celebrities of great earnestness and intellectual activity. He was naturally self-confident; and his independence of opinion and dogmatism offended and alarmed many members of other colleges; yet, though a true Christian reformer, what he most desired was to turn the capabilities of existing institutions to better results, to repair and not to overthrow. He was virulently misrepresented and opposed; but he pursued his course through good and evil report, and lived down calumny and opposition; and great and merited was his triumph when he appeared in the crowded theatre of the University, as Professor of History. During his residence at the University, he availed himself largely of the Oxford libraries, entering upon an extensive course of reading, especially in modern history. Arnold was then, and continued till the day of his death, an enthusiast in his love of Oxford; he admired its system of tuition, its learned societies, and its magnificent libraries. A successful scholar from an English public school, he became a distinguished collegian: with his opinions and friendships formed at college, to him Oxford was a world in itself; he loved Oxford from first to last.

After a residence of nine years, he removed from Oxford to Laleham, married, took private pupils, and passed another nine years peacefully in ripening his powers. Thence he removed, in 1827, to the head-mastership of Rugby, where his professional life began, as we have already illustrated. (1)

Arnold threw himself into his great work of school reform.

(1) We reiterate our recommendation to the reader to turn to the recently published *Tom Brown's School-days* for many a delightful picture of daily life and discipline at Rugby during Arnold's mastership.

To do his duty to the utmost was the height of his ambition, those truly English sentiments by which Nelson and Wellington were inspired, and like them he was crowned with victory, for soon were verified the predictions of the Provost of Oriel, that *he would change the face of education through the public schools of England.*

A feeling of the failings and shortcomings of our public schools—pointed out by Cowper and others—had long been working among the thoughtful and serious, when Arnold led the way, giving shape and guidance to the movement.

His principles were few: the fear of God was the beginning of his wisdom, and his object was not so much to teach knowledge as the means of acquiring it; to furnish, in a word, the key to the temple. He desired to awaken the intellect of each individual boy, and contended that the main movement must come from within, and not from without the pupil; and that all that could be, should be *done by him*, and not *for him*. In a word, his scheme was to call forth in the little world of school those capabilities which best befitted the boy for his career in the great one. He was not only possessed of strength, but had the art of imparting it to others; he had the power to grasp a subject himself, and then engraft it on the intellects of others.—*Quarterly Review*, No. 204.

Especially was Arnold an orthodox Oxonian in his belief of the indispensable usefulness of classical learning, not only as an important branch of knowledge, but as the substantial basis of education itself, the importance of which he has thus forcibly illustrated:

"The study of Greek and Latin, considered as mere languages, is of importance mainly as it enables us to understand and employ well that language in which we commonly think, and speak, and write. It does this because Greek and Latin are specimens of language at once highly perfect and incapable of being understood without long and minute attention; the study of them, therefore, naturally involves that of the general principles of grammar; while their peculiar excellences illustrate the points which render language clear, and forcible, and beautiful. But our application of this general knowledge must naturally be to our own language; to show us what are its peculiarities, what its beauties, what its defects, to teach us by the patterns, or the analogies offered by other languages, how the effect we admire in them may be produced with a somewhat different instrument. Every lesson in Greek or Latin may and ought to be made a lesson in English; the translation of every sentence in Demosthenes or Tacitus is properly an extemporaneous English composition; a problem, how to express with equal brevity, clearness, and force, in our own language, the thought which the original author has so admirably expressed in his."

Practical Grammar.

How many hours will be spent in this good month of January in "studying grammar!" How many oceans of breath will be expended upon the technical formulæ of analysis and parsing. "Subject and predicate"—"logical"—"grammatical"—"modified!" "Indicative mode, present tense, third person, singular!" "A verb must agree with its nominative case in number and person!" How many teachers will puzzle their heads and exhaust their wits over disputed passages in Pope and Milton, appealing in vain to Brown and Weld, Webster and Quackenbos, or the village Doctor to help them!

Now, these efforts on the part of teachers and scholars, in technical grammar, are very well in their place. But while they are attended to in their place, there is another thing which should not be left undone. The teacher should be careful to *practise* good grammar, and see that his pupils do the same.

There are many teachers in our schools who account themselves excellent grammarians, who can "parse," and quote authorities, and render rules, with marvellous facility,—but who do not spend a half hour in presence of their pupils without violating some of the most common principles of propriety in speech. They suffer their pupils to do the same. Now let me suggest to every teacher the propriety of having a daily exercise in *practical grammar* for the whole school. Begin it in this way. Request your pupils to notice, during the day, any errors in grammar which may be made by any member of the school, or by any other persons, at home or in the street. At night, let five minutes be set apart to receive the reports. Then let the teacher call upon pupils, in some proper order, to name the errors noticed. They will be very likely to bring up some. The teacher will be able to add others to the list. Let these be corrected. Let them be placed upon the black-board and remain there a few days, if the room can be spared. If not, let them be written in a book, or let them be called up on the following day, and repeated until they shall be thoroughly remembered. Take a single example. The teacher has told his pupil to "*set down*." Some bright boy has detected the error. The teacher will remember it. He will explain to his school the difference between *set* and *sit*, and so dwell upon it day after day, if need be, that neither he nor they will ever forget it. Again—some older

pupil, in explaining a problem in algebra, says, "Let x equal to A 's part." The teacher will correct him by explaining that the preposition, *to*, should not follow the *verb*, *equal*, but the *adjective*, *equal*. Thus he may say, " x is equal to 25," or " x equals 25." The exercise will be made more or less difficult, of course, according to the capacity of the pupils.

In a series of simple exercises like this, more practical grammar may be taught in a single winter than can be learned by technical analysis and parsing, without the practical lessons, in a lifetime. Try it, teachers, all of you,—and report the results.—*Maine Tach.*

Simplicity of Language.

We heard, a day or two since, of a young man,—a school-master,—who addressed a person at work near his house, somewhat in this wise, "You are excavating a subterranean channel, it seems." "No, Sir," was the reply, "I am digging a ditch!" Everybody knows that our language contains two principal elements, the Saxon and the Roman. The language of every-day life is largely Saxon, as used alike by scholars and men of no learning. When, therefore, we find in common conversation a straining after the more unusual words of Latin origin, as in the above example, we are struck with a feeling of the ludicrous. It smacks of affectation. We are well aware that a person's habits of study, his constant intercourse with books, and the use of such language in writing, may render his conversation naturally more classical than the current language of the people. But it should be avoided. Be accurate, grammatical, but not stilted nor affected. The simple, straightforward, "sinewy Saxon" is the true tongue for every-day life.—*lb.*

OFFICIAL NOTICES.



His Excellency the Governor General in Council was pleased, on the 14th December last, to assign to the School Municipality of Lacolle, in the County of St. John's, the same limits as the rural municipality.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 21st instant, to approve of the following appointments of School Commissioners:—

County of Chicoutimi.—Bagotville: Mr. Thomas Gagnon.
County of Kamouraska.—Kamouraska: Rev. Nicolas Hébert, Priest; and Messrs. Edouard Roy dit Desjardins and Louis Roy dit Desjardins.
County of Lotbinière.—Ste. Agathe No. One: Messrs. Patrick Noonan, jr., James Noonan, Denis McGinley, James McGinley and Patrick Ryan.

His Excellency the Governor General in Council was pleased, on the 24th December last, to approve of the following appointments of School Commissioners, viz:—

County of Lotbinière.—Ste. Agathe No. Two: Messrs. Abraham Beau-doin, Godefroy Dussault, Louis Carrier, Jean Enouf, and J. B. St. Hilaire.

On the 28th of the same month:—

County of St. Maurice.—St. Sever: Mr. Luc Boucher.

STANSTEAD COUNTY BOARD OF EXAMINERS.

Messrs. E. W. Smith and Hiram R. Steele have obtained diplomas authorizing them to teach in Model Schools, and Mr. Charles Gaylord a diploma authorizing him to teach in Elementary Schools.

8th January, 1862.

C. A. RICHARDSON,
Secretary.

OTTAWA BOARD OF EXAMINERS.

Mr. Alexander Grant, on the 18th instant, obtained an Elementary diploma.

JOHN R. WOODS,
Secretary.

Books approved by the Council of Public Instruction.

The Council of Public Instruction for Lower Canada, at its quarterly meeting held in Montreal, on the 12th and 13th November last, approved of the following books, which approval has been sanctioned by His Excellency the Governor General in Council, viz—

(For Elementary Schools.)

On the Report by the Committee on Books—
Petit Traité de grammaire anglaise, à l'usage des écoles primaires, par Charles Gosselin, Québec. Imprimé par A. Côté et Cie., 1847.
Elementary Arithmetic in Decimal Currency, designed for the use of Canadian schools. By John Herbert Sangster Esq. Second edition, carefully revised. Printed and published by John Lovell, 1861.
Manuel d'anglais: Grammaire et Thèmes, par P. Sadler. Paris, 1839.
Aussi, Manuel d'anglais, Thèmes et Syntaxe, par le même. Paris, 1840.

(For Academies and Model Schools.)

Grammaire Pratique de la langue anglaise; treizième édition. Par P. Sadler. Paris, 1858.
Manuel d'anglais. Sixième partie: leçons de littérature anglaise. Par P. Sadler. Paris, 1841.
Manuel d'anglais. Cinquième partie: Leçons de littérature anglaise. Par P. Sadler. Paris, 1841.
Manuel d'anglais. Deuxième partie: Versions et dialogues. Par P. Sadler. Nouvelle édition. Paris, 1857.
Exercices anglais ou Cours de Thèmes Gradués. Par P. Sadler. Douzième édition. Paris, 1857.
Jours de Versions anglaises ou Recueil choisi d'anecdotes classiques, traits historiques, &c. Par P. Sadler. Septième édition. Paris, 1856.
Manuel Classique de conversations françaises et anglaises, en une série de dialogues. Par P. Sadler. Quatrième édition. Paris, 1855.
Nouveau Dictionnaire portatif, anglais-français et français-anglais. Deux tomes en un volume. Cinquième édition. Par P. Sadler. Paris, 1858.

(For Academies and Model and Elementary Schools.)

Lovell's General Geography, for the use of schools; with numerous maps, etc. By J. George Hodgins, L. L. B. Montreal, 1861.

On the Report of the Catholic Members of the Committee—

(For Elementary Schools.)

Histoire Sainte, par demandes et par réponses suivie d'un abrégé de la Vie de N. S. Jésus-Christ, à l'usage de la jeunesse. Nouvelle édition. Québec: imprimé chez T. Cary, 1852.

On the Report of the Protestant Members of the Committee—

(For Model Schools or Academies.)

Pinnock's Improved Edition of Dr. Goldsmith's History of England, by Wm. C. Taylor LL. D. First Canadian Edition, Montreal. John Lovell, Printer and Publisher, 1859.

LOUIS GIARD,
Recording Clerk.

DONATIONS TO THE LIBRARY OF THE EDUCATIONAL DEPARTMENT.

The Superintendent acknowledges with thanks the following donation:—

From Mr. Joseph Norbert Duquet, Printer, Quebec: "Le Véritable Petit-Albert, ou secret pour acquérir un trésor," by M. J. N. Duquet, 1 volume.

TEACHER WANTED.

—Wanted immediately for the Academy of St. Romuald of Farnham, a mistress competent to teach the English language. The engagement will be for the unexpired term of the year.

SITUATION WANTED.

—M. Duvesnil, an able and experienced French teacher, is desirous of a situation in an Academy. He is also prepared to give private lessons. Inquire at this Office

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA) JANUARY, 1862.

To Our Subscribers.

With this number commences the sixth volume of the *Journal of Education*. In wishing our subscribers and readers all the prosperity they may desire for themselves and families, may we venture to inquire whether among

the wise resolves with which they no doubt ushered in the first day of the year, they have not included a determination to co-operate in extending the circulation of this, their journal? We say *their* journal, as it is published in their exclusive interest, and with no pecuniary profit to ourselves. They are aware that any profit would be immediately applied to the improvement of this publication. As however such publications are not easily made self-supporting, and we do not receive more aid from Government toward the publishing of *two* journals than is granted to *one* in Upper Canada, our readers will at once see that it requires some little exertion on their part to maintain this periodical on its present footing.

In calling the attention of our exchanges to the Advertisement in this number, we are sorry we cannot offer better terms in return for the publicity therein solicited; we shall not be the less sensible, however, of the courtesy that may prompt an acceptance on their part. Our thanks are due to the Press for the favorable disposition manifested towards our undertaking on many occasions, and our special acknowledgements are hereby tendered to the *Canadian Journal of Science*, *Toronto Leader*, *British Whig* (Kings-ton), and the *British American Journal of Science*.

The Census of the Province.

The following is a very short abstract of the Census by religions and origins. The figures are somewhat different from those given under the head "Statistical Intelligence," in the Monthly Summaries of our last two numbers; this is due partly to further corrections made in the Census Office, partly to misprints. In our next we shall give some detailed information on the same subject, with notes and remarks:—

ORIGINS.

	Lower Canada.	Upper Canada.	Total.
Natives of England and Wales.....	13139	114290	127429
Scotland.....	13160	98792	111952
Ireland.....	50192	191231	241423
Natives of Canada, not of French origin..	167578	869592	1037170
Natives of Canada of French origin.....	847320	33287	880607
United States.....	13641	50759	64399
Nova Scotia and Prince Edward Island....	977	4383	5360
New Brunswick.....	852	3214	4066
Newfoundland.....	232	487	719
West Indies.....	137	532	669
India.....	49	203	252
Prussia, German States and Holland.....	949	22906	23855
France.....	672	2389	3061
Italy and Greece.....	114	104	218
Spain and Portugal.....	55	96	151
Sweden and Norway.....	229	261	590
Russia and Poland.....	56	161	227
Switzerland.....	81	617	698
Guernsey, Jersey and other British Isles.	628	529	1157
Other places.....	128	541	669
Colored Persons.....	190	11223	11413
Indians.....	4876	7841	12717
Born at Sea.....	61	323	384
Place of birth unknown.....	414	1395	1809
Total.....	1110664	1396091	2506755

RELIGIONS.

	Lower Canada.	Upper Canada.	Total.
Roman Catholics.....	942724	258141	1200865
Church of England.....	63322	311565	374887
Presbyterians, Church of Scotland.....	23688	108963	132651
do Free Church.....	14770	143043	157813
do United.....	5140	51378	56527
Methodists (Wesleyan).....	25670	218427	244246
do (Episcopal).....	2537	71615	74152
do (New Connection).....	1292	28200	29492
Other Methodists.....	874	23330	24204
Baptists.....	7751	61559	69310
Lutherans.....	857	24299	25156
Congregationalists.....	4927	9357	14284
Quakers.....	121	7383	7504
Bible Christians.....	184	8801	8985
Christians.....	298	5018	5316
Second Adventists.....	2305	1050	3355
Protestants.....	2684	7514	10098
Disciples.....	5	4147	4152
Jews.....	572	614	1241
Menonists and Tunkers.....		8965	8965
Universalists.....	2289	2234	4523
Unitarians.....	650	634	1284
Mormons.....	3	74	77
No religion.....	1477	17373	18850
Religion unknown.....	5728	8121	13849
Other creeds not classed.....	678	14284	14962
Total.....	1110664	1396091	2506755

The Grants to Common Schools, Superior Education, and Poor Municipalities.

In this number of the Journal will be found statistical tables showing the apportionment of the grants for Superior Education, and Poor Municipalities. As regards the first a deduction of two and a-half per cent. has been uniformly made on all the allowances, owing to an additional number of institutions of that class having been put on the list. Such a reduction is no doubt, in many respects, much to be regretted; but that it was unavoidable is apparent from the fact that no increase in the fund appropriated under this head had been provided. A glance at the statistics which refer to poor municipalities will suffice to show the advantages resulting from the relief afforded—especially to colonization. We should be glad to see the Legislature increase this supplementary grant to £1500,—the present amount (£1000) being inadequate. This augmentation, recommended by the Superintendent in several of his Reports, could not weigh heavily on the Provincial Exchequer, and would be attended with results more beneficial to the country than is perhaps generally supposed. The aid given to these poor municipalities is, as far as possible, proportioned to the contributions made by each. It is gratifying to see some of these poor new parishes—often but partially cleared—doing their utmost to secure the blessings of education for the young; while the habitual apathy, nay, the apparently incurable moral inertia of the people residing in some of the old localities,—happily inconsiderable in number—present in this respect a contrast, which it is painful to realize.

The greater number of new municipalities will have their usual grants increased,—beside receiving the supplementary aid,—in consequence of increased population, as shown by the recently completed census.

The Government has decided that the grant for the half-year ending January 1st, now due, should be apportioned according to the new census. But as the Department of Public Instruction had not been furnished with a detailed

and correct copy of this census till a few days ago, some time must elapse before the apportionment can be made. Secretary-Treasurers will on this account experience an unusual delay in receiving their remittances. We trust however that all the municipalities whose returns are now received will be paid soon.

As our readers are aware it is provided by law that the total amount of the grant to Common Schools be apportioned, between Upper and Lower Canada, according to the population in each section of the Province. And as by the new census the population of Canada West was shown to be in excess of that of Canada East, it might have been expected that the amount of the grant to which the latter is entitled would be less this year than during former years; but we are happy to state that owing to the increase made by Parliament in the total amount granted to Common Schools, there will be no diminution of the total grant to Lower Canada, although those municipalities which show no advance in population will receive less on account of the general increase elsewhere. This explanation is also due to those who may have been led to expect an increase in the grant through the liberality of the Legislature; they will now see that this was merely intended to guard against any unfavorable result which might have attended the taking of the census.

The War in America.

(Concluded from our last.)

No country ever stood more in need of the services of an energetic and unwavering statesman than did the United States during the latter part of the administrative term of Mr. Lincoln's predecessor. Circumstances made him the natural mediator between the two hostile factions that divided the country; yet the obligations which bound him to the Constitution, and which called for his most jealous and far-seeing guardianship, were of so solemn and inviolable a nature that the intervening power reposed in him could but claim a small share of his attention. In his desire for a conciliation however, M. Buchanan would appear to have taken an unpractical view of his position. Sinking the weighty responsibilities of the statesman in the abstractions of the theorist, he attempted to reconcile very conflicting principles. "The Constitution of the United States," we are told in his message to Congress, "is as much a part of the constitution of each state, and is as binding upon its people as though it had been textually inserted therein;" it does not sanction secession; the President is bound by oath to enforce the execution of the laws; yet neither the Executive nor Congress has the right to coerce a state attempting to withdraw from the Union. "So far from this power," he adds, "having been delegated to Congress it was expressly refused by the Convention which framed the Constitution." To say that the Constitution does not sanction secession, yet that Congress has not the power to prevent it, is merely pointing out the existence of a gross inconsistency in the Constitution itself, which in the nature of things could but lead to a direct violation of one of these two conditions in the contingency of a secession. Absurd as this position undoubtedly was the Democratic press of the North adopted it, and so generally received was this interpretation of the fundamental law of the Union, that some of the most influential anti-slavery journals said, "let the South go,—we want no part of this Republic pinned to the rest with bayonets!" Had any thing been wanting to reassure those among the disaffected who might have entertained scruples as to their constitutional rights, the declarations of the President, and of so

large a portion of the people of the North through the press, were exactly calculated to set them at rest and thus promote the unanimity of the South. Mr. Buchanan having tied his own hands and opened the way for the secessionists by his historical researches and speculative investigations into the principles laid down for his guidance, consistently shaped his policy to one of passive resistance when his authority was openly set at defiance; he even proposed, as a conciliatory measure, to amend the Constitution so as to expressly recognize the right of property in slaves, the duty of protecting this right in the Territories to which the system of slavery might in future extend; or, in other words, a voluntary surrender of the very principle for which the North had contended during forty years. He also proposed to insert a clause declaring all state legislation conflicting with the provisions of the Fugitive Slave Law null and void. Instead of weakening his own authority by attempting to demonstrate that his peculiar duty was to do nothing, while coercive measures were openly adopted against himself by his less scrupulous adversaries, had he unhesitatingly disengaged himself from all party considerations, and firmly exercised the vast powers intrusted in the hands of the President, had he made use in good time of the immense influence which he possessed over his cabinet and subordinates, had he seen his dangerous position in its true light and shown as keen a sense of the responsibility resting upon his shoulders as he did of the subtleties which he had placed in the way, who can say that the fratricidal war now wasting the blood and treasure of the Republic might not have been avoided? Had the Federal Government shown an unshaken determination to promptly vindicate its authority when South Carolina withdrew from the Union and openly seized the federal property, the states disposed to follow her example might well have been deterred from embarking in an enterprise which would be unavoidably attended with all the disastrous consequences of a long and bitter war, and offering—especially to states burdened with unsympathising slaves—so remote and precarious a chance of success. If we admit that the project of a southern confederacy had already been formed, and the plan for its execution matured, still, a determined opposition at the outset from so formidable an antagonist as the central government, must, in a measure, have disconcerted the scheme by dispelling the fond illusion of a peaceful separation, which many at the South had doubtless hoped to see consummated. It may be objected that secession was a foregone conclusion,—that the southern states being determined to withdraw from the Union at all costs, active opposition could have had no other effect than precipitate a conflict which the North was unprepared to enter into; but this cannot well be urged in justification of Mr. Buchanan's course, for the defenceless state of the North was owing mainly to that want of penetration on his part which had afforded his secretaries an opportunity to remove the contents of northern arsenals to the South, disperse the navy over the face of the globe and send away the few regular troops of the Union to distant outposts, leaving the most important fortifications at the South quite unprotected. So well had the work of defection been accomplished under the very eyes of the President that the capital must have fallen into the hands of the secessionists had not Gen. Scott and Mr. Holt remained true to the federal cause. Unwilling to believe that the North would rather go to war or see the Union dissolved than accede to what he considered the just demands of the South, Mr. Buchanan evidently acted in good faith, and only committed a fatal error when he made the all important declaration that coercing a delinquent member of the confederacy was unconstitutional. It must also be borne in mind that the attitude of the North did not altogether vouchsafe a hearty support to the Federal Government

had it hastily assumed the initiative in a war against the South.

It has been said that the secession of the southern states was not to be attributed to the agitation of the slavery question, but that the real cause was the protective policy which made the commercial and agricultural interests of the South subservient to the interests of northern manufactures, and sacrificed the trade and prosperity of southern cities to the cupidity of New York merchants. That a successful secession would build up southern cities is quite patent, but it is not so clear that a protective policy annihilated their trade or, more precisely, their foreign trade, as it has been pretended. The commercial interests of New York and the manufacturing interests of Lowell are widely different; the latter owed their very existence to protection, while the former were injured, not benefited by the high tariff. Each additional burden imposed by the protectionists operated alike against the foreign commerce of New York and of the cities of the South, while the New England towns largely shared, to the detriment of the Empire City, in the trade in home manufactures which supplied the place of imported wares. It cannot admit of a doubt that free trade would have greatly benefited southern planters in common with their fellow agriculturists of the west; but while this free interchange of commodities must have ruined the northern manufacturers, probably it would not have promoted the foreign commerce of southern ports above that of New York, inasmuch as the relative advantages of each must have been still the same. Under the protective tariff, the high duties paid at New York on two-thirds of the whole importations of the Republic were not less than if paid elsewhere; why then did not the southern ports secure their fair share of this immense traffic? We can only account for it by the well known law that great commercial centres irresistibly attract trade and capital to themselves.

This, we think, disposes of the charge of favoring the merchants of New York at the expense of others. But the protective policy, as directly affecting the agricultural interests of the South, had no doubt been long a cause of dissatisfaction, and may have had some influence in isolating the people from their fellow-citizens. Those who favor this view point to the Nullification Act of South Carolina as very tangible evidence of the dislike of the people of the South to protective tariffs. President Jackson, however, declared this to be but a pretext, alleging as the real cause a design of forming a separate confederacy. If we examine the conduct of southern leaders it will be difficult to admit that Protection had an immediate connection with the present movement, for when the Morrill Tariff was about to be presented to the Senate, where southern members commanded a majority, they retired and abandoned the measure to the protectionists; while Mr. Toombs of Georgia, now a commander in the Confederate army, actually recorded his vote in its favor. Besides, had the measure been of such vital importance to the interests of the South as to have been considered to justify a recourse to arms, is it probable that Mr. Buchanan should have refused to interpose his *veto* in favor of his party? We are moreover distinctly told by Mr. Stephens, the Vice-President of the new confederacy, that the cause of the rupture was slavery.

Let us now look at the events that immediately preceded the election of Mr. Lincoln, and to which the Republicans owe their success, for the Democrats might have given the Republic another President had they remained united. The breach between the two great sections of the country had been growing wider and more apparent every day, while the same causes of dissension were working a rapid change in the ranks of political parties. Such painful incidents in the history of a nation as the John Brown raid in Virginia and the murderous assault on Mr. Sumner in

the Senate, though the mere symptoms of a disease pervading all parts of the body politic, were by no means of a nature to soothe the popular irritation. The immediate cause, however, of the estrangement between the two schools of Democrats may be referred to the discussion of Mr. Douglas' doctrine of "state sovereignty," which took place when a violent attempt was made to secure the admission of Kansas to the Union with the Lecompton Constitution. By "state sovereignty" it was held that a Territory had the right to regulate its own domestic affairs—slavery included of course. We shall presently see that this did not satisfy the ultra Democrats, although they had already acquiesced in the principle when the Kansas-Nebraska Bill was adopted. At the great Democratic Convention held the 23rd April 1860, at Charleston, S. C., to nominate candidates for the Presidency, the northern delegates wished to secure the nomination of Douglas, as commanding more northern votes than any leader of the party; but his views had drawn upon him the undisguised enmity of southern extremists, and it was soon evident that the Convention could not agree. Three reports were received from the committee instructed to draw up a platform." The report of the majority declared upon the question at issue that neither Territorial nor Congressional legislation could legally interfere with the rights by which citizens in the Territories held their "property;" that it was the duty of the Federal Government to protect these rights, and that "state sovereignty" began only when the Territory became a State. The minority report proposed to submit the question to the Supreme Court, while the third report did not recommend any alterations in the previously declared policy of the party. After a stormy debate the report of the minority was adopted,—the delegates from South Carolina, Alabama, Mississippi, Louisiana, Texas, and Florida, withdrawing to form a separate convention. The next day the majority of the delegates from the southern states followed, and the regular Convention soon after adjourned to Baltimore, where the nomination of Mr. Bell for President and Mr. Everett for Vice-President took place—the seceders nominating Mr. Caleb Cushing and Mr. Lane as their candidates.

It was now apparent that thus divided the Democrats would be beaten, and the political proclivities of the Republican candidate were the subject of much speculation at the North. Upon the knotty question of slavery in the Territories, Mr. Lincoln's opinion could not be misunderstood; he had thus clearly expressed it in a speech at Chicago: "I have always hated slavery, I think, as much as any Abolitionist. I have been an Old Line Whig. I have always hated it, and I always believed it in course of extinction. If I were in Congress and a vote should come up on a question whether slavery should be prohibited in a new Territory, in spite of the Dred Scott decision I would vote that it should." Meanwhile the southern ultras being free from the restraint hitherto imposed by an alliance with more moderate men, assumed an attitude of defiance which, to those willing to believe that politicians *could* be influenced by other motives than a desire of acquiring "political capital," plainly indicated the near approach of the "irrepressible conflict." But the people of the North still closed their eyes against the danger, and not until the Stars and Stripes were lowered before the insurgents' cannon at Sumpter did they awake from their dream. The events that followed are too fresh in the memory of every one to need recapitulation here; for who has not watched with a feeling of intense interest that sudden manifestation of patriotism which sent tens of thousands of brave but ill-disciplined volunteers to defend the national capital, the advance to the cry of "On to Richmond" culminating in the defeat at Manassas, the siege and surrender of Lexing-

ton 1 What generous heart can have felt no sympathy for the sad fate of Lyons and Baker, and more recently for poor Zollicoffer fighting in a war he looked upon as waged without sufficient cause and which he had in vain attempted to prevent? But this struggle is hardly commenced, and if nothing intervenes to arrest the strife, who can say how many others must be sacrificed ere the combatants are exhausted?

We shall not attempt to dogmatize upon the issue of this war. But it is certain that an agricultural people who cannot turn the product of their soil to account without a free commercial intercourse will not long maintain a conflict of such magnitude cut off from all their resources. Their opponents in the mean time may have to abandon the war under the pressure of financial difficulties that seem to be multiplying fast. The cost of maintaining 700,000 of the most costly soldiers in the world, beside improvising a navy, cannot be long defrayed by states whose commerce and manufactures have just received so rude a shock. So long as the slaves, by a sort of tacit understanding, enjoy the immunity of neutrals the South can fight at its ease, but every day brings these slaves more prominently into notice, and if the quarrel be not speedily ended by a decisive campaign, by foreign intervention, or a reconciliation, they must inevitably be drawn into the fight; then—but we shudder at the thought—frightful scenes may be enacted ere the scourge of slavery shall be reckoned with the past.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

DEFECTIVE SCHOOL-HOUSES.—A correspondent writing from Melbourne, under date 13th instant, points out a defect in the mode of constructing chimneys, to which he refers the loss by fire of a new schoolhouse, and against which it would be well to guard,—more especially as insurance companies refuse risks on buildings thus exposed. In the present case the base of the chimney abutted upon the gable wall, above the attic floor, so that a stove pipe from the school-room could not be carried up to the chimney otherwise than through this floor, where, it is supposed, the fire originated. The loss of this school-house,—which had been finished only last year, and which had cost several of the ratepayers as much as \$20 each—will be severely felt; but we are glad to see that the District has with laudable zeal determined to erect a new structure, which they expect will be ready early in the summer.

SCIENTIFIC INTELLIGENCE.

—A brief notice of the interesting course of lectures recently delivered by Professor Faraday at the Royal Institution will doubtless be acceptable to many readers of this journal. Though specially addressed to boys and girls, our great philosopher's exposition of the phenomena of a burning candle astonished and delighted "children of larger growth," even those familiar with the results of scientific research. In his first lecture Faraday thus defined the position which he intended to take throughout the course:—"Though our subject be so great, and our intention that of treating it honestly, philosophically, and seriously, yet I mean to pass away from all those here who are seniors. I claim the right of speaking to juveniles as a juvenile myself. I have done it on former occasions, and if you please I shall do it again. And though I know that I stand here with the knowledge of having the words I utter given to the world, yet that shall not deter me from speaking in the same familiar way to those whom I esteem nearest to me on this occasion." We sincerely hope that the Professor will for many years to come deign to play the part of a juvenile, and bring before the rising generation those grand truths of science which he has so materially helped to establish.

In our limited space we can only touch upon the chief phenomena of a burning candle, and describe a few of the ingenious experiments which the great master of chemical manipulation exhibited to his young friends. We shall treat the whole course as though it were one lecture, for the division of the subject into six parts could not render this notice more interesting, though it would necessarily increase its length.

What are candles made of? To enable his audience to answer this question, Faraday exhibited specimens of almost every variety of candle, from the splinter of candlewood taken out of the Irish bog, to the semi-transparent and delicately-tinted pillar of paraffin or stearine which is

now used as a source of light. Some of these specimens attracted particular attention. There was a candle which had been obtained from the *Royal George*, and though it had been subjected to the action of salt water for many years, it still retained its lightgiving properties. There were the miners' candles formerly used in coal pits, some so small that sixty went to the pound. There were modern candles beautifully shaped and coloured, some of these were fluted pillars, others were ornamented with raised flowers, and those which depended upon colour rather than form for beauty were tinted with mauve, Magenta, and all the chemical colours which have been recently introduced. Having explained the manufacture of candles, the lecturer lit one or two specimens, and called attention to the form of the flame, and to the beautiful cup filled with melted tallow beneath the flame. He showed that this cup was formed by a slow uniform ascending current of air upon all sides, which kept the exterior of the candle cool, and explained how the melted tallow got out of the cup up the wick into the place of combustion. As an illustration of the force which causes the tallow to ascend, he placed a column of salt on a plate, and poured into this plate a saturated solution of salt, coloured blue, when the liquid at once commenced to creep up the salt, and eventually reached the top. Another simple illustration of capillary attraction was afforded by a bit of cane, one end of which was dipped in camphine, and when the spirit had passed through the pores of the cane to the upper extremity, it was lighted there, and a sort of candle was formed. In examining the flame of the candle, the lecturer made use of the electric lamp to project its shadow on a screen, and thus exhibit the ascending current of hot air which drew out the flame, supplied it with oxygen, and cooled the sides of the cup of melted fluid. To prove that the flame was hollow, he introduced the extremity of a bent glass tube into the middle of it, and allowed the unconsumed vapour to pass through the tube into a flask. Having satisfactorily demonstrated the combustible nature of this vapour by applying a lighted taper to it, he arranged another tube in the flame, and succeeded in lighting the vapour which issued from the orifice of the tube, at a considerable distance from the flame. "Talk about laying on gas!" he said; "why we can actually lay on a candle!" The products of combustion were then touched upon by the lecturer. He showed that water was produced by the union of the oxygen of the air with the hydrogen of the flame, and carbonic acid gas by the oxidation of the carbon. The beautiful series of experiments with which he illustrated his observation on the composition of water and atmospheric air were so carefully arranged, that one seemed naturally to lead the other, and the youngest philosopher who attended the course could not miss the thread of the delightful story of the candle. The heads of Faraday's discourse—the chapters, so to speak, of this wonderful story—may here be given, as they will enable the reader to form some idea of the greatness of the subject treated:—Candles, the materials of which they are composed and the process of manufacture.—The Flame, its sources, structure, mobility, and brightness.—Air necessary for combustion.—Production of water during combustion.—Nature of water.—Hydrogen gas.—Nature of the atmosphere.—Nitrogen.—Carbonic acid another product from the candle; its peculiar properties.—Carbon or charcoal.—Coal gas.—Respiration and its analogy to the burning of a candle.

The Professor concluded his course with the following kind words addressed to his young friends:—"All I can say to you at the end of these lectures is to express a wish that you may, in your generation, be fit to compare to a candle; that you may, like it, shine as lights to those about; that, in all your actions, you may justify the beauty of the taper by making your deeds honourable and effectual in the discharge of your duty to your fellowmen."—*The Chemist and Druggist*.

STATISTICAL INTELLIGENCE.

SHIPPING BUSINESS AT MONTREAL.—The number and tonnage of vessels entered inwards at the port of Montreal, up to the 21st November in each year, for the last ten years, show the following figures:

	No. of Vessels.	Tonnage.
1852,	191	45,802
1853,	242	58,894
1854,	275	72,305
1855,	197	47,904
1856,	230	69,777
1857,	208	65,330
1858,	191	70,183
1859,	191	85,193
1860,	240	118,216
1861,	498	247,247

The enormous increase in the tonnage in 1861 shows how exceedingly prosperous has been the trade this year, as compared with that of former seasons. The number of ships has actually doubled, and the Montreal merchants must have reaped a rich harvest from their season's business.—*Hunt's Merchant's Magazine*.

—The completed returns show that the population found in the United Kingdom at the recent census, not reckoning army, navy or merchant seamen who were abroad, amounted to 29,031,298, an increase of 61 per cent. in fifty years, notwithstanding that they have been planting nations by a vast emigration. The census found there 14,077,189 males

LIST No. 2.—CLASSICAL COLLEGES.

NAME OF INSTITUTION.	Number of pupils.	Total of the grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Nicolet	234	580	0	0	500	0	0	1950	00	1901	25	1901	25	1863	73
St. Hyacinthe.....	281	900	0	0	500	0	0	1950	00	1901	25	1901	25	1863	73
Ste. Thérèse.....	185	520	0	0	500	0	0	1560	00	1521	00	1521	00	1482	98
Ste. Anne Lapocatière	242	865	0	0	500	0	0	1950	00	1901	25	1901	25	1853	73
L'Assomption.....	180	520	0	0	400	0	0	1560	00	1521	00	1521	00	1482	98
Ste. Marie, (Montreal)	243	600	0	0	400	0	0	1560	00	1521	00	1521	00	1482	98
High School of McGill College	299	282	0	0	282	0	0	1128	00	1128	00	1128	00	1128	00
High School of Quebec, for the education of 30 pupils named by Government.....	135	282	0	0	282	0	0	1128	00	1128	00	1128	00	1128	00
St. Francis, Richmond.....	87	300	0	0	300	0	0	1170	00	1140	75	1140	75	1112	23
Three Rivers.....	101													390	00
Total														13768	36

LIST No. 3.—INDUSTRIAL COLLEGES.

NAME OF INSTITUTION.	Number of pupils.	Total of the grant for 1856.			Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
Johette	346	250	0	0	250	0	0	975	00	950	63	950	63	926	87
Masson.....	272	310	0	0	250	0	0	975	00	950	63	950	63	926	87
Notre-Dame de Lévis.....	145	370	0	0	250	0	0	975	00	950	63	950	63	926	87
St. Michel	142	310	0	0	250	0	0	975	00	950	63	955	63	926	87
Laval.....	100	160	0	0	100	0	0	390	00	380	25	380	25	370	75
Rigaud	110	290	0	0	250	0	0	975	00	950	63	950	63	926	87
Ste. Marie de Monnoir.....	180	140	0	0	100	0	0	390	00	380	25	480	25	468	25
Ste. Marie de Beauce.....	90	180	0	0	100	0	0	390	00	380	25	380	25	370	75
Rimouski.....	82	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Lachute	173	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Verchères.....	171	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Varencennes.....	110	75	0	0	75	0	0	292	50	285	19	285	19	278	06
Sherbrooke	51	75	0	0	75	0	0	292	50	285	19	285	19	278	06
Longueuil.....	325	40	0	0	75	0	0	292	50	285	29	385	29	375	91
Total.....														7888	38

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

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1856.		Annual grant for 1857.		Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.			
		£	s.	d.	£	s.	d.	£	cts.	£	cts.	£	cts.	£	cts.
Aylmer, Protestant.....	30	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Aylmer, Catholic.....	75	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Bonham, St. Clément.....	256	45	0	0	67	10	0	263	25	256	67	256	67	250	28
Bonin, St. Andrew, Argenteuil.....	155	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Baie du Fobvie.....	161	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Baie St. Paul.....	60							195	00	190	13	190	13	185	38
Barnston.....	200	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Berthier.....	49	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Buckingham.....	35	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Belœil.....	98	90	0	0	90	0	0	351	00	342	23	342	23	372	68
Chambly.....	65											200	00	195	00
Cap-Saint.....	24	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Charleston.....	81	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Clarenceville.....	91	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Clarendon.....	58	45	0	0	45	0	0	175	00	171	12	114	08	166	85
Coaticook.....	80	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Cassville.....	26	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Compton.....	108	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Cookshire.....	35	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Cyprien.....	125	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Danville.....	89	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Dudswell.....	32	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Dunham.....	91	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Durham No. 1.....	46	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Eustache.....	105	40	0	0	67	10	0	263	25	256	67	256	67	250	28
Farnham, (St. Romuald de) Cath.....	211	40	0	0	60	0	0	234	00	228	15	228	15	222	46
Farnham, Prot. do.....	36	67	10	0	67	10	0	256	50	256	67	256	67	250	28
Froloighsburg.....	59	40	0	0	60	0	0	234	00	228	15	228	15	222	46
St. Colomban de Sillery.....	141	45	0	0	45	0	0	171	00	171	12	171	12	166	85
Ste. Foye.....	43	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Gentilly.....	93	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Granby.....	98	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Georgeville.....	48	45	0	0	45	0	0	175	50	171	12	171	12	166	85
St. Grégoire.....	90	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Huntingdon.....	103	100	0	0	100	0	0	390	00	380	25	380	25	370	75
St. Johns' Drochester, Cath.....	233	45	0	0	90	0	0	351	00	342	23	342	23	333	68
St. Johns' Drochester, Prot.....	75	90	0	0	90	0	0	351	00	342	23	342	23	333	68
St. Jean Isle d'Orléans.....	36	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Knowlton.....	77	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Kamouraska.....	88	67	10	0	67	10	0	390	00	380	25	380	25	370	75
Laprairie.....	150	45	0	0	60	0	0	234	00	228	15	228	15	222	46
Lotbinière.....	23	40	0	0	40	0	0	156	00	152	10	152	10	148	30
St. Laurent.....	150	135	0	0	135	0	0	526	00	513	34	513	34	500	51
L'Islet.....	70	45	0	0	67	10	0	263	25	256	67	256	67	250	28
Montreal Catholic Commercial Academy.....	215	67	10	0	67	10	0	256	50	256	67	256	67	250	28
Montmagny.....	225	75	0	0	75	0	0	292	50	285	29	285	29	278	04
Ste. Marthe.....	85	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Missisquoi.....	45	45	0	0	45	0	0	175	50	262	52	262	52	255	96
Pointe-aux-Trembles, (Hochelega).....	73	90	0	0	90	0	0	351	00	342	23	342	23	333	68
Phillipsburg.....	27	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Sherbrooke.....	126	100	0	0	100	0	0	390	00	380	25	380	25	370	75
Sorel, Cath.....	247	67	10	0	90	0	0	342	00	342	23	342	23	333	68
Sorel, Prot.....	38	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Stanbridge.....	133	67	10	0	67	10	0	263	25	256	67	256	67	250	28
Shefford.....	78	90	0	0	90	0	0	351	25	342	23	342	23	333	68
Sutton.....	27	67	10	0	67	10	0	263	25	256	67	256	67	128	33
Stanstead.....	175	157	10	0	157	10	0	614	25	698	89	598	89	583	92
St. Timothée.....	120	40	0	0	40	0	0	156	00	152	10	152	10	148	30
Three Rivers, Cath.....	41	40	0	0	90	0	0	351	00	342	23	342	23	333	68
Three Rivers, Prot.....	18	90	0	0				195	00	229	13	229	13	223	40
Vaudreuil.....	85	45	0	0	45	0	0	175	50	171	12	171	12	166	85
Yamachiche.....	132	45	0	0	67	10	0	263	25	256	67	256	67	250	28
Quebec Commercial and Literary Acad.....	60	45	0	0	45	0	0	170	00	171	12	171	12	166	85
St. Andrew, Argenteuil.....	69				25	0	0	100	00	100	00			97	50
Total.....														15354	80

LIST No. 6.—MODEL SCHOOLS.

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1857.			Annual grant for 1858.		Annual grant for 1859.		Annual grant for 1860.		Annual grant for 1861.	
		£	s.	d.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
St. Andrew's School, Quebec.....	64	100	0	0	300	00	380	25	380	25	560	88
British and Canadian School Society, Montreal.....	100	200	0	0	780	00	760	50	760	50	741	49
Colonial Church and School Society, Sherbrooke.....	125	50	0	0	195	00	190	13	190	13	185	38
British and Canadian School Society, Quebec.....	196	200	0	0	780	00	390	00	760	50	811	69
National School, Quebec.....	150	111	2	3	433	33	422	50	422	50	411	94
Point St. Charles, Montreal.....	125								281	26	274	23
Society of Education, Quebec.....	634	280	0	0	1092	00	1064	70	1064	70	1038	09
do do Three-Rivers.....	290	125	0	0	375	00	572	92	572	92	558	05
Free School in conn. with the American Presb. Sch. Soc. Montreal.....	109				390	00	380	25	380	25	370	79
Colonial Church and School Society, Montreal.....	1152	200	0	0	780	00	760	50	760	50	741	75
Lorette, Girls' school.....		37	10	0	146	25	142	60	142	60	139	45
do Boys' do.....		37	10	0	146	25	142	60	142	60	139	00
Stanford.....	45	15	0	0	60	00	60	00	60	00	58	08
St. Francis, Indian school.....	30	50	0	0	195	00	190	13	190	13	185	57
Quebec, Upper Town, Infant School.....		55	11	0	216	45	211	04	211	04	205	38
Quebec, Lower Town, Infant School.....	70	50	0	0	195	00	190	13	190	13	185	77
St. Jacques, Montreal.....	791	250	0	0	975	00	950	63	950	63	926	35
To the Cath. Com. of the City of Quebec for their Model schools.....	351	100	0	0	390	00	380	25	380	25	390	85
Deschambeault.....	97	45	0	0	175	50	171	12	171	12	166	71
St. Constant.....	110	33	15	0	131	62	128	33	128	33	125	81
St. Jacques le Mineur.....	130	33	15	0	131	62	128	33	128	33	125	15
Point Claire.....	40	45	0	0	175	50	171	12	171	12	166	10
Lachine.....	154	20	0	0	80	00	80	00	80	00	78	00
Côte des Neiges.....	62	20	0	0	80	00	80	00	80	00	78	00
St. Antoine de Tilly.....	35	20	0	0	80	00	80	00	80	00	78	00
St. Edouard de Napierville.....	98	20	0	0	80	00	80	00	80	00	78	00
Ste. Philomène.....	66	20	0	0	80	00	80	00	80	00	78	00
St. François du Lac.....	96	20	0	0	80	00	80	00	80	00	78	00
Laprairie.....	92	20	0	0	80	00	80	00	80	00	78	05
Roxton.....	57	20	0	0	80	00	80	00	150	00	146	00
Lacolle.....	66	20	0	0	80	00	80	00	80	00	78	20
Côteau St. Louis.....	54	20	0	0	80	00	80	00	80	00	78	00
Rivière du Loup.....	80	20	0	0	80	00	80	00	80	00	78	00
Ste. Anne de Lapérade.....	121	20	0	0	80	00	80	00	80	00	78	00
St. Romuald de Lévis.....	120	20	0	0	80	00	80	00	80	00	78	00
St. Charles, St. Hyacinthe.....	120	20	0	0	80	00	80	00	80	00	78	00
St. Grégoire.....	65	20	0	0	80	00	80	00	80	00	78	00
St. Henri, Hochelaga.....	90	20	0	0	80	00	80	00	80	00	78	00
Beaumont.....	45	20	0	0	80	00	80	00	80	00	78	00
Magog.....	63	20	0	0	80	00	80	00	80	00	78	00
West Brome.....	49	20	0	0	80	00	80	00	80	00	78	00
St. André, Kamouraska.....	63						80	00	80	00	78	00
Ste. Anne des Plaines.....	85						80	00	80	00	78	00
St. Césaire.....	149						80	00	80	00	78	00
St. Joachim, Two Mountains.....	88						80	00	80	00	78	00
Boucherville.....	107						80	00	80	00	78	00
Lachine, Dissentients.....	72						80	00	80	00	78	00
Malbaie.....	62						80	00	80	00	78	00
St. Hermas.....	106						80	00	80	00	78	00
Ste. Rose.....	55						80	00	80	00	78	00
St. Denis, Kamouraska.....	118						80	00	80	00	78	00
St. Hyacinthe.....	97						80	00	80	00	78	00
Chicoutimi.....	120						80	00	80	00	78	00
St. Sévère.....	73						80	00	80	00	78	00
St. Pierre, Rivière du Sud.....	20						80	00	80	00	78	00
Bury.....	44						80	00	80	00	78	00
St. Philippe.....	72						80	00	80	00	78	00
Châteauguay.....	70						80	00	80	00	78	00
St. Hilaire.....	51						80	00	80	00	78	00
Ste. Scholastique.....	88						80	00	80	00	78	00
St. Joseph de Lévis.....	158						80	00	80	00	78	00
St. Michel Archange.....	117						80	00	80	00	78	00
Sault aux Récollets.....							80	00	80	00	78	00
St. Thomas, Joliette.....							80	00	80	00	78	00
St. Jean Deschailions.....	63						80	00	80	00	78	00
St. Gervais.....	42						80	00	80	00	78	00

LIST No. 6.—MODEL SCHOOLS.—(Continued.)

NAME OF INSTITUTION.	Number of pupils.	Annual grant for 1857	Annual grant for 1858.	Annual grant for 1859.	Annual grant for 1860.	Annual grant for 1861.
St. Nicolas, Lévis	28			\$ cts. 80 00	\$ cts. 80 00	\$ cts. 78 00
St. Placide	52			80 00	80 00	78 00
Albion House, New Carlisle	11			80 00	80 00	78 00
St. Isidore	73			80 00	80 00	78 00
St. Henri de Lauzon	60			80 00	80 00	78 00
Grande Baie	90				80 00	78 00
Sommerset	49				171 12	166 85
Ste. Geneviève de Batiscan	85				80 00	78 00
St. Valentin	115				60 00	58 50
St. Vincent de Paul	46				60 00	58 50
Nicolet	77				60 00	58 50
Coteau du Lac	45				60 00	58 50
Ste. Martine	126				60 00	58 50
Bécancour	124				60 00	58 50
St. Hubert	60				60 00	58 50
St. Jérôme	51				60 00	58 50
Ste. Gertrude	41				60 00	78 00
St. Charles, Bellechasse	55				80 00	78 00
St. George de Cacouna	85				60 00	58 50
Pointe aux Trembles, Pointneuf	57				80 00	78 00
Ste. Cécile, Beauharnais	98				80 00	78 00
Eboulements	60				80 00	78 00
Protestant Model school, Quebec Suburb, Montreal	205				80 00	78 00
St. Pierre-les-Becquets	84				60 00	58 50
St. Laurent, Montmorency	84				80 00	78 00
Rawdon					80 00	78 00
St. Christophe	110				80 00	78 00
St. Gervais, (Convent)	70				80 00	78 00
Notre-Dame-de-la-Victoire, Lévis	180				80 00	78 00
Rigaud, (Convent)	108				80 00	78 00
St. Vincent-de-Paul, Sœurs de Charité	111				80 00	78 00
Ecole de la Visitation, Quebec Suburb, Montreal	800				80 00	78 00
St. Jean-Port-Joli, girls' school	27					78 00
“ “ boys' school	42				60 00	58 50
St. Henri, Dissentients	43				80 00	78 00
Lacolle, Dissentients	73				80 00	78 00
Ste. Anne No. 2, Kamouraska	106				60 00	58 50
Melbourne, girls' academy	71				80 00	78 00
German Protestant School of Montreal	50				60 00	58 50
Cap-Rouge	71					78 00
St. Edouard, Temiscouata	162					78 00
Château-Richer	51					78 00
Lotbinière	106					78 00
Rivière-Œuelle	36					78 00
St. Narcisse	69					78 00
St. Paschal	124					78 00
Ste. Famille, Island of Orleans	50					78 00
Ste. Foye	90					78 00
St. Stanislas	70					78 00
Leeds	51					78 00
St. Henri de Mascouche	77					78 00
Ecureuils	116					58 50
St. Jean Chrysostôme No. 2	130					58 50
Rivière-des-Prairies	30					58 50
St. Louis de Gonzague	133					58 50
St. Léon	81					58 50
St. Aimé	130					78 00
St. Patrick's School (Catholic), Point St. Charles, Montreal	60					78 00
St. Johns', Quebec Suburb	89					78 00
St. Régis, (Indian school)						78 00
Total						16407 41

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, 1861.

COUNTIES.	MUNICIPALITIES.	Reasons for granting supplementary aid, and determining the amount thereof.	Amount of the usual annual grant.		Amount of assessment levied.		Amount of supplementary aid applied for.		Supplementary aid granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Argenteuil	Mills Isles No. 1, 2, 3	New settlement. Poor. Its schools repaired and furnished	69	16	240	00			34	00
"	Gore	" " Population scattered	211	05	441	00			34	00
Arthabaska	Chester East	" " Population considerably increased	81	84	162	00	80	00	34	00
"	Chester West	" " Poor. Building 2 schoolhouses, \$100	47	82	152	00	80	00	34	00
"	St. Norbert	" " Population considerably increased	166	86	192	00	80	00	34	00
"	Stanford	" " Levied a high assessment	197	82	700	00	40	00	34	00
"	Bulstrode	" " Population considerably increased	42	62	120	00	80	00	34	00
"	St. Christophe	" " Built 2 schoolhouses, \$400	126	96	200	00	80	00	34	00
"	St. Léonard	" " Was not in existence when previous census was taken.	29	00	96	00	80	00	34	00
"	Warwick	" " Repaired several schoolhouses	89	26	160	00	100	00	34	00
"	" Diss	" " Built 2 schoolhouses, \$390			60	00	100	00	34	00
"	St. Albert	Settlement quite recent and poor - Has no schoolhouse							34	00
"	Ste. Clotilde	" " " " " "							34	00
"	Ste. Eulalie	" " " " " "							34	00
"	St. Vincent	" " " " " "							34	00
Bonaventure	Maria	" " " " Repaired 2 schoolhouses, \$105	187	71	230	00	60	00	34	00
"	Carleton	" " " " Supports 3 schools	119	11	223	00	80	00	34	00
"	Port Daniel	" " " " " "	115	08	130	00	80	00	34	00
"	Nouvelle	" " " " " "	81	36	160	00	80	00	34	00
"	Ristigouche	" " " " " "	50	00					34	00
Beauce	St. Frédéric	New settlement, very poor	163	96	228	00	80	00	34	00
"	St. Ephrem	" " Supports 3 schools; built 3 houses in two years, \$600	46	71	136	00	60	00	34	00
"	Aylmer	" " " " " "	36	85	227	88	50	00	34	00
"	Forsyth	" " " " " "	54	53	100	00	48	00	34	00
"	Shenley	" " Population small and very poor	27	55	36	00	40	00	34	00
"	Lambton	" " Supports 2 schools	83	51	183	00	40	00	34	00
"	Aubert Gallion	For opening a school in a very poor concession	193	98	280	00	36	00	20	00
Bagot	St. Bonaventure	New and poor settlement	40	43	107	74	80	00	34	00
Broome	Bolton, Diss	" " " " " "	132	00	264	00	80	00	34	00
Chicoutimi	Labarre	New and very poor settlement			40	00	80	00	60	00
"	Bagot	Poor, supporting 3 schools	143	00	180	00	60	00	34	00
"	St. Jean	Poor and new settlement	74	82	75	00	60	00	34	00
"	Harvey	" " " " " "	29	71	176	00	40	00	34	00
"	St. Joseph	" " " " " "	50	94	226	00	72	00	34	00
"	Laterrière	" " Supports 2 schools	75	51	308	00	80	00	34	00
Compton	Newport	" " " " " "	47	63	217	88	50	00	34	00
"	Clifton	" " " " " "	53	15	280	00	50	00	34	00
"	Lingwick	" " " " " "	112	41	492	00	60	00	34	00
"	Hereford	" " " " " " \$70 for repairs to sch. house	50	36	125	00	60	00	34	00
"	Winslow	" " " " " "	100	63	180	00	40	00	34	00
Champlain	St. Narcisse	" " Has 2 schools	111	50	175	00	80	00	30	00
"	Batiscan	" " Supports 4 schools	133	00	268	00	40	00	34	00
"	St. Prosper	" " " " " "	120	00	223	00	80	00	34	00
"	Mont-Carmel	Recently erected municipality. Poor			284	00	80	00	24	00
Charlevoix	Settrington	Settlement quite recent and poor	39	01	9	00	80	00	34	00
"	St. Irénée	Poor. Supports 2 schools	121	01	200	00	60	00	34	00
"	St. Urbain	" " " " " "	101	61	140	00	40	00	34	00
"	Ste. Agnès	" " " " " " Repairs to schoolhouses, \$100	177	86	216	00	60	00	30	00
"	St. Fidèle	" " " " " "	130	10	192	51	60	00	34	00
"	Petite-Rivière	" " " " " "	30	23	90	00	60	00	34	00
Two Mountains	St. Colomban	" " " " " " Built another schoolhouse, \$100	123	70	170	00	120	00	34	00
"	St. Joseph	New parish. Laid themselves under heavy contributions to put schools upon a suitable footing, and are besides liable to other assessments	166	68	235	00			34	00
"	St. Canut	" " " " " "	84	55	398	40	60	00	34	00
Dorchester	St. Edouard	" " " " " "	156	32	195	00	60	00	34	00
"	" Diss	" " " " " " Building a schoolhouse, \$100					60	00	34	00
"	St. Malachie	" " " " " " \$ 80	110	84	125	00	40	00	34	00
Drummond	Wickham	Laying themselves under heavy contributions. Support 5 schools	80	08	560	00	80	00	34	00
"	St. Frédéric	" " " " " "	109	26	650	00	160	00	34	00
"	St. Germain	Poor. Supports 4 schools. Repairs to schoolhouses, \$114	127	56	297	00	45	00	34	00
"	Durham, No. 2	Laying themselves under heavy contributions. Support 3 schools	77	96	257	46	60	00	34	00
"	" No. 1, Diss	Very poor. Making great efforts	24	35	195	00	60	00	25	00
Gaspé	Bay North	Receiving a very limited portion of the grant	40	08	80	00	40	00	30	00
"	Pahos	Poor. Making great efforts	83	24	320	00	60	00	34	00
"	Grande-Rivière	School system continues to work well. Supports 2 good schools	96	06	240	00	80	00	80	00
"	Mont-Louis	New municipality, very poor	22	76	52	23	40	00	34	00
"	Ste. Anne-des-Monts	" " Building a good schoolhouse	78	14	73	74	60	00	34	00
"	Newport	Poor. Building a schoolhouse	48	46	60	00	40	00	34	00
"	Riv. aux-Renards	" Supports 2 schools	50	00	160	00	80	00	34	00
"	St. George, Malbaie	" Built a schoolhouse, \$200	108	70	96	00	80	00	24	00
"	York & Haldimand	" Doing all in their power	53	98	104	00	80	00	24	00

APPORTIONMENT OF SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, 1861. (Continued.)

COUNTIES.	MUNICIPALITIES.	Reasons for granting supplementary aid and determining the amount thereof.	Amount of the usual annual grant.		Amount of assessment levied.		Amount of supplementary aid applied for.		Supplementary aid granted.	
			\$	c.	\$	c.	\$	c.	\$	c.
Huntingdon	Huntingdon, diss.	Population not numerous. Poor.	35	00	175	00				
Hochelaga	Coteau St. Louis	" " "	42	00	163	00	80	00		20
L'Islet	St. Aubert	New and poor municipality. Supports 5 schools	142	06	248	00				34
Joliette	St. Alphonse	Poor. Supports 3 schools. Built a school-house \$180.	156	30	305	75	40	00		30
"	St. Jean de Matha	" Two schoolhouses repaired.	92	35	192	00	60	00		30
"	St. Ambroise, diss.	Population not numerous.	34	40	88	00				20
Kamouraska	St. Hélène	Poor. Built a school-house—supports 5 schools.	148	83	210	00	83	00		34
"	St. Alexandre	Supports 9 schools.	159	56	260	00	100	00		34
Lotbinière	St. Agathe	Poor. The number of its schools is to be increased.	72	86	98	60	40	00		30
"	St. Giles	" Supports 2 schools.	147	58	147	00	40	00		30
"	St. Flavien	" " 3 " Built a school-house \$120.	79	25	218	98	60	00		34
Lévis	St. Lambert	" " 5 " " " "	125	65	140	00	40	00		34
Montmagny	Berthier	Supports 3 schools, and has to pay divers other rates.	169	95	286	15	80	00		30
"	Isle-aux-Grues	" 2 " " " "	84	76	93	00	60	00		30
Megantic	St. Sophie	Poor. Supports 7 schools.	169	05	282	80	60	00		34
"	St. Ferdinand	" " 8 " Making great efforts.	233	40	785	61	80	00		34
"	St. Julie	" " 3 " " " "	119	63	230	00	50	00		34
Montmorency	Laval	Very poor.	55	78	90	00				30
Montcalm	Chertsey	New settlement. Very poor.	57	36	136	00	50	00		34
Maskinongé	St. Didace	" " Poor. Supports 5 schools.	108	06	200	00	80	00		34
"	St. Paulin	" " " 4 " " "	110	06	188	60	80	00		34
Nicolet	St. Gertrude	Supports 4 schools. Building a schoolhouse \$400.	153	63	252	00	80	00		34
"	St. Monique No. 2	Population not numerous. Poor.	56	25	92	00	40	00		30
Ottawa	Eardley	Poor. Population much scattered.	100	91	244	00				34
"	Buckingham	Population much scattered. Supports 7 schools.	152	00	280	00	120	00		34
Portneuf	Calumet	Poor.	109	11	406	00	80	00		34
Rimouski	Metis	Thinly peopled. Poor. Supports 2 schools.	32	45	100	00	80	00		34
"	St. Simon	Supports 5 schools. Built a school house \$160.	127	92	352	00	40	00		34
"	St. Anaclet	New and poor settlement	97	33	119	10	40	00		34
"	Matane	Supports 5 schools on a good footing.	166	20	380	00	80	00		34
"	St. Octave	New settlement. Poor. Supports 3 schools. Built a school-house \$132.	101	25	351	02	50	00		34
"	St. Fabien	Thinly peopled. Poor. Support 4 schools.	137	58	251	30	40	00		34
Richelieu	St. Marcel	New settlement. Population considerably augmented.	152	55	305	00	100	00		30
Rouville	Ange-Gardien	Supports 8 schools, with much zeal.	79	80	450	00	80	00		34
"	Abbottsford	A large proportion of the inhabitants poor.	204	38	345	00	120	00		34
Richmond	Cleveland, diss.	Thinly peopled. Population scattered. Built a school-house \$700.	15	00	40	00	40	00		20
"	Barford	" " Zealous. Built 2 school-houses \$606	80	93	100	00	50	00		34
"	St. George de Wind.	New and poor settlement. Supp. 4 sch. Built 2 school-houses \$230.	82	30	304	00	40	00		34
Saguenay	Escoumains	" " " Repairs to school-house \$64	99	41	100	00	80	00		34
"	Tadoussac	" " " " " "	74	81						34
St. Maurice	Banlieue, Three-Riv.	Poor. Supports 2 schools	112	25	266	00	80	00		30
"	St. Sévere	" " 4 " " " "	138	41	276	00	60	00		34
Stanstead	Hatley, diss.	Not numerous. Poor.	27	00	74	00	40	00		20
Térrebonne	St. Adèle	New and poor settlement	78	55	103	00	20	00		34
"	Abercrombie	" " " " " "	98	96	120	00	20	00		34
Temiscouata	St. Antonin	" " " Supp 3 schools; another schoolhouse to be built.	125	37	236	00	50	00		34
"	St. Modeste	" " " " " "	58	00	120	00	50	00		34
"	N. D. du Portage	" " " Supports 4 schools.	131	21	224	70	80	00		34
Wolfe	St. Camille	" " " 3 schoolhouses to be built.	92	45	100	00	120	00		34
"	Wotton	" " " " \$450.			338	00	100	00		34
"	Weedon	" " " " " "	57	86	320	00	40	00		34
	Total									4000