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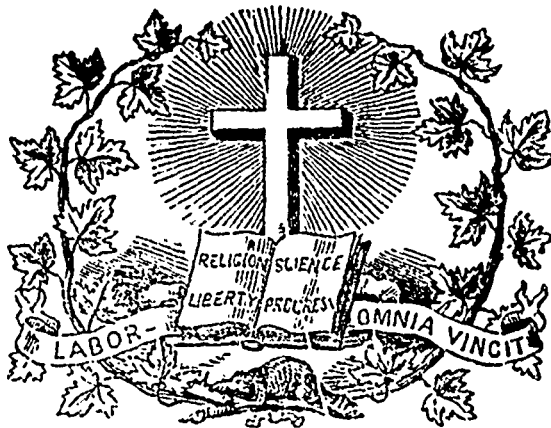
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# JOURNAL OF EDUCATION.

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**SUMMARY.**—**CANADIAN HISTORY:** De Beaujeu, the Victor at Braddock's Defeat.—**LITERATURE.**—Poetry: Old Times and New, by A. C. Spooner.—Alliteration, by D. Butler.—**EDUCATION:** The Duties of Educated Men in British America, (an extract from a lecture by Principal Dawson).—Arithmetic, by John Bruce, Esq.—**INSPECTOR OF SCHOOLS:** (continued)—Reading Good and Bad Books, by H. W. Hill.—**OFFICIAL NOTICES:** Books approved by the Council of Public Instruction.—Erections of School Municipalities.—Appointments: Examiners.—School Commissioners and Trustees.—Diplomas granted by Boards of Examiners.—Donations to the Library of the Department.—Library Notice.—**EDITORIAL:** New Enactment.—Library of the Department of Education.—Twenty-first Conference of the Teachers' Association in connection with Jacques-Cartier Normal School.—Twenty-second Conference of the Teachers' Association in connection with Laval Normal School.—Extracts from Reports of School Inspectors for 1859 and 1860, (concluded).—**EXTRACTS FROM REPORTS OF SCHOOL INSPECTORS FOR 1861 AND 1862.**—**NOTICES OF BOOKS AND PUBLICATIONS:** Le Foyer Canadien.—La Littérature Canadienne de 1830 à 1860.—Perth: Notes sur les Régistres de Québec.—Transactions of the Literary and Historical Society of Québec, new series, part first.—Dawson: The Air Breathers of the Coal Field.—Ramsay: Notes sur la Coutume de Paris.—**MONTHLY SUMMARY:** Educational Intelligence.—Necrological Intelligence.—**OFFICIAL DOCUMENTS:** An Act to facilitate the collection of School Taxes, with extracts from the Municipal Act.

## CANADIAN HISTORY.

### Beaujeu, the Victor at Braddock's Defeat.

The battle of the Monongahela, as the French more properly style the action fought between the English and French near Fort Duquesne on the 9th July, 1755, has always been and probably always will stand in our annals as Braddock's Defeat. The victory to which that general went so confidently, the extent and equipment of his army, the finest ever sent by England to America, the haughty superiority of the regulars over the provincials, all made the terrible and sudden disaster a thing to link for ever with the name of the hapless general rather than a battle; and national pride was flattered by an epithet that perpetually punished the guilty commander, paraded on the scaffold of public opinion as Byng had been on a real one.

The battle-field still goes by the name of Braddock's field, and with Germantown and Gettysburg makes the three great battle-fields of the Keystone State.

It is somewhat remarkable that, though Braddock's expedition has, within a few years, been made the subject of a monograph constituting a stately octavo, so little has been done to investigate the French accounts, or the life and career of the petty French officer who, with a handful of Canadian militia and Indians, routed the finest English army ever sent beyond the Atlantic to astonish the provincials and annihilate the French.

A little volume in Mr. Shea's Cramoisy series contains all the French accounts of the battle, with a brief memoir of the French commander, whose family still exist in Canada, holding prominent positions in the government of a province divided from Pennsylvania by an imaginary line.

The general events are well known. As part of the scheme for

the conquest of Canada Braddock was to advance with a considerable army from Virginia on Fort Duquesne, which dilapidated, almost ungarriioned, seemed a certain prize, and every preparation was made to celebrate with due exuberance of joy the triumph of Britannic power.

M. de Crevecoeur, a Canadian officer, had for some time commanded the fort, but had been relieved by Daniel Hyacinth Mary Lienard de Beaujeu, a Captain in the Marines, all the land troops in the French colonies being of this arm, as Canada and other transatlantic possessions of France depended on the naval department, causing incongruities not without their parallel in our day and country.

As Captain Beaujeu fell in the action, no official report was apparently made, and the accounts which reached Quebec, and which, forwarded to France, formed the basis of the account printed at the Louvre, speak incorrectly of Crevecoeur as commander of Fort Duquesne, but the register kept by the chaplain of the fort, Friar Denis Baron, a Franciscan, who was one of the first to chant the service of Rome in the "Chapel of Our Lady's Assumption on the Beautiful River," and a journal of Mr. Godefroy, an officer in the fort, and an account of the War Department, concur in calling Mr. de Beaujeu commandant of the fort and of the forces there.

Beaujeu belongs to the family of the Naval officer whose disagreement with La Salle contributed to the unhappy result of that explorer's attempt to reach the mouth of the Mississippi, and was born at Montreal, August 9, 1711: his father, also a captain, having been for a time King's Lieutenant at Three Rivers.

His son Daniel had won the cross of a Knight of St. Louis, and for a time commanded at Niagara. When placed temporarily in Fort Duquesne he saw that it could not stand a siege. Extravagance and corruption, such as we know too well, had made the fort a costly affair to the French king, without rendering it a formidable work to an English force.

To await Braddock's approach was therefore madness, but Beaujeu, full of the pride of a French officer, resolved to attack the English General on the way, and if possible ambuscade the line of his march. From the influence which, during a long service on the frontiers, he had acquired over the Indian tribes, he had little doubt of his ability to gather a considerable number around him for the attempt. On the fifth of June they had learned of Braddock's departure from Will's Creek, and as the month advanced small parties brought tidings of his approach. On the eighth of July the two brothers de Normanville came in with tidings that the enemy were only eighteen miles off.

While Braddock thus, almost at the end of his march, meeting no opposition, was doubtless congratulating himself on a bloodless victory and a successful campaign, Beaujeu was forming his last plan for an attack on the invader, resolved to die on the field rather than surrender the fort. He now called the war chiefs to a council. Despite the influence which he had acquired by long years spent in service with them, he found them reluctant. The notes of English preparation, the reports of scouts and runners, the expe-

rience of a party sent out under La Pérade, all had impressed the savage mind. "What, Father," they cried, "would you kill and sacrifice us? The English are over four thousand strong and we only eight hundred, and you talk of attacking them. You see well that you are mad. We must have till to-morrow to decide."

Thus deserted by his dusky allies Beaujeu, doubtless, passed a gloomy night, prepared to die as became a Chevalier of St. Louis and a French officer commanding an advanced post. At an early hour in the morning he, with probably all his command, assembled in the little chapel of the fort, where the grey-robed friar said mass for the warriors, and in the funeral entry in his register he noted the fact that Beaujeu then approached the tribunal of penance and received the Holy Eucharist, preparing for the death which seemed so certain to be his portion before the close of the day. After lingering a short time before the altar Beaujeu formed his command, and the small squad of one hundred and forty-six Canadians and seventy-two regulars fled from the fort, Beaujeu at their head arrayed in his hunting-shirt, the silver gorget suspended from his neck alone showing his rank. As he passed the Indian camp he asked the result of their council. "We cannot march," was the reply. "I am determined to meet the enemy," retorted Beaujeu; "will you let your father go alone?" His cool, almost contemptuous manner, seems to have decided the matter. The Indians encamped under the Bourbon lilies by the waters of the Alleghany, were Hurons, Iroquois, Shawnees. Pontiac, Anastase, Cornplanter, were among them; men insensible to fear, warriors who had achieved renown in many a foray. To sit by and see two hundred Frenchmen go to meet the English host of twice as many thousands would be a perpetual disgrace. They silently took up their arms and followed the French line.

Beaujeu had selected as the point at which to assail the English line a ravine beyond the Monongahela where the army would certainly cross. The delay had however been so great that the van had crossed the stream before he could reach the spot. As he came to the crest of a hill over which the trail passed, he came full in view of the English line coming proudly on, the summer sun glittering from the bayonets and muskets of the men, and the brilliant scarlet uniforms contrasting with the green foliage of the woods. They, too, marked with astonishment the sudden apparition of the French. Beaujeu was in the front, bounding on, brandishing his carbine and cheering his men to a mad attack on the very front of the well appointed army before him, with artillery enough to sweep his whole command from the earth.

As the rattling fire of the French and Indians told on the ranks of Braddock's men, they formed and opened with their cannon, pouring grape into the French party, which soon, in backwoods fashion, took to the trees, and stealing towards the English flank kept up a steady and deadly fire. At the third discharge of cannon Beaujeu fell dead, and Captain Dumas, his second in command, succeeded, and inspired equal energy.

As we all know, the great error of Braddock was that he kept his men in solid column, and supposing that the French, who were attacking him along his whole van, were as numerous as his own men, kept pushing columns forward to drive back an imaginary corps in front, at every step exposing his flank to a small but concealed body of sharpshooters, who cut them down without mercy. The Indians, who were at first startled by the cannon, at last, tired of musketry, seized their tomahawks and rushed out on the English, who, already deprived of many of their officers, and demoralized by the unwonted system of war, gave way in utter rout.

Washington had in vain endeavored to induce Braddock to adopt the backwoods style of fighting, and to him was due the safety of the remnant of the army, his Virginia troops alone remaining cool and meeting the enemy as they had done in former struggles.

The rout was a massacre. The Indians cut down all, many perishing in the river, over a thousand dead were strewn over the bloody field amid cannon, caissons, mortars, small-arms, tents, wagons, cattle. The plunder tempted the Indians from the pursuit or the English could scarcely have borne from the field their dying General.

The French lost three officers killed in the action, Capt. Beaujeu, Lient. de Carqueville, and Ensign de la Perade, and had several wounded. Their whole killed amounted to thirty, three quarters of whom were Indians, the savages avenging their death by burning the few prisoners that fell into their hands.

The victors took up the body of their fallen commander and bore it back to the Fort which he commanded, and by his daring had so effectually preserved. It apparently lay in state, for it was not interred till the twelfth. The following is the entry of Father Baron in his Register:

"Burial of Mr. de Beaujeux, Commandant of Fort Duquesne.

"In the year one thousand seven hundred and fifty-five, the ninth of July, was killed in the battle fought with the English, the same day as above, Mr. Lionard Daniel, esquire, Sieur de Beaujeux, Captain in the Infantry, Commandant of Fort Duquesne and of the army, who had been to confession and made his devotions the same day, his body was interred on the 12th of the same month in the cemetery of Fort Duquesne, under the title of the Assumption of the Blessed Virgin by the Beautiful River, and that with the ordinary ceremonies by us the undersigned Recollet priest, King's Chaplain in said fort, in testimony whereof we have signed,

"FRIAR DENYS BARON, P.R.,  
Chaplain."

Some have attempted to make Beaujeu merely wounded in battle, but the word is *tue*, killed, in this entry, and in every account of the fight, and the word would never be used to mean wounded. The burial notices of those who died of wounds are given with precision, and all note the administration of the sacrament of extreme unction which would not have been omitted in the case of Beaujeu, had he survived the battle.

The entries bearing on the battle are, 1st, Pierre Simar, scalped near the fort on the 5th of July, of whom F. Baron notes that he had satisfied his Easter duty (i. e. been to confession and received communion). 2. Limoges, killed in the battle and buried on the field. 3. John B. Tallion, wounded in the battle on the 9th, and buried at the fort on the 10th, after confessing and receiving extreme unction. 4. Mr. Dericherville, esquire, Sieur de Carqueville killed on the 9th after having been to confession the same day, buried on the 10th in the fort. 5. John B. de la Perade, esquire, Sieur de Parieux, wounded on the 9th, died on the 10th after receiving the sacraments of penance and extreme unction, buried in the fort. 6. Beaujeu. 7. J. B. Dupuis, wounded the 9th, died the 29th, after receiving sacraments of penance, the holy eucharist, and extreme unction. 8. Joseph Hertel, Sieur de St. Therèse (wounded on the 9th), died July 30 after receiving the sacraments of penance, the eucharist, and extreme unction.

There can, therefore, be no doubt on the point. Before starting from the fort, Carqueville went to confession; Beaujeu not only did this but received communion, and both were killed in the 9th, Carqueville being interred on the 10th and Beaujeu on the 12th.

Captain Beaujeu, who thus died achieving one of the greatest victories in French annals, left, it is said, by his wife Michelle Elizabeth de Foucault a son who went to France at the conquest of Canada, and a daughter who married Charles de Noyan, Governor of Guiana; but further nothing has yet reached me concerning them.

Collateral branches remained in Canada and have since been distinguished.—*N. Y. Hist. Magazine.*

## LITERATURE.

### POETRY.

#### OLD TIMES AND NEW.

BY ALLEN C. SPOONER.

'Twas in my easy chair at home,  
About a week ago,  
I sat and puffed my light cigar,  
As usual, you must know.

I mused upon the Pilgrim flock,  
Whose luck it was to land  
Upon almost the only rock  
Among the Plymouth sand.

In my mind's eye I saw them leave  
Their weather-beaten bark—  
Before them spread the wintry wilds,  
Behind, rolled ocean dark.

Alone the little handful stood,  
While savage foes lurked nigh,  
Their creed and watchword, 'trust in God,  
And keep your powder dry.'

Imagination's pencil then  
That first stern winter painted,  
When more than half their number died,  
And stouter spirits fainted.

A tear unbidden filled one eye,  
My smoke had filled the other;  
One sees strange sights at such a time,  
Which quite the senses bother.

I know I was alone—but lo!  
(Let him who dares deride me)  
I looked, and drawing up a chair,  
Down sat a man beside me.

His dress was ancient, and his air  
Was somewhat strange and foreign—  
He civilly returned my stare,  
And said, 'I'm Richard Warren!'

'You'll find my name among the list  
Of hero, sage and martyr,  
Who in the Mayflower's cabin signed  
The first New England charter.

'I could some curious facts impart—  
Perhaps some wise suggestions—  
But then, I'm bent on seeing sights,  
And running o'er with questions.'

'Ask on,' said I, 'I'll do my best  
To give you information,  
Whether of private men you ask,  
Or our renowned nation.'

Says he, 'First tell me what is that  
In your compartment narrow,  
Which seems to dry my eye-balls up,  
And scorch my very marrow.'

His finger pointed to the grate—  
Said I, 'That's Lehigh coal,  
Dug from the earth,—he shook his head—  
'It is, upon my soul!'

I then took up a bit of stick,  
One end was black as night,  
And rubbed quick across the hearth,  
When lo, a sudden light!

My guest drew back, uprolled his eyes,  
And strove his breath to catch—  
'What necromancy's that?' he cried—  
Quoth I, 'a friction match.'

Upon a pipe just overhead,  
I turned a little screw,  
When forth with instantaneous flash,  
Three streams of lightning flew.

Uprose my guest: now heaven save me,  
Aloud he shouted, then  
'Is that hell fire?' 'Tis gas,' said I,  
We call it hydrogen.'

Then forth into the fields we strolled,  
A train came thundering by,  
Drawn by the snorting iron steed,  
Swifter than eagles fly.

Rumbled the wheels, the whistle shrieked,  
Far streamed the smoky cloud,  
Echo'd the hills, the valleys shook,  
The flying forests bowed.

Down on his knees, with hands upraised  
In worship, Warren fell—  
'Great is the Lord our God,' cried he—  
He doeth all things well.'

'I've seen his chariots of fire,  
The horsemen, too, thereof;  
O may I ne'er provoke his ire,  
Nor at his threatenings scoff.'

'Rise up, my friend, rise up,' said I,  
'Your terrors are all vain—  
That was no chariot of the sky,  
'Twas the New York mail train.'

We stood within a chamber small—  
Men came the news to know,  
From Worcester, Springfield and New York,  
Texas and Mexico.

It came—it went—silent but sure—  
He started, smiled, burst out laughing,  
'What witchcraft's that?' 'It's what we call  
Magnetic telegraphing.'

Once more we stepped into the street:  
Said Warren, 'what is that  
Which moves along across the way  
As softly as a cat?

'I mean that thing upon two legs,  
With feathers on its head—  
A monstrous hump below its waist,  
Large as a feather bed.

It has the gift of speech, I hear,  
But sure it can't be human!  
'My amiable friend, said I,  
That's what we call a woman.'

'Eternal powers! it cannot be,'  
Sighed he, with voice that faltered;  
I loved the women in my day,  
But oh! they're strangely altered.'

I showed him then a new machine  
For turning eggs to chickens,  
A labor-saving henery,  
That beats the very dickens.

Thereat, he strongly grasped my hand,  
And said, 'Tis plain to see,  
This world is so transmogrified,  
'Twill never do for me.

Your telegraphs, your railroad trains,  
Your gas lights, friction matches,  
Your hump-backed women, rocks for coal,  
Your thing which chickens hatches,

Have turned the world so upside down,  
No peace is left within it!—  
Then whirling round upon his heel,  
He vanished, in a minute.

Forthwith, my most veracious pen  
Wrote down what I had heard,  
And here, dressed up in doggerel rhyme,  
You have it word for word.

*Vermont School Journal.*

### Alliteration.

No great writer downward from Homer has scorned to avail himself of—

"Apt alliteration's artful aid."

Familiar specimens are Milton's:

"Will keep from wilderness with ease,  
"As wide as we need walk."  
"Defaced, deflowered and now to death devote.  
"Well knows to still the wild winds when they roar,  
"And hush the waving woods."

In his quaint contemporary, Quarles, we find the following:

"We travel sea and soil; we pry and prowl;  
We progress and we prog from pole to pole."

So whoever has drawn many buckets from the well of English undefiled will remember in Jeremy Taylor, "She shall strike sore strokes," and Shakespeare's, "So sweet a bar should sunder such soft friends"—as well as the following line, which can not be surpassed, since not only all the words but all the syllables alliterate,

"Lo lovely lilacs line Lee's lonely lane."

Every reader of Brown's Mental Philosophy must remember the extracts from the Latin poem of several hundred hexameters, every word in which, from first to last, begins with P. Thus it is entitled: *Pugna porcorum per publicum Porcium, Poetam*. During an

extensive tour in Europe, I amused myself in many a great library by asking for this poem on pigs and P's; but never found it except in the Ambrosian Library in Milan.

Nowhere perhaps have authors been more partial to same-sounding initials than in the titles of their works. Witness, Rob Roy, Red Rover, Lovo's Labor Lost, Peregrine Pickle, Leverett's Latin Lexicon, Walker's World of Words, &c.

I am led to these reminiscences by a paragraph in a recent journal headed—"Rich, Racy, Rare," but which seems to be neither. Most of the words in it begin with the letter R, but with no more reason than Reading, Writing and Arithmetic did in the spelling of the pedagogue, who was positive he should obtain a first class certificate from Superintendent Hooker, because he was perfect in the three R's—namely, Reading, Riting and Rithmetic.

I add what strikes me as the finest specimen of alliteration extant in any tongue, and shall be overpaid for my pains if you, omniscient editors—or any of your readers who know still more—will inform me, and a myriad other ignoramuses, who penned a morceau so unrivalled in its way. It first met my eye many years ago in a Boston journal, and has remained in my memory ever since.

Long, oft, and vainly have I asked, and investigated, who wrote it. Who will unveil to me this second Junius?

J. D. BUTLER.

#### THE SIEGE OF BELGRADE.

An Austrian army awfully arrayed,  
Boldly by battery besieged Belgrade;  
Cossack commanders cannonading come,  
Dealing destruction's devastating doom.  
Every endeavor engineers essay,  
For fame, for fortune fighting,—furious fray!  
Generals 'gainst generals grapple; Gracious God!  
How honors heaven heroic hardihood!  
Infuriate, indiscriminate in ill,  
Kinsmen kill kinsmen, kinsmen kindred kill.  
Labor low levels loftiest longest lines,  
Men march mid mounds, mid moles, mid murd'rous mines,  
Now noisy noxious numbers notice nought  
Of outward obstacles opposing ought;  
Poor patriots; partly purchased, partly pressed,  
Quite quaking, quickly quarter, quartier quest.  
Reason returns, religious right redounds,  
Swarrow stops such sanguinary sounds.  
Truce to thee, Turkey; triumph to thy train  
Unjust, unwise, unmerciful Ukraine!  
Vanish vain victory, vanish victory vain.  
Why wish we warfare? wherefore welcome were  
Xerxes, Ximenes, Xanthus, Xavier?  
Yield ye youth ye yeomen yield your yell.  
Zeno's Zoroaster's, Zoroaster's zeal,  
And all-attracting arms against appeal.

Connecticut Common School Journal.

## EDUCATION.

### The duties of Educated Young Men in British America.

An extract from the Annual University Lecture for 1863, by J. W. Dawson, LL.D. F.G.S., Principal of McGill University.

Ist, then, I would say that our country expects of you that you should prepare yourselves, thoroughly for, and pursue earnestly and perseveringly, some useful walk in life; having due regard in this to your own powers and tastes, and to your highest usefulness to society, your relatives and friends, and to the cause of truth and righteousness in the world. British America has no room in it for idlers. There is more than enough of work for all, and if we do not find it, it is because we perversely put ourselves in the wrong place. There is, perhaps, at the present time too great a tendency to seek one or two professions as the sole avenues to success in life, not remembering, that in any useful calling there may be ample scope for the energies of even the ablest and best educated men. There is also an unsettled and restless disposition which induces young men to strive to enter into the active work of life, before their education is completed, or their faculties matured, and which in like manner causes them readily, and with slight inducement to forsake one calling for another. These things are in the atmosphere of new countries. They are incidental to unformed and changing states of society; but they tend often to permanent weakness and inefficiency.

Young men are, no doubt, precocious in America, and can judge for themselves at an earlier period of life than in the old world. There is also less of that pressure of labour to the level of the demand for it, which, in older countries, makes it so difficult to obtain eligible openings for young men. Hence, perhaps, there are fewer misplaced men here, but still their number is too great, and much of this is to be attributed to the desire to enter the business of life at too early a period, and with too little preparation.

One of the first duties of the educated young man is thus to find, if possible, his true place in our social system, the gap in the great army of progress which he can best fill, and in which he may best do battle for his country and himself. He will most certainly do this well if he consults his powers rather than his propensities, his duty rather than his selfish interests, and if he regards the leadings of Providence, and takes counsel of those who have greater experience than he.

2nd. It is the duty of educated men to cultivate the highest standard of professional excellence. It is disgraceful to the educated man to sink below others in this respect, to be content merely with the name of exercising some useful calling, and to be incompetent to the proper discharge of its duties. Such cases as this are rare; but there are other failures in this matter scarcely less culpable.

There are some men who are content with the mere routine performance of the duties of their profession, who aspire to nothing beyond mediocrity, and are in consequence, tempted to court success by mean arts and personal influence, rather than by an honest effort to attain to eminence. There is also a tendency to seek for the easiest and shortest courses of professional training, to think the end is secured if an examination is passed and a title gained; and this kind of entrance into professional life is generally followed by the dilatory and inefficient prosecution of it to which I have just referred.

Again, we are too often content, even if we aspire above mediocrity, to limit our hopes to the level of those who have immediately preceded us. There may be circumstances in which this is allowable, but they rarely occur in our time and in this country. Our predecessors have generally had fewer advantages than we, or, if not, these have, to a certain extent, been neutralized by the difficulties of an early struggle in a new country and in untried circumstances. If we are simply to copy them, we shall surely fall below them; and the progress of the arts and sciences among us will be arrested or will give place to premature decay. A mere imitator can never attain to excellence. He who, in a country like this, sets before himself only the standard of a previous generation, will be a dwarf in the generation to come.

It is this consideration which best shows us the folly of those who, in this country, make war on our professional schools, and would narrow down professional training to the mere serving of an apprenticeship. Were our legal and medical practitioners, or our land-surveyors, for instance, to be trained merely in this way, they would, as a matter of course, fall below the level of their masters; or, if they attained thereto, it would only be by superior ability or desperate efforts. The general standard of the profession would be lowered from time to time. Mere examinations, however severe in name, always descend to the professional level of the period; and there would, consequently in the higher professions, be a gradual decadence, until we might with truth look back, with regret on bygone days, and mourn the intellectual giants who had given birth to a race of pigmies. The true interests of a profession require that some of its best men should be selected, and furnished with every means for keeping up and extending their professional knowledge and skill, and for communicating these to others; and that in this way the standard of professional attainment should be raised progressively as the country and the world advance in civilization. It may be a cause of mortification to some jealous and selfish persons that young men better educated than they should enter into professional life; but the truly patriotic will resist all efforts to repress professional education as being steps backward toward mediæval barbarism. Nor would I limit myself here to schools for the so-called learned professions. We have not enough in British America of art and practical science schools, which could bear directly on the fine and useful arts, and on the growth of our manufactures. In this University we have endeavored, even at the risk of overstepping at once our means and our true function as a collegiate institution, in every way in our power to stimulate public opinion in this direction, and to do some of the work ourselves. In practical chemistry, in geology and mining, in engineering, in the art of teaching, in agriculture, we have striven to connect scientific teaching with the arts of life. We have met with some success, though we have found that in some respects this country

is still below the point at which the want of good training is felt. But this infant state of our society is passing away, and the time may come sooner than we expect when British America may have not merely schools of Law and Medicine, and Engineering and Normal schools, but Military, Mining, Agricultural and Technological schools, and schools of fine art and ornamental design.

The point from which I have been led into this digression is the statement that the educated man should not be content with professional mediocrity, but should rise as high toward eminence in his profession as possible. I shall close this part of my subject with impressing on you as a farther reason of such ambition, the duty of leaving your country better than you found it, of leaving in your walk in life some imprint of a permanent character, which may mark that you have been. In a country like British America, whether a man can dig out a stone or a stump, or can introduce a new art or profession or build great improvements on an old one, he is bound to do his part in the work of progress, and this applies with peculiar force to the man of education.

3rd. It is the duty of every educated man to extend his culture in fields that lie beyond merely professional pursuits. To these last, an enlightened self-interest would be thought sufficient to ensure attention; but since this, sometimes, fails of its effect, we need not wonder that many men, supposed to have been educated in their younger days, contradict this belief by a mental torpor in their maturer years.

The uneducated man, who remains untaught, is simply more or less a barbarian. The educated man who stops short where the school or college life ends, and thenceforth devotes himself exclusively to the narrow field of professional life, is either a mere specialist or a pedant. There are countries in the world where the semi-barbarian may be equal to the duties required of him by society. There are, perhaps, countries or conditions of life, where the pure specialist or the pedant may occupy a useful place; but, if so, British America is not one of those countries. Here, the perpetual flow and ebb of social life, the frequent changes of position, the varied kinds of work exacted of nearly every man, demand a variety of information, and a versatility of powers, greater even than that which would be necessary in the more advanced communities of the old world. Our condition is more like that un-specialized state of things which existed in the nations of antiquity, when a man might be called from the plough or the sheep-fold, to command armies and to lead nations; or might fill, at the same time, the most diverse and apparently incongruous offices in the state. It may be that this is but a rudimentary and imperfect social state, but it is one inseparable from the active and vigorous growth of new nations. While, then, amongst us, it is the duty of every man to aim at excellence in his special calling, it is also his duty to cultivate his mental powers more extensively than this, and to aspire to that versatility which may make him useful in any one of the diverse positions to which he may be called. One way of doing this is, by adding to merely professional studies, the pursuit of some branch of literature, science or art, congenial to our tastes. In this country a few departments of literature and science, as public journalism, mining, surveys, or teaching the elements of the sciences and arts, may afford a subsistence to professional persons; but, for the most part, our historians and poets, our investigators in science, and our artists, must be amateurs; and it is scarcely too much to affirm, that the extra professional labors of such men are as valuable to the real progress of our higher intellectual life, as any professional efforts can be.

I would say, then, to every educated man,—in addition to that general cultivation of literature which is necessary to ordinary mental activity and to mixing with society, select some limited branch of study, or of useful exertion.—Nature is before you with a thousand untrodden paths of original investigation, inviting your feet. Practical science in its application to the arts of life wants many more cultivators. The fine arts hold forth inducements to the cultivation of taste and skill. A literature for British America, and on British American subjects, is going up and asking for aid. Above all, there are countless openings for usefulness in improving the mental, moral and religious condition of the people, and requiring thought and enquiry to qualify us for prosecuting them. Can you not throw into one of these some surplus of time and energy, and thus do something for your country. Let me add that the busiest and most successful men are often those who do the most in this way.

4. These considerations naturally lead to the next aspect in which I desire to present this subject, namely, that it is the duty of the educated man to labour for the improvement of the less educated masses around him. It is one of the narrow objections urged against the higher education, that it benefits a few at the

expense of the many. That this is not true, can easily be shown by considering that the support of institutes of higher learning falls in great part on those who are directly benefited by them, and that the indirect benefits in providing professional men, and in training minds to manage well the higher interests of society are vastly greater than the cost of such institutions. Indeed it may be justly said, that the public aid given to the higher institutions of learning in British America, is altogether disproportionate to the benefits which they indirectly confer on the people. But I wish here to regard the subject from a different point of view, and to show to the educated man, that a weighty obligation rests on him not to isolate himself in selfish indifference from the interests of his fellow-men, but to lend them all the aid that he can in the struggle, which man is constantly making against the evils that beset him in this world.

The educated man should be a public-spirited man; and in everything tending to popular enlightenment and training, in which his higher mental culture enables him to be more efficient than others, he should be found at his post as a leading member of the social system.

There are some things in particular in which this is especially the case.

It is his part to lead in all those applications of science to the useful arts which so much distinguish our time. The uneducated cannot avail themselves of these without assistance. They will often go on from generation to generation, pursuing defective methods in a purely empirical manner, and falling farther and farther behind the progress of the age. The educated man can often lift them out of this pit, by showing the uses of new methods, and by introducing improvements to their notice. True, he may be reviled as an intermeddler, and ridiculed as a theorist and a visionary; but, in the end, his views, if well founded, and kindly and perseveringly urged, will prevail. I have, for instance, been in the habit of impressing on the attention of my students in Botany the duty which rests on them, as knowing something of the physiology of plants, and the relations of plants to the soil, to promote those improvements in agriculture which may avert the impoverishment of our arable lands, and lead to the greater certainty and more abundant return of our cultivated crops, and to the elevation of agriculture to its true place as a scientific art. This is one of the ways in which the educated man can be useful in this respect.

Further, the educated man should do all in his power to promote and improve the education of the young. I have no desire to underrate the condition of our elementary education, or the efforts of those who have labored, and are laboring, for its improvement; but, on the other hand, it is folly to shut our eyes to its imperfections.

It is scarcely too much to say, that, owing to incapacity of teachers, defects and deficiencies in the material of education, and shortness of the time devoted to it, not half of our young people receive an elementary training adequate to their station in life: not one fourth receive such training as to give any good literary tastes, or that mental expansion necessary to enable them to exercise a sound original judgment in the most important affairs of life. Even in our best and highest schools, lamentable defects exist, which can be corrected only by bringing to bear on them the force of an enlightened public opinion. I believe that, if the educated men and women of this country were to study this subject, and cause their influence to be felt on it, our schools would be revolutionized, and a more healthy mental and moral tone communicated to the best of them; while the mere semblance of education, in the case of a large proportion of children, would no longer be tolerated. The educated men, who are to constitute the apex of the social pyramid, owe it to themselves and to their fellow-men more narrowly to inspect the rubbish and stubble which are daily being built into its foundation.

5. The educated man should especially aid and promote the higher liberal education, as distinguished from that which is purely professional, and that which is merely elementary.

It is this which, in a new country, is least appreciated, and which consequently most calls for the aid of those who can understand its value. More especially is this the case with regard to that of the higher education represented by the Faculties of Arts in our Universities, and which represents the highest mental culture accessible to our young men. This, the truly educated man should steadily promote and zealously guard, as the germ of the future intellectual life of our country,—not for the few only, but for the many.

I surely need scarcely add that every educated man should not only remember with gratitude, but substantially aid, the institution at which he has himself been trained; and I would desire

here to say to our own graduates that I think the time fully come when they should, as a body, do something for its advantage. Hitherto, men who have not received its educational benefits, have been toiling and making sacrifices for its maintenance, and amidst many difficulties have been developing its powers. If its graduates would now endow one of its chairs, or establish a bursary fund to aid poor students, or give it the means to increase its library up to the requirements of the university and the city, they would not only do a graceful and useful thing, but would earn a better title to have a voice in the management of its affairs. If our graduates have not already done such things, it is not because they are too poor, or too unimportant, but because they have not thought of them. Their educational mother expects, in her present struggles with narrow circumstances, such fruits of her past labors.

**ARITHMETIC.**

(Continued from our last.)

On these varied exercises the children should be drilled till great readiness is attained, and they are able to give reasons for the different steps of processes. Both the blackboard and the slate should be used to work and explain examples. Proofs should often be required—especially of the *duller part* of those under training.

When the process is not worked readily and with evident knowledge of every step, the slate or blackboard may be used for illustrating with or without the signs, thus :

$$13 + 5 = 18 - 2 = 16 \times 2 = 32 \div 2 = 16 \text{ ans. ; or,}$$

$$\begin{array}{r} 13 \\ 5 \\ \hline 18 \\ 2 \\ \hline 16 \\ 2 \\ \hline 2)32 \\ \hline 16 \text{ ans.} \end{array}$$

} added.  
} subtracted.  
} multiplied.  
} divided.

Or it may be done orally, leading the child step by step, thus : Teacher. How many are 13 and 5? Child. 18.—Teacher. Take 2 from 18, how many are left? Child. 16.—Teacher. Double 16, how many? Child. 32.—Teacher. What is the half of 32? Child. The half of 30 is 15, and the half of 2 is 1; 15 and 1 is 16.

Not unfrequently it may be found necessary to simplify a process still more; and make the scholars repeatedly do it also, in this manner:

$$\begin{array}{l} 3 + 5 = 8. \quad 6 + 3 - 2 + 7 = 14 \text{ ans.} \\ ||| + |||| = |||||. \quad ||||| + || - || + ||||| = 14 \text{ ans.} \\ 12 \div 4 = 3. \quad 9 + 2 = 18 \text{ ans.} \\ |||,|||,||| \div 4 = 3. \quad ||||| } + = 18 \text{ ans.} \end{array}$$

Or thus: make the pupil or class, count, by upright lines, twelve,—|||,|||,|||,|||, then group them into fours,—|||,|||,||| = 3, and in multiplying nine by two, repeat nine lines twice,—|||,|||,|||,|||,|||,||| = 18, or nine lines counted twice.

None needs so much as the educator to be experimenting, to be ever on the watch, narrowly tracing the effects and result of his own training, as manifested in the answers and works of his scholars; and never should he neglect committing to writing for use, thoughts, facts, observations, results, his daily experience, &c. These should be to him, something like the *ant-hill*, which is built up by persevering processes of accretion—particle after particle—each in its proper and most suitable place. In thus adding to his stock of knowledge and practical experience,—thought by thought—fact by fact—result after result—effect after effect, &c., he is fitting himself more and more for discharging his duties, and with greater certainty of success. But as he stores up, he must study how best to turn his stock of experience to account;—how most suitably and efficiently to draw upon it—bringing therefrom things new and old with practical freshness.

Let us now turn our attention to another part of these initiatory

exercises, and which must not here be passed, viz.: *fractional parts of numbers.*

**THE HALVES OF DIFFERENT NUMBERS.**

*One Half of Different Numbers.*

Let us make figures and dots represent each other: the figures the synthesis, and the dots its analysis.

$$1 = . ; 2 = .. ; 3 = ... ; 4 = .... ; 5 = ..... ; 6 = ..... ; 7 = ..... ; 8 = ..... ; 9 = ..... , \&c.$$

Two dots (..) = 2; therefore one dot (.) is the half of the two dots, or of two. Six dots (...|...) = 6, and three dots (...) make its half; for two threes (...|...) are six.

The figure 8 takes in eight ones = ...|... dots; four ones or four dots (....) are the half of eight ones, or eight dots, for two fours make eight.

Ten (10) is a sum of ten ones = ....|.... dots: five ones = ..... are half the ten; for two fives make ten.

One half is expressed in figures, thus,  $\frac{1}{2}$ . The 2 shows, or stands in place of the number, made into two parts; and the 1 tells that of two parts one is taken.—Continue this exercise till halves are well understood; and they can rapidly give answers and reasons.

*The Thirds of Different Numbers.*

The figure 9 stands for nine ones = ...|...|... dots. Divide the nine ones, or nine dots into *threes*, thus, three ones = ... , and three ones = ... , and three ones = ... = 9 ones; and one of the three, it matters not which, is a *third* of the nine ones, or *three* = ... , of nine, is one three of three threes.

Twelve (12) take in twelve ones. Throw these into threes, and we have three ones, four times over, ...|...|...|... . Divide them into fours, and we have four repeated three times over, or by dots, ...|...|...|... ; One of the four, is a *third* of the twelve ones, or dots, or one four of three fours, or of twelve ones.

Fifteen (15) is equal to one, said fifteen times. Make fifteen dots, into three divisions, thus, ...|...|...|... ; one of the five is a *third* of the fifteen; for three fives are 15.

Eighteen (18) = .....|.....|..... divided into three equal parts, of six ones each, each six is a *third* of the eighteen. And so on.

One third is expressed in figures, thus,  $\frac{1}{3}$ . The 3 tells the equal divisions of the number; and the 1, how many of these divisions the third takes in.

*The Fourths of Different Numbers.*

One fourth of four = .|.|.|. is one = .  
One fourth of eight = ..|.|.|. is two = ..  
One fourth of twelve = ...|.|.|. is three = ...—And so on.

Show now by examples how fractional parts of numbers may be increased till the *whole* of any number is included as parts, thus :

*Two = ..*

One of two, is a *half* =  $\frac{1}{2}$ ; and two are two halves =  $\frac{2}{2}$ , or the whole of two.

*Three = ...*

One of three is one *third* =  $\frac{1}{3}$ ; two, two thirds =  $\frac{2}{3}$ , and three, three thirds =  $\frac{3}{3}$ , or the whole of three.

*Four = ....*

One of the four is one *fourth* =  $\frac{1}{4}$ ; two, two fourths =  $\frac{2}{4}$ ; three, three fourths =  $\frac{3}{4}$ ; and four ones, taken in, are four fourths =  $\frac{4}{4}$ , that is the whole number.

Illustrate how parts of numbers may be increased to higher numbers, thus :

The half of four is two = ..; and five times the half of four, or two are five times two, or ten.

The third of nine is three = ...; and four times three, or four times the third of nine is twelve = ...|...|...|...

It is not supposed that these few examples are sufficient to familiarize beginners with the principles of such processes, so as to make them expert in giving answers. Examples must be continued and varied, and their knowledge variously tested, till you are satisfied that your object is attained. But in every part of your training be sure to aim at simple, lucid illustrations. Let not a single shot be made over their heads. Each should be aimed

—studiedly aimed at their understanding. This is the true—the only way to breathe a spirit of life into your scholars.

#### Questions for Review.

Addition.—5 nuts and 6 nuts? 2 fives? 3 fives? 4 fives? 5 fives? 2 sixes? 3 sixes? 4 sixes? &c. And so on.

Subtraction.—Take 5 apples from 20? 5 from 25? 6 from 36? 6 from 18? 9 from 27? &c. And so on.

Multiplication.—2 times 6? 5 times 5? 6 times 5? 6 plums in a parcel, how many in 5 parcels? &c.

Division.—How many fives in 20? in 30? in 50? Divide 30 apples among 5 boys, how many to each? What is the half of 30? One-third of 30? One-fifth? One-sixth? One-fifteenth? &c.

Six is one-sixth of what number? Fifteen is the half of what number? How many fours are in 18, and what is over?

$$7 + 3 - 2 \times 2 \div 4 \times 5 + 7 - 3 + 9 = \text{Ans.}$$

$$18 \div 6 + 10 - 1 - 6 + 4 + 7 \div 4 = \text{Ans.}$$

$$20 - 7 + 6 - 1 \div 3 + 5 + 9 + 7 = \div 9 = \text{Ans.}$$

How much is 3 times the half of 10?—twice the third of 12?—6 times the fifth of 20?—twice the half of 40? Multiply the fourth of 20 by 6, subtract 15, and divide by 3, what is the answer?

From 20 trees take 10 trees, add 30, subtract 25, and divide by 5,—any remaining?

(To be continued.)

### Reading good and bad Books.

BY HENRY WOOD HILL.

Books may be compared to men, with the exception that whilst the latter speak with the living tongue, the former give utterance to ideas in silence. "Dead men open the eyes of the living." Books as well as men make known to us our obligations, the failings common to human beings and peculiar to ourselves, the difficulties to be encountered, the duties to be performed, the distresses to be endured, and the pleasures to be realized by us. With books, as well as with men, we become accustomed to reflection, acquainted with the beauty of virtue, and the deformity of vice. Men, in their communication with each other, address themselves to those passions and affections of the mind that are conducive either to happiness or to unhappiness. Good words are the incentives to energy and industry. Should they not therefore be carefully studied? In books, as well as with men, we may confer with genius and learning.

But books have an advantage over men, in that they enable one to contemplate at leisure the finished productions of mature reflection, whilst many of us are not endowed with a memory sufficiently capable of retaining the exact words of the speaker. Moreover, a person is seldom enabled to speak at once so much to the purpose as he would write after consideration.

There is something peculiarly beautiful and soothing in the manner in which the silent processes of the mind are brought into action when we are reading, and something very gratifying in the satisfaction that we know, when reading attentively, we must of necessity derive some benefit. What can be more beneficial than improving the vigour and sensibilities of the mind, expanding the reasoning faculties, strengthening the judgment, facilitating the utterance of ideas? Are these benefits more easily attained than by a careful course of good reading?

Superior books of the present day are few, and cannot effect a degree of good at all counterbalancing the vast amount of evil resulting from the general perusal of inferior books, aggravated as that evil is a thousandfold by the prominent position they occupy, and when their sale is so much promoted by the public.

When perusing a book, we are apt to apply the ideas therein contained to ourselves with those spoken of, and more or less to allow ourselves, to identify ourselves to be actuated by the interpretation of their ideas. Our prejudices are somewhat biased by that which we have just read. Novel readers rarely, if ever, form a correct estimate of life and manners. They erroneously imagine that the ideals portrayed in the novel are taken from reality—that the conduct of persons with whom they are thrown in contact will be similar to the writer's prototypa. The mock representations of nature are recognized as false when merely traversing the common walk of life.

We cannot but admit that occasionally some benefit, intellectual or even moral, may be derived from reading a novel. Dr. Johnson declared that he never looked into a book so utterly valueless, but

that something profitable might be extracted from it. The question is, is this something worth while hunting out? Dr. Johnson was a man of extraordinary capabilities, and in a most wonderful manner found time for looking into almost everything. The majority of us have not the capability of treating with time so successfully as Dr. Johnson had; and even if we had, we should use it, comparatively speaking, with but trifling advantage in reading books which contain but little knowledge. It is well, therefore, to go to the fountain-head at once—to consult those books where there is a certainty of finding knowledge, and to consider inferior books as chaff; remembering the words of Bassanio respecting Gratiano, "His reasons are as two grains of wheat, hid in two bushels of chaff: you shall seek all day ere you find them, and when you have them, they are not worth the search."

Persons who read inferior books acquire a distaste for superior books. They falsely imagine the latter to be too learned and abstruse, though the language and manner in which they are worded may be the most simple and the least complicated, and require the least degree of study to understand them. A novel appeals but slightly, if ever, to the Christian's feelings and principles. The author, as far as his novel is concerned, is too much occupied with the spirit of wordliness to think of morality. He alludes not to religion because it is distasteful to his supporters, and a hindrance to the sale of his book.

We cannot conceive anything more delightful or more promising of reward than reading books the authors of which are regarded as the masters, depositories, and guardians of true knowledge, and which are supported by the taste and judgment of educated minds. We have satisfaction in perusing them, since we are fully aware that our time is not idled away, and that we are not likely to contract a hurtful style either of thinking or of speaking. On the contrary, one of the great benefits to be derived from good authors is that of acquiring a greater facility of speaking and writing in a manner not only gratifying to others but pleasing to ourselves. We are told that Cicero, who formed his style on the model of Plato, was a resemblance scarcely less exact than that of the bust to its mould, or the waxen seal to the sculptured gem. We can hardly venture to hope that our endeavours will be so successful as Cicero's, but at the same time we may reasonably anticipate that they may be well rewarded by close intercourse with good authors. The more time one devotes to the responsibilities, the requirements, the studies of a barrister, the more likely is he to become conversant with the mysteries of the bar. Similarly with other professions. Will not the same reasoning hold good for our association with good books? The "Tattler," the "Spectator," the "Guardian," the "Rambler," the "Adventurer," the "World," have they been written for no good purpose? Do we in vain associate with Johnson of whom Bishop Gleig has said, "that he brought more mind to every subject, and a greater variety of knowledge ready for all occasions, than almost any man?" May we not think that Johnson, spoke justly when he said that "whoever would attain an English style, familiar but not coarse, and elegant but not ostentatious, must give his days and nights to the volumes of Addison?" And that he was equally just when he said of poor Goldsmith, whose simplicity, elegance, and refined feeling have no superior, that "whatever he wrote he did it better than any other man could do?" We cannot but read with advantage such novels as the "Vicar of Wakefield," of which Sir Walter Scott says, "that it is one of the most delicious morsels of fictitious composition in which the human mind was ever employed. We read it in youth and in age; we return to it again and again, and bless the memory of an author who contrives so well to reconcile us to human nature." To Sir Walter Scott can we pay a higher tribute when we say with Professor Spalding, that his novels "may safely be pronounced to be the most extraordinary productions of their class that were ever penned, and to stand, in literary value, as far above all other prose works of fiction as the novels of Fielding stand above all others in our language except these? In our selection of books, let us remember that we are told that good books "lead us to the fountain-head of true sense and sublimity; teach us the first and infallible principles of convincing and moving eloquence; and reveal to us the mystery and delicacy of good writers."—*English Journal of Education.*



## OFFICIAL NOTICES.



## BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION.

The Council of Public Instruction for Lower Canada having, at its session of the 10th November, 1863, approved of the following Books for the use of the Schools, His Excellency the Governor General in Council, on the 5th Instant, was pleased to sanction the same; viz.:

(On the Report of the Committee on Books)

Dictionnaire Classique de Bénard. Edition of 1863.

Answers to the Questions in the Programmes on the Art of Teaching and Agriculture. New Edition, French and English. By Rev. Mr. Jean Langevin, Priest.

(On the Report of the Catholic Members of the same Committee)

1. The Metropolitan Illustrated Speller. Edition of 1861. D. & J. Sadlier & Co., Publishers.
2. The Metropolitan Speller and Pictorial Definer; with Relative and Associated Words. Edition of 1860. Same Publishers.
3. The Metropolitan First Reader, in Prose and Verse. Edition of 1860. Same Publishers.
4. The Metropolitan Second Reader, in Prose and Verse. Edition of 1860. Same Publishers.
5. The Metropolitan Third Reader, in Prose and Verse. Edition of 1861. Same Publishers.
6. The Metropolitan Fourth Reader, Compiled for the use of Colleges Academies and the Higher Classes of Select and Parish Schools. Same Publishers.

This last mentioned book (*Fourth Reader*) has been approved on condition of certain specified changes to be made therein.

By Order,

LOUIS GIARD,  
Recording Clerk.

## ERRECTIONS, &amp;c., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 28th October last,

To detach from the School Municipality of Rivière-du-Loup, in the County of Maskinongé, the following portion of territory and to erect the same into a separate municipality by the name of the *School Municipality of Rivière-du-Loup No. One*, to wit: That portion of territory bounded towards the north and on the right bank of the Grande Rivière-du-Loup, by the land of Moïse Caron, and on the left bank of said River, by the land of Alphonse Déclos; on the east by Lake St. Peter; towards the south, on the right bank of the said River, by the land of Chs. Édouard Gagnon, Esquire, and on the left bank of the same River, by the land of Antoine Arseneau; on the west, partly by the Petite Rivière du Loup and partly by the highway of the Concession of the last mentioned River.

And, on the 30th November last, His Excellency was pleased to make the following change in the limits of the above Municipality, viz.—Bounded towards the south and on the right bank of the Grande Rivière du Loup, by the land of Félix Houde, inclusive, instead of by the land of Chs. Édouard Gagnon, Esquire, as above described.

His Excellency the Governor General in Council was pleased, on the 19th ultimo, to detach the following portion of territory from the School Municipality of Matapédia, in the County of Bonaventure, and to erect the same into a separate school municipality by the name of the *School Municipality of Rustico*, viz.: That portion of territory bounded on the north by the Matapédia River; on the east by the first south range of Matapédia; on the west by Lots Nos. 34 and 37 and by the unsurveyed Crown lands.

## APPOINTMENTS.

## EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 19th November last, to appoint Rev. Henry D. Powis a member of the Protestant Board of Examiners of Quebec, in the room and stead of William Andrews, Esquire, deceased.

## SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 19th ultimo, to approve of the following appointments of School Commissioners:

County of Bonaventure.—Rustico: Rev. P. J. Saucier, *Curé*, Messrs. Maurice Blaquière, Fabien Dolron, Firmin Gallant and Basile Gallant.

County of Pontiac.—Thorne: Messrs. Edward Johnson and Joseph Martin.

Same County.—Portage-du-Fort: James Rimer, G. A. Purvis, G. E. White, J. Amy and A. Findlay, Esquires.

County of Lévis.—St. Lambert: Mr. Théodore Dussault.

County of Compton.—Lingwick: Messrs. John Keenan and Neil McKay.

And on the 30th ult. the following:

County of Maskinongé.—Rivière-du-Loup, No. One: Rev. Joachim Boucher, *Curé*, Messrs. Moïse Villeneuve, Édouard Lemaitre-Augé, Antoine Legris and Léandro Lamothe.

## TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Governor General in Council was pleased, on the 19th ult., to approve of the following appointment of a School Trustee: County of Lévis.—St. Romuald: Mr. John Porter.

## DIPLOMAS GRANTED.

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

1st Class Model School Diploma (F)—Messrs. Alfred Lacroix, Henri Édouard Martineau and Miss Gliscricie Lussier.

1st Class Model School Diploma (E)—Messrs. Thomas McCormick and William McKay.

1st Class Elementary (F)—Madame F. X. Dequoy (Emma Plante), Misses Mario Delina Beaugard, Marguerite Bertrand, Mélina Brisson, Mario Brouillard, Mélina Daout, Catherine Des roimaisons, Emilie Dufort, Mario Alphonsine Laberge, Luco Lachapelle, Elodie Majeau, Esther Philomène Ménard, Mario Céline Monjeau, Genevieve Victoire Piché, Mario Eugénie Proulx and Mario Thérèse Vinclette.

1st Class Elementary (E)—Messrs. Michael Ralph and William Rowan.

2nd Class Elementary (F)—Madame Landry (Emilie Richard), and Miss Delphine McGowan.

2nd Class Elementary (E)—Mr. John McDonnell.

Nov. 3 and 4, 1863.

F. X. VALADE.

Secretary.

## PROTESTANT BOARD OF EXAMINERS OF QUEBEC.

1st Class Elementary Diploma (E)—Messrs. Hugh Dickson, Joseph Richardson, Neil Edwin McKillop and Miss Isabella McKillop.

2nd Class Elementary Diploma (E)—Mr. James McConochy and Miss Elizabeth Somerset.

Nov. 3, 1863.

1st Class Model School Diploma (E)—Mr. Wm. Cameron.

Nov. 12, 1863. (*Adjourned meeting.*)

D. WILKIE,

Secretary.

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

2nd Class Elementary Diploma (F)—Misses Marie Jergeron, M. Zoé Boutin, Octavie Lemay, M. Philomène Noël and Joséphine Sauvageau.

Nov. 3, 1863.

N. LACASSE.

Secretary.

## BOARD OF EXAMINERS OF THREE RIVERS.

1st Class Elementary (F)—Misses Emilie Beaupré, Marie Ombéline Duguay, Léocadie Lecomte.

2nd Class Elementary (F)—Misses Marie Elide *alias* Héloïse Forcier, Eléonore Maillet, Hélène Martel, Emilie Louise Georgiana Richer and Marie Gélaire Terrien.

Nov. 3, 1863.

J. M. DESILETS,

Secretary.

## SHERRBROOKE BOARD OF EXAMINERS.

2nd Class Academy Diploma (E)—Mr. William H. Mayo.

1st Class Elementary Diploma (E)—Miss Elizabeth Jane Taylor.

2nd Class Elementary Diploma (E)—Misses Rhoda A. Berwick, Mary Jane Cook, Marion Gillies and Agnes Z. Hall.

Nov. 3, 1863.

S. A. HUND,

Secretary.

## STANSTEAD BOARD OF EXAMINERS.

1st Class Elementary (E)—Misses Caroline V. Davis, Amelia Lawrence and Miranda Webber.

2nd Class Elementary (E)—Messrs. Lawson B. Davis, Henry W. French, Charles S. Knight, John W. Merry and Miss Ellen A. Ladd.  
Nov. 3, 1863.

O. A. RICHARDSON,  
Secretary.

## DUNFORD CATHOLIC BOARD OF EXAMINERS.

1st Class Elementary (E)—Messrs. Albert A. Ayer, Asaph A. Bryant, Jesse R. Bridge, William Callaghan, Miles L. Clow, William C. Hulbert, William E. Holbrook, Albert R. Mitchell, James O. Pottes, William Payne, W. G. Scofield, Loftus J. Smith, Chester L. Scott, Misses Ellen Crowhurst, Mary M. Dwyer, Azuba Gago, Jennie O. Golden, Sarah A. Leo, Ruth A. Livingston, Hattie A. Newell, Adelia A. Smith, Jane L. Scofield and Isabella Taylor.

2nd Class Elementary (E)—Messrs. William H. Bridge, Charles H. Smith, George Scott, Abial K. Torrell, Zeno V. Whitman, Misses Jonny Burns, Margaret Jane Donaldson, Sarah Drew, Anna E. Harvey, Jennie Jennings, N. J. Mandigo, Augusta A. Smith, Emma O. Scagel, Ellen L. Scagel, Mary E. Sweet, Lucy J. Stevens and Sophia Wilkinson.  
Nov. 3 and 4, 1863.

WM. GIBSON,  
Secretary.

## RICHMOND BOARD OF EXAMINERS.

1st Class Elementary (F)—Mr. Adolphe Tobie Tessier, Misses Louise Dubois and Hélène Hamel.

2nd Class Elementary (F)—Mr. Joseph Dontail Boisvert.

1st Class Elementary (E)—Mr. James White, Misses Margaret Allen, Rebecca Jane Bothwell, Louise Chappuis, Elizabeth Elwin, Jane Elwin and Melvina Cécilia Labonté.

2nd Class Elementary (E)—Misses Elizabeth Bennette, Julia Brady, Hannah Maria Hood and Mary Thompson.  
Nov. 3, 1863.

J. H. GRANAD,  
Secretary.

## OTTAWA BOARD OF EXAMINERS.

1st Class Elementary Diploma (E)—Miss Rhoda G. McKay.

2nd Class Elementary Diploma (F)—Miss Philomène Landrioux.

JOHN R. WOODS,  
Secretary.

## BOARD OF EXAMINERS OF BEAUCE.

2nd Class Elementary (E)—Mr. Lemuel Hathaway.

2nd Class Elementary (F)—Misses Parméla Hamel and Marie de Lima Roy.  
Nov. 3, 1863.

J. T. P. PROULX,  
Secretary.

## BOARD OF EXAMINERS OF CHICOUTIMI.

1st Class Elementary (F)—Mde. Eudoxie Boily, Misses M. Elisa Duperré and Philomène Pelletier.  
Nov. 3, 1863.

THOMAS Z. CLOUTIER,  
Secretary.

## BOAVENTURE BOARD OF EXAMINERS.

1st Class Elementary (E)—Messrs. William Firth and Nathanael Johnston.

2nd Class Elementary (E)—Messrs. Richard Alexander McCoubrey and William Cooke, Sr.

2nd Class Elementary (F)—Miss Delphine Leblanc.

2nd Class Elementary (F & E)—Miss Louise Querrie.

Nov. 3, 1863.

CHARLES KE,  
Secretary.

## RIMOUSKI BOARD OF EXAMINERS.

2nd Class Elementary (F)—Miss Mary Ann Grant.  
Nov. 3, 1863.

P. G. DUMAS,  
Secretary.

## DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

From the author: "L'Œuvre de Fogelberg," by Casimir Leconte, 1 vol. large atlas.

From N. H. Rowen, Esquire: Transactions of the Literary and Historical Society of Quebec. New series; Part 1st, vol. 1.

## LIBRARY OF THE DEPARTMENT OF EDUCATION.

The Persons who may have in their possession any of the following works which have been long missing from the Library, are requested to return them without delay:

Voyage en Palestine, par Mde Pfeiffer.

L'Empire Chinois, par M. Hue, ancien missionnaire apostolique en Chine, 2ème édition, Paris. Librairie de Gaumes frères, MDCCCLIV. We have the first volume only.

La Civilisation au 6ème Siècle, par A. F. Ozanam. The 1st vol. is wanting.

Catéchisme de Persévérance, par l'Abbé J. Gaume 7ème édition. Paris, chez Gaume frères. 1854. Vols. 1 and 2.

Les chefs-d'œuvre de P. Corneille, à Paris. De l'imprimerie de P. Didot, l'aîné, 1814. 2nd vol.

A History of the late Province of Lower Canada. By Robert Christie. The 1st vol.

Histoire du Canada. By F. X. Garneau. 2nd Edition, the 3 vols. 1st Edition, vols. 1 and 3.

The Scientific Annual. Years 1859 and 1860 are missing.

A. VÉCHARD,  
Librarian.

The following works having been presented to the Library in an incomplete form, those who may be able to obtain the missing volumes will render a service by notifying the Department:

Essai sur les mœurs, par Voltaire. Editeur: Firmin Didot. 1817. Vols. 1, 2, 3 and 6 are missing.

Political Philosophy. By Lord Brougham. London 1846. 2nd vol.

Causes célèbres, par M... avocat au Parlement. Vols. 1, 2, 3, 4, 5, 6, 7, with the remaining volumes from Vol. 14.

Œuvres posthumes de Pothier. Traité des fiefs, censives, relevoisons et champarts. 1st vol.

Journées de la révolution française, 2ème édition augmentée, &c. A Paris, chez Mde. Vergne, 1829. 1st vol.

Memoir on Ireland, Native and Saxon, from 1172 to 1660. By O'Connell. We have only the 1st vol.

Œuvres complètes de Madame de Lafayette, nouvelle édition revue, &c. A Paris, chez d'Hautel. 1812. Vols. 2, 3 and 4 are wanting.

Mémoires de Madame la Baronne de Stael, écrits par elle-même. Londres 1787. 2nd vol.

Etudes sur Napoléon, par le lieutenant-colonel DeBaudus. Paris: Debécourt, MDCCCXLI. 1st vol.

The Public and Domestic Life of His late most gracious Majesty George the Third. By Edward Holt, Esq. In two volumes. London. Sherwood, Neely & Jones. 1820. The 2nd vol.

Voyage en Sicile et dans quelques parties des Apennins, par M. l'Abbé Spallanzani. Berne, E. Haller. 1795. 6th vol.

Traité général d'anatomie comparée, par J. F. Meckel. 1st vol.

Œuvres choisies de Panard, par Armand-Gouffé. Paris, Capelle. 1803. 1st vol.

Œuvres de Rognard. A Paris, chez Pierre Didot, l'aîné, et Firmin Didot. 1817. 1st vol.

La Christiade ou le Paradis reconquis, pour servir de suite au Paradis perdu de Milton. A Bruxelles, chez Vase, MDCCCLIII. We have only the first 4 vols.

Discours et Mélanges littéraires, par M. Villemain. A Paris, chez Ladvoat. 1823. 1st vol. is missing.

Lettres écrites de Suisse, d'Italie, de Sicile et de Malte. Amsterdam. MDCCCLXXX. 1st vol.

By order,

A. BÉCFRAND,  
Librarian.

# JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), DECEMBER, 1863.

## New Enactment.

We publish in this number the new Act intended to facilitate the collection of the school tax, together with the clauses and forms of the municipal law applicable thereto. By virtue of the 85th Sec., Cap. 15, of the Consolidated Statutes, the School Corporations were already possessed of the right of transferring the assessment roll to the Municipal Corporations, and in this manner of taking advantage of the summary proceedings permitted by the Municipal Act. By the present enactment, a School Corporation will be able to exercise the same powers directly, the Chairman and Secretary-Treasurer occupying the same relative positions under the new law as the Mayor and Secretary-Treasurer of a municipal council.

## Library of the Department of Education.

We beg to call attention to a notice in another column by which persons having in their possession books belonging to the library of the Department are requested to return them without delay. Those who may be able to supply works missing from incomplete donations would render a great service by doing so. The collection now comprises nearly 9000 volumes, of which a catalogue will be published shortly. Although the want of care in returning borrowed works will prevent circulation in the future, the library will always be open to persons pursuing special studies—a privilege of which many young men have already availed themselves with good results.

## Twenty-first Conference of the Teachers' Association in connection with Jacques Cartier Normal School.

This conference was held on the 19th Oct.

The meeting was called to order by the President at 10 o'clock. The minutes of the last meeting having been read and adopted, a report providing rules and regulations for the management of the Teachers' Library was received and agreed to. By Article III. of these rules it is provided that all teachers residing within the limits of the Jacques Cartier Normal School shall have access to the Teachers' Library about to be established, on payment of a subscription fee of \$2 per annum.

The Principal of the Jacques Cartier Normal School offered to place the library of the School at their disposition on the condition that the books be loaned on the same terms as at present, and that the professors of the Normal School have the privilege of consulting and borrowing the works in the Teachers' Library. The offer was unanimously accepted, and the meeting proceeded to ballot for a librarian, which resulted in the choice of Mr. F. X. Desplaines. Mr. Casgrain was then appointed Assistant Librarian by the Principal, in conformity with the rules and regulations.

Mr. Lamy gave a lecture on *The influence of education on religion, society, colonization and agriculture.*

The President proposed the first question for discussion, *What is the best method to teach arithmetic, the synthetic or the analytic.* The members whose names were entered for the debate being absent, the matter was left over till the next meeting.

The next subject for discussion was this: *What is the best method to teach the first four rules of arithmetic?* All the teachers

present took part in the debate, which Mr. O. Tessier undertook to sum up at the meeting in January next.

It was then announced that the following members would lecture at the next meeting: Messrs. Coust, Hétu, and Tanguay.

Subject for debate: *What is the best method of teaching fractions and aliquot parts?*

The meeting then adjourned to the last Friday in January.

## Twentieth Conference of the Teachers' Association in connection with Laval Normal School.

The conference was held on the 29th August, 1863, the President, Mr. J. Letourneau, in the Chair.

The minutes of the last meeting were read, amended, and unanimously adopted; after which the election of office-bearers took place with the following result: M. C. Dufresne, President; Mr. N. Thibault, Vice-President; Mr. J. B. Cloutier, Secretary; Mr. A. Girardin, Treasurer. *Committee of management*, Messrs. J. Letourneau, N. Lacasse, J. C. L. Lafrance, D. McSweeney, A. Doyle, D. Plante, J. B. Dugal, C. Dion and F. X. Gilbert.

The Secretary read letters from Inspector Bardy and Mr. Cloutier who therein explained the cause of their absence.

Mr. DeGuise delivered a lecture on geology, with illustrations.

On the suggestion of the President the answers to questions on calligraphy, submitted at the last meeting, were discussed and decided as follows:

- 1st. When should children commence to write?  
Ans. As soon as they begin to read.
- 2nd. Is it better to commence writing on the slate or on paper?  
Ans. On the slate.
- 3rd. What should be used at first, a pencil or the pen?  
Ans. A pencil should be first used in order that they may learn how to form the letters.
- 4th. What are the best pens to begin with?  
Ans. Steel pens sufficiently flexible.
- 5th. What should children be taught to write at first?  
Ans. Strokes, curves of letters, small letters in something like the following order: i u a m v r o c e a s x, t l b j g h d f p q y k z; and, lastly, the capitals.
- 6th. Should these exercises be written on one line or between two?  
Ans. Between two lines; even small hand should be so written at first. Running hand on one line only.
- 7th. Are written examples better?  
Ans. No, printed text is preferable.
- 8th. Should examples be at the top of the page?  
Ans. Yes, if the page be short; otherwise on detached slips.
- 9th. Should the same example be repeated long?  
Ans. Not so long as to tire the pupil; strokes, especially, are tiresome and should not be copied too long at one time, it would be better to return to the subject after some days.

The same subject will be continued at the next session, when the following questions will be discussed:

- 10th. What should the teacher be doing during the time employed in writing?
- 11th. Ought the writing exercises be long and frequent?
- 12th. How should the teacher accustom the pupils to give the proper inclination to the letters?
- 13th. How should he accustom them to leave an equal space between the letters and words?
- 14th. What should be done with old copybooks?
- 15th. How can children be taught to keep their copybooks clean?
- 16th. What is the difference between the *offhand* and other kinds of writing?
- 17th. How and when should these kinds of writing be used?
- 18th. What are the defects to be avoided in the modes of writing and how should they be corrected?

It was then proposed by Mr. N. Lacasse, seconded by Mr. J. Letourneau, and unanimously

(1st.) *Resolved*,—That a prize for good writing be awarded to Mr. Ls. Alfred Blanchet, pupil of the Model School of St. Charles, — Mr. Cyrien Gagné, Teacher.

(2nd.) *Resolved*,— That three other prizes be offered at the next conference of this Association, for the best specimens of running handwriting.

Mr. A. Doyle having promised a lecture for the next meeting, and the Principal having extended an invitation to the members to visit the chapel each day of the conferences, the meeting adjourned to the last Saturday in January next.

### Extracts from the Reports of Inspectors of Schools, for 1859 and 1860.

(Concluded.)

#### Extracts from Mr. McCORD'S Report.

1. *Notre-Dame de Bonsecours*.—There were two schools in operation, conducted by teachers holding diplomas from the Montreal Catholic Board of Examiners. Their salaries were \$180 each.

About 100 pupils were in attendance, or less than half the number of the children of school age in the municipality. The Commissioners did all in their power to carry out the law, but their zealous efforts were counteracted by the indifference and poverty of the ratepayers.

2. *Ste. Angélique*.—The schools in operation under the control of the Commissioners were three in number, with an attendance of only one hundred children out of nearly 350 of school age in the municipality. Two of the teachers were licensed and in receipt of salaries of \$180 each. One of these schools was in charge of a female teacher, who also had a diploma. Her salary was \$72 per annum with board found by the different ratepayers. Although these teachers were not devoid of capacity, few of their pupils made satisfactory progress. Besides the above there were two dissentient schools under the management of the Trustees, and attended by 50 out of the 83 children of the municipality. One of the schools was conducted by a teacher who was allowed a salary of \$216; and the other by a female teacher with a salary of \$72 and boarding from house to house. Both these teachers had diplomas.

3. *St. André Arélin*.—There were 400 children of school age in this municipality; of this number about 120 attended the schools and were progressing in their studies. The ratepayers were well disposed towards education. The teachers' salaries ranged from \$80 to \$160.

4. *Lochaber*.—This municipality, divided into nine districts, had but four schools. The number of children in this place was 550, but only 150 attended school. Three of the teachers were paid \$60, \$104 and \$108 respectively, besides their board with the ratepayers. The other teacher received \$144, without board. The management of the affairs of the municipality was very unsatisfactory, each district managing its own business separately. Although petty jealousies prevailed in all parts of this township; the Inspector believed that a better state of things would soon be brought about, as the cause of education had many friends here.

5. *Buckingham*.—There were five schools under the control of the commissioners, which were frequented by about 200 pupils, the whole number of children in the municipality being 700. Here, as in the preceding municipality, the districts managed their school affairs separately. There were four dissentient schools in operation under the trustees, with an attendance of over 200 pupils.

The academy of the village of Buckingham, conducted by Mr. Fitzgerald, was attended by 50 pupils whose progress was satisfactory.

6. *Templeton*.—There were 5 schools open in this municipality, frequented by about 350 pupils.

7. *Waterloo*.—The school in operation in this place was as successfully conducted as any in this district of inspection.

8. *Hull*.—Schools were open in 7 or 8 of the 15 districts comprised in this municipality. The affairs of the Corporation were in a sad condition, owing to sectional animosity and a feeling of opposition to the tax in some quarters. Here also the practice of separate administration by districts prevailed. Other circumstances, however, added to the difficulties experienced by the Commissioners; a secretary-treasurer had neglected to deliver his books to them, while another functionary of the same class had detained the books so long in his hands that they were scarcely of any service when returned.

9. *Masham*.—There were six schools open in this township when the Inspector's visit took place. The salaries allowed the teachers were generally higher than in the other municipalities of this district, and the most praiseworthy efforts were made in this municipality to promote education.

10. *Wakefield*.—The affairs of this municipality were in a deplorable condition. There was but one school in operation, and the settlers refused to pay the assessment.

11. *Low*.—There were no schools here. The inhabitants opposed the levying of the tax.

12. *Maniouiaki*.—The school of this new and wild settlement, after it had been closed for some time, was reopened. The principal settlers were so divided in regard to this school that they no longer appeared disposed to contribute to its support. The Rev. Oblat Missionaries, however, had exerted their powerful influence in the matter and succeeded in keeping the establishment open.

13. *Aylmer*.—There were two schools here, in connection with the local Catholic academy. One of the teachers was about to leave, and the Commissioners had advertised the situation. The dissentient trustees had an excellent school under their control, conducted by Miss Grant, a clever teacher. Besides the academy above mentioned, there was a Protestant academy in Aylmer, whose teacher was held in much esteem. The two institutions would no doubt be found very progressive.

14. *Eardley*.—This municipality maintained three schools. The Commissioners, and notably their Chairman, were very zealous; but the ratepayers were poor, and dissensions existed with regard to the location of a schoolhouse.

15. *Onslow*.—Several years of mismanagement, during which the school grant was obtained irregularly, and the total absence of statistical records if we except the register containing the minutes of meeting, had greatly contributed to bring about a sad state of affairs, from which the municipality would not probably emerge until the law was fully carried out.

16. *Bristol*.—This township possessed three schools. The affairs of the Commissioners were in a very unsatisfactory condition, and large arrears of taxes remained uncollected—the lawsuits commenced several years ago to recover these taxes having proved ineffectual. The system of independent local administration was in force, each school district managing its own affairs.

17. *Clarendon*.—Five schools were established in this municipality. Some years ago actions were instituted against the commissioners, and the schoolhouses had to be sold to satisfy the creditors. Difficulties innumerable had beset the municipality since that time, and their influence was still felt. The districts of this municipality were left to manage their own affairs independently; and, as in Bristol, it was found impossible to put executions against delinquent ratepayers into effect, in consequence of threatened violence to the officers of justice.

The academy was very ably conducted by Mr. Gustin.

18. *Litchfield*.—A small proportion of the children of this municipality frequented its schools. The attendance, however, was better at Portage-du-Fort, where a good school was maintained. The Commissioners were very active and no doubt this would hasten the development of education here.

19. *Calumet*.—Two schools were open in this municipality. The system of independent administration in each district was adhered to, and caused much embarrassment.

20. *Allumettes*.—Four schools were open in this municipality. The majority of ratepayers were opposed to the assessment, and their opposition had been fostered by persons who could have rendered good service to education had they been disposed to do so. The efforts of the Inspector to remove this hostile feeling were ably seconded by the Curé and other persons, and success was anticipated.

21. *Mansfield-Waltham*.—This municipality, though poor, possessed three schools, of which two were ably conducted.

22. *Chichester*.—Although poor the ratepayers of this municipality also supported three schools, and the Commissioners spared no pains to make them as efficient as possible. The school affairs were not yet managed exactly as they ought to be.

23. *Sheen*.—This township is the most remote of this district of inspection. The ratepayers were poor but maintained two schools, one of which was very well conducted.

### Extracts from the Reports of the School Inspectors, for the years 1861 and 1862.

(Translated by order of the Legislative Assembly.)

Extract from the Report of Mr. Inspector PANCHAUD.

MAGDALEN ISLANDS.

The schools work well where they are in operation; the evil in this remote locality is the difficulty of procuring teachers who are competent and who hold diplomas.

The Secretary-Treasurer, Alexandre Cormier, Esquire, has given the security required by law.

The division of this School Municipality into two is a great benefit, and one of which I cannot but approve. Before this division was effected, it was difficult and often impossible to bring the Commissioners together when it was necessary, on account of the bad state of the roads, the distance, &c.

I give a succinct statement respecting each school in these Islands.

1. *Aubert*. The school is taught by Mr. Briand, who has no diploma, but who is tolerably successful in the execution of his duties. This school is attended by 50 pupils.

2. *Bassin*. There is, in this section, a school kept by a Mr. Morin, a Frenchman. Under this teacher, who is competent, the 50 pupils attending the school do not make the progress which I expected. Mr. Morin thinks too much of singing and too little of arithmetic. My recommendations on this subject have produced no effect.

3. *Anse-à-la-Cabane*. This section has a school which is pretty well kept by a Mr. Dupreuil, a Frenchman, and which is attended by 49 children, who have made tolerable progress. The ratepayers have given proof of their zeal; they have bought a school-house, and have paid the purchase money.

4. *Etang-du-Nord*. There is no school in this section. We have here indifference and even ill-will. There is no hope of a school being established here soon.

5. *Cap-aux-Meules*. There is a school here taught by Mr. Borne. The progress is unsatisfactory, owing partly to the irregularity with which the school is attended. The ratepayers in this section are poor.

6. *Muvre-aux-Maisons*. Mr. Catellier keeps a good school in this section; it is attended by 60 children. Mr. Catellier is the only teacher in my district who holds a diploma, and it is greatly to be wished that the other schools in the islands were as skillfully managed as his, and that the progress made was satisfactory.

The great obstacle to progress here is the fact that parents require the assistance of their children during the fishing season, of which they must necessarily take advantage, as otherwise they would certainly be exposed to utter misery. This obstacle will not be so great when the benefits of education are better understood, for on this point several of the ratepayers hold fallacious opinions. To remedy this evil as far as lay in my power, I have always given the highest prize to the pupil who has been most regular in his attendance at school. These prizes do great good everywhere.

#### Extract from the Report of Mr Inspector BÉCHARD.

##### DISTRICT OF GASPE.

There has been progress this year as compared with preceding years, which will be shown by the following summary:

Number of municipalities in 1859, 12; 1860, 17; and in the present year, 18; increase, 6.

School houses in 1859, 21; same number in 1860, and one more this year.

Schools under control: 18 in 1859; 19 in 1860; and 21 in 1861; increase, 3.

There were only 456 pupils attending the schools in 1859; in the following year there were 731, and in the present year 905, so that in two years the number of pupils has been doubled, less seven.

There has also been progress in the matter taught.

The finances show a still greater increase. The amount paid by the ratepayers in 1859 was \$1134 73; in 1860, \$1495, and this year \$3476: an increase of \$2342 in two years.

As I stated last year, a new era seems to have dawned upon this remote corner of the country, and before ten years have passed it is to be hoped that there will be in Gaspé nothing to be desired in the matter of elementary schools, as compared with those of the parishes of Quebec and Montreal. To favor this result, I recommend none but competent teachers, and especially those who have been instructed at the Normal School's. Already several have been in my district for some years; every year two or three come to increase the number. I make every exertion to help and favor them in every possible way, and to cause them to forget that hundreds of miles intervene between them and their native parishes. I should add that these teachers have been most favorably received by the Reverend Curés and the ratepayers generally. This, I hope, will, induce others to come; they will not find here the fine country

which lies along the Upper St. Lawrence, but they will find a hospitable population, strict in morals and generous in heart.

The chief obstacle, which threatened to close all the schools,—the opposition to assessment—daily diminishes, thanks to the suits instituted against the opponents, which have fortunately been successful.

The other obstacles are the same as those mentioned in my first report.

The following is a summary review of the municipalities in this inspection district.

1. *Newport*. The only school here is kept by Mr. Adolphe Maguan, a pupil-teacher of the Jacques Cartier Normal School. This young teacher is able, and the pupils have made rapid progress under him. Thanks to Mr. Hamon, the chairman, the school affairs are better managed than formerly. The ratepayers are poor, but pay their assessment willingly, nevertheless. Total number of pupils, 62.

2. *Pabos*. This municipality has two schools. That at Grand Pabos is still under the able direction of Mr. J. Foucault, a pupil of the Jacques Cartier Normal School. His school is one of the best in all Gaspé.

The other school is taught by Mr. Louis Ruel, who holds an elementary school diploma. There has been very little progress made, consequent in part upon the irregularity with which the school is attended.

The financial affairs are well managed by the Secretary-Treasurer Mr. Rémon.

3. *Grande Rivière*. There are two schools in this parish. That situated on the east side of the river is still conducted by Mr. Léandre Dagneault, an able and energetic teacher, whose pupils have made satisfactory progress.

Until the month of July the school on the west side of the river was taught by Mr. Thomas Tremblay. By his retirement this section loses a very competent and zealous teacher, who has rendered important services during the six years he has been engaged in teaching here. He has been lately replaced by Mr. Clovis Desforges, a pupil of the Jacques Cartier Normal School.

I have nothing but praise to bestow upon the Commissioners and particularly their Chairman, the Reverend L. Desjardins, for the regular and able manner in which the affairs of the corporation are conducted. The assessments are paid with great punctuality, and the accounts are well kept.

4. *Percé*. There has been progress in this place, where the opposition to the assessment was so bitter. The Commissioners, regardless of menaces, remained firm and were not afraid to sue those ratepayers who from obstinacy refused to pay. The Chairman, the Reverend E. Guilmet, more particularly did not hesitate, in the most difficult circumstances, to do his duty fearlessly.

The village school, conducted by Mr. Treffé Côté, a pupil of the Laval Normal School, has produced good results. With regard to those at Irishtown, Cap Désespoir and Petite Rivière, it would be better to close them. Two other schools have been opened lately; one at Anse-à-beau-fils, and the other at Cap Blanc, both taught by female teachers.

There is not enough system in the way in which the Secretary keeps the accounts.

5. *Isle Bonaventure*. There is a school on this island; it is kept by a female teacher who has no diploma, and whose pupils have made tolerable progress. The ratepayers and the Commissioners do very little to favor the instruction of their children, and are besides opposed to the imposition of the rates.

6. *Malbaie*. In consequence of the opposition to the levying of the rates, all the schools in this municipality are closed; without them, schools cannot be established upon a permanent basis, especially with such a population as there is here.

7. *St. George de la Malbaie*. The inhabitants of this little municipality are imbued with a better spirit, and make real sacrifices in favor of their school, which is at present under the management of an able teacher, Mr. Moise Hurtubise, a pupil of the Jacques Cartier Normal School.

8. *Douglas*. In this place there is opposition to the system of assessment, which it will be impossible, for several years, to eradicate. The schools are closed, with the exception of one which has been lately opened.

9. *York and Haldimand (Banc de Sable)*. The schools here have been closed for several years; but one, kept by a teacher who has no diploma, has at last been opened. This step in the right direction is due to the Reverend Mr. Ker, minister, who has shown great zeal and has used every effort to induce his parishioners to shake off their indifference to everything connected with schools.

10. *Gaspé Bay South (Gaspé Basin)*. The Commissioners of this municipality have been prosecuted and condemned for refusing to establish the assessment. This example will have a good effect upon the Commissioners of other municipalities, who may be inclined to offer resistance to the law.

The schools are closed, but are to be opened shortly.

11. *Gaspé Bay North (Penouit)*. The assessment, which was with great difficulty established here, has had the effect of increasing the salary of the teacher from a very small sum to \$200. Mr. Thomas Cole is an old and meritorious teacher, whose pupils make satisfactory progress, especially in geography and arithmetic.

I regret to have to add that there is a very considerable sum in arrear, and that the Commissioners have not the moral courage to institute the necessary suits for its collection.

12. *Grande Grève*. This municipality has only two schools, very badly kept and still worse attended. There is no progress, and it would be better to close these two schools than to allow them to be thus conducted any longer.

The assessment is looked upon here in a very unfavorable light by a great majority of the ratepayers; arrears are due, and the Commissioners are not sufficiently firm with those who, from hatred of the assessment, refuse to pay their share.

Mr. Wm. Hymann, who had been Secretary-Treasurer for several years, has ceased to fill that office, both on account of the annoyances to which he was subjected and the little support he received from the Commissioners. This gentleman is animated with a better spirit, and is full of zeal for the schools, which he wishes to see established on a better footing.

13. *Cap des Rosiers*. A school is about to be opened in this place.

14. *Anse à Grisfonds*. There is no school in this municipality yet.

15. *Rivière au Renard*. This parish contains two good schools, attended by 79 pupils of both sexes. There has been progress in every respect in this place, the population of which is, however, a poor one. This result is due to the initiative zealously and resolutely taken by the Curé, the Reverend J. B. Blouin.

The accounts and registers of the corporation are in good order.

16. *Mont Louis*. A school has at last been opened at Mont Louis, and not before it was wanted; it is a great boon to this isolated spot, which is visited by the missionary only a few times in the year, and in which many children were growing up without instruction.

17. *St. Anne des Monts*. A school is in operation here, attended by 42 pupils. The want of another school is keenly felt; unfortunately the inhabitants are poor, and should the fisheries prove unproductive during any year, it will be impossible for them to pay their share of assessment.

The Secretary-Treasurer, Jean Perrée, Esquire, does much for the schools, and his account-books are in perfect order.

18. *Cap Chatte*. There is a single school in this municipality, which has been kept for two years by Madame L'Espérance, the widow of the late Inspector of that name. This school is attended by 38 children, and their progress has been satisfactory.

The Commissioners and their Secretary-Treasurer, Louis Roy, Esquire, perform their duties with zeal and punctuality.

### Notices of Books and Publications.

LE FOYER CANADIEN.—QUEBEC, 1863.

We have received the November and December numbers of the above publication, completing the first volume. An essay by Dr. La Rue on the popular songs of Canada is among the contents of those numbers, and another from the same pen, on the historical ballads, is promised for a future issue. By the report of the publishers we perceive that the list of subscribers now includes 2113 names; and that by the system of prizes adopted, five volumes, on divers subjects of Canadian literature, have been already published and distributed. These supplementary works contain 1685 pages, and the number of copies struck from the press is 10,600. Six fine volumes can thus be had for \$3; viz: the two books mentioned below, *Les Anciens Canadiens*, by Mr. de Gaspé, the annual volume of the present publication, just completed, and the volume for next year.

LA LITTÉRATURE CANADIENNE de 1850 à 1860.—Desbarats, Publisher. 2nd Vol., 8vo, 389 pp.

This is the prize book given to the subscribers of the *Foyer*, as we had occasion to remark in a previous notice. It contains the poetry of Mr. Octave Crémazie, selections from the poems of Messrs. Fiset, Lenoir and others; an article on Naples, by Mr. Bourassa; an

account of the battle of Châteauguay, by Mr. Adelard Boucher; essays on religious subjects by the Rev. Mr. Raymond; and a novel, by Mr. Philippe de Gaspé.

FERLAND.—*Notes sur les registres de Notre-Dame de Québec*. By Rev. Mr. Ferland. Desbarats, Publisher. 2nd. Edition; 8vo, 100 pp.

This new edition contains many additions. Sold for 50 cents,—subscribers to the *Foyer*: 25 cents.

TRANSACTIONS of the Literary and Historical Society of Québec. New Series. Vol. 1, Part 1st, 8vo, 18 pp. G. T. Cary.

The last pamphlet received from this Society, was the first number of the fifth volume. Since its issue, the building occupied by the society having been destroyed by fire, together with the library, collections and what remained on hand of the *Transactions*, the publication of the fifth volume will not be completed, but a new series has been commenced. This is the second time that the collections of the Society have been destroyed by fire, and the recurrence of these accidents proves the necessity of placing such valuable collections beyond the reach of conflagrations.

The present issue in a new form contains the annual speech of the President; an article by Mr. T. D. McGee on Champlain; a statistical compilation on the grain trade, by Mr. Harvey, with table and map; account of an exploring expedition to the Moisie River, by Mr. Cayley with a chart; two articles by Mr. Stanton, on the danger attending the use of benzine, and the botanical geography of Canada; commentaries on certain passages in Shakespeare, by Mr. Meredith; an article on the Port of Québec, by Mr. Tate; and an article involving great labor, by Mr. Robert Bouchette, on the weights and measures of Canada and other countries.

The President of the Society, Mr. Langton, in his opening address, brought out very prominently the advantages to the country—even from a financial point of view,—attending outlays for the protection of letters, the arts and sciences—outlays which were often opposed by those who did not realize their utility or importance. The opinion of Mr. Langton, who occupies a very high position in the financial and administrative circles of the Province, appears to us to carry much weight in such matters; and we quote it with the more pleasure as all that he says with regard to the encouragement of the arts and sciences will apply with still greater force to public instruction.

Speaking of what had been done in this direction by the French during the early colonization of Canada, the President says:

“I never pass the Jesuits' Barracks in our city without some feeling of shame, in the comparison between the enterprize of our predecessors, and our own apathy in this respect. We boast of the superior energy of the Anglo-Saxon race; but what have we done during our hundred years' occupation of the country towards its intellectual advancement, which can compare with the foundations which they had laid, when for the most part it was an untrodden wilderness?”

The account of Prof. Hind's expedition to the River Moisie reveals to the reader the mysteries of a hitherto unexplored wilderness, and one feels a chilly sensation on perusing Mr. Cayley's description of the lonely solitude through which the party journeyed. The object of the explorers was to reach Esquimaux Bay, from the source of the Moisie River, in canoes—a feat which, it is said, can be accomplished by taking advantage of a chain of small lakes connected together by streams of running water. The successful accomplishment by this route of the journey from the Gulf of St. Lawrence to the Atlantic, would have been looked upon as something extraordinary enough, but the state in which the rivers were found and the shortness of the summer induced Mr. Hind and his companions to relinquish the attempt. The following extract will show the nature of the country,—the places described being nearly at the furthest point to which the expedition penetrated:

“After traversing this lake for a couple of miles, we arrived at the narrows, which ushered us into a still larger expanse of waters, in fact the largest we encountered on the whole route. Studded all over with islands as it was, we could yet see that it extended six or seven miles in the direction in which we were going, and three or four in the other,—the surrounding mountains having still as before, those huge boulders set so provokingly on end. It really was delightful to know that we could go mile after mile without the dread of a portage before us.

“Here we found all vegetation behind-hand. The Labrador Tea plant was not yet in flower, though it had been so three weeks before on the Grand Portage. The ferns were only just beginning to sprout, and no wonder, since even on the morning of the 1st of July, the thermometer stood below the freezing point and there was a

sharp frost : in fact snow could still be seen in quantity in sheltered places. We were most forcibly struck by the complete silence and stillness that reigned around. No song of bird or hum of insect, or sound of beast to be heard, or a sign of life to be seen. The very fish never seemed to leap or dash about as is their wont, but, as it were in awe, shunned to disturb the prevailing quiet. It did seem strange that we should be the only living creatures, in all this varied scene of shore and isle and lake."

Returning, the explorers remained sometime at the mission, at the Bay of the Seven Islands, and Mr. Cayley speaks in high term of Rev. Mr. Arnauld and of his influence over the numerous Indians of the interior.

DAWSON.—*The Air-Breathers of the Coal Period*, a descriptive account of the remains of land animals found in the coal formation of Nova Scotia. By J. W. Dawson, LL. D.—82 pp., 8vo.; with 7 plates.

This new work of the learned Principal of the McGill University and the Normal School, involves important questions on the theory of carboniferous formations and the origin of species.

RAMSAY.—*Notes sur la Coutume de Paris, indiquant les articles encore en force avec tout le texte de la Coutume a l'exception des articles relatifs aux Fiefs et Censives, des titres du Retrait lignage et de la Garde Noble et Bourgeoise.* By T. K. Ramsay, Esq., advocate.

The studies of Mr. Ramsay, as Secretary to the Commission for the codification of the laws, no doubt, suggested to him the excellent idea of publishing this very useful little work.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—We are happy to learn from the *Gazette des Campagnes*, that the Agricultural school of Ste. Anne is still progressing, and that a steady advance towards the complete realization of its programme is being made. There are 13 pupils in attendance. The course has hitherto been confined to agriculture proper, botany, natural philosophy and agricultural chemistry. Rural law and the veterinary art have just been added. Two new professors, Mr. F. De Guise, Notary at St. Anne, and Dr. Tétu, River Ouelle, have kindly consented to devote gratuitously each day a few hours to the teaching of these important branches. These disinterested efforts to promote the advancement of the agricultural interests have thus secured for the school, advantages that could not have been obtained otherwise. The study of this branch of law involves many questions of daily recurrence in the life of the rural inhabitants. Besides the Acts having special reference to agriculture, and the Municipal and Seigneurial Acts, touching the administration of rural estates, there are many enactments concerning the roads, bridges and other public works with regard to whose provisions no farmer should remain in ignorance. The importance of veterinary skill to all who have the care and management of live stock is self evident. The price of board for pupils of the school is reduced from \$8.75 to \$5.75 per month, or \$63.25 for the school year of eleven months. The pupils board with the professor, Mr. Schmonth, not far from the school. The tuition fee remains the same, viz. \$24. The summer vacation will in future commence on June 22 and end on July 9, instead of including the whole of August as heretofore. This change was determined upon as there are certain labors to be performed in the field at that season with which the pupils could not otherwise be made acquainted.

The experiments in natural philosophy and agricultural chemistry will, in future, be conducted in the laboratory of the college; and in these the professor of the school will be assisted by the Rev. Mr. Vallée, professor of natural philosophy in the former institution. Finally, a workshop has been added to the school in which the pupils will, under the guidance of a practical mechanic, be taught how to make implements of husbandry.

—The congress of German Teachers, organized about thirty years ago, and which assembles once in two years, met recently at Mannheim. Nearly 1200 teachers were present, having come from all parts of Germany, Switzerland, Holland, Russia, and even France—principally from Alsace. The majority of the members of the convention were received in private houses graciously placed at their disposal by the hospitable proprietors. The convention remained in session four days, during each of which there were two sittings. The proceedings were opened daily with patriotic hymns sung in chorus. The reigning Grand Duke, Prince Frederick of Baden visited the convention, and was received with the national anthem, *Heil unserm Fürsten* (Hail to our Prince). The President having thanked his Highness for the permission to hold the convention within his territory, and also for his presence among the teachers, his august visitor was pleased to reply in

the kindest terms. He assured the teachers that he shared with them the noble sentiments by which they were actuated, and concluded by congratulating them, in the name of their common country, on their devotion to the public good.

On the first day, after the address of the President, (Professor Hoffman of Hamburg) the origin and object of the congress were fully explained by M. Scholz, the Principal of the Normal school of Breslau, Prussia. Several discussions marked the proceedings of the second day, in one of which the advantages of giving the preference to the development of the intellect over the mere culture of the memory were fully brought out. The different members who took part in the debate expressed the opinion that it was necessary to maintain a just equilibrium in the advancement of all the faculties, and that, without neglecting the memory, it was of the last importance to exercise children with the view of inculcating the habit of reflection and forming the judgment.

L. Luben, Principal of the Normal school of Bremen, made suggestions eminently worthy of consideration on the usefulness of teaching the natural sciences in establishments designed to train teachers. The speaker, who is an authority on educational matters in Germany, would give the natural sciences a favored place in the Normal school curriculum. The subjects he would choose and the methods of instruction he recommends, were fully discussed and the meeting finally gave its adhesion to his views.

The address of Dr. Wichard Lange on the interior organization of the schools was a brilliant effort, and remarkable for the practical views therein expounded.

Many other addresses were delivered, and numerous debates took place which our space will not permit us to notice. It will suffice to say that all the deliberations of the congress were marked with good taste and a proper spirit. As might have been expected, some exaggerated opinions were put forth by individual speakers, but these were always corrected by the collective opinion of the congress. The occasion has demonstrated the fact that the German teachers are fully alive to the real wants of Education and are well informed with regard to the principles involved.

—The widow of the late Dr. Frémont of Quebec, has just presented the Laval University with the numismatic collections of her son, recently deceased. This promising young man, who had only attained his eighteenth year at the time of his death, was a pupil of the University, and had already manifested a rare disposition for the acquisition of scientific knowledge. The collection of coins and medals now in the museum of the University, was formed by his indefatigable exertions and is of great value. He had already succeeded in collecting 500 medals and coins, many of which belong to the period of the Roman emperors, while two bear the effigy of Philip of Macedon and of Alexander the Great, having been struck over 2000 years ago.

### NECROLOGICAL INTELLIGENCE.

—In our issue of the 10th instant, it was our painful duty to announce the death of one of our best-known and most respected citizens, Alexander Joseph Wolff, J. P., of Valcartier, formerly Adjutant of the 5th Battalion of H. M. 60th Rifles, and Lieut.-Colonel of the 11th Battalion of the Quebec Militia. Colonel Wolff was born in Vienna, in the Empire of Austria, and at the early age of thirteen entered the British army. In 1801, he was in Egypt with Sir Ralph Abercromby, whose name is sacred to every British soldier. He was with the force despatched from Cork in 1808, under the command of the Duke of Wellington, then Sir Arthur Wellesley, and fought under that great General against the French at the battles of Roleia and Vimiera, in Portugal, on the 17th and 21st of August of that year. He was with the army which crossed the Douro in May, 1809, under Sir Arthur, and which defeated Marshal Soult and took Oporto from the French. He continued with the troops stationed in Portugal until they advanced into Spain and commenced operations against the French, to complete their expulsion from the Peninsula. He was at the battle of Talavera, in July, 1809; at Fuentes d'Onora, when Marshal Massena made an impetuous but unsuccessful attack upon the British; at Albuera, in May, 1811; at the storming and taking of Ciudad Rodrigo, in January, 1812; and the siege and capture of Badajoz, in April; at the battle of Salamanca, in July; and at the battle of Vittoria in June, 1813. He served during the whole campaign in the Pyrenees, the mountain passes of which had become the scene of fierce encounter. He was at the battles of the Nivelle and the Nive, in November, 1813; at the battle of Orthez, in France, in the Lower Pyrenees, in February; and finally, at the taking of Toulouse, in April, 1814, from the French, under Marshal Soult. He was wounded on five several occasions, that is, at the storming and taking of Ciudad Rodrigo and of Badajoz, and at the battles of Oporto, Salamanca, and Orthez. As a reward for his military services, he received the war medal with thirteen clasps, being entitled to sixteen, and three remaining to be sent to him. The latter part of his life was spent in the retirement of the country, and occupied chiefly in improving and managing his property at Valcartier.—*Quebec Morning Chronicle*.

—“Died, at Brunswick, North Carolina, on the 1st October last, in the 65th year of his age, Ebenezer Emmons, M.D., late of the city of Albany.

" This announcement will fill many hearts with sadness. Dr. Emmons was long a resident of this city, and by long holding professorships in two institutions, viz: the Albany Medical College and Williams College, at Williamstown, Massachusetts, he had become intimately acquainted with great numbers of young men, then students, but now engaged in professional and other avocations. Dr. Emmons was an early graduate of Williams College, and commenced life as a physician. His tastes, however, almost immediately led him into the domain of science, more especially in that department known as Natural History. He was early elected professor of Natural History in Williams College. So high a reputation had he acquired, that when the Geological Survey of this State was undertaken, he was selected as one to whom in part its Geological, and wholly its Agricultural department would be the most safely confided. How well and thoroughly his work was done is attested by his valuable reports on Geology and Agriculture, which have forever connected his name with the growth of Science and the development of the physical resources of this State. He was also for a long time the editor of an agricultural journal, and the author of a valuable work on American Geology. For the last few years he has been engaged in a Geological survey of North Carolina, and was thus engaged at the time of his death,

" Dr. Emmons exhibits a life long devotion to Science. Patient, persevering, cautious in his facts, rigid in his deductions, he has always carried into all the departments of Science he has investigated a strong common sense, which has essentially influenced his conclusions. Among the scientific men of this country he held a high rank. Although disagreeing with many of them on some important points in Geology, especially the Taconic system, of which he was the originator and supporter, yet more recent investigations have tended to show his sagacity and correctness. His name will long live in the scientific annals of this country.—*Albany Journal*.

— Prof. Mitscherlich has recently died at Berlin at the age of sixty-nine. He had long been known as one of the ablest philosophical chemists of the day, and the estimation in which he was held was exemplified by the numbers who attended his classes in the University of Berlin, and the Friederich-Wilhelm's-Institut in that city. The mere titles of his writings would occupy nearly two columns of this journal; they embrace a wide range in chemical science, and may be found in the publications of the Academy of Sciences of Berlin, of which he was a member, and in German periodicals. Besides these, he was the author of a *Lehrbuch der Chemie*, in two volumes, which has passed through two editions, and has been translated into French. Dr. Mitscherlich was elected a Foreign Member of the Royal Society in 1828; and in 1829 one of the Royal Medals was awarded to him for his " Discoveries relating to the Laws of Crystallization and the properties of Crystals." It is, perhaps, by his researches into the phenomena of dimorphism that he will be best remembered.—*Athenaeum*.

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## OFFICIAL DOCUMENTS.

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ANNO VICESIMO-SEPTIMO

VICTORIÆ REGINÆ.

CAP. XI.

An Act to facilitate and diminish the cost of the collection of School Rates.

[Assented to 15th October, 1863.]

HER Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

1. All the powers conferred on Municipal Councils by subsections twelve, thirteen, fourteen, fifteen, sixteen and seventeen of the fifty-ninth section of chapter twenty-four of the Consolidated Statutes for Lower Canada, are extended to the Corporations of Common Schools in Lower Canada for all purposes relating to the collection of school taxes and contributions.

2. The powers and duties conferred upon and discharged by the Mayors and Secretaries of Municipal Councils, are conferred upon and shall be discharged by the Chairman and Secretary-Treasurers of Commissioners or Trustees of Common Schools for the purposes mentioned in the foregoing section.

## CONSOLIDATED STATUTES FOR LOWER CANADA.

CAP. XXIV.

An Act respecting Municipalities and Roads in Lower Canada.

EXTRACTS.

59. The secretary-treasurer, upon completing his collection-roll, shall proceed to collect the assessments therein mentioned, and for that purpose shall, on the next following Sunday, give or cause to be given public notice that the collection-roll is completed and deposited in his office, and that all persons whose names appear therein as liable for the payment of any assessment, are required to pay the amount thereof to him at his office within twenty days of the publication of such notice;

13. If at the expiration of the said twenty days any assessment remains unpaid, the secretary-treasurer shall leave at the usual place of residence or domicile of such person in arrear, or with him personally, a statement in detail of the various sums and the total amount of assessments due by such person, and shall at the same time, in and by a notice annexed to such statement, demand payment of the assessments therein mentioned, together with the costs of the service of such notice according to such tariff as the council has established;

14. The provisions of the next sub-section shall not apply to persons residing without the limits of the municipality; the said persons shall be bound to pay their assessments within thirty days after the public notice mentioned in this section, without it being necessary that any demand should be made upon them either personally or at their domicile;

15. If any person, residing in the municipality, neglects to pay the amount of assessments imposed upon him, for the space of fifteen days after such demand made as aforesaid, the secretary-treasurer shall levy the same with costs, by warrant under the hand of the mayor of the municipality, authorizing the seizure and sale of the goods and chattels of the person who ought to pay the same, or of any goods or chattels in his possession, wherever the same can be found within the local municipality; and no Mayor shall incur any personal liability by signing any such warrant, but the municipality alone shall be responsible; and no claim of property, or privilege thereon or thereto shall be available to prevent the sale thereof for the payment of the assessments and costs out of the proceeds thereof;

16. If the goods and chattels seized are sold for more than the whole amount of assessments levied for, and the costs attending the seizure and sale, the surplus shall be returned to the person in whose possession such goods and chattels were when the seizure was made;— but if any claim for such surplus is previously made by any other person, by reason of any alleged right of property or privilege upon such surplus, and such claim is admitted by the person for whose assessments the seizure was made, such surplus shall be paid to such claimant;—and if such claim be contested, the surplus money shall be retained by the secretary-treasurer, until the respective rights of the parties be determined by a competent tribunal;

17. The secretary-treasurer shall give public notice of the day and place of sale, and of the name of the person whose goods and chattels are to be sold.



(EE)

(GG)

**PUBLIC NOTICE TO BE GIVEN BY A SECRETARY-TREASURER OF THE COMPLETION OF HIS COLLECTION-ROLL.**

**DISTRESS WARRANT FOR ASSESSMENTS DUE.**

Public notice is hereby given that the collection-roll of the municipality of the (*parish, township*) of (*name*) is completed and is now deposited in the office of the undersigned. All persons whose names appear therein, as liable for the payment of any assessment, are hereby required to pay the amount thereof to the undersigned at his said office, within twenty days from this day, without further notice.

PROVINCE OF }  
CANADA. }

The Corporation of the (*parish, township, &c., as the case may be*), to wit:

To all or any of the constables and peace officers in the district of

A. B.  
Secretary-Treasurer of the Municipality of

WHEREAS A. B., (*name and designation of debtor*), hath been required by the secretary-treasurer of the municipal council of the (*name of municipality*), to pay into his hands for and on behalf of the said municipal council, the sum of being the amount due by him to the said municipality, as appears by the collection-roll of the said municipality for the year 18 ; And whereas the said A. B., hath neglected and refused to pay unto the said secretary-treasurer, within the period prescribed by law, the said sum of ; these are therefore to command you forthwith to make distress of the goods and chattels of the said A. B. ; and if within the space of eight days after the making of such distress, the said mentioned sum, together with the reasonable charges of taking and keeping the said distress, shall not be paid, that then you do on such day as shall be indicated to you by the said secretary-treasurer, sell the said goods and chattels so by you detained, and do pay the money arising from such sale unto the secretary-treasurer of the said municipal council, that he may apply the same as by law directed, and may render the overplus, if any, on demand, to the said A. B., or others whom it may concern, and if no such distress can be found, then that you certify the same unto me, to the end that such proceedings may be had therein, as to law doth appertain.

(Place.)

18

(Date.)

**SECRETARY-TREASURER'S NOTICE FOR THE PAYMENT OF ASSESSMENT.**

MUNICIPALITY OF THE ( <i>parish, township, &amp;c.</i> ) ( <i>Date of delinquency.</i> ) Mr. <i>Dr.</i> To the Corporation of the ( <i>parish, township, &amp;c.</i> )	\$ Assessment on your ( <i>here mention the property, as house, land, &amp;c.</i> ) valued at \$ , at ( <i>act.</i> ) in the \$..... ( <i>Here add the various other items of taxation</i> )..... Total.....
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Sir,—Take notice that having failed to pay the above mentioned sum within the time prescribed by public notice, you are hereby required, within fifteen days from the date hereof, to pay the same to me at my office, together with the costs of this notice and service thereof as below, in default whereof, execution will issue against your goods and chattels.

A. B.  
Secretary-Treasurer.

Costs.

Notice.....\$

Given under my hand and the seal of the said Corporation, this day of , in the year of Our Lord , at in the district aforesaid.

Y. X.  
Mayor of the said Corporation.

(HH)

**NOTICE OF THE DAY AND PLACE OF SALE OF GOODS AND CHATTELS SAIZED FOR TAXES.**

PUBLIC NOTICE is hereby given that on day, the day of instant (*or next*) at the hour of of the clock in the noon, at (*here describe the place*), the goods and chattels of A. B. (*name of person*) now under seizure for non-payment of municipal assessments (*or other dues, as the case may be*), will be sold by public auction at (*here name place*) on day, the day of instant (*or next.*) (*Place.*) (*Date.*)

D. B.  
Secretary-Treasurer of the Municipal Council of the

NOTE.—In the foregoing schedules the word *Mayor* will have to be replaced by the words *Chairman of the School Commissioners*, or of the *School Trustees*, as the case may be, for the *Municipality of.....* The words *Secretary-Treasurer of the Municipal Council* will have to be replaced by the following, *Secretary-Treasurer of the School Commissioners*, or of the *Trustees for the Municipality of.....* and the words *Municipal Council* by the following, *School Commissioners* or *Trustees for the Municipality of.....*



MUNICIPALITY OF THE ( <i>parish, township, &amp;c.</i> ) Mr.	\$ Account. Notice served. ( <i>here insert date of notice.</i> )
---	--

(Copy)

\$

Notice served.

(here insert date of notice.)

Costs

Notice.....\$

# LOWER CANADA EDUCATIONAL ALMANAC FOR 1863.

JANUARY		FEBRUARY		MARCH		APRIL	
This month takes its name from the god Janus, to whom it was devoted.		February, <i>Februarius</i> , from <i>Februa</i> , name of the sacrifices which took place during this month, was the last month of the year during the earlier ages of Rome, but the <i>Decemberis</i> placed it next to January.		So named because Romulus had dedicated it to Mars; it was the first month of the Roman year.		April, <i>Aprilis</i> , derived from the word <i>aperire</i> , to open, because, in this month, the earth seems to open itself for new products.	
Retired teachers must make their demands for pension between the 1st of this month and the 1st of April.							
DAYS	EVENTS, &c.	DAYS	EVENTS, &c.	DAYS	EVENTS, &c.	DAYS	EVENTS, &c.
Thurs. 1	Circumcision Proclam. abolishing slavery in	SUN. 1	SEPTUAGESIMA SUNDAY.	SUN. 1	2ND SUNDAY IN LENT.	Wedn. 1	TEACHERS' PENSION LIST CLOSED.
Frid. 2	SEMI-ANNUAL REPORTS DUE. (U. S., 1863.	Mond. 2	McGill High School Spring term commences.	Mond. 2	2nd Putnam died, 1772.	Thurs. 2	Battle of Copenhagen, 1801.
Satur. 3	Cicero born, B. C., 107.	Tuesd. 3	BOARDS OF EXAMINERS MEET.	Tuesd. 3	J. Carter and McGill N. Schs. inaug., 1857.	Frid. 3	Good Friday.
SUN. 4	2ND SUNDAY AFTER CHRISTMAS.	Wedn. 4	First discovery of electricity, 1469.	Wedn. 4	1st Federal American Congress, 1789.	Satur. 4	Insurrection in Sicily, 1860.
Mond. 5	McGill Univ. class. recon. aft. Chr. vacation.	Thurs. 5	Sir Robert Peel born, 1789.	Thurs. 5	Boston Massacre, 1770.	SUN. 5	EASTER SUNDAY.
Tuesd. 6	EPIPHANY.	Frid. 6	Sir Robert Peel born, 1789.	Frid. 6	Michael Angelo born, 1471. Bat. Pea Ridge, '62.	Mond. 6	Laval University, Easter vacation.
Wedn. 7	Cabal massacre, 1842.	Satur. 7	(9) J. C. Davis elected President, 1861.	Satur. 7	(8) Raphael born, 1483.	Tuesd. 7	(6) Battle of Shiloh, 1862.
Thurs. 8	Laval University, beginning of 2d term.	SUN. 8	SEXAGESIMA SUNDAY.	SUN. 8	3rd SUNDAY IN LENT.	Wedn. 8	(9) Sebastopol bombarded, 1855.
Frid. 9	Mexico declared independent, 1821.	Mond. 9	(10) Dieu founded, Quebec, 1637.	Mond. 9	Monitor and Merrimac engage, 1862.	Thurs. 9	(10) Agre de Pontriand, Bishop of Quebec, 1741.
Satur. 10	Sir Charles Bagot arrived in Canada, 1812.	Tuesd. 10	Canada ceded to Great Britain, 1763.	Tuesd. 10	Napoleon at Lyons, 1816.	Frid. 10	(11) Christianity abolished in Japan, 1639.
SUN. 11	1st SUNDAY AFTER EPIPHANY.	Wedn. 11	(10) Queen Victoria married, 1840.	Wedn. 11	Lucknow captured, 1858.	Satur. 11	(13) Fort Sumter surrendered, 1861.
Mond. 12	(11) Linnæus died, 1770.	Thurs. 12	Virginia Convention met at Richmond, 1861.	Thurs. 12	Desjardins Canal catastrophe, 1857.	SUN. 12	1st SUNDAY AFTER EASTER.
Tuesd. 13	Halley died, 1801.	Frid. 13	English Revolution, 1688.	Frid. 13	Planet Herschel discovered, 1781.	Mond. 13	(12) Abdication of Napoleon, 1814.
Wedn. 14	McKenzie evacuates Navy-Island, 1838.	Satur. 14	St. Valentine.	Satur. 14	Battle of Newbern, 1862.	Tuesd. 14	(13) Catholic Emancipation, 1829.
Thurs. 15	Wolfe born, 1726.	SUN. 15	QUINQUAGESIMA SUNDAY.	SUN. 15	14th SUNDAY IN LENT.	Wedn. 15	(14) Laval University 3rd term begins.
Frid. 16	L. J. Papineau elected Speaker, 1817.	Mond. 16	Hotel-Dieu founded, Montreal, 1644.	Mond. 16	(16) Cassa's invades England, B. C., 65.	Thurs. 16	McGill High school Summer t. commences.
Satur. 17	Franklin born, 1706.	Tuesd. 17	(16) Surrender of Fort Mifflin, 1862.	Tuesd. 17	St. Patrick's Day.	Frid. 17	Napoleon II. visited England, 1856.
SUN. 18	2ND SUNDAY AFTER EPIPHANY.	Wedn. 18	St. Wednesday. Luther died, 1546.	Wedn. 18	Princess Louisa Caroline born, 1818.	Satur. 18	Bomb. of Fort Jackson and St. Philip, 1862.
Mond. 19	Battle of Mill Springs, Ky., 1862.	Thurs. 19	Galileo born, 1564.	Thurs. 19	St. Joseph.	SUN. 19	25th SUNDAY AFTER EASTER.
Tuesd. 20	Consecration of Bishop Larigue, 1st R. C. B.	Frid. 20	Washington born, 1732.	Frid. 20	Sir Isaac Newton died, 1727. Spring begins.	Mond. 20	(19) First voyage of Jacques Cartier, 1631.
Wedn. 21	Loais XVI beheaded, 1793. (of Mont., 1821.)	Satur. 21	Conseil Supérieur at Quebec, 1663.	Satur. 21	Louisiana ratifies Conf. S. constitution, 1801.	Tuesd. 21	(23) Shinkaporo died, 1810.
Thurs. 22	Commercial treaty between Eng. and France.	SUN. 22	1st SUNDAY IN LENT.	SUN. 22	6th SUNDAY IN LENT.	Wedn. 22	(18) 1st newspaper in America, 1701.
Frid. 23	Duke of Kent died, 1820. (1860.)	Mond. 23	Louis Philippe abdicated, 1848.	Mond. 23	Revolut. in Greece, '21. (22) Bat. Winchester.	Thurs. 23	St. George's Day. (1861.)
Satur. 24	Confagration of St. Louis Castle, 1831.	Tuesd. 24	St. Matthias.	Tuesd. 24	Savoys annexed to France, 1860. (1862.)	Frid. 24	(23) Marital Law proclaimed at Baltimore.
SUN. 25	3RD SUNDAY AFTER EPIPHANY.	Wedn. 25	Deaf and dumb school at Quebec, 1832.	Wedn. 25	Annunciation.	Satur. 25	St. Mark.
Mond. 26	(24) Crusade begins, 1203.	Thurs. 26	Armstrong gun introduced in G. B., 1850.	Thurs. 26	Establishment of Quebec Seminary, 1663.	SUN. 26	3RD SUNDAY AFTER EASTER.
Tuesd. 27	Mozart born, 1756.	Frid. 27	Sir John Colborne Administrator, 1839.	Frid. 27	(26) Bank of England incorporated, 1691.	Mond. 27	(26) Establish. of the Ursulines at 3 Riv., 1677.
Wedn. 28	(25) Princess Royal married, 1859.	Satur. 28		Satur. 28	Gunpowder invented, 1390.	Tuesd. 28	New Orleans taken by Federals, 1862.
Thurs. 29	Lord Elgin arrived in Canada, 1847.	SUN. 29		SUN. 29	Palm Sunday.	Wedn. 29	Peace declared with Russia, 1856.
Frid. 30	CONFERENCE of teachers, J. Currier N. S.	Mond. 30		Mond. 30	(29) Canada restored to France, 1632.	Thurs. 30	Washington President of the U. States, 1789.
Satur. 31	CONFERENCE of teachers, Laval N. S.	Tuesd. 31		Tuesd. 31	Beethoven died, 1827.		

MAY		JUNE		JULY		AUGUST	
Dedic. to <i>Mai</i> , mother of Mercury, messenger of the gods		Was consecrated to <i>Juno</i> , consort of Jupiter, the sovereign of the gods.		At first named <i>Quintilis</i> , received the name of <i>Julius</i> , under the consulate of Antojny, in memory of Julius Cæsar.		Was at first named <i>Sextilis</i> , because it was the 6th month of the Roman calendar. The name of Augustus was given to it in honor of Augustus, the Roman Emperor.	
The apportionment of the assessments is made between the 1st of this month and the 1st of July, and becomes due after 30 days' notice.		The half-yearly reports are to be made up in the course of this month.		Election of Sch. Com. and Trustees. Reports of colleges and inst. of sup. educ. must be made this month.			
DAYS	EVENTS, &c.	DAYS	EVENTS, &c.	DAYS	EVENTS, &c.	DAYS	EVENTS, &c.
Frid. 1	Civil gov. established in Montreal, 1663.	Mond. 1	Eclipse of the moon, visible.	Wedn. 1	SEMI-AN. REPORTS DUE. ALSO REPORTS OF COLLEGES & ACADEMIES.	Satur. 1	The Ursulines and Hospitalières arrived, 1639.
Satur. 2	4th SUNDAY AFTER EASTER.	Tuesd. 2	(1) Lord Durham's new Exec. Council, 1838.	Thurs. 2	Quebec founded by Champlain, 1608.	SUN. 2	5th SUNDAY AFTER TRINITY.
SUN. 3	An. Meeting of Convocation, McGill Univ.	Wedn. 3	Madison born, 1750.	Frid. 3	Independence of U. S., 1776.	Mond. 3	Columbus sailed from Palos, 1492.
Mond. 4	BOARDS OF EXAMINERS MEET.	Thurs. 4	CORPUS CHRISTI. Bat. Magenta, '69.	Satur. 4	6th SUNDAY AFTER TRINITY.	Tuesd. 4	BOARDS OF EXAMINERS MEET.
Tuesd. 5	(6) Napoleon I. died, 1821.	Frid. 5	1st Bat. Chickahominy, 1862.	Mond. 5	(6) Algiers taken by the French, 1830.	Wedn. 5	Great fire at Quebec, 1652.
Thurs. 6	The ice bridge before Quebec, 1836.	SUN. 6	1st SUNDAY AFTER TRINITY.	Tuesd. 6	(6) Great Eastern arrived at Quebec, 1861.	Thurs. 6	Prince Alfred born, 1841.
Frid. 7	Pope Benedict II. died, 685.	Mond. 7	Recollet Church built, 1620, 1st ch. in Can.	Wedn. 7	(8) Laval University, 2d term ends.	Frid. 7	Mariner's compass first used, 1216.
Satur. 8	(10) Norfolk surrendered, 1662.	Tuesd. 8	(8) Inauguration of Toronto University, 1827.	Thurs. 8	Prince of Wales left for America, 1860.	Satur. 8	Canning died, 1827.
SUN. 9	6th SUNDAY AFTER EASTER.	Wedn. 9	Sydenham Palace opened, 1851.	Frid. 9	Columbus born, 1447.	SUN. 9	10th SUNDAY AFTER TRINITY.
Mond. 10	(12) Inauguration of Laval Normal Sch., 1857.	Thurs. 10	George I. died, 1727.	Satur. 10	Canada invaded by the Americans, 1812.	Mond. 10	(9) 1st Message by Atlantic Telegraph, 1858.
Tuesd. 11	COUNCIL OF PUBLIC INSTRUCTION MEETS.	Frid. 11	(11) 47 persons burnt at Quebec theatre, 1816.	SUN. 11	6th SUNDAY AFTER TRINITY.	Tuesd. 11	Bat. of Lake Champlain, 1814.
Wedn. 12	Montreal arrived in Canada, 1760.	Satur. 12	(14) Battle of Marengo, 1800.	Mond. 12	(17) Earthquake in Canada, 1861.	Wedn. 12	
Thurs. 13	ASCENSION DAY.	SUN. 13	2ND SUNDAY AFTER TRINITY.	Tuesd. 13	(17) Quebec erect. into an archbishopric, 1641.	Thurs. 13	Steamboats invented by Fulton, 1807.
Frid. 14	Sulpicians left for Canada, 1657.	Mond. 14	(14) 1st Parliament of United Canada, 1841.	Wedn. 14	VACATION of Norm. & Prim. Schools, L. C.	Frid. 14	STEAMBOAT INVENTION.
Satur. 15	(15) Montreal founded, 1642.	Tuesd. 15	Pro Nonno elected, 1845.	Thurs. 15	(18) Peace of Villmarum, 1859.	SUN. 15	11th SUNDAY AFTER TRINITY.
SUN. 16	1st SUNDAY AFTER ASCENSION.	Wedn. 16	Missis. disc. by Joliette and Marquette, 1673.	Frid. 16	(18) St. Law. an Atlantic R. R. opened, 1853.	Mond. 16	(17) First Council (Ecc.) held at Quebec, 1851.
Mond. 17	Trial by Jury instituted, Eng., 1270.	Thurs. 17	Inauguration of Victoria College, 1838.	Satur. 17	Sharp frost in Canada, 1810.	Tuesd. 17	(18) The Prince of Wales arriv. at Quob., 1860.
Tuesd. 18	Columbus died, 1506.	Frid. 18	(19) 1st newspaper in Canada, 1764.	SUN. 18	17th SUNDAY AFTER TRINITY.	Wedn. 18	Battle of Camden, 1780.
Wedn. 19	Lafayette died, 1834. (22) O'Connell died, 47.	Satur. 19	H. M. Queen Vict., ascended the throne, 1837.	Mond. 19	(19) Buenos Ayres declared independ., 1816.	Thurs. 19	Ashburton Treaty, 1842.
Thurs. 20	Riots at Montreal, 1832. (25) Bat. Winch. '62.	SUN. 20	3rd SUNDAY AFTER TRINITY. Summer begins.	Tuesd. 20	(20) First capitulation of Quebec, 1629.	Frid. 20	Speakers of both Houses Parl. knighted, 1860.
Frid. 21	(20) Mails discontinued between N. and S. B.	Mond. 21	(21) Disc. of Newfoundland and Lab., by Cabot.	Wedn. 21	(21) 1st Battle of Bull Run, 1861.	Satur. 21	Great fire at Constantinople, 1792.
Satur. 22	Joliette College erected, 1846. (1861.)	Tuesd. 22	Kars invaded by Russians, 1855. (1497.)	Thurs. 22	Prince of Wales null. at St. Johns Newf. 1660.	SUN. 22	12th SUNDAY AFTER TRINITY.
SUN. 23	PENTECOST.—WHIT SUNDAY.	Wedn. 23	St. John Baptist. Battle of Solferino, 1869.	Frid. 23	Mgr. Dosquet, Bishop of Quebec, 1730.	Mond. 23	(23) Lord Colford arrived in Canada, 1835.
Mond. 24	(24) Queen Victoria born, 1819.	Thurs. 24	(26) George IV. died, 1830.	Satur. 24	St. James. (27) Revolution in France, 1830.	Tuesd. 24	(24) The Prince of Wales at Montreal, 1860.
Tuesd. 25	Carvin died, 1661. (27) Bat. Hanov. C.H. '62.	Frid. 25	Virginia first settled by the English, 1655.	SUN. 25	8th SUNDAY AFTER TRINITY.	Wedn. 25	(25) Victoria Bridge inaugurated by the P. of C.
Wedn. 26	(28) Fire, Quebec, 1650 houses dest. 1845.	Satur. 26	Erection of the Bon Pasteur, Montreal 1841.	Mond. 26	(27) First mass said at Three Rivers, 1616.	Thurs. 26	Rebellion in Belgium, 1837. (Wales, 1860.)
Thurs. 27	Lord Durham arrived, 1838.	SUN. 27	4th SUNDAY AFTER TRINITY.	Tuesd. 27	(27) Fall of Robespierre, 1794.	Frid. 27	CONFERENCE of teachers, J. C. Nor. School.
Frid. 28	CONFERENCE of teachers, Jacq.-Cartier N. S.	Mond. 28	St. PETER and St. PAUL.	Wedn. 28	(28) Lord Durham died, 1840.	Satur. 28	CONFERENCE of teachers, Laval Nor. School.
Satur. 29	CONFERENCE of teachers Laval Norm. Sch.	Tuesd. 29		Thurs. 29	Battle at Sault Montmorency, 1769.	SUN. 29	13th SUNDAY AFTER TRINITY.
SUN. 30	TRINITY SUNDAY.	Wedn. 30	Brilliant Comet, 1861.	Frid. 30		Mond. 30	(29) Fort Hatteras taken, 1861.

SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Was the seventh month of the Roman year.		Was the eighth month of the Roman year. It received under Antoninus, the name of <i>Fastinus</i> , in honor of Faustina, his wife; Commodus named it <i>Invictus</i> . Dominianus Dominianus; but the people continued giving it the name of <i>October</i> .		Was the ninth month of the Roman year.		Was the tenth month of the Roman year.	
From the 1st of this month to the 1st of Oct., the census of children of school age is to be taken, and reported to the Sup. within 10 days after 1st of October.				Demands for supplementary aid to poor municipalities must be transmitted to the E. Office by the first of this month.		The half-yearly reports must be made up in the course of this month.	
DAYS	EVENTS, &c.	DAYS	EVENTS, &c.	DAYS	EVENTS, &c.	DAYS	EVENTS, &c.
Tuesd. 1	The Saguenay discovered by Cartier, 1535.	Thurs. 1	Wheat first sown in Canada, 1608.	SUN. 1	2ND SUNDAY AFTER TRINITY.	Tuesd. 1	Napoleon I. crowned 1801
Wedn. 2		Frid. 2	Telegraph between Quebec and Mont., 1817.	Mond. 2	(1) APPLICATIONS FOR POOR MUNIC. DUE.	Wedn. 2	Queen Adelaide died, 1819.
Thurs. 3	Plat River railroad bridge catastrophe, 1861.	Satur. 3	Carter landed at Hochelaga, (Mont.), 1535.	Tuesd. 3	BOARDS OF EXAMINERS MEET.	Thurs. 3	Bombardment of Barcelona, 1812.
Frid. 4	The Hudson River discovered, 1609.	SUN. 4	1st SUNDAY AFTER TRINITY.	Wedn. 4	4th SUNDAY AFTER TRINITY.	Frid. 4	Mozart died, 1791.
Satur. 5	First Congress at Philadelphia, 1774.	Mond. 5	(3) Mgr. Signay, 1st archb. of Que. died, 1850.	Thurs. 5	5th SUNDAY AFTER TRINITY.	Satur. 5	(6) St. Nicholas, the Schools' Holiday.
SUN. 6	14th SUNDAY AFTER TRINITY.	Tuesd. 6	(7) Peace with America, 1783.	Frid. 6	(6) Port Royal, S. C., taken, 1861.	SUN. 6	2nd SUNDAY IN ADVENT.
Mond. 7	(5) Lord Metcalfe died, 1846.	Wedn. 7	Inauguration of Bishop's College, 1864.	Satur. 7	7 Brothers of the Christ Sch. in Montreal, 1837.	Mond. 7	(7) Consecration of Hgr. Laval, 1659.
Tuesd. 8	Sebastopol taken, 1855.	Thurs. 8	Sheridan born, 1761.	SUN. 8	8th SUNDAY AFTER TRINITY.	Tuesd. 8	CONCEPTION. Mission born, 1608.
Wedn. 9	Cephalion of Montreal, 1760.	Frid. 9	Mgr. Turgeon app. Archbp. of Que. 1850.	Mond. 9	9th SUNDAY AFTER TRINITY.	Wedn. 9	9th SUNDAY AFTER TRINITY.
Thurs. 10	Laval University, 1st term commences.	Satur. 10	REPORTS OF CENSUS DUE.	Tuesd. 10	10th SUNDAY AFTER TRINITY.	Thurs. 10	Sir John Colborne Governor, 1838.
Frid. 11	Duke of Wellington died, 1852.	SUN. 11	11th SUNDAY AFTER TRINITY.	Wedn. 11	(11) Massot and Shidlet seized by Wilkes, 1861.	Frid. 11	(10) English Cathedral, Montreal, burnt, 1856.
Satur. 12	Battle at Baltimore, 1814.	Mond. 12	(11) America discovered, 1492.	Thurs. 12	(13) Curran died, 1817.	Satur. 12	Mgr. Paillet Bishop of Quebec, 1825.
SUN. 13	16th SUNDAY AFTER TRINITY.	Tuesd. 13	The allied Eng. and Fr. ent. Pekin, 1860.	Frid. 13	(14) Montgomery before Quebec, 1775.	SUN. 13	3RD SUNDAY IN ADVENT.
Mond. 14	(13) Battle of the Plains of Abraham, 1759.	Wedn. 14	English laws promul. in Upper Canada, 1762.	Satur. 14	(14) Bermuda exiles in New-York, 1838.	Mond. 14	Washington died, 1799.
Tuesd. 15	(13) Members Maryland Legis. arrested, 1861.	Thurs. 15	(12) R. charter granted to Vict. Col. U. C., 1836.	SUN. 15	15th SUNDAY AFTER TRINITY.	Tuesd. 15	Death of the Prince Consort, 1861.
Wedn. 16	OPENING of Normal and Model Sch., L. C.	Frid. 16	(12) Siege of Sebastopol, 1854.	Mond. 16	16th SUNDAY AFTER TRINITY.	Wedn. 16	(13) Battle of Fredericksburg, 1862.
Thurs. 17	Capital of Quebec, 1763. Bat. of Antietam, '62.	SUN. 17	20th SUNDAY AFTER TRINITY.	Tuesd. 17	(18) Steamer Indian wrecked 1859.	Thurs. 17	1st Parliament in Lower Canada, 1792.
Frid. 18	1st Meeting of the Conseil Supérieur, Quebec.	Mond. 18	(21) Battle of Trafalgar, 1805.	Wedn. 18	(19) Departure of Cortez for Mexico, 1618.	Frid. 18	Sir H. Davy born, 1778.
Satur. 19	Lord Sydneyham died, 1811. (1863.)	Tuesd. 19	The Prince of Wales left America, 1860.	Thurs. 19	Capo de Good Hope doubled, 1497.	SUN. 19	17th SUNDAY IN ADVENT.
SUN. 20	16th SUNDAY AFTER TRINITY.	Wedn. 20	Battle of Edwards Ferry, 1861.	Satur. 20	Princess Royal born, 1840.	Mond. 20	Stone Fleet sunk off Charleston, 1861.
Mond. 21	Inauguration at Laval University, 1861.	Thurs. 21	Locke died, 1704.	SUN. 21	22th SUNDAY AFTER TRINITY.	Tuesd. 21	First voyage of Hgr. Laval, 1659.
Tuesd. 22	Sir Walter Scott died, 1832.	Frid. 22	Meeting of 6 Counties, 1837.	Mond. 22	(22) Ursulines in their conv., at Quebec, 1614.	Wedn. 22	Sir Isaac Newton born, 1642.
Wedn. 23	Autumn commences.	Satur. 23	Poland dismembered, 1795.	Tuesd. 23	Eclipse, visible, midnight.	Thurs. 23	Laval University, 1st term closes.
Thurs. 24	England recognized independ. of U.-S., 1783.	SUN. 24	21st SUNDAY AFTER TRINITY.	Wedn. 24	General Havelock died, 1857.	Frid. 24	CHRISTMAS DAY. Champlain died, 1632.
Frid. 25	Daklava taken, 1854.	Mond. 25	Battle of Chateaugay, 1813.	Thurs. 25	(27) First School in Montreal, 1637.	Satur. 25	St. Stephen.
Satur. 26	(25) Mrs. Hemans born, 1791.	Tuesd. 26	Attempt to abolish Fr. lang. in Can., 1796.	Frid. 26	M. de Frontenac died, 1696.	SUN. 26	1st SUNDAY AFTER CHRISTMAS.
SUN. 27	17th SUNDAY AFTER TRINITY.	Wedn. 27	Government seized property of Jesuits, 1800.	Satur. 27	(29) POOR MUNICIPALITIES LIST CLOSED.	Mond. 27	Mason and Shidlet given up to G. B., 1861.
Mond. 28	Battle of Marathon 490 B. C.	Thurs. 28		SUN. 28	ADVENT SUNDAY.	Tuesd. 28	Savannah taken, 1778.
Tuesd. 29	St. Michael.	Frid. 29		Wedn. 29	St. Andrew's Day. Sheridan Knowles died, '62.	Wedn. 29	S. Banks suspend spec. payments, 1661.
Wedn. 30	(29) Battle of Kars, 1855.	Satur. 30		Thurs. 30		Thurs. 30	Montgomery killed before Quebec, 1775.