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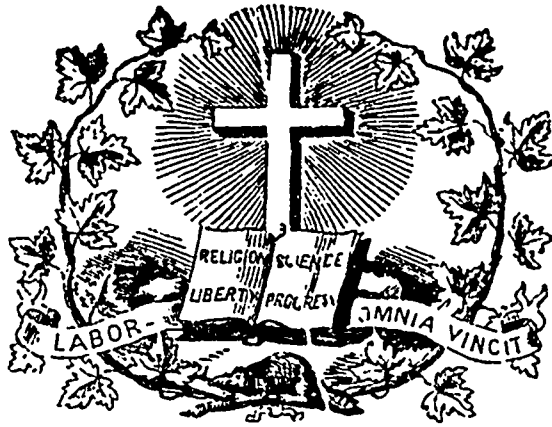
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SUMMARY.—**POETRY:** *Solemn Words*, by Mrs. Leprohon.—*Dies Iræ*, by Rev. A. McD. Dawson.—**SCIENCE:** *Leaves from Gosse's Romance of Natural History*, (continued).—**EDUCATION:** *Arithmetic*, by John Bruce, Esq., Inspector of Schools, (continued).—*Lecture on the Art of Questioning*, by the same.—*Idle Genius in School*.—*Three Rules for good reading*.—**OFFICIAL NOTICES:**—*Notice to School Commissioners and Trustees*.—*Books approved by the Council of Public Instruction*.—*Notice to the creditors of the old School Corporation of St. Michel d'Yamaska*.—*Notice to Teachers*.—*Notice to Directors of Institutions claiming aid on the Grant for Superior Education*.—*Appointments: School Commissioners*.—*Diplomas granted by the Laval Normal School*.—*Diplomas granted by the Board of Examiners*.—*Donations made to the Library of the Department of Education*.—**EDITORIAL:** *Teachers' Salaries*.—*Law to protect Birds*.—*School of Agriculture of St. Ann*.—*Meeting of the Bedford District Teachers' Association*.—*Convocation of McGill University*.—*NOTICES OF BOOKS AND PUBLICATIONS:*—*Dawson: Lament for the Right Rev. James Gillis and other poems*, by Rev. D. Dawson.—*Dawson: Euzoosie Canadense*.—*Meredith: Short School Time with Military and Naval Drill*.—*Stone: The Life of Sir W. Johnson*.—*Vainberg: Travels in Central Asia*.—*Hunt: Canada. A Mineralogical sketch*.—*Catalogue of the Canadian Contributions to the Dublin Exposition*.—*Perrault: Traité d'Agriculture Pratique*.—*Benjamin: The St. Alban's Raid*.—*Hodgins: A School History of Canada*.—*Wright: The Life of Major General Wolfe*.—**MONTHLY SUMMARY:** *Educational Intelligence*.—*Literary Intelligence*.—*Scientific Intelligence*.—*Neurological Intelligence*.—*Miscellaneous Intelligence*.

LITERATURE.

POETRY.

SOLEMN WORDS.

BY MRS. LEPROHON.

See, Love, watch the lovely shading
Of the bright clouds softly fading
From yon sunset sky above us,—gaze, for soon will they be gone.
One would think mid them were given
Glimpses of that glorious heaven
To which with humble faith, I trust I am journeying on.

Ah! why sorrow thus so madly
When I whisper to thee sadly
That for a speedy parting, we must both our hearts prepare?
Of all regrets that grieve me,
The sharpest is to leave thee
O'er burdened, overwhelmed with such terrible despair.

Had it been the will of heaven
That long life should me be given,
I'd have been a fond companion, a true and tender wife,
But, perchance, our love fond, yearning,
Would have kept our hearts from turning
To all thoughts or aspirations of a higher holier life.

Ah, whisper not despairing
That grief thy heart is tearing,
That thou wilt not, canst not bow to heaven's stern decree,

But dearest, tell me rather,
That our kind and heavenly Father,
In mercy and in wisdom, knows what's best for me and thee.

Thou art only in the dawning,
In the bright and sunny morning
Of a manhood full of promise, of genius' noble pride,
And because one hope is banished,
From thy sky one lone star vanished,
Thou must not from earth's highway, useless, aimless turn aside

To that dark and dreary valley
In which none may pause or dally,
If murmuring, if still grieving, I am quickly hastening on,
But the One whose arms will fold me,
Will, beloved, too, uphold thee,
And be thy mighty solace, and thy comfort when I'm gone.

Up, Love, banish now this sorrow,
Nor shrink weakly from the morrow,
Whate'er of grief it bring thee, or myself of dying pain,
But whilst thus my cold hand pressing,
Whispering tender word and blessing,
Promise, darling, thou wilt live so in heaven we'll meet again.

DIES IRÆ.

(Translated by Rev. Aeneas McD. Dawson.)

Day of anger, day of dread!
The world, in fire, shall pass away:
The doom in David's and Sibylla's lay.

Oh! what fear shall then prevail,
When God shall come, the judge of man,
And all his deeds inexorable scan!

Loud shall the last trumpet sound;
Shall hear the silent grave its tone,
Shall face each startled soul the judgment throne.

Death and Nature both shall see,
Spring from the dust each creature forth,
Before the Judge severe, to plead its worth.

The doom book in Heaven writ,
Wherein the witness all is read,
Mankind to judge, that day will be outspread.

What, ah! wretched, shall I say?
What patron's aid shall I invoke?
When scarce the good shall 'scape stern justice's stroke.

Awful Thou, Heaven's Majesty !
Yet see doth Thy salvation flow ;
Bid open Thy mercy's fountain,—favor show.

Forget not, Saviour, Lord,
My guilt hath caused thy mortal life,
Give me to conquer in the final strife.

Borne for me Thy crushing load,
For me endured the Cross' pain :
Oh ! be not all Thy mercy's toil in vain,

Just Thou art, avenging Judge ;
Oh ! yet ere dawn that awful day,
Do Thou, in pity, wipe each stain away.

Ever scourges me remorse,
Ever burns me sin's devouring shame,
I, suppliant now, Thy generous pity claim.

Thou did'st Magdalen forgive,
And heard'st the robber's humble prayer ;
Me, too, (I hope in Thee) Thou'lt gracious spare.

Ah ! how worthless all my vows !
Yet, for Thy bounteous, Heavenly name,
My soul Thou'lt save from Hell's eternal flame.

Ever 'mongst thy faithful few,—
Thy chosen ones,—Thy throne beside,
My place secure,—far from Thy foes divide.

Be Thine enemies abashed,
Hopeless, condemned to endless fire ;
Amidst Thy saints to dwell shall I aspire.

Humble and suppliant ever,
Contemite, my soul each sin deplores ;
Mine end be peace,—my treasure Heavenly stores.

Oh ! that day ! what tears shall flow !
When guilt-stain'd man from dust shall come.
The judgment seat around, to meet his doom.

Spare, O Lord, each sinner spare,
Thy mercy, Jesus, liberal show,
Thy blessed peace eternally bestow.

AMEN.

SCIENCE.

Leaves from Gosse's Romance of Natural History.

(Continued.)

THE YAST.

Upper California is the home of the most gigantic of vegetable productions, which form two species of a sort of Cypress, named respectively *Sequoia sempervirens* and *Seq. Wellingtonia*. The latter has attained the most celebrity. "About thirty miles from Sonora, in the district of Calaveras, you come to the Stanislas river; and, following one of its tributaries that murmurs through a deep, wooded bed, you reach the Mammoth-tree Valley, which lies fifteen hundred feet above the level of the sea. In this valley you find yourself in the presence of the giants of the vegetable world; and the astonishment with which you contemplate from a distance these tower-like Conifers, rising far above the toffy pine-woods, is increased when on a nearer approach you become aware of their prodigious dimensions. There is a family of them, consisting of ninety members, scattered over a space of about forty acres; and the smallest and feeblest among them is not less than fifteen feet in diameter. You can scarcely believe your eyes as you look up to their crowns, which, in the most vigorous of the colossal stems, only begin at the height of a hundred and fifty or two hundred feet from the ground."

Each member of this wonderful group has received a familiar name, in many cases indicating in its homely associations the rude mind of the backwoodsman. A hotel has been built close to the group, which has become a scene of attraction to visitors from all parts of the country. An enumeration of a few of the more prominent trees, with

their statistics, will enable us better to form an idea of the scene, particularly if we take the monument of London as a standard of comparison, whose total height is two hundred and two feet, and fifteen feet the diameter of the column at the plinth.

Leaving the hotel, and proceeding into the grove, the visitor presently comes to the "Miner's Cabin," a tree measuring eighty feet in circumference, and attaining three hundred feet in height. The "cabin," or burnt cavity, measures seventeen feet across its entrance, and extends upwards of forty feet. Continuing our ramble, admiring the luxuriant growth of underwood, consisting of hick, cedars, dogwood, and hazel, we come to the "Three Graces." These splendid trees appear to grow, and perhaps do grow, from one root, and form the most beautiful group in the forest, towering side by side to the height of two hundred and ninety feet, tapering symmetrically from their base upwards. Their united circumference amounts to ninety-two feet; it is two hundred feet to the first limb on the middle tree. The "Pioneer's Cabin" next arrests our attention, rising to the height of one hundred and fifty feet (the top having been broken off), and thirty-three feet in diameter. Continuing our walk, we come to a forlorn-looking individual, having many rents in the bark, and, withal, the most shabby-looking in the forest. This is the "Old Bachelor;" it is about three hundred feet high, and sixty in circumference. The next tree is the "Mother of the Forest," presently to be mentioned as having been stripped of its bark by speculators in 1854. We are now amidst the "Family Group," and standing near the uprooted base of the "Father of the Forest." This scene is grand and beautiful beyond description. The venerable "Father" has long since bowed his head in the dust; yet how stupendous even in his ruins! He measures one hundred and twelve feet in circumference at the base, and can be traced three hundred feet, where the trunk was broken by falling against another tree. A hollow chamber, or burnt cavity, extends through the trunk two hundred feet, large enough for a person to ride through. Near its base is a spring of water. Walking upon the trunk, and looking from its uprooted base, the mind can scarcely conceive its prodigious dimensions, while on either hand tower his giant sons and daughters. Passing onward, we meet with the "Husband and Wife," leaning affectionately towards one another; they are sixty feet in circumference, and two hundred and fifty feet in height. "Hercules," one of the most gigantic specimens in the forest, stands leaning in our path. This tree, like many others, has been burnt at the base; it is three hundred and twenty-five feet high, and ninety-seven feet in circumference. The "Hermit," rising solitary and alone, is next observed. This tree, straight and well proportioned, measures three hundred and twenty feet high, and sixty feet in circumference. Still returning towards the hotel by the lower trail, we pass the "Mother and Son," which together measure ninety-three feet in circumference; the "Mother" is three hundred and twenty, the "Son" a hopeful youth of three hundred feet. The "Siamese Twins and their Guardian" form the next group: the "Twins" have one trunk at the base, separating at the height of forty feet, each measuring three hundred feet high; the "Guardian" is eighty feet in circumference, and three hundred and twenty-five feet high. Beyond stands the "Old Maid," slightly bowing in her lonely grief; she measures sixty feet in circumference, and is two hundred and sixty feet high. Two beautiful trees, called "Addie and Mary," are the next to arrest our attention, measuring each sixty-five feet in circumference, and nearly three hundred feet high. We next reach the "Horse-back Ride," an old fallen trunk of one hundred and fifty feet in length, hollowed out by the fires which have, in days gone by, razed through the forest. The cavity is twelve feet in the clear and in the narrowest place, and a person can ride through on horseback, a distance of seventy-five feet. "Uncle Tom's Cabin" next claims our admiration, being three hundred feet high, and seventy-five in circumference. The "Cabin" has a burnt entrance of two and a half feet in diameter; the cavity within is large enough to seat fifteen persons. Two other trees we must note; one of which, named the "Pride of the Forest," remarkable for the smoothness of its bark, measures two hundred and eighty feet in height, and sixty feet in circumference. The "Burnt Cave" is also remarkable; it measures forty feet nine inches across its roots, while the cavity extends to the distance of forty feet—large enough for a horseman to ride in, and, turning round, return. We now reach the "Beauty of the Forest," a tree sixty-five feet in circumference, fully three hundred feet high, symmetrical in form, and adorned with a magnificent crest of foliage. Reaching the road, and returning to the house, we pass the "Two Guardians," which tower to the height of three hundred feet, and are sixty-five and seventy feet in circumference, forming an appropriate gateway to this wonderful forest.

Two of these trees have been used for the satisfaction of public curiosity at a distance from their home. One of the noblest, called the "Big Tree," was felled; a work of no small labour, since the trunk was ninety-six feet in circumference at the base, and solid

throughout. It was effected by boring holes with augers, which were then connected by means of the axe, and occupied twenty-five men for five days. But even when this was done, so accurately perpendicular was the noble column that it would not fall, and it was only by applying a wedge and strong leverage, during a heavy breeze, that its over-throw was at last effected. In falling it seemed to shake the ground like a earthquake; and its immense weight forced it into the soft virgin soil so that it lies imbedded in a trench, and the stones and earth were hurled upward by the shock with such force that these records of the fall may be seen on the surrounding trees to the height of nearly a hundred feet. The stump was smoothed, and has been fitted up for theatrical performances and balls, affording ample room for thirty-two dancers. The bark was removed for a certain length, and being put up symmetrically, as it originally subsisted, constituted a large room furnished with a carpet, a piano, and seats for forty persons. In this state it was exhibited in various cities of America and Europe.

So successful was this speculation, that another hero of the Barnum tribe proceeded to separate the entire bark from the "Mother of the Forest," to a height of one hundred and sixteen feet, removing it in sections, carefully marked and numbered, for future reconstruction. It is this trophy which has been exhibited in London, first in Newman Street, and afterwards at the Adelaide Gallery. These buildings, however, would not admit of the erection of the whole, so that it was removed in 1836 to the Crystal Palace, where it now delights the eyes of thousands daily.

Perhaps we can scarcely regret the removal and transport of these relics, especially as it is said the "Mother" has not been perceptibly injured in health by the abstraction of her outer garment. Yet it is a matter of congratulation that pecuniary avidity will not further diminish this noble grove, for the law has now prohibited the injury of any more trees, on any pretence whatever.

All these are the mighty works of an Almighty God; not self-produced, as some would fain assure us, by the operation of what are called eternal "laws," but designed by a Personal Intelligence, created by a Living Word, and upheld by an Active Power.

"Praise the Lord from the earth, ye dragons, and all deeps: . . . mountains, and all hills; fruitful trees, and all cedars; beasts and all cattle; creeping things, and flying fowl! His glory is above the earth and heaven." (Ps. cxlviii.)

THE MINUTE.

If great bulk excites our admiration, so does great minuteness. He who of old wrote the Iliad within the compass of a nut-shell, might have copied the poem a hundred times over, without eliciting one puff of that gas which enabled him *hominum volitare per ora*, if he had confined himself to the ordinary scale; and the curious interest with which we gaze on a dozen spoons carved out of one cherry-stone, and enclosed in another, we should not think of bestowing on the same number of dessert spoons in the plate-basket. The excessive minuteness of the object in question is the point to be admired, and yet not mere minuteness; we might see objects much smaller, atoms of dust for instance, and pass them by without a thought. There must be minuteness combined with a complexity, which, in our ordinary habit of thinking, we associate with far greater dimensions: in the one case, the number, form and order of the letters that make up the poem; in the other, the number, shape and carving of the toy-spoons.

And thus, when we look on the tiny harvest mouse, two of which scarcely weigh a halfpenny, and which bring up its large life-family of eight hopeful mouse-ings in a nest no bigger than a cicet ball, or the still tinier Etruscan shrew, it greatly enhances our interest to know that every essential organ is there which is in the giant torquial of a hundred feet. The humming-bird is constructed exactly on the same model as to essentialia as the condor; the little spherodaetyle, which we might put into a quill-barrel, and carry home in the waist coat pocket, as the mighty crocodile; the mackerel-midge, which never surpasses an inch and a quarter in length, as the huge busking-shark of six-and-thirty feet.

Complexity of structure, the multiplicity and variety of organs, do not depend upon actual dimensions, but rather upon the position in the great plan of organic existence which the creature in question occupies. The harvest mouse possesses a much more elaborate organization than the vast shark or colossal snake. In general, all the creatures of simple structure are minute—the most simple, the most minute; but we need to limit this proposition by many conditions and exceptions, before we shall fully apprehend the true state of the case. I do not exhibit to you of oxygen microscopes will frequently, indeed, be heard to declare that all the species that are seen shooting to and fro, or revolving, top-fashion, in their populous droplets of water, are furnished with all the organs, tissues, and members that constitute

the human frame; and similar statements were not uncommon in cheap compilations of natural history a few years ago. This has been abundantly shown to be erroneous; but the tendency has been to run into an opposite extreme; and to assume that what are called "low forms" of organic life are exceedingly simple in their structure. There is, I say, error here; the microscope is daily revealing the fact, that in such beings the tissues that had been too hastily thought simple and almost homogeneous are really complex, and that systems of organs of the most elaborate character are present, which had been altogether overlooked and unsuspected.

What is more interesting than an examination, by means of a first-rate microscope, of a tiny atom that inhabits almost every clear ditch—the *Melicerta*? The smallest point that you could make with the finest steel-pen would be too coarse and large to represent its natural dimensions; yet it inhabits a snug little house of its own construction, which it has built up stone by stone, cementing each with perfect symmetry, and with all the skill of an accomplished mason, as it proceeded. It collects the material for its mortar, and mingles it; it collects the material for its bricks, and moulds them; and this with a precision only equalled by the skill with which it lays them when they are made. As might be supposed, with such duties to perform, the little animal is furnished with an apparatus quite unique, a set of machinery to which, if we searched through the whole range of beasts, birds, reptiles, and fishes, and then, by way of supplement, examined the five hundred thousand species of insects to boot,—we should find no parallel.

The whole apparatus is exquisitely beautiful. The head of the pellucid and colourless animal unfolds into a broad transparent disk, the edge of which is moulded into four rounded segments, not unlike the flower of the heart's-ease, supposing the fifth petal to be obsolete. The entire margin of this flower-like disk is set with fine vibratile cilia, the current produced by which runs uniformly in one direction. Thus there is a strong and rapid set of water around the edge of the disk, following all its irregularities of outline, and carrying with it the floating particles of matter, which are drawn into the stream. At every circumvolution of this current, however, as its particles arrive in succession at one particular point, viz., the great depression between the two uppermost petals, a portion of these escape from the revolving direction, and pass off in a line along the summit of the face towards the front, till they merge in a curious little cup-shaped cavity, seated on what we may call the chin.

This tiny cup is the mould in which the bricks are made, one by one, as they are wanted for use. The hemispherical interior is ciliated, and hence the contents are maintained in rapid rotation. These contents are the atoms of sedimentary and similar matter, which have been gradually accumulated in the progress of the ciliary current; and these, by the rotation within the cup becoming consolidated, probably also with the aid of a viscid secretion elaborated for the purpose, form a globular pellet, which as soon as made is deposited, by a sudden inflexion of the animal, on the edge of the tube or case, at the exact spot where it is wanted. The entire process of making and depositing a pellet occupies about three minutes.

I say nothing about the other systems of organs contained in this living atom: the arrangements destined to subserve the purposes of digestion, circulation, respiration, reproduction, locomotion, &c., though these are all more or less clearly distinguishable in the tissues of the animal, which is as translucent as glass. For the moment I ask attention only to the elaborate conformation of organs, which I have briefly described, for the special purpose of building a dwelling. No description that I could draw up, however, could convey any idea approaching to that which would be evoked by one good sight of the little creature actually at work;—a most charming spectacle, and one which, from the commonness of the animal, and its ready performance of its functions under the microscope, is very easy to be attained.

It is impossible to witness the constructive operations of the *melicerta* without being convinced that it possesses mental faculties, at least if we allow these to any animals below man. If, when the chimpanzee weaves together the branches of a tree to make himself a bed; when the beaver, in concert with his fellows, gnaws down the birch saplings, and collects clay to form a dam; when the martin brings together pellets of mud and arranges them under our eaves into a hollow receptacle for her eggs and young,—we do not hesitate to recognize *mind*—call it instinct, or reason, or a combination of both—how can we fail to see that in the operations of the invisible animalcule there are the workings of an *innata principia*? The creature must be a power to judge of the condition of its case, of the height to which it must be carried, of the time when this must be done; a will to commence and to go on, a will to cease off (or the ciliary current is entirely under control); a consciousness of the readiness of the pellet; an accurate estimate of the spot where it needs to be deposited (may I not say, also, a memory where the previous ones had been laid,

since the deposition does not go on in *regular* succession, but now and then, yet so to keep the edge tolerably uniform in height?); and a will to determine that there it shall be put. But surely these are mental powers. Yet mind animating an atom so small that your eyes strained to the utmost can only just discern the speck in the most favourable circumstances, as when you hold the glass which contains it between your eye and the light, so that the ray shall illumine the tiny form while the background is dark behind it!

It is a startling thought that there exists a world of animated beings densely peopling the elements around us, of which our senses are altogether unacquainted. For six thousand years generation after generation of *Rotifera* and *Entomostraca*, of *Infusoria* and *Protozoa* have been living and dying, under the very eyes and in the very hands of man; and, until this last century or so, he has no more suspected their existence than if "the scene of their sorrow" had been the ring of Saturn. Dr. Muntell wrote a pretty book, the secondary title of which was "A Glimpse of the Invisible World." It was a book about the *Animalcules*, which are revealed only by the microscope; and though it gave little original information, and some of that unsound, yet, for the time, when the microscope was in far fewer hands than it is now, it contained much to interest and much to instruct. The minutely invisible world has now become tolerably familiar to most persons of education; and thousands of eyes are almost constantly gazing on the surprising forms of animals and plants, which the microscope reveals.

The study of one particular class of these organisms, the Diatoms, has become quite a fashion, and the reunions of our microscopists are almost exclusively occupied with the names, the scientific arrangement, the forms and sculpturings of these singular objects. I have already had occasion to mention them in relation to the important part they play in the economy of creation; but it may not be amiss to devote a few words more to them, with the view to make the reader better acquainted with their general appearance.

A flat pill-box or cylindrical tin canister, which is much wider than it is deep, will give a good idea of many of the Diatoms, such as *Arachnodiscus*. The top and bottom of the box are formed by flat circular glassy plates, called valves, and the sides by a ring or hoop of similar material. Sometimes the outline of the valves (with which the hoop agrees) is oval, or oblong, or square, or triangular, instead of circular; and their surface is sometimes convex in various degrees, but the side is generally upright, or in other words, the surface of the hoop passes in a straight line from the edge of one valve, whatever its outline, to that of the other.

Here then is a box formed of pure transparent flintglass, very thin and delicate, and very brittle. The valves are marked with minute dots, which appear to be either knobs or pits; or with lines, either depressed or raised. In the beautiful *Arachnodiscus*, both of these modes of sculpturing are present. Each valve is marked with a number of most delicate lines, which radiate from a central circle of dots to the circumference; these radii are connected by a multitude of cross lines, bearing the closest resemblance to the elegant webs spun by our common geometric spiders, whence the name given to the genus; while in the spaces marked out by these reticulations there are rows of minute round dots. Altogether, the effect of this complex pattern of sculpture is most charming, and is heightened by the brilliant translucent material in which it is wrought, which, as has already been observed, is like the purest glass.

During life there is, in every individual, a small round body in the centre of the enclosed cavity, called the *nucleus*, and this is surrounded by irregular masses of yellowish substance, called the *endochrome*, the nature of which is not very clearly ascertained. The single specimen, including the two valves and the hoop, with their contents, is called a *frustule*.

The manner in which these beautiful, but most minute atoms increase, is highly curious. The pill-box-like frustule becomes deeper by the widening of the hoop, thus pushing the valves further from each other; then across the middle two membranes form, which, by and by, from the deposition of flinty matter, become glassy valves, corresponding to the two outer valves, and then the whole frustule separates between these two new valves, and forms two frustules. The old hoop (in some cases at least) falls off, or allows the hoops of the new-made frustules to slip out of it, like the inner tube out of a telescope.

Now, the separation of the frustules thus made is not always so complete, but that they remain adherent to one another, by some point of contact; and hence arises a most singular and interesting appearance often presented by these bodies. Let us suppose that the original frustule was of the shape of a brick, and that by successive acts of self-division, it has formed itself into a number, say a dozen of bricks. These, of course, are laid one on another, forming a pile; but all the

individuals adhere to one another by a minute point at one corner, and the matter of adherence is sufficiently tenacious and sufficiently yielding to allow of the brick-shaped frustules moving freely apart in every point, except just the connecting angle. It is not *the same* corner that adheres all up the pile; more frequently opposite corners alternate with each other, yet not very regularly, and thus an angularly jointed chain of the little bodies is formed, which is very characteristic. In some species, in which the form is a lengthened oblong, the frustules have the faculty of sliding partially over each other, and thus the chain resembles a series of long steps.

Sometimes the frustules, perhaps of a graceful wedgelike outline, are attached at the end of long slender threads, which grow from a common point, and radiate in a beautiful fan-like manner; at other times, the frustule is of an irregular trapezoidal form, and is connected with its fellows by a short intervening band. Perhaps the most common form of all is that of an italic *f* without the terminal dots, each frustule being unconnected with others. These have the power of spontaneous motion; and it is very interesting to mark them creeping along in a vagrant, jerking manner over the field of the microscope, making no inconsiderable progress.

There are, then, several circumstances which combine to make the economy of these creatures full of interest, and give them a strong hold on our imagination.

1. Their inconceivable multitudes, and their universal distribution, especially in the waters of our globe, from the equator to the poles, or at least as near to them as man has been able to investigate, the everlasting glaciers of the icy seas being conspicuously stained with them.

2. The vast part assigned to them in the economy of creation, since, as we have seen, they not only enter largely into the composition of the solid crust of the globe, but sustain (mediate) the life of its very hugest creatures.

3. The very great variety of forms assumed by the different kinds.

4. Their marvellous elegance and beauty, consisting in their material, their shapes, and their sculpturing.

5. Their spontaneous movements, and the mystery which hangs over the manner in which these are performed, a mystery which all the perseverance of hundreds of the best microscopists has not yet been able to dissipate.

6. The power which their structure possesses of taking up the siliceous matter held in solution in the waters, and forming of it solid flint;—a process which excites our wonder and which is quite beyond our comprehension.

7. The uncertainty which attends our conclusions as to their true character. Are they animals? Are they plants? The question is still before the judges. Ehrenberg and other names of high eminence have set them down as animals, but the preponderance of modern opinion is in favour of their vegetable nature. And there are some who would fain make of them a fourth kingdom, neither animal, nor vegetable, nor mineral, but an independent group possessing affinities with all.

8. Their minute dimensions. The actual size varies exceedingly, according to the species, between one-fiftieth, and one six-thousandth of an inch, or even wider limits. Perhaps, however, we may set down as an average size for an oblong frustule, a length of one-thousandth of an inch, and a width of one-five-thousandth; that is, that if you could make a chain of them, set end to end, in contact, it would take a thousand specimens to measure an inch, while, if you made a row of them, side by side, five thousand would be required to fill the same extent.

(To be continued.)

EDUCATION

ARITHMETIC.

(Continued.)

All questions should be accompanied by drill-tests. Questions, observe, are of three kinds: FIRST, *preliminary questioning*, by which the instructor feels his way, sounds the depths of his pupil's previous knowledge, and prepares him for farther knowledge; SECOND, *instructive questioning*, by which, from the knowledge already acquired, he is led on — hand in hand with the instructor—in *helping himself*, as the educator opens up the

way and helps him on; THIRD, *examinatory questioning*, testing the general results of the *whole drill*, and what in these may be sound or defective, correct or incorrect, clear or misty.

Such questions as the following, which may be considered as coming under the *second*, and *third* mode of catechising, as answering to *probe* the pupil's knowledge of what you are teaching, as well as enabling you to throw *further* light on the subject, when found necessary. But bear in mind, as you question, you must, to be successful, endeavour to keep his mind in a wakeful and teachable condition, earnest in self-effort.

Questions.—In changing cwt. into tons, should the number of tons be less or more than the number of cwt.?—For your answer give a reason.—How many cwt. equal a ton in weight?—Then, the number of cwt. must be lessened, and how many times?—You mean, then, that dividing lessens a number, and multiplying increases it, do you?—Ounces to lbs., divide or multiply, and why?—Pounds to cwt., divide or multiply, and why?—Ounces to cwt., multiply or divide, and give your reason?—By what steps would you do it?—At what denomination would you begin, and why?—How many steps in the work of reducing?—What denomination would each step give?—I want a certain weight in ozs., instead of qrs., how would I convert the qrs. into ozs.?

Continue such questions till your object is gained; and accompany them with encouraging hints. No discouraging hint, or word, tending to damp the learner's ardour should proceed from your lips. Educe facts, and give instructive hints, in a winning cheering on way; then your pupil or class will earnestly and cheerfully co-work with you. Thought once alive, quickened and encouraged, will go on, and ever with a certain degree of success.

Land or square measure

- 1 square inch = a square surface having a linear inch for each of its sides.
- 1 square foot = 144 square inches.
- 1 square yard = 9 square feet.
- 1 square pole = 30½ square yards.
- 1 square rood = 40 square poles.
- 1 square acre = 4 square roods.

Reduced.

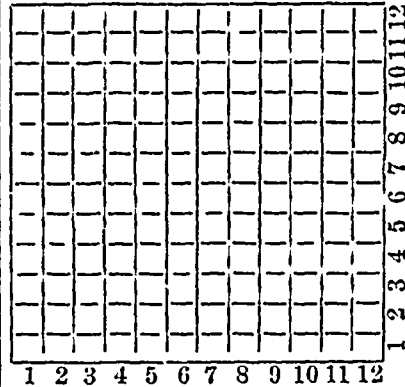
Inches.	Feet.		Yards.
144 =	1		1
1296 =	9	=	1
39204 =	272½	=	30½
1668160 =	10890	=	1210
6272640 =	43560	=	4840
		=	160
		=	4
		=	1

1. Familiarize them with both forms of the table, its different denominations, and their relative measures,—how many of one denomination equals another; how many times less one denomination is than another, &c.

2. Then give them correct ideas of the words SQUARE and MEASURE. In doing this study to make your definitions square with their understanding. And as you go on with your explanations and illustrations, be sure that their understanding and yours keep company. Make your starting point sure. Then, and not till then, are you prepared successfully to advance.

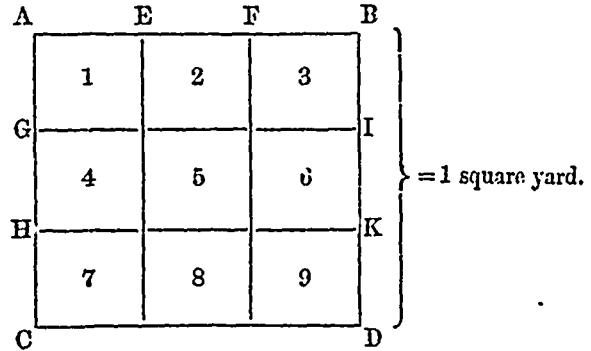
First explain what *measure* means, that it means to stretch out in any direction, to draw out in line; and as a noun, the distance or length taken in of an extended, or drawn out line from one point to another. Illustrate this by something which the pupil well knows, as an inch, a hand-breadth, a span, a foot, &c. To do this, use illustrative figures, as — inch; ++++++ foot, ———— yard; and when these line-extends are relatively well understood, then explain the word *square*, as taking in the same extent in *breadth* as well as in *length*; using

illustrative figures, as — inch; ■ inch in length and breadth; ++++++ 12 inches foot, &c.



= 144 square inches, or 1 foot in length and 1 foot in breadth, which takes in a square of 144 squares,—each an inch on every side. Similarly illustrate a square yard, as follows:

Suppose A B and A C to be length yards, placed straight up and down to each other. Then by definition, A B C D is a square yard. If A E, E F, F B; A G, G H, H C = 1 lineal foot each, it appears plain from the figure that there are 9 squares in the square yard, and that each square is one square foot.



From A to B are 3 feet square; from G to I are 3 feet square; and from H to K are 3 feet square. Three threes are 9 squares, each a square foot.

3. Having made them masters of the table and illustratively to understand measure, and square measure, exercise them on reducing, changing one denomination into another; and how any denomination higher than an inch can be increased to inches, and inches decreased to it. This exercise is so much a key to other reducing exercises, that it should be considerably dwelt upon.

For verifying operations you should have three inch, six inch, twelve inch, and three foot measures, slips of wood cut to these sizes will do. On these the pupils should be so exercised as to be able to tell them all at sight. This will well prepare them for question-drill.

After exercising them on the blackboard on lengths of inches, feet, yards, &c., make themselves draw lines on their slates of inches, feet, yards: an inch, a foot, a yard up and down; and the same from left to right, or even along, and also slantingly. That is, give as much variety as you can to the exercise, even to fractional parts of inch, foot, yard, &c.

When the relative length of lines are understood, exercise them in forming them into squares of inches, feet, yards, &c. This will prepare them for more intelligently answering test-questions, and for oral and slate exercises.

Oral exercises,—lineal measure.

Feet.	Inches.	Inches.	Feet.	In.	Feet.	Yards.	Feet.
2 × 12 =	24	36 ÷ 12 =	3	0	29 ÷ 3 =	9	2
3 × 12 =	36	48 ÷ 12 =	4	0	67 ÷ 3 =	22	1
4 × 12 =	48	70 ÷ 12 =	5	10	40 ÷ 3 =	13	1
5 × 12 =	60	80 ÷ 12 =	6	8	120 ÷ 3 =	40	

Square measure exercises.

Feet.	Inches.	Inches.	Feet.	In.	Feet.	Yds.	Feet.
2 × 144 =	288	748 ÷ 144 =	5	28	588 ÷ 9 =	65	3
3 × 144 =	432	689 ÷ 144 =	4	113	844 ÷ 9 =	93	7
4 × 144 =	576	9456 ÷ 144 =	65	96	6328 ÷ 9 =	703	1
5 × 144 =	720	7631 ÷ 144 =	52	143	2173 ÷ 9 =	241	4

Slate exercises, — square denominations.

	Inches.
1 foot	= 144
1 yard	= 1296
1 pole or perch	= 39204
1 rood	= 1568160
1 acre	= 6272640

N. B.—Reverse the processes; and question minutely on both the descending and ascending steps of the work.

Then give more complex questions, such as the following: change acres into yards; these yards into roods; and the roods into poles. Reduce inches to poles; these poles to yards; and the yards to roods. Make them give reasons for the different steps of the processes.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

Lecture on the Art of Questioning.

There are two classes of qualifications indispensable to make an accomplished successful teacher. First, an interest in the subjects taught, love for the work of teaching, and a true desire to promote the best interests of the learners.—To the second belong, mental vigor and flexibility, insight into character, knowledge of methods, ability to adapt them to the varied circumstances of schools, and the many nameless resources which contribute to make up tact and teaching power. The first are the moral qualities which supply the *animus*—the motive force of the instrument; the second are the intellectual and mechanical gifts by which this moral force is applied, and made to produce the desired results.—I believe the great majority of teachers under my jurisdiction, have earnestness, zeal, a strong personal conviction of the importance of the work committed to them, and a sincere interest in the welfare of the children committed to them. But it is not unfair to say—truth compels me to say, that generally they are deficient in method—method in its largest sense, and have far too little acquaintance with teaching as an art, and far too little knowledge of the varied ways, by which the principles of the art, with reference to circumstances, the stage of a child's education, the particular mould and character of his mind, his physical energy and temperament—the capability of his faculties—of the memory and the understanding especially, and how, under questioning, the mind is to be brought into play, and thus prepared for the work. Hence their resources are seldom economized, much of their time is misappropriated, well intended efforts produce little good results, and the subjects on which the pupil is questioned, are often not a little mystified,—not opened up and made plain by illustrations, and intelligent, stirring up and mind-rousing questioning.

The truth is, teachers do not sufficiently prepare themselves beforehand for the questioning part of their work. To question effectively, is as indispensable as to study the subject of questioning. And nothing can ever compensate for this neglect. No qualifications, however high, can make up for the want of the questioning art by which the master of this art ploughs up the pupil's mind—even to its subsoil—works every faculty into life—and in this quickened state pours his instruction in—and when there—works it by questioning into the very grain of his intellect.

A large and an enthusiastic army has been brought into the field; it has to be drilled, it is full of young recruits who need discipline and tactical skill; and the more these are attended to the more will its power be increased, and numerous its victories.—Our great object just now is to bring teachers more into contact—to make a general master of a. l., so far as possible; and make of the whole body, if possible, a kind of permanent teacher institution, each member continuing his connection with it so long as he continues to teach. And can there be a better way to make us all one in the business of education,—to whet—to sharpen each other in our work; to form a *Fund* of the teaching art free to all. How is the general business of the country carried

on? Is it not through Bank Funds by which payments from one individual to another are facilitated, and thus business is advantageously carried on and extended? We must have our Bank too—and to serve the double purpose of deposit and circulation. To the Bank-fund each member can contribute his dollar, and for which he may draw of its usefulness. We shall have nothing to do with the law of percentage in its ordinary sense. Give as much or as little as you please—you are privileged to carry off the whole fund if you can. And this fund differs in toto from all monetary fund. It can never be exhausted. Drawing upon it never diminishes, it rather increases, its capital. What teacher would not wish to be thus privileged, and heartily become a drawer upon its free stock, which cannot be emptied out, so long as its capitalists prove faithful? But I fear my digression is too long; and that you are beginning to think that I have forgotten that my Lecture was to be on the art of questioning.—Oh, but I have not.—Let us now say a few words to you on this subject. It is one of great importance to every one who has made up his mind to become an educator. The success of our teaching depends more on the skill and judgment with which we put questions, than on any other single circumstance. It is an art to be learned, not to be talked about. But there is a science of teaching, as well as an art. Let us direct attention a little to the principles of this science, and endeavour to show, not only how a wise teacher should put questions, but why one way is better or worse than another.—Many are the objects the wise teacher has in view in questioning.—A class is before him. He questions it as a whole, and individually, sees his way, to sound the depths of his pupils' previous knowledge, to quicken attention, to ascertain at what point he should begin and what part of his class requires special attention with reference to manner, way of conveying instruction and the character of the language he should use.—The teacher's language should be level with the lowest capacity in his class.—I call these questions, preliminary, probing questions.—The teacher begins the actual instruction-questions, by which the faculties of pupils are exercised, and their thoughts made to dwell upon what is imparted to them. These again are succeeded by properly examinatory questions, to test the result of the previous work, and ascertain whether his own teaching has been soundly and thoroughly worked into their minds.—Let us now enlarge a little on these three kinds of questioning.

In beginning to teach a child or class, the mind, by explanations, questions, and various suitable simple exercises, has to be prepared for receiving instruction. The educator has to find out what foundation or substratum of knowledge there is to build on, what the developed state of the mind is, what its power of conception and collection; and how far attention can be depended on.

It is chiefly by questions indirectly put that curiosity is kindled, adhesion to know something not known before, an idea of being taught is awakened. But while the mind is going through this preparatory training, great care must be taken that nothing discouraging is brought before the mind, that about your questioning there is nothing misty or hazy, but that every step of advance is made plain, every idea quickened to life, preparing it for the next—having reached the understanding. And do remember here, that as simple truths are told, explained, and suitable questions upon these put to test effects, that you are dealing with minds which as yet are small, dark and narrow, and over which as yet you have little power. Your great aim is to set the mind to work—to think with its own simple materials, and endeavour to make the whole of this preparative work interesting and suggestive, so as to prepare the pupil or class for questions on a lesson. A process so evidently necessary attains more than one end. Besides clearing the way for the lesson in hand, properly conducted, it will create an appetite for instruction, and prepare the mind for receiving it.

When the instructive questioning commences, take care you commence at the right point, and that the lesson in your own mind has its parts closely and logically connected. The outline of the questioning should precisely correspond with the plan of the lesson. Begin at the selected point—pass it not till well comprehended; and, when well understood, then take up the next part, exhaust its meaning, and thus proceed successively to the end of the lesson.—You will find it a good plan, especially with juniors, after the whole lesson has been read twice or thrice by the class, to read a short passage yourself, in a distinct impressive way, with as much expression as possible, and then to question thoroughly on the passage, exhausting its meaning before you go to the next. When this has been done with each successive portion of the lesson, the books may be closed and the whole recapitulated by way of examination. This plan serves a double purpose: it helps very much to improve the reading of the class by giving it a model of clearness and expression; and it will enable you to question systematically on every fact you teach as soon as you have taught it. By thus making sure of your ground as you proceed, you will become entitled to expert answers to your examination questions. This gives

you a kind of right to demand full answers to all your test questions, when the lesson is concluded. You will, of course, go over the ground a second time more rapidly than at first; but it is always desirable to cover the whole area of your subject in recapitulation, and to put questions to every child in the class.—This distinction may be made between the questioning of instruction and the questioning of examination. In the former the simultaneous method may be used. This gives vigour and life to a lesson, and helps to strengthen and fix the impression you wish to convey. But you must not be satisfied with simultaneous answers. They will prove misleading if not followed up by individual questioning. Our best educationists recommend that examination questions should be entirely individual.

Another, and one of the plans for training, working the minds of children by questioning, mastering what they read, and testing the results of the whole training, I shall give for your consideration. It is a plan I strongly recommend.

The entire work of drilling and examining is by much too great to be thoroughly and profitably gone through at one time; it is too much for the pupil's patience, and concentrated attention; it is too much with reference to the trainer's mind to be constantly on the stretch; and far too much as it respects efficiency in going through the work. Every part of school work requires to be done within specified divisions of time; and these you make long or short with reference to the subjects to be taught. The reading drill, with its concomitants of spelling, instructive questioning, definitions and applications of words, examinary testing of results, &c., is too much work to do justice to any one part of it, within the portion of time of which your other work will admit, unless you race over each part hurriedly. And to do this is to make the results of your labour of little value; and if you extend your time, to enable you to do justice to each part of the work, it must be at the expense of other parts of school work; at the expense too of your class's patience and concentration of mental effort at one time; nor is long continued effort in your own favour. The teacher as well as the pupil needs breathing moments—a change in the work, and which he often needs. Momentary reliefs, passing from one kind of exercise to another helps him to make his teaching more vigorous.

What I recommend is, that only part of the work of the reading drill be gone through at one specified time,—say the reading part only. Another part, namely, instructive questioning, training the class to mental effort in tracing, understanding, truths, and exercising their minds upon them; acquiring knowledge of words and their varied applications; and testing the results of the whole, should have a distinct place allotted to them in your time table.—Dictation exercises for spelling, and recapitulations, and writing outlines of lessons, I would make the concluding part of the work.—I would leave to the judgment of the teacher what places in his time table, each division of the work should have.—These divisions of the work would enable you to do more justice to each part of the training, and the general results would, to yourself, be far more satisfactory.—Let me now show how the reading drill should be gone through. The class ready for work—begin by making one in the class announce the lesson. You then, if not done before, divide the lesson into portions, of two or more sentences, as you may consider suitable. Then commence the work, first on the pronunciation of words,—how and where pauses should be made,—showing the difference between the pause for breathing, and the one for regulating the sense and bringing out the meaning. Put test questions, as you proceed to make the class attentive.—This being done, read before them the first portion, but only one clause at a time—to be read by them in a loud distinct voice *simultaneously* immediately after you. Let your own reading be *distinct* and *slow*, that they may be able to catch correctly your pronunciation, observe how you bring the words together in reading, to give the meaning correctly, the relative stress each word receives, and the varied tones and modulations of your voice.—On your pronouncing the last word of the clause, they commence reading it in unison, after your model; and, when required, re-read it till they come up to your wish. Then call on individuals to read, to ascertain their attention and the effect of your training. Then, pay special attention to pronunciation, fluency of utterance, and the toning and training of their voices.

You are here exercising them on the fundamental elements of good reading. Then, be particular and painstaking. Question, as you proceed, and make their answers to your questions be instantly followed by their doing whatever may be necessary to show that they *practically* know the thing. Go through all the divisions of the lesson in this way. Then return to the beginning, to go over the ground a second time, but differently; for this, the first drill was a preparation.

JOHN BRUCE,
Inspector of Schools.

(To be continued.)

Idle Genius in School.

How doth the little busy bee
Improve each shining hour.

I AM exceedingly sensitive. Perhaps, in my old days, I am getting nervous. Nothing, at any rate, annoys me so much as in looking over the school-room to see several vacant eyes staring me in the face. It is a strong symptom that if mischief is not already brewing, there soon will be. On such occasions it is dangerous to throw your undivided energies into the class reciting, lest the urchins take advantage of your unguarded faithfulness to enjoy private theatricals in the way of low comedy or grotesque pantomime. "Eyes right" is, therefore, in our petty despotism, not a temporary order in a changing series of evolutions, but a standing requisition for the day. If these useful organs are discovered wandering, the party to whom they belong is instantly called to an account.

I notice Peter, for example, sucking his fingers, with his liquid orbs intently fastened on the master's face, waiting for the auspicious moment to hurl a wad, which he has been chewing for five minutes, at Joe's head. "What are you doing Peter?" "Nothing." "Well, as you may get into mischief, suppose you draw a map of the New England States on your slate, and show it to me before you leave the house." This trifling job keeps Peter employed for an hour, prevents his making Fort Sumter out of his neighbors' heads, prepares him for future usefulness as an engraver, and saves the poor domine the vexation of a deal of discipline which the wad might have rendered necessary. Bright pupils will some times get through with their lessons, and apparently have nothing to do. In such cases, have it understood that when employment is desired, by simply raising the hand, the ambitious mind will immediately be gratified by the teacher. Pleasantly show to the dear young hearts that unless their eyes are busy in the joyous acquisition of knowledge, Satan will soon lead them into many funny and naughty performances, for which they will shed bitter tears when they get to be old men, if not, indeed, that very morning.

To teachers troubled with lounging, restless, twisting youngsters, the plan is recommended as most efficacious. As soon as you notice the whites of the listless eyes, give as a dose the map of Asia on the slate. The prescription is perfectly safe, warranted not to injure the smallest child, being free, as the patent medicines say, from mercury and all deleterious drugs. Repeat the dose on subsequent days, until a cure is effected. In about a month your school, for application, will be the wonder of those parts.—*Illinois Teacher.*

W. W. D.

Three Rules for Good Reading.

First.—Finish each word. I use the phrase in the sense of a watch-maker or jeweller. The difference between two articles, which at a little distance look much the same, all lies in the finish. Each wheel in a watch must be thoroughly finished; and so each word in a sentence must be most completely and carefully pronounced. This will make reading both pleasant and audible. Careful pronunciation is more important than noise. Some time ago I heard a person make a speech in a large hall; he spoke distinctly, and I heard every word; unfortunately, he became warm in his subject, and spoke loudly and energetically, and immediately his speech became an inarticulate noise. Second.—Do not drop the voice at the end of a sentence. Simple as the rule may seem, it is one most necessary to enforce. If the whole of a sentence be audible except the conclusion, the passage read becomes discontinuous, a series of intelligible portions interspersed with blanks. Confusion, of necessity, attaches to the whole. Thirdly.—Always read from a full chest. The reading voice should always be a complete *voce di petto*; and the chest, which is truly the wind-chest of the human organ, should never be exhausted. This is as important for the speaker as the hearers, and for the hearers as for the speaker. The voice is delivered with ease, and becomes agreeable. Singers know well the importance, indeed the necessity, of taking breath at proper places. The same thing is important for reading, in a large building where attention to this matter is indispensable.—*The Dean of Ely, in the Englishman's Magazine.*

OFFICIAL NOTICES.



BOOKS APPROVED

BY THE COUNCIL OF PUBLIC INSTRUCTION, &c.

By a Resolution passed by the Council of Public Instruction for Lower Canada at its session of the 9th instant, and duly sanctioned by His Excellency the Governor General in Council, the following books have been added to those previously approved by the said Council, viz.:

1. Modern School Geography and Atlas; By James Campbell.
2. A School History of Canada and of the other British North American Provinces. With Illustrations. By J. George Hodgins. (*For Academies and Model Schools.*)
3. *Traité d'Agriculture pratique*; By J. F. Perrault.

At the same meeting it was resolved that the sessions of the Council shall in future be held on the second Wednesday of June and the second Wednesday of October, in each year; that should one or both of the said days fall on a *fete or fetes d'obligation*, the meeting shall take place on the first juridical day then ensuing, and that if there be no quorum on any of the days so appointed, the meeting shall stand adjourned to the next day.

Education Office, C. E.,
Montreal, May 31, 1865. }

LOUIS GIARD,
Recording Clerk.

NOTICE TO SCHOOL COMMISSIONERS AND TRUSTEES

In pursuance of a Resolution adopted by the Council of Public Instruction for Lower Canada, on the 9th instant, and duly approved by His Excellency the Governor General in Council, notice is hereby given that from and after the 1st July, 1866, no Academy, Model School, nor Elementary School in Lower Canada, shall any longer be permitted to use other books than those approved by the said Council of Public Instruction, and that the Superintendent of Education shall be requested to refuse the grant to School Municipalities contravening this Rule.

Education Office, C. E.,
Montreal, May 31, 1865. }

LOUIS GIARD,
Recording Clerk.

NOTICE TO CREDITORS

OF THE OLD SCHOOL CORPORATION OF ST. MICHEL D'YAMASKA.

Pursuant to an Order by His Excellency the Governor General in Council, the Creditors of the late School Corporation of St. Michel d'Yamaska are hereby notified to transmit to me, within THIRTY DAYS from this date, a statement of their claims with vouchers in support thereof, or accompanied with such certificates and evidence as shall be necessary to establish their validity, in order that the sum of Fifty Pounds collected from the Succession Fourquin, may be distributed among the said Creditors, with interest on said sum from the day on which it was deposited in the Bank.

Montreal, May 10, 1865.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

NOTICE TO SCHOOL COMMISSIONERS AND TRUSTEES.

School Commissioners and Trustees are requested to transmit to this Department, as in duty bound, the names of all persons elected by the Ratepayers for School purposes, whether they be elected during the month of July or at any other time. The information thus to be furnished being indispensable, the grant will be withheld from Municipalities not complying with this notice.

NOTICE TO TEACHERS.

Teachers' signatures affixed to Semi-Annual Reports should correspond with their first and family names as given by them to the Secretary of the Board of Examiners from which they obtained their diplomas, in order that those Municipalities in which they are employed may not experience any delay in receiving their allowances.

NOTICE TO DIRECTORS

OF INSTITUTIONS CLAIMING AID ON THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT 19 VICT., CAP. 54.

1st. No Institution shall be entitled to, or receive any aid unless the

application therefor and the return be filed within the period prescribed, that is to say before the first day of August next. No exception will be made under any pretence whatsoever.

2nd. Acknowledgment of the receipt of such application and return will be made immediately to the party forwarding same.

3rd. Any party not receiving such acknowledgment within eight days after mailing the documents, should make inquiries at the Post Office and also at this Office, failing which, such application and return will be deemed as not having been sent in.

4th. Blank forms will be transmitted during the first fortnight in June, to all Institutions now on the list; and Institutions not receiving them during that period must apply for them at this Office.

5th. Institutions not on the list, that may be desirous of making the necessary application and return can obtain the requisite blank forms by applying for them at this Office.

Education Office (East), Montreal, May, 1865.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 10th inst., to approve of the following appointments of School Commissioners:

County of Gaspé.—Cap Chatte: Messrs. Joseph Roy, senior, Joseph Painchaud, Jean Gagnon, Vincent Gagué and François Pelletier.

DIPLOMAS GRANTED AT LAVAL NORMAL SCHOOL.

Miss Virginie Fiteau obtained a diploma for Model Schools, on the 20th March last.

March 20, 1865.

JEAN LANGEVIN, Priest,
Principal.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

RIMOUSKI BOARD OF EXAMINERS.

2nd Class Elementary (F).—Mr. Honoré Pineau.

May 3, 1865.

L. G. DUMAS,
Secret. y.

SHERBROOKE BOARD OF EXAMINERS.

2nd Class Academy (E).—Mr. William E. Jordan.

1st Class Model School (E).—Miss Jennie L. Hurd.

2nd Class Model School (E).—Miss Clarissa J. Trenholme.

1st Class Elementary (E).—Misses Emily R. Doak, Rachel S. Greenlay, Mary A. Sheppard and Ellen B. Wadleigh.

2nd Class Elementary (E).—Misses Martha Addie, Annie Caffrey, Eulalie Donahue, Deborah Greenlay, Sarah S. Lindsey, Lucinda O. Rankin, Annette D. Williams; Mr. Horace Lindsey.

May 2, 1865.

S. A. HIRD,
Secretary.

BOARD OF CATHOLIC EXAMINERS OF WATERLOO AND SWEETSBURGH.

1st Class Elementary (F).—Miss Malvine Archambault and Miss Elisa Lamontagne.

1st Class Elementary (E).—Mr. John Golden and Mr. James Kerley.

2nd Class Elementary (F).—Miss Zephyrine Brunelle.

2nd Class Elementary (E).—Miss Catherine McAlear and Miss Marie Geneviève McKey.

May 2, 1865.

J. F. LANGLOIS,
Secretary.

LIBRARY OF THE DEPARTMENT OF EDUCATION.

The Superintendent of Education acknowledges with thanks the following donations:

From Messrs. Ticknor & Fields, Boston: Cape Cod; By Thoreau. 1 vol., 12mo.

From Messrs. Harper & Co., New-York: Mineralogy and Geology; By Washington Hooker. 1 vol., 8vo.—The Culture of the Observing Faculties in the Family and the School; By Warren Burton. 1 vol., 12mo.—Method of Philological Study of the English Language; By Francis March, Professor in Lafayette College. 1 vol., 12mo.—Travels in Central Asia; By Arminius Vambéry. 1 vol., 8vo.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), MAY, 1865

Teachers' Salaries.

The Department being firmly resolved not to sanction reductions in teachers' salaries, nor to permit the closing or degrading of Model Schools, wherever these shall have been established, teachers and others interested in education are requested to notify the Department of any retrogressive action on the part of ill-advised school functionaries having in view the accomplishment of these objects. In several cases of recent occurrence the counsels of the Superintendent have had the most beneficial effect in rescuing the schools from the hands of incompetent teachers, and preventing the forfeiture of the school grant in consequence.

The School Commissioners and Trustees will also bear in mind that the cost of building or repairing schoolhouses must not be allowed to interfere with salaries; nor can any portion of the school funds be lent at interest—not even if the profit should be credited to the municipality. The cost of building and of repairs is to be defrayed by a special tax; it is *illegal* to divert the ordinary school revenue to these objects. The Government grants, together with the proceeds of the annual assessment and of monthly rates, are to be devoted exclusively to the payment of teachers' salaries and to the furnishing of schoolhouses. The purchasing of books or stationery for the use of pupils with the funds arising out of the *ordinary revenue* is illegal, unless indeed this were done on a distinct understanding that the money would be reimbursed by the parents when paying the monthly rate. THE ORDINARY REVENUE OF THE SCHOOL MUNICIPALITY IS TO BE EXPENDED IN PAYING THE TEACHERS.

In support of what we have said on former occasions as regards the futility of attempting to evade the rule requiring a three months' notice prior to the dismissal of a teacher at the expiration of his engagement, we may now mention that the School Commissioners of Repentigny have been condemned to pay a heavy indemnity to a teacher on whom a notice had been served solely with the view of bringing about a reduction in his salary.

Law to Protect Birds.

As the law recently enacted for the protection of small birds chiefly concerns the children residing in the rural districts, we beg to call the attention of teachers to its great importance. By making known its provisions, they would render a service alike to pupils and parents.

From the 1st of March to the 1st of August it is forbidden to kill birds, except birds of prey, ravens, crows, and wild pigeons. It is also forbidden to rob or destroy nests, or to set traps or snares for birds. Any person offending against these provisions is liable to a fine of TEN DOLLARS.

The principal reason for protecting birds is that by destroying insects they in reality protect the crops; to their destruction must be attributed the alarming increase in the number of insects which have proved so injurious for several years past.

School of Agriculture of Ste. Anne.

From the recently published report of the Secretary to the Board of Agriculture we glean the following particulars touching the agricultural school at St. Ann.

To the branches already taught, comprising more especially botany, natural philosophy and agricultural chemistry, were added in 1863 a course in veterinary art by Dr. Têtu, and another of law with special reference to its application in agricultural districts, by Mr. F. Deguise, N. P. The course of natural philosophy is very extended, and comprises all the branches necessary to the full elucidation of phenomena coming under the observation of the agriculturist and which it is so essential that he should understand. Under the head *agricultural chemistry* much valuable practical information is conveyed, such as that which has reference to the manufacturing of maple sugar, potash, pearlash, &c.; the properties of vegetable substances, manures and of fertilizers of all sorts, the proper distribution and rotation of crops; and drainage, with lessons in taking levels and measurements. Dr. Têtu's course has reference not only to the treatment of domestic animals and the care which should be bestowed on their housing in order to insure health and comfort, but extends also to animal physiology. The course of law by Mr. Deguise gives a clear understanding of the rights and privileges enjoyed by the cultivators of the soil and also of the obligations weighing upon them. The peculiarities of the different breeds of live stock, together with the best methods to be followed for their improvement, is a subject which, as might be expected, receives special attention, every facility, in fact, being extended to the pupils for obtaining the best possible information in this particular. The instruction imparted in the different departments of agriculture is of a thoroughly practical character, the pupils being required to take an active part in all the labors of the farm under a proper system of distribution of labor. A practical acquaintance with the use of tools, implements and machines, and with the principal operations of the farm, completes the course.

By a very simple method of book-keeping which is also taught in the school, the profits or losses resulting from any farm or stock operation may be at once determined.

The course extends over two years if the pupil on entering has a sufficient knowledge of the French language and arithmetic, otherwise it is of three years; the only conditions necessary are, 1st, a good moral character, attested by testimonials; 2nd, that the candidate be at least 16 years of age; and 3rd, capacity to read and write French, and an acquaintance with the four fundamental rules of arithmetic.

On the 13th December 1863, the Board of Agriculture, fully appreciating the usefulness of this institution, appropriated \$1000 to the founding of twenty-two bursaries. The result, as regards increased attendance, however, has not proved so favorable as might have been expected; still there is every reason to hope that the enterprise will prove eminently successful in the end and be the means of introducing the most approved methods of culture throughout the country.

District of Bedford Teachers' Association.

The Teachers' Association met on Thursday, May 18th, at Knowlton, and assigned the Prizes offered for Penmanship. The Association offers the same prizes for the next year in Penmanship, and also two prizes for the best maps of the District of Bedford, to be drawn by any scholar not over 16 years of age, who shall have attended the

common schools in the district at least 3 months within the year ending May 15, 1866. The maps to be drawn entirely by the scholar whose name is attached, without any tracing, and certified by the teacher. The maps and the specimens of Penmanship to be forwarded to Dr. Parmelee, Waterloo, on or before May 15, 1866.

The prizes in Penmanship awarded this year were as follows:—

CLASS A. Girls from 12 to 16.—First Prize, Mary Collins, Dissentient School, No. 8, Granby; second prize, J. C. Burhart, District No. 9, Potton.

Honorable Mention.—Ella L. Wells, Emeroy D. Stanton, District No. 9, Hannah Gardner, No. 4, Stanbridge; Matilda Armstrong, No. 4, Shefford; Lydia L. Kinney, No. 2, Potton; Edna D. Schooncraft, No. 7, Clarenceville; C. E. Lincoln, Waterloo.

The number of competitors in this class was 53.

CLASS B. Boys from 12 to 16.—First Prize, Robt. Hackwell, Boscobel; second prize, Francis H. Perkins, Mansonville.

Honorable Mention.—Philander Young, Hansford Young, District No. 5, St. Thomas; Oscar Powell, No. 12, Bolton; Zaba Boomhower, No. 12, Stanbridge.

The number of competitors in this class was 28.

CLASS C. Girls under 12.—First Prize, Judith Isadore Darling, Mansonville; second prize, Mary E. Perkins, Mansonville, and Sarah A. Davis, District No. 12, Bolton, equal.

Honorable Mention.—Elvira H. Miller, District No. 10, Clarenceville; Adeline Vincent, Dissentient School No. 1, Bolton; Marion Gaudner, District No. 4, Stanbridge; Mary E. Pell, No. 9, St. Armand East; Charlotte C. Primmerman, No. 6, St. Armand West; Alice Bell, No. 10, Bolton; Katie Hackett, Dissentient School, No. 1, Milton.

The number of competitors in this class was 40.

CLASS D. Boys under 12.—First Prize, Charles A. Jackson, District No. 9, Brome; second prize, Frederick R. Robinson, Waterloo.

Honorable Mention.—Ephrem Baron, Dissentient School No. 1, Bolton.

The number of competitors in this class was 14.

On account of the small number of teachers present, the Association then adjourned *sine die*.

It is highly gratifying to find such a number of scholars willing to compete for these prizes, and it is hoped that the number will be still larger at the next trial.

Jos. W. Mansu,
Sec. D. B. T. A.

Convocation of McGill University.

The adjourned meeting of Convocation was held yesterday afternoon, in the William Molson Hall of the University.

The proceedings were opened with prayer by the Rev. Canon Leach. Mr. Haynes read the minutes of last year's adjourned meeting of Convocation, which were approved.

PRIZES, HONORS AND DEGREES TO STUDENTS IN MEDICINE.

Dr. Geo. William Campbell, M. A., Dean of the Faculty of Medicine, now gave the following statistics, respecting the Medical College, and read the subjoined list of students who passed the primary examination, and of the graduates, &c. :—

From Canada East.....	90
“ Canada West.....	72
“ Nova Scotia.....	3
“ New Brunswick.....	1
“ Prince Edward's Island.....	4
“ Newfoundland.....	1
“ United States.....	6

Total number of students.....177

The number of the students who have passed their primary examination, which includes anatomy, chemistry, materia medica, institutes of medicine, and botany or zoology, is 37.

The following are the names of the students presented for the degree of M. D., C. M.; their residences, and their thesis:—

Robt. C. Blair, Ha-Hay, C. E., Acute Pleurisy; E. P. Hurd, Eaton, C. E., Bright's Disease; J. C. Jones, Matland, C. W., Scabies; M. R. Meigs, Redford, C. E., Delirium Tremens; S. J. Bower, Kemptville, C. W., Acute Pleurisy; Stuart Crichton, Prescott, C. W., Typhus Fever; James Robertson, Georgetown, P. Ed. I., Morbus Coxarius; John B. Christie, Oxford, C. W., Pneumonia; John McVean, Montague, C. W., Stricture of the Urethra; George C. Butler, Brighton, C. W., Diabetes Mellitus; Alfred Codd, Ottawa, C. W., Acute Bron-

chitis; H. W. Wood, Dunham, C. E., Injuries by Cold; James Fitzgerald, Fenelon Falls, C. W., Acute Peritonitis; Richd. T. Langrell, Ottawa, C. W., the Respiration of Plants and Animals; A. C. Godfrey, Montreal, C. E., Diphtheria; W. J. McGill McInnes, Vittoria, C. W., Diphtheria; H. L. Vorcoe, Sparta, C. W., Jaundice; Alfred Beaudet, Côteau du Lac, Syphilitic Orchitis; Napoléon Mongeau's, Rigaud, C. E., Lobular Pneumonia in the Adult; T. A. Dufort, St. Marks, C. E., Observations on Fractures; G. Sherk, Selkirk, C. W., Carcinoma uteri; E. R. Switzer, Earnestown, C. W., Pulmonary Tubercle; John F. Cassidy, Goderich, C. W., Chemistry, its application to Medicine; H. C. Rugg, Compton, C. E., Inflammation; John R. Mackie, Melbourne, C. E., Chronic Valvular disease of Heart; John W. Bligh, Quebec, C. E., Digitalis Purpurea; J. C. Anderson, Sorel; C. E., Rabies and Hydrophobia; Cornelius O. R. Phelan, Montreal, Doctrine of Morbid Elements in its Therapeutic application to various types of continued fever; Gilbert Prout Girdwood, Assistant Surgeon Grenadier Guards, Montreal, Arsenic; James A. Temple, Quebec, C. E. Uterine Hemorrhage; John R. Richardson, Quebec, C. E., Tobacco. Prosperé Bender, Quebec, C. E. Acouitum Napeilus; James T. J. Halliday, Vernonville, C. W., Circulation of the Blood in the Adult; and Charles E. Graham, Ottawa, C. W., Acute Rheumatism, have passed their examination for graduation, but not being of age cannot receive their degrees until the next convocation.

PRIZES AND HONOURS.

The Medical Faculty prizes consist, first, of the Holmes' Gold Medal, founded this session by the Faculty, in honour of the memory of their late Dean, and two prizes, in books, to the amount of \$20 each. The Holmes medal was competed for by students of the graduating class, who had passed their final examinations, and whose thesis were considered sufficiently meritorious to permit them to compete. The examinations were in writing, three questions being proposed on each of the eight branches, primary and final, the questions, if perfectly answered, amounting in the aggregate to 400 marks, 200 marks being allowed for the best thesis. Although more than a dozen theses were considered worthy to compete, only three students competed for this honour—viz., Messrs. Hurd, Langrell, and Rugg—and after a close competition of seven hours' duration, the medal was awarded to Mr. E. P. Hurd, of Eaton, C. E.

The prize for the best examination in the final branches was awarded to H. L. Vorcoe, Sparta, C. W.; and in the primary branches was decided between George Ross, of Montreal, C. E., and Wm. Gaudner, Beauharnois, C. E.

The Professor's Prize in clinical medicine to George C. Butler, Brighton, C. W.

The prizes in natural history were awarded as follows:—

T. G. Roddick, 1st prize in botany; C. W. Kelly, 1st prize in botany; Edwin C. Ault, 2nd prize in botany; D. McDiarmid, prize in theology; and C. E. Graham, prize for the best collection of Canadian plants.

IN PRACTICAL ANATOMY—DEMONSTRATORS' PRIZES.

Senior Class—For general excellence as a practical Anatomist, for punctuality of attendance at the class. Prize awarded to Mr. William Fulcr.

Students of the second and third year's course who deserve honorable mention as good practical Anatomists—Mr. George Ross, Mr. James Hayes, and Mr. Patrick Robertson.

Junior Class—Prize awarded to Mr. Thomas G. Roddick.

Students of the first year who gave satisfaction for diligence and attention—Messrs. Quarry, Hagarty and Reid.

The graduates in medicine now had the medical oath (in Latin) administered to them by Dr. Wright, when they were capped by Principal Dawson. At the close of the proceedings the graduates signed the register in due form, when they were presented with their degrees.

Mr. Stuart Crichton read the valedictory on behalf of the medical students. It was an able, sensible, and appropriate composition, admirable alike in conception and expression, and elicited frequent applause.

Dr. Sutherland now delivered a brief and very able address to the graduates. He said that a new chapter in the drama of their lives opened to-day, of which preceding years had been the prelude and rehearsal. The privileges and franchise of their profession now conferred implied certain qualifications on their part. Their medical studies extended over four years, and, besides, their final examination had satisfied their teachers that they were in every way competent to undertake the management of cases themselves. Those examinations evidenced that they had well spent and well applied their time. But such proficiency as they had displayed was not the only condition

requisite to success in life. They would be valued in the world by the conduct they would pursue, the good they would effect, and the position they would maintain. Society expected every one of its members to do his duty. The learned doctor pointed out that their success in life might be variable, and also the encouragements and difficulties which they might expect in their career. He also urged the necessity of continued and earnest work, without relying too much on their abilities. No matter what success they attained they should not be over-exultant, for no man could long enjoy in this life any success or any such feelings. The study of the human frame—the task which would be their lifelong duty—should create the greatest enthusiasm and give the greatest pleasure. The science with which their profession would connect them was surpassed by none. He now glanced at the laws affecting life and matter, observing upon the different relations and conditions in which it could be found, and showing how their studies would embrace questions of this kind. He spoke of the subject of health, remarking that a healthy life would best enable them to consider and treat diseases affecting human life. In the practice of their profession, they would have much to cause anxious and unpleasant thoughts as well as agreeable and pleasant thoughts. They would do well however, under all circumstances, never to relax their vigilance or be thrown off their guard.

Dr. Sutherland now offered some very useful suggestions and advices with regard to the duties of a medical man, both in reference to patients and their relatives, pointing out where their sympathies and assistance should be tendered. He advised the graduates to cherish friendly feelings towards each other, to co-operate with one another and act in harmony. He also counseled them against refusing to acknowledge or disparaging superior intellect or professional skill in their fellows, urging that it was better to endeavour to rise to one's superior, than to try to lower them by detraction. As those before him had won their honours after long and faithful labour, he hoped they would wear them long; so should their *alma mater* send out her sons skilled and worthy into places unfamiliar and under strange skies, to spread abroad the honor, manhood and character which she had endeavored to preach and educate, and after the decline of years may these honours still be unsullied, that manhood irreproachable, and that character unimpaired. (The Doctor was frequently interrupted by loud applause, which was renewed at the close.)

PRIZES AND HONOURS, AND DEGREES IN LAW.

Professor Torrance now proceeded to read the list of students in law entitled to prizes, honours and degrees, announcing that Norman William Trenholme was the gentleman who had won the gold medal first given in this Faculty, and known as the "Elizabeth Torrance Medal." The following is the list:

Thomas Page Butler, Adolphe P. Caron, Lemuel Cushing jr., Ambroise Choquet, Arthur Dansereau, Francis E. Giman, Edward Holton, Alexander Houlston, William Robert Kenney, Richard Student Lawlor, Elisha Stiles Lyman, Emmett Hawkins Pixford, Joseph Lee Terrill, Edward Henry Trenholme, Norman William Trenholme.

STANDING OF STUDENTS IN THE RESPECTIVE CLASSES.

COMMERCIAL LAW—PROFESSOR ABBOTT.

Third Year.—1st, Norman William Trenholme; 3, Thos. Page Butler

Second Year.—1st, John Alexander Bothwell; 2nd, Edwin Ruthven Johnson.

First Year.—1st, Asa Gordon; 2nd, Abel Adams.

CIVIL LAW—PROFESSOR TORRANCE.

Third Year.—1, Norman W. Trenholme; 2, Thos. Page Butler.

Second Year.—1, John A. Bothwell; 2, Richard Student Lawlor.

First Year.—1, Asa Gordon; 2, Fred'k Stiles Lyman, George H. Pearce, equal.

JURISPRUDENCE AND LEGAL HISTORY—PROFESSOR LAFRENGE.

Third Year.—1, Norman W. Trenholme; 2, Thos. Page Butler.

Second Year.—1, Christopher Beaufield Carter, John Alexander Bothwell, equal; 2, C. Alphonse Geoffrion.

First Year.—1, Alexander Edward Mitchell; 2, George Robert William Kittson, Asa Gordon, equal.

CUSTOMARY LAW AND THE LAW OF REAL ESTATE—PROFESSOR LAFRENGE.

Third Year.—1st, Norman William Trenholme; 2nd, Richard Student Lawlor, Ambroise Choquet, equal.

Second Year.—1st, John Alexander Bothwell; 2nd, C. Alphonse Geoffrion.

First Year.—1st, John Rice McLaurin; 2nd, Asa Gordon.

CRIMINAL LAW—PROFESSOR CARTER.

Third Year.—1st, Norman William Trenholme; 2nd, Richard Student Lawlor, Thomas Page Butler, equal.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

Third Year.—1st, Norman William Trenholme, first in all the classes; Elizabeth Torrance, Gold Medal; 2nd, Thos. Page Butler.

Second Year.—1st, John Alexander Bothwell, first in four classes; 2nd, C. Alphonse Geoffrion, second in two classes.

First Year.—1st, Asa Gordon, first in two classes and second in two classes; 2nd, John Rice McLaurin and Alexander Edward Mitchell, equal, each first in one class.

Mr. N. W. Trenholme, who was selected to read the valedictory on behalf of the students in this faculty, read his thesis on "Marine Insurance"—an able and instructive paper—and also a brief, appropriate and well-expressed valedictory.

Professor Lafrenge now addressed the graduates in law in French, giving them some excellent advice, congratulating them upon their success, and expressing kindly wishes for their future. His remarks were warmly applauded.

Principal Dawson now proceeded to make the announcement for next session. He said it had been customary to mention at the close of convocation a few facts supposed to be interesting to the friends of the University. In the first place, he would say that in regard to the number of students during the past session, he had not yet received complete returns from all the colleges and faculties connected with this institution. He believed, however, that the number of matriculated students in all the faculties would this year considerably exceed three hundred. We have at this meeting given degrees to seven students in Arts, and had thirty-two graduates in Medicine and fifteen in Law, making fifty-four in all. The graduating class in Arts was smaller this year than usual, but they hoped it would be much larger next year. At present, our third year's class in this faculty was large, and we expected to have several candidates for the degree in Arts from Morris College. In fact, we hoped next year to revive the faculty of Law in the number of Arts graduates. It was a pleasure to him to find that, from year to year, candidates for some of the professions were exhibiting excellent qualifications, and particularly medical students; and he had also occasion to observe, as regards the faculty of Law, that the preliminary training received in arts by a number of them, had enabled most of them to take high places in the law examinations. He regarded this not merely as shewing indications of progress and training, but also as pointing out the influence which knowledge in one faculty exerted with regard to another, and as shewing a tendency towards a state of things which he hoped yet to live to see general, and in which men who entered the professions should have passed through the course in Arts as a preparatory step. Such would be a good time for Canadian education. With regard to next year, they would find in the calendar shortly to be issued all the plans and arrangements agreed upon. The advantages this University offered could be conferred on many as well as on the few. They were prepared to take doubt the present number of students; and he was sorry that men who might be receiving the benefits of a University education were not enjoying them. He trusted the time was coming when every family in the land would secure for at least one of its members the advantages of a superior education, and when our students would be counted by thousands. Our number might be increased if we had the means of giving aid to poor students. Last year we spoke of something we wanted—namey, gold medals as prizes in the faculties of Law and Medicine, and we had, fortunately, got some already. Now, he wished to suggest, likewise, some of our friends able to do so, should establish bursaries for education, by which young men not able of themselves to pass through a College course, should be put in a position to do so. Bursaries of this kind would exercise an important influence in the promotion of the higher education of the country. He hoped the gentlemen who had taken degrees to-day would remember the excellent advice given them by their professors. He (Principal Dawson) would impress upon the graduates the importance of observing three things:—First, they should endeavour to give thoughtful, careful, and systematic attention to all things which it was their duty and interest to study in connection with their professions, and with the enlargement of their views generally; intellectual cultivation and the continuance of it was a most important thing to bear in mind. Second, they should endeavor, with an honest and true heart, to have regard constantly to all the duties they owed to others in life; and, lastly, as a condition for success, they should go on in life with an humble and constant reliance in God, asking for His blessing—for "that blessing with which He maketh rich, and addeth no sorrow therewith." (Loud applause.)

It appears that the number of students in Arts at this University and the Morrin College is 71; in Law 56; and in Medicine, 177.
The meeting closed with the benediction by the Rev. Professor Cornish.

Tuesday, 2nd May, 1865.

The proceedings having been opened with prayer by the Rev. Canon Leach,

Mr. Baynes, Secretary Reg, read the minutes of the last meeting of convocation, which were approved.

FELLOWS ELECTED.

The following gentlemen were elected fellows for the ensuing year of the faculties mentioned:

ARTS.—B. Chamberlin, Esq., M.A., B.C.L.; Robert Leach, Esq., M.A., B.C.L.

MEDICINE.—Doctor Sutherland, and Dr. Godfrey.

LAW.—W. B. Lamb, Esq., B.C.L., and F. Torrance, Esq., B.C.L.

PRIZES AND HONOURS IN ARTS.

The Rev. Canon Leach now proceeded to award the prizes and honors to students in Arts. He stated the Ann Molson Gold Medal, awarded last year to E. Duff, was not then ready and could not be presented, but it could be now, as could also that for this year won by A. Borthwick. The medals were now handed to both gentlemen.

The following list was now read by the Rev. Canon Leach, who handed the medals to the parties entitled to them:

FACULTY OF ARTS.—HONOURS AND PRIZES.

Graduating Class.

B. A. Honours in Classics.—Brewster, William—1st Rank Honours; Chapinau Medal.

B. A. Honour in Natural Science.—Morrison, James; 1st Rank Honours; Logan Medal; Fowler, William, 1st Rank Honours, McQuat, Walter, 1st Rank Honours.

B. A. Honour in English Literature.—Krans, Edward H., 1st Rank Honours; Shakespeare Medal.

Third Year.

Bethune, Meredith B.—1st rank general standing; Prize in Classics; Prize in Zoology; Prize in French. McDuff, A. Ramsay, 1st rank general standing; Prize in Moral Philosophy; 2nd Prize for Collection of Plants. Brown, Arthur Adlerley, 1st rank general standing; Prize in Zoology. Stewart, Colin Campbell, 1st rank general standing. Chipman, Clarence, 1st rank general standing; Prize in German. Anderson, J. De Wit, 2nd rank general standing; Prize in Classics. Wilson, John, 2nd rank general standing. Morrison, John, Prize in Hebrew. Perrigo, Jas, 1st Prize for Collection of Plants.

Passed the Sessional Examination.

Bethune, McDuff, Brown, Stewart, Chapman, Anderson, Wilson, Hart, Tabb, Perrigo, Morrison, Beckett, McLeod.

Second Year.

Holiday, Caleb (High School). 1st rank general standing. Archibald, John (Nova Scotia). 2nd rank general standing; Prize in Botany. Brown, C. E. C. (Lennoxville). 1st rank Honours in Mathematics, and Prize. Duncan, Alex., Prize in German.

First Year.

Brooke, Charles A. (Lennoxville). 1st rank general standing; Prize in Classics; Prize in English. Harler, William, (High School) 2nd rank Honours in Mathematics, and Prize; 1st rank general standing; Prize in Classics; Prize in Hebrew. Laing, Robert (Normal School), 2d rank general standing; Prize in History; Prize in English. Spong, J. J. R. (High School). Prize in Chemistry.

Passed the Sessional Examination.

Brooke, Marler, Laing, T. Wood, Spong, Mitchell, Slack, F. O. Wood.

STANDING OF STUDENTS IN THE SEVERAL CLASSES.

Logic, Mental and Moral Philosophy, and English Literature.

Ordinary B. A. Examination.—(Moral and Mental Philosophy and English Literature.)—Class 1st: Krans. Class 2nd: McQuat, Gibb, Fowler.

Third Year.—(Moral and Mental Philosophy and English Literature.) Class 1st: McDuff (prize); Browne, Wilson, Bethune and Stewart, equal. Tabb, McLeod, Morrison. Class 3rd: Hart, Beckett. *Second Year.*—(Logic.) Class 1st: Archibald. Class 2nd: Holiday,

Carmichael. Class 3rd: Duncan, C. E. Brown, Fraser, Foster. (English.)—Class 1st: Holiday. Class 2nd: Carmichael, Archibald and Fraser, equal. Class 3rd: Duncan, C. E. C. Brown, Foster.

First Year.—(English and Logic.)—Class 1st: Laing (prize), Brooks (prize), Thos. F. Wood, Marler. Class 2nd: Mitchell, Spong, Hindley, G. Brown. Class 3rd: Slack, F. O. Wood, Dart, Kennedy.

Honour Examinations.

B. A. Honour Examinations in English Literature.—(First Rank.) Edward H. Krans.

CLASSICS AND HISTORY.

Ordinary B. A. Examination.—(Greek.)—Class 1st: Brewster. Class 2nd: Gibb. (Latin.)—Class 1st: Brewster. Class 2nd: Gibb.

Third Year.—(Greek.)—Class 1st: Bethune (prize), Anderson, McDuff; Chipman and Wilson, equal; Browne and Stewart, equal. Class 2nd: Hart, Court; Morrison and Perrigo, equal. Class 3rd: Tabb, Beckett. (Latin.)—Class 1st: Anderson (prize); Bethune and Wilson, equal; Browne, McDuff and Stewart, equal; Chipman. Class 2nd: Hart, Court; Perrigo and Tabb, equal; Morrison. Class 3rd: McLeod, Beckett.

Second Year.—(Greek.)—Class 1st: Holiday, Archibald. Class 2nd: Fraser, Duncan, Carmichael. Class 3rd: Foster. (Latin.) Class 1st: Holiday. Class 2nd: Archibald; Duncan and Fraser, equal; Taylor, Carmichael. Class 3rd: Foster, Brown.

First Year.—(Greek.)—Class 1st: Brooks (prize), Marler. Class 2nd: T. Franklin Wood. Class 3rd: Mitchell, Slack, Spong, Laing, Dart, Clark; Hindley and F. O. Wood, equal; Kennedy. (Latin.)—Class 1st: Brooks and Marler (prize), equal; T. F. Wood. Class 2nd: Laing, Slack, Mitchell, Spong. Class 3rd: F. O. Wood, Clark, Dart, Kennedy. (History of Greece.)—Class 1st: Laing (prize); Marler, Spong, Brooks, Mitchell, T. Franklin Wood. Class 2nd: Hindley and F. O. Wood, equal. Class 3rd: Clark, Dart, Baynes.

Honour Examinations.

B. A. Honours.—(First Rank.)—William Brewster.

MATHEMATICS AND NATURAL PHILOSOPHY.

Ordinary B. A. Examination.—Class 1st: James D. Morrison! Gibb. Class 2nd: none. Class 3rd: Brewster.

Third Year.—Class 1st: Bethune, McDuff, Tabb, Stewart. Class 2nd: Hart, Arthur Browne, Wilson, John Morrison, Anderson, C. Chipman. Class 3rd: Perrigo, Beckett, McLeod.

Second Year.—Class 1st: C. E. C. Brown, Holiday, Fraser. Class 2nd: Archibald, Carmichael. Class 3rd: Duncan.

First Year.—Class 1st: Brooks, Marler, Laing. Class 2nd: T. F. Wood, Mitchell, Kennedy. Class 3rd: Spong, G. Brown, F. O. Wood, Slack, Raynes.

Honour Examinations.

Second Year.—C. E. C. Brown, 1st Rank Honours and Prize.

First Year.—William Marler, 2nd: Rank Honours and Prize.

NATURAL SCIENCE.

Ordinary B. A. Examination.—(Geology and Mineralogy.)—Class 1st: Morrison, Fowler, McQuat. Class 3rd: Gibb, Krans.

Third Year.—(Zoology.)—Class 1st: Bethune and Browne, equal (prize); McDuff (2nd prize for collection of plants); Perrigo (1st prize for collection of plants). Class 2nd: Chipman, Stewart, Beckett, Tabb. Class 3rd: McLeod and Anderson, equal; Hart, Morrison, Wilson, Court.

Second Year.—(Botany.)—Class 1st: Archibald (prize); C. E. Brown, Duncan, G. Brown. Class 3rd: Holiday, Foster, Fraser, Hall.

First Year.—(Chemistry.)—Class 1st: G. Brown (Partial Student); Spong (prize), Laing. Class 2nd: Brook, Dart, Mitchell, Marler, Hindley. Class 3rd: Baynes, F. Woods, T. Clark, Kennedy, Slack, F. O. Wood.

Honour Examinations.

B. A. Honours.—*First Rank.*—James Morrison, William Fowler, Walter McQuat.

FRENCH.

Third Year.—Advanced Course.—Class 1st: Bethune (prize). Class 2nd: Perrigo, McDuff, Hart. Class 3rd: Tabb. Elementary Courses.—Class 1st: Browne. Class 2nd: none. Class 3rd: Wilson, McLeod.

Second Year.—Advanced Course.—Class 1st: Holiday. Class 2nd: none. Class 3rd: none. Elementary Course.—Class 1st: Fraser, Archibald. Class 2nd: Brown, Hall. Class 3rd: none.

* Partial and Occasional Students.

GERMAN.

Third Year.—Class 1st: Chipman (prize).—Class 2nd: Anderson.
Class 3rd: Court.

Second Year.—Class 1st: Duncan (prize). Class 2nd: Taylor.*
Class 3rd: Foster.

HEBREW.

Senior Class.—Steward, Hart.

Intermediate Class.—Morrison (prize); Dixon.* Douglass.*

Junior Class.—Marler (prize); Jackson.* Laing, Dart, Mitchell and Spong, equal.

DEGREES IN ARTS.

The degree of B. A. was conferred upon the following graduates:—

In Honours. †

William Brewster, of Montreal; Wm. Fowler, of Montreal; Edward H. Kraus, of Freleighsburg; Walter McQuat, of Chatham; and Jas. Morrison, of Waddington, N. Y.

Ordinary.

Class 1st: None. Class 2nd: Charles Gibb, Montreal. Class 3rd: None.

McGill College.

Class 1st: Caleb Holiday. Class 2nd: John Archibald, George B. Fraser, James Carmichael, Chas. E. C. Brown, and Alexander Duncan. Class 3rd: None.

Morrin College.

Class 1st: John McKenzie. Class 2nd: John McD. Patterson. Class 3rd: Wm. S. Russell.

Edward H. Kraus was the graduate selected to read the valedictory, which, both in spirit and language, did him great credit. He was frequently applauded.

The degree of M. A. was now conferred on Mr. Gilman.

Professor Johnson now addressed the graduates in brief and eloquent terms. He said that this day would be an era in their lives, the remembrance of which would not soon pass away. Among the incidents of to-day was their promise that they would endeavour to do honour to this University, and preserve its dignity. He desired to lay before them what this promise involved, and the safest way in which it might be fulfilled. The learned Professor now glanced at the high importance of the existence of Universities for both the progress and maintenance of civilization. Every university had special claims on its own graduates. Institutions of this kind were distributaries of knowledge to the community—educating the educators. The leaders in all walks of life here received their training, and those who had never been within the walls of a university had nevertheless been consciously or unconsciously influenced by the knowledge and training therein imparted. From them came the masters of all the higher schools of the country from which went out masters for the inferior schools. We thus saw how universities acted in the diffusion of knowledge and education. Then again, universities had been always the receivers, distributors, and preservers of knowledge. The learned Professor forcibly pointed out the beneficial effects of education in the different nations, observing that the origin of universities was coincident with the termination of the dark ages, and went on to show how the graduates best preserved the honor and dignity of the university, namely, by their exemplary conduct in life. He also ably commented upon the common error involved in expecting that university-bred men should know everything, and warned the graduates against tacitly or openly countenancing such an idea, as persons who did so had their ignorance of many things invariably exposed. The object of university training was chiefly to train the mind and develop all the faculties in due proportion. Another and subordinate object was to store the mind with varied knowledge. The course of studies here was calculated to impress those truths on the minds of pupils. The good effects of this training of the mind were visible in reasonableness of thought, correctness and steadiness of view, and would manifest themselves afterwards in all branches of intellectual occupation. The speaker now touched upon the vices and defects which characterized the minds of those not trained in institutions of learning, a prominent vice being over confidence and presumption. He warned the graduates of making pretence of what they did not know, or of trying to acquire a smattering of everything, advising them to acquire thoroughly that to which they applied their minds. He congratulated them on the completion of their course with such credit to themselves and satisfaction to their professors, and referred to the many blessings and advantages for which

they should be grateful, particularly those of peace and prosperity, while their neighbours were suffering the horrors of war. They owed many of these blessings to being British subjects, and should ever cherish sentiments of loyalty, for which Canada had always been distinguished. They should always love our glorious constitution, under which all enjoyed equal justice, none daring to make them afraid—neither the tyrant monarch, nor the still worse tyrant mob.

The Rev. Professor Hatch, of Morrin College, now came forward and said he scarcely knew what topics to discuss on such an occasion. In the first place, however, he might congratulate Montreal on its University, of which it ought to be proud. But he lamented that the number of graduates and students was not in proportion as it should be. There were many causes which deterred young men, one of which was a doubt as to the utility of a university education, and whether the expense, labour and time expended were adequately rewarded. The rush among young men to take part in the active business of life was doubtless detrimental to learning. It was too much the custom to look on business as the end of life, and to be content to look forward to competence and a respectable position. It was also thought that the object of a university education was to fill men's heads with knowledge, which might possibly be obtained from the private study of books. The real object was not so much to give knowledge as power—to give the student ability to grasp any subject. The great element in university learning was method—to cast the student in a form and mould which could not be attained elsewhere, and made him a better and an abler man. In Morrin College there were only three Professors, yet with these and the one course to which they were limited, he believed they were doing a true work in giving students this power of grasping any subject that came before them. He trusted the time would come when McGill University would have a college in each important division of the country, and when there would be no difference of opinion on the subject of Protestant education—and when there would be only one Protestant University in Lower Canada, thus giving degrees and raising the standard of education. In the political changes about to take place in the country, there might be dangers in the future, but if McGill University went on with her present work and continued in the right path, she might come to be regarded as a public benefactor. He believed those who had this increase of mental grasp would be the ones who would take important positions in the country, which he trusted would become bright, glorious and free.

HONORARY DEGREES

Were now conferred as follows:

Arts.—Charles F. A. Markgraf, Prof. German Language.

Laws.—T. Sterry Hunt, M. A., TRS.

Principal Dawson, who made the above announcement in terms very complimentary to the gentlemen honored, stated that the Congregational College of B. N. A. had been affiliated to McGill University during the year. They had no Theological Faculty in the University, and could not have one as at present constituted, but could have something larger and better, viz., a connection with any denomination which chose to affiliate its theological institution with the University. In this way and by this means Theological students could here receive their training in Arts which would reduce the expenses to the Theological establishment, which would only be required to maintain a Theological chair. He would like to see affiliated colleges representing all the Protestant denominations in the country. Till this occurred we could not fill the high place we might take in providing liberal education for this country. (Applause.)

Rev. Dr. Wilkes now delivered an able and eloquent address, which was frequently applauded.

A benediction having been pronounced, the proceedings were adjourned till 3 p. m. to-day.

Notices of Books and Publications.

DAWSON.—Lament for the Right Rev. James Gillis, D.D., and other Poems; By the Rev. Æneas McD. Dawson, 52 p. Ottawa, 1864.

We extract from the notes in this pamphlet the following short biographical sketch of the late Bishop Gillis, thinking it will be equally interesting to our Scotch and Franco-Canadian readers:—

Bishop Gillis was virtually though not titularly Catholic Bishop of Edinburgh and the East of Scotland. He died at the age of 62. His father was a native of the Scottish Highlands, his mother a French-Canadian; and doubtless his lineage on the mother's side, along with his early training, contributed largely to make him so much of a Frenchman as he was in appearance and manner. He was ordained priest in 1827, consecrated Bishop of Limyra in 1838, acted for several years as coadjutor of the late Bishop Carruthers, and since that greatly beloved

† The order in the Honour List does not imply relative standing.

prelate's death has acted as Vicar Apostolic of the Eastern District of Scot and. Bishop Gillis possessed great general accomplishments and a polished manner; and though very zealous for his Church, he had many friends and admirers differing widely from him in opinion. He was eminent as an orator and preacher, not only in English, but perhaps even more in French. So highly was he esteemed as a French pulpit orator, that he was lately selected by the French Bishops to preach before the Emperor the sermon at the Commemoration of Joan of Arc."

Among the other poems we notice "Tribute to the late Earl of Elgin," "St. Andrew's Day at Ottawa," "Epistle to a friend at Edinburgh descriptive of Canada," and a beautiful translation of the "Dies Irae," which we copy in this number.

EOZOON CANADENSE.—39 p. 8vo; Montreal, 1865. Lovell.

This is a report of papers (with additions) from the *Quarterly Journal of the Geological Society of London* and the *Canadian Naturalist*, by Sir Wm. Logan and D.S. Dawson, Carpenter and Hunt on a recently discovered species of organic remains occurring in the Laurentian rocks of Canada. It is believed that this discovery will help to modify some of the geological theories now in vogue. The articles are illustrated with a plate and several woodcuts.

MEREDITH.—Short School Time with Military or Naval Drill, in connection especially with the subject of an efficient Militia system; By E. A. Meredith, LL.D.; 8vo, 26 p.

In addition to the information contained in this valuable pamphlet, we may state that drill is a regular part of the exercises in the three Normal Schools of Lower Canada and has been generally introduced in all the Common Schools taught by teachers from the Normal Schools, several of whom are Military Instructors under the sanction of the Militia Department throughout the country. We copy the conclusion of Mr. Meredith's pamphlet:

"Drilling and volunteering have, for the last two years, been the order of the day in Canada, and most men under fifty and some over that age have been initiated in the 'goose-step,' and learning the mysteries of 'forming fours.' If from our drill experience we have learned nothing more, we must have at least learned this lesson: that soldiers are not made in a day, and that to expect to make an efficient militia by drilling men, taken from the plough or from the workshop, for three or four weeks in the year is simply absurd.

"An English statesman once designated the militia as *depositories of panic*. And the great Dryden describes the militia of his day in far from flattering terms, as

"Mouths without arms, maintained at vast expense,
In peace a charge, in war a weak defence."

If we desire to have in Canada a militia the opposite of this, a militia which will cost us little; one of which we may feel proud in peace, and upon which we may rely with confidence in time of war; a militia in a word which will recall the memories, and be ready to repeat the deeds of our ancestors in 1812, we must see that our sons, while at school, learn thoroughly their military drill. There let us instruct them in the first rudiments of the arts of war as well as peace. There let us teach them to regard it as their pride as well as their duty to be *ready, aye ready*, to stand forth, when the need comes, to do or die for their country. There let us imbue them with that high and noble patriotism, that spirit of intelligence and self-reliance which, aided by physical health and strength, will make them good men, good citizens, and good soldiers, the ornament at once, and best defence of their country."

STONE.—The Life and Times of Sir William Johnson, Baronet; By William L. Stone, Albany; 1865.—2 vols., 8vo., 1094 pp. With Portrait and Map.

Sir William Johnson acted an important part in the old wars of this continent in connection with the great influence which he exercised over the Iroquois. His biography will find an appropriate place in every collection of American or Canadian history.

VAMBERY.—Travel in Central Asia; By Arminius Vambery. New-York; 1865.—8vo., 493 pp. Six Plates.

We have here the strange adventures of a Hungarian, a member of the Pesth Academy. He acquired so perfect a mastery of the language and manners of Central Asia that, disguised as a Dr. Vishi, he was enabled to travel through the country without his *incognito* being suspected even by the religious communities whose outward characteristics he had assumed.

HUNT.—Canada. A Geographical, Agricultural and Mineralogical Sketch. 33 pp.—Catalogue of the Canadian Contributions to the Dublin Exhibition. 39 pp.

These pamphlets, one the work of our learned chemist and geologist,

Wm. Sterry Hunt, Esq., have been published by the Minister of Agriculture and are intended for distribution at the Dublin Exhibition. The Catalogue is divided into six parts, comprising the divers products exhibited by Canada, viz., raw materials, machinery, textures, metallic products, miscellaneous manufactured articles, and objects coming under the designation of Fine Arts.

In the appendix we notice the mention of a complete collection of historical photographs by Mr. Livernois, a catalogue of books bound by Messrs. Brousseau and Desharats, giving an insight into Canadian literature, a collection of the Journals of Education for Lower and Upper Canada, and a series of school books published by Mr. Lovell.

PERRAULT.—*Traité d'Agriculture pratique*, par J. P. Perrault, ancien protonotaire, publié par J. Perrault, élève de l'École Grignon. John Lovell, Publisher, Montreal; 1865.—18mo., 196 pp.

The above little treatise, the offspring of filial devotion, will be found practically useful. The many works on agriculture and the art of teaching published by Mr. Perrault, ancestor of the representative for Richelieu, cannot at present be readily obtained, comparatively few copies being extant. The public will therefore, we have no doubt, hail with satisfaction the appearance of the above republication, the first of a series of cheap works to be published by the same editor.

BENJAMIN.—The St. Alban's Raid, or Investigations into the charges against Lieut. Bennett H. Young and others. John Lovell, Publisher, Montreal; 1865.—8vo., 480 pp.

HODGINS.—A School History of Canada and of the other British North American Provinces; By J. S. Hodgins. John Lovell, Publisher, Montreal; 1865.—12mo., 282 pp.

An abridgment embellished with 66 maps and woodcuts and containing numerous concise statistical and chronological tables which cannot fail to be of great assistance to teachers and pupils using the work. The history of each colony is given separately, geographical sketches and statistical information being appended in each case. Short biographical notices, thrown into foot notes, occur at almost every page. The whole work has been executed with great ability and precision, and altogether reflects credit on Mr. Hodgins, who is already so well known as the author of several favorite school books.

WRIGHT.—The Life of Major General Wolfe, founded on original documents and illustrated by his correspondence; By Robert Wright.—8vo., 626 pp. London; 1865. Chapman and Hall, Publishers, \$3.50.

This important work is embellished with a photograph taken from an old painting in which Wolfe has a more youthful and prepossessing air than in the portraits commonly met with. A new history of the determined efforts put forth by Great Britain to conquer Canada is quite apposite at a time when English statesmen and writers openly discuss the propriety of abandoning the colony. The author admits that the French general used every effort to put a stop to the massacre at Fort William Henry, and treats the anecdote of the farewell dinner given by Pitt to Wolfe as absurd, although supported by the authority of Lord Temple.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—Two bursaries of \$50 each, provided by the Board of Agriculture, are open to competition for the course of agriculture in the McGill University, exempt from the sessional fee of \$20 for the present session. Candidates must be at least 16 years of age, of good moral character and possessing ability to pass the Matriculation Examination in Arithmetic and English. Free scholarships, exempting from sessional fees, will also be given to students who, in addition to the above course, shall pass the Matriculation Examination in mathematics and pursue creditably the college course therein for one or two sessions. Applications will be received by the Secretary of the University until the 3rd October next when the course will commence.

—His Lordship the R. C. Bishop of Kingston and Rev. Mr. Taschereau, rector of the Laval University, arrived at Quebec by the *Peruvian*. It will be remembered that their visit to Rome had reference to the founding of a Roman Catholic University at Montreal. The decision which they have obtained is adverse to the project.

—The number of pupils in the University Normal Department of Wisconsin has been during the past term 140. It is said that Prof. Allen is to resign his connection with the University at the close of the next term. The friends of education in Wisconsin are making vigorous efforts now

on the same day at the same place. The debate was conducted with eminent ability on both sides, and excited universal interest. Mr Lincoln had a majority of more than 4,000 on the popular vote over Mr. Douglas; but the latter was elected senator by the legislature. On May 16, 1860 the republican national convention met at Chicago, and on May 18 began to ballot for a candidate for president. On the first ballot Mr Seward received 173½; Mr. Lincoln 102, Mr. Cameron 50½, and Mr. Bates 48. On the second ballot Mr Seward had 184½, and Mr. Lincoln 181. On the third ballot Mr. Lincoln had 354 and Mr. Seward 110½. Mr. Lincoln was subsequently elected President of the United States and served his term of four years, when he was elected in opposition to Gen. McClellan. His career since his first election is so well known that we need not enlarge upon it. His tragical death in Ford's Theatre, Washington, might well form an era in the history of the American Republic.—*J. of Ed. U. C.*

—Dunbar Ross, Esquire, died at his residence in Quebec on the 16th instant. Mr. Ross was one of the leading politicians of Lower Canada and a distinguished member of the Quebec bar. He was born at Clonakilty, county of Cork Ireland, about the beginning of the present century. He was therefore about, but rather above, sixty five years of age. His birth at the place above mentioned was accidental, his family being Scotch. He came to Canada about 1819, and was at first engaged in mercantile pursuits. In 1829, he entered the office of the Prothonotary at Quebec, and was admitted to the bar in 1835. We believe that one of the circumstances that brought him into notice was his having been appointed judge *ad hoc* in the Court of Admiralty in a case in which the Hon. H. Black was disqualified to sit, and having rendered a very elaborate judgment in that important matter. This was in 1845. Mr. Ross who had sided with the Lower Canada minority previous to the Union of the Provinces at that time threw in his lot with the majority and shared the political fortunes of the Hon. T. C. Aylwin whose professional partner he was for some time. He successively represented the counties of Megantic and of Beauve in the Provincial Parliament. He was appointed Solicitor General in 1853, a position which he held during the space of four years.

Mr. Ross was an able and industrious lawyer, but was not generally successful as a parliamentary debater. He was a good scholar and a forcible writer. We have from him several pamphlets and contributions to the political press, among which are *Letter on the "crisis" Metcalf* by Zeno, 1847. "The Seat of Government" in 1847, and a second edition (enlarged) of the same in 1856. These two pamphlets contain an able and we would even say irrefutable argument in favour of Quebec as the seat of government. Mr. Ross also translated from the French the "Manifesto" of the Quebec Reform Committee in 1847. He leaves an unpublished pamphlet on Slavery. He was an active and energetic man, honorable and independent, standing fast by his friends and not a little obnoxious to his adversaries. He had been for a long time in a helpless state from a stroke of paralysis. He dies poor and respected by all. When he left the government he refused through motives of delicacy a pious judgeship which he was offered by his political friends.

—The late Richard Cobden was the son of a Sussex farmer, where he was born June 3, 1804. Having learned the business of a salesman in the service of a City warehouse in the Manchester trade, he early removing to Lancashire, set up there for himself as a printer of calicoes, and, by his skill in suiting the markets and by his fine taste in patterns, became, in a very few years, one of the most thriving manufacturers of that district. He was still a young man. He had made up for the want of a University education by his studies of political economy, which he recommended in after-life as providing a better intellectual exercise and discipline than the exact sciences. His accomplishments were, an excellent faculty of logical exposition, with a rare talent of finding the readiest and happiest illustrations of his argument, and a perfect mastery of clear and forcible language in writing or speaking. He was familiar with the condition of the industrious middle and lower classes of England, both north and south. Foreign trade and foreign travel soon made him acquainted with the different countries of Europe and the United States. His political opinions were early formed. His task was to become one of the leading political executors of that legacy of economic science which the Scottish philosophers of the last century had bequeathed. The laws which regulate the production, distribution, and consumption of wealth appeared to his mind as the laws of bodily health—laws of Nature, ordinances of Divine authority—which it was no less impious than foolish to withstand. He took up, therefore, the vindication of those principles, almost with the zeal of an apostle, and for the sake of truth, while he demanded their practical observance for the relief of manufacturing interests. Such were the antecedents of this eminent public man, who came forward a quarter of a century ago as the ablest orator of the Anti-Corn Law League, himself a capitalist, a large employer of labor, and a successful mercantile adventurer, who could speak with sure knowledge of the operations of industry and trade.

In the House of Commons Cobden was an earnest advocate for Free Trade, because of its necessity to the working men of England. The question became, in some of its aspects, so ominous that further resistance to the popular demands might have resulted in a national calamity. Not only had Lancashire set up its mind, not only had the merchants and traders of London, after long hesitation, become thoroughly convinced upon the subject—not only were the ranks of the Anti-Corn Law

League swelled daily by fresh recruits, but in the agricultural counties themselves there were torch-light meetings of laborers, who declared that, come what might of Free Trade, Protection was not even giving them bread. Sir Robert Peel saw that the time for concession had arrived; he had long been inclining in theory toward the change, and his essentially practical mind now perceived that, whatever might happen to his party or himself, Free Trade must become the law of the land. On the 26th June, 1846, the Corn Law Repeal Bill received the Royal assent; and the great Minister, as he finally retired from office amidst the blessings of a people and the curses of a faction, owed that to Richard Cobden was the chief merit of merit due. A great mark of public favor was conferred upon him by his country men. His fortune had suffered by his devotion to politics, and a splendid subscription of £60,000 was raised by his admirers, with which he purchased an estate near his native town. Shortly afterwards he retired altogether from public life. His health was shattered, and it was hoped that repose might restore him—a hope that was entertained until almost the last day. In April, 1859, without any solicitation of his own, the electors of Rochdale recalled him to public life, and his return to the House of Commons was welcomed by men of all parties. Nor was it long before he again had it in his power to confer a superb service upon the country. In the autumn of the same year he concluded the Commercial Treaty with France, and, however opinions may have differed as to some details of that great agreement, there was no doubt that the illustrious free-trader had added another to his many claims upon public gratitude. The negotiation of the Treaty, indeed, may be regarded as the crowning act of his political life. The very earnestness with which he had maintained certain rather unpopular items of his creed had always excluded him from office. He had many sorrows and afflictions, of which the public were scarcely cognizant; and he found his chief reward in the sense of duty performed. He began to speak less frequently in Parliament. His last great speech was delivered in the memorable Danish debate of 1864; and it sufficiently proved that he had lost very little of his trenchant vigor or of his uncompromising love for truth. What Peel said of Palmerston, even Palmerston's more recent antagonists might have said of Cobden, "We are all proud of him." He was still sanguine of recovery, it is said; he made sure that a few days of warm weather would restore him to health, but the days of warm weather did not come; he gradually grew worse, and at a quarter past eleven on Sunday morning, April 2, at the age of sixty-one, he expired. The immediate cause of his death is said to have been bronchitis.

MISCELLANEOUS INTELLIGENCE.

—The King of Italy has appointed a commission to revise the laws affecting the literary and artistic interests of his kingdom. Manzoni and Verdi will take a part in the labor of revision.

—Some interesting statistics as to geographical distribution of health and disease have been published. According to these the chances of longevity are greatly in favour of the more northerly latitudes. Near the top of the scale are Norway, Sweden and parts of England. Of cities, Vienna stands the lowest, and the highest is London. A cool or cold climate near the sea is the most favorable for longevity. While formerly one out of every thirty of the population of England, France, and Germany died in each year, now the average is one in forty-five. The chances of life in England have nearly doubled within eight years.—*J. of E. for U. C.*

—The Queen with her natural kindness of heart is concerned at the large number of accidents which have taken place on railway lines centring in London, and has written a letter addressed to the directors of those companies. Her Majesty's remarks will apply with almost equal force to railways in this country. It may be that some of the deplorable accidents happening in this country are the result of carelessness, and it behoves the managers of railways and those in charge of the running of trains to use the utmost caution and diligence. Particularly at this season of the year, and for the next three months is extra care absolutely necessary. The number of track-men should be increased, and made to keep a sharp lookout for broken rails. The Queen's letter is as follows:—

"Sir Charles Phipps has received the commands of Her Majesty the Queen to call the attention of the directors of the _____ to the increasing number of accidents which have lately occurred upon different lines of railroad, and to express Her Majesty's warmest hope that the directors of the _____ will carefully consider every means of guarding against these misfortunes, which are not at all the necessary accompaniments of railway travelling.

"It is not for her own safety that the Queen has wished to provide in thus calling the attention of the company to the late disasters. Her Majesty is aware that when she travels extraordinary precautions are taken, but it is on account of her family, of those travelling upon her service, and of her people generally, that she expresses the hope that the same security may be insured for all as is so carefully provided for herself.

"The Queen hopes it is unnecessary for her to recall to the recollection of the railway directors the heavy responsibility which they have assumed since they have succeeded in securing the monopoly of the means of travelling of almost the entire population of the country. Osborne, Dec. 27, 1864."—*Id.*

ESBÈRE SENEAL, Caloric Printing Presses, 4, St. Vincent Street, Montreal.