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LITERATURE.

POETRY.

NEW YEAR, 1863.

I hear in the depths of fancy,
The close of a dying sound,
Like the faintest moan of a passing breeze,
That sweeps the wintry ground.

I see in the depths of fancy,
A glimmer of warning light,
Like the palled ray of twilight,
That fades on the brow of night.

I feel in the depths of being,
That the voice and light are gone,
And only a fitful memory,
From the shadowy year is borne.

For all its glory and meaning,
And beautiful rainbow glow,
Are cold as the far-off starlight,
And pale as the passionless snow.

Like foam that wastes on the sea beach,
Like waves that break on the shore,
The changeful days of the faded year
Have vanished for evermore!

Consumed are their beauty and sadness,
And all their sweetness and grace;
They have passed away in the void of the past,
Like shooting stars in space.

But the transient year as it dieth,
A new-born glory gives,
We touch the hem of its shadowy skirt,
And feel that its beauty lives:

In the lovelier hope of a brighter dawn,
Upspringing from death and night,
The dazzling glow of another year,
That breaks upon our sight.

O golden promise that lights the dust
Of jarring, fitful days,
The aching void within our heart,
Is gilded with your rays.

O light that vivifies and warms,
Yield us a will and power
To wrest the utmost good we can
From every new born hour.

Search the waste places of our souls,
And cast forth in the past,
The cobwebbed doubts that made the days
So drear and over-cast.

Pierce the lone chambers of the heart,
If truth and faith are there,
Your rays shall give them happy birth,
To make the New Year fair.

ISIDORE.
Montreal Gazette.

THE ECHO.

Yes! full surely 'twas the echo,
Solitary, clear, profound,
Answering to thee, shouting cuckoo!
Giving to thee sound for sound.

Unsolicited reply
To a tattling wanderer sent
Like her ordinary cry,
Like—but oh how different!

Hears not also mortal life?
Hear not we, unthinking creatures!
Slaves of folly, love, or strife,
Voices of two different natures?

Have not we too? Yes we have
Answers, and we know not whence
Echoes from beyond the grave,
Recognised intelligence!

Such within ourselves we hear
Ofttimes, ours though sent from far
Listen, ponder, hold them dear;
For of God,—of God they are!

WORDSWORTH.

TRIFLES.

What are trifles—who may guess
All a trifle's meaning?
Scattered ears on life's broad field,
For a wise one's gleanings.
Naught but hath its work on earth,
Fraught with pain or pleasure—
Links in nature's mystic chain,
Though of tiniest measure.

Trickling from the mountain height
Through the beech roots stealing,
See, a thread of silver light
Sunbeams are revealing;
Drop by drop it gathers fast,
Never resting, never,
Till it swells and flashes forth
In a glorious river.

'T was a single rain-drop fell
On a green bud thirsting—
Strengthened by the fairy draught,
Lo, a flower is bursting!
And an acorn lightly flung
In a pathway dreary,
Spreads an oak's broad shadows out
To refresh the weary.

But a flower's perfume may bear
Back through years of sorrow,
The sweet sunny morn of life,
With a bright to-morrow—
And a tress of silken hair
On a young brow parted,
Wake a fount of bitterest tears
For a broken-hearted.

Just a look may waken thoughts
Full of proud resentment—
Just a look may fill the soul
With a glad contentment;
Little prayers of children fair,
By their mother kneeling,
Touch a worn and weary heart
With a child-like feeling.

But a trifle seems a word
All unkindly spoken,
Yet the life-harp walleth low
For a gold-string broken.
But a trifle seems a smile
On a kind face beaming,
Yet a faint heart groweth strong,
'Neath its gentle gleaming.

Trifles! each one hath a part
In our pain or pleasure,
Making up the daily sum
Of our life's brief measure;
All unnoted as they pass,
Scarcely worth our heeding,
Yet a trifle, it may be,
God's own work is speeding.

Churchman's Magazine.

SCIENCE.

Life in the Deep Sea.

There is a curious tendency in the human mind to allow itself to be misled by negative evidence. It arises chiefly from the conservative spirit of indolence which does not like to be disturbed in its repose, and which is better satisfied to believe that things do not exist, because we have not found them, than to undertake the labours of a fresh search. There is likewise a readiness to establish a scientific orthodoxy upon insufficient evidence, and to resent, as a pestilent heresy, whatever facts, opinions, or conclusions militate against the canons of credence which have been arbitrarily laid down. A good philosophical training removes prejudices, and establishes a readiness to believe upon sufficient proof being adduced, propositions that contradict its previous ideas. But

while professed students of science feel this influence in the earlier portions of their career, they often suffer a psychological ossification as age creeps over them, and they become as great opponents of novelty as if the powers of knowledge were exhausted and nothing new could possibly be true. Of course, as our store of facts grows larger, and sound induction establishes a larger number of principles from which accurate deductions can be made, many of the discoveries of science will simply realize anticipations previously formed; but we must still expect that Nature will be for ever a region of wonder and surprise, in which many things that were undreamt of, or which were even inconceivable before their discovery, will come to us with all the unquestionable credentials of belief.

Every department of science can offer illustrations of these views; but in none have old conceptions been more completely revolutionized than in marine zoology, so far as relates to the inhabitants of the profound depths of the sea. It was assumed that life rapidly diminished with increasing profundity, and that our plummets soon arrived at a region where no "dim beams," "amid the streams," "wove their network of coloured light," but where the world of waters rested for ages in unbroken silence and lifeless gloom. There was, however, little excuse for the extent to which these opinions were carried; for, as Dr. Wallich reminds us, the late Sir John Ross published in 1819 an account of his having obtained in Baffin's Bay various "sea-worms," "shrimps," and other creatures from "depths greatly exceeding those at which animal life was supposed to exist; and nearly thirty years subsequently Sir James Ross also reported having dredged up living creatures from great depths in the Antarctic seas;" but these important discoveries met with no attention, and it may be fairly said that the capture of the deep sea starfishes by the "Bulldog" was the first incident that materially modified pre-existing and erroneous views. To show the process of reasoning adopted by distinguished men in reference to this subject, Dr. Wallich quotes Mr. Page's *Advanced Text Book of Geology*, that, "according to experiment, water at the depth of 1000 feet is compressed one three hundred and fortieth of its own bulk, and at this rate of compression we know that at great depths animal and vegetable life, as known to us, cannot possibly exist." If Mr. Page had written "we guess," instead of "we know," he would have more accurately described the groundwork of a decision which naturalists had arrived at by common consent, without either examining the deep sea bed to ascertain what it really contained, or without acquainting themselves with some of the principal conditions that would determine whether or not it could offer the means of existence to any living thing. In the same spirit which dictated Mr. Page's remarks, Professor Phillips, in his *Origin and Succession of Life on the Earth*, expresses the belief that at 300 fathoms life is extinct, thus completely ignoring the 800 fathoms sounding from which Sir John Ross brought up a *caput medusæ*, and the various creatures he obtained at a somewhat smaller depth.

In science, as in other spheres of human activity, an unreasoning credulity often follows an equally unreasonable scepticism, and we are glad to notice that Dr. Wallich, while laudably anxious as "King of the Deep Sea," to increase the number of his subjects, boldly resists arguments in their favour, which although tempting are not conclusive. Thus Professor Ehrenberg assumed that the presence of undecomposed fleshy matter (sarcode) in foramenifera, whose shells were found at very great depths, was a proof that they had been alive in the situation in which they were discovered; but Dr. Wallich demonstrates the fallacy of this reasoning, although he expects its conclusion will ultimately prove to be correct, and that hereafter specimens will be obtained whose *vital movements* will leave the question in no doubt.

Before examining the circumstances under which deep sea organisms live, we will advert to the most startling acquisitions which Dr. Wallich made, especially to his famous starfish haul. He tells us the sounding was taken in lat. 59° 27' N.; long. 26° 41' E., about halfway between Cape Farewell and the northwest coast of Ireland. The depth was 1260 fathoms, and "adhering to the last fifty fathoms of the line, which had rested on the ground for several moments, were thirteen *Ophiocomæ*, varying in diameter across the arms from two to five inches." These animals moved their arms after reaching the deck. The starfishes so remarkably obtained appeared to be living in the midst of their "normal haunts." In their digestive cavity was found a quantity of fresh-looking *globigerinæ*, and they seem to have been associated with creatures of a still higher type. Thus we read "in these soundings (including that in which the starfishes were obtained), many cylindrical tubes occurred, varying from one-eighth to one-half and inch in length, and from one-fiftieth to one-seventieth of an inch in diameter.

These were built up almost exclusively of small globigerine shells, and still more minute calcareous debris cemented together. Two or three such tubes were found by me in each of these soundings; but I failed to extract the animals from them in a sufficiently perfect condition to admit of identification. I am nevertheless able to state positively that the tubes contained some species of Annelid, and think it is highly probable that certain borings, to be seen on forameniferous shells in the same deposits, may have been effected by it. But whether this be the case or not, it is quite clear that an Annelid lives at the depths indicated, and there builds up its tenement."

At 682 fathoms Dr. Wallich met with a *Serpula*, and a cluster of apparently living polyzoa, and also a minute living *Spirorbis*. From a depth of 445 fathoms he fished up a couple of living "amphipod Crustaceans," and a "filamentous Annelid," and when we consider how these creatures could accommodate themselves to such localities, we have to take into account the "extraordinary fact that the *Ophiocoma*, the *Serpula*, the *Spirorbis* of the deep soundings,—one and all belong to well-known littoral species." From these facts Dr. Wallich observes: "We are irresistibly led to the inference that their acclimatization must have kept pace during a vast sequence of generations, with the changes going on in the portion of the sea bed inhabited by them, and hence that, under sufficiently favourable circumstances, species may accommodate themselves to conditions differing so widely from those under which they were originally created, that their subjection to them, under circumstances less favourable, inevitably results in their extinction."

From what is known of deep sea life, we should be cautious in pronouncing judgment upon the far deeper portions of the ocean bed than our investigations have yet reached. There may be, probably is, a limit to the descending zones of life, but where it lies, seems rather for experiment than for deductive reasoning to tell. The more immediate question for solution is, how the creatures that have been discovered manage to live, under circumstances differing so widely from those in which we are accustomed to trace the mutual relations and dependance of animal and vegetable forms. Vegetable structures have not been found alive at greater depths than 2400 feet, while animals are now known to exist at 15,000 feet below the surface level. If any sort of plant lives much below the above-mentioned depth, it must perform its functions without the stimulus of light; and if animals exist far below the regions of vegetable life, they must be released from that dependance upon the latter, which we have been accustomed to regard as an universal law. Such are the interesting problems which the marine zoologist has to solve.

The pressure of great depths only opposes itself to life under peculiar forms. At a depth of a mile it amounts to 2640 lbs. on every square inch, or 160 times as much as we have to sustain on the surface of the globe. A close vessel would need immense strength to resist anything of the kind, but if the pressure from within can equal that from without, its physical force would not necessarily destroy any organism exposed to its effects. Dr. Wallich judiciously indicates the difference between certain well-known experiments and the conditions under which deep sea creatures live. Thus, "in the case of pieces of wood and meat, and corked bottles containing air, which have been sent down to great depths, in order to demonstrate the effects of pressure, it is evident that precisely those conditions are present which are never to be met with in creatures constituted to live under it. In short, they prove too much; for they prove clearly that, in defiance of all obstacles, a state of equilibrium is rapidly engendered between the interior and the exterior of the wood, the mutton, and the bottles, and that whensoever this takes place no further change is experienced. If suddenly submerged, that is to say, before the pressure has time to overcome the resistance of the cellular and fibrous tissues of the two first, and of the earth employed in the last, diminution of bulk and consequent compression of the structure must inevitably result; but, on the other hand, if the submergence be gradual, the diminution in bulk is by no means a necessary consequence, and the change brought about is a simple displacement of a lighter medium by a heavier, according to a well known law of fluids." This is no doubt right in principle, but scarcely correct in detail, as all portions of an organism may not be thus permeable, and those which the heavier fluid cannot penetrate, must be subject to the pressure which it exerts on all sides. It will, however, be admitted without difficulty, that marine animals like the starfishes or the annelids of Dr. Wallich's dredgings would not be injured by the weight of water, if gradually submerged; and having disposed of one difficulty of deep sea life, let us turn to another, in which the function of respiration is concerned.

Some valuable experiments on board the French ship "Bonité" give us an insight into the quantity of gaseous matter existing in the water at different depths, which appears, within the limits investigated, to increase as the surface is left behind. From these investigations, and on other grounds, Dr. Wallich concludes that "since the tendency of fluids to absorb gaseous bodies is constant under all circumstances, although, as already stated, the quantity they are capable of appropriating increases with the pressure, it follows that the deeper the stratum of water, the greater must be the amount of gaseous matter held in solution by it." But the ocean is not a closed vessel, in which the liquid and the gas are squeezed together without possibility of escape, and if water at a mile down contains more air than the strata above it, the effect must be produced by the operation of a powerful attraction increasing with the compression and depth, so that every layer of water drags the air from the layer above it, and is in turn robbed by the stratum beneath itself. This may be so, but we do not think it is proved to be the case, in an increasing ratio throughout all depths. The "Bonité" experiments were not conducted at great depths, the greatest being only 2243 Paris feet. They seem however to show that, while the quantity of nitrogen is diminished as the pressure is augmented, that of carbonic acid and oxygen is considerably increased, and might accumulate to a deleterious extent if it were not rendered innocuous by the constant formation of carbonate of lime.

Within considerable limits of downward range, we may conclude from the preceding facts, that deep sea creatures are provided with the means of breathing in water, in the same way as their similarly organized inhabitants of the ocean nearer the surface level; but how do they feed? The starfish may devour the humble creature that inhabits the forameniferous shell, but what is the latter to do when dinner-time comes? Dr. Wallich admits the difficulty of furnishing an answer without appealing to a process of nutrition for which he says there is no acknowledged precedent. It is the custom of scientific men, upon insufficient evidence, and in the face of well-known facts, to assume that no animal can assimilate inorganic matter that has not previously been brought within the vital circle by vegetable forms. Dr. Wallich conjectures that if the Protozoa can separate from the water the carbonate of lime to form their shells, they may also be able to make a similar direct use of other inorganic materials to serve as food. It is certainly, as he says, in vain that we attempt to establish a definite line of demarcation between the two kingdoms of nature, and although some philosophers still "stand upon the ancient ways," the majority are disposed to surrender the notion that the lowest living forms can be distinctly divided into animals and plants. Further researches may show more clearly the gradations by which animal and vegetable characteristics are blended together; but if respiration enables the animal to assimilate the oxygen of the air, and, through the introduction of salts of iron, into the stomach, that metal finds its way into the blood, the first link of the chain of connection is found in the highest forms of animated being.

The geological importance of Dr. Wallich's researches is very great, as strata cannot now be considered to have been formed in shallow seas, merely on account of their containing the remains of animals that we are accustomed to associate with moderate depths, nor are the biological aspects of the new truths less singular and instructive. From *a priori* reasoning it might have been imagined that if, through long ages, a littoral species of an animal so highly organized as a starfish had become acclimated to totally different conditions of depth, pressure, darkness, and aeration, it would also have undergone constitutional changes that would have been reflected in its structure, but no such alteration seems to have taken place in the subjects of Dr. Wallich's investigation. We inquire whether the deep sea ophiocoma which belong to a littoral species were themselves in earlier life the occupants of shallower waters, and made a voluntary or involuntary migration to the depths below; or whether they were the born children of the abyss, the lineal descendants of some pilgrim fathers of their race whose wanderings date back to the period when changes of level and in the distribution of land and water necessitated an alteration of their abode. The *Ophiocoma granulata* appears to be a creature of determined adhesion to a particular type. It ranges from the confines of the Arctic circle to the British shores, able to make itself at home from ten fathoms to 1260, and in either of these extreme conditions, or in any of their intermediaries, to rear a family for the perpetuation of its name.

No similar adaptability seems to belong to any member of the vegetable world. Dr. Wallich met with no proper Algae below two hundred fathoms, and his deep sea dredging only yielded Diatoms whose frustules "indicated a molecular condition of the

protoplasmic matter, differing so materially from that observable in similar organisms taken in a living condition in shallow water as to render it certain that the vegetable life ceases at a limit far short of that to which animal life has ever been shown to extend." This assertion may be too dogmatic to suit the actual condition of our knowledge; but if it should be found that there are regions in which, so to speak, every animal is his own vegetable, it will reveal to us fresh secrets pertaining to the great mysteries of organization and life.

A book like Dr. Wallich's would naturally command a large circle of readers, and we regret that its mode of publication will restrict it to a very few. Science is not so profitable that many of its votaries can afford fifteen shillings for a stout quarto pamphlet, offered as an instalment of the entire work. We can hardly imagine that the profundity of his researches appeared to so able an observer to necessitate a corresponding elevation of the price of the narrative in which they were enshrined, and we should like to know whether he has been a victim of the "Lords Commissioners of the Admiralty," under whose sanction the title-page informs us, the *North Atlantic Sea Bed* has been brought out, or whether his worthy publisher, who has done so much for zoological science, determined in this case to address himself exclusively to that very limited class whose pecuniary and cerebral developments go hand in hand. The less wealthy student to whom costly pamphlets are unattainable luxuries need not, however, lament his fate, as a concluding extract from Dr. Wallich will give him the cream of the whole matter, and show, for his economical edification, that:

1. "The conditions prevailing at great depths, although differing materially from those which prevail near the surface of the ocean, are not incompatible with the maintenance of life.

2. "Assuming the doctrine of single specific centres to be correct, the occurrence of the same species in shallow water and at great depths, proves that it must have undergone the transition from one set of conditions to the other with impunity.

3. "There is nothing in the nature of the conditions prevailing at great depths to render it impossible that creatures originally, or through acclimatization, adapted to live under them should become capable of living in shallow water, provided the transitions be sufficiently gradual, and hence it is possible that species now inhabiting shallow water may at more anterior periods have been inhabitants of great depths.

4. "On the one hand, the conditions prevailing near the surface of the ocean render it possible for organisms to subside after death to the greatest depths, provided every portion of their structure is freely pervious to fluid; on the other hand, the conditions prevailing at great depths render it impossible for organisms still constituted to live under them to rise to the surface, or for the remains of these organisms after death to make their appearance in shallow water.

5. "The discovery of even a single species living normally at great depths warrants the inference that the deep sea has its own special fauna, and that it has always had it in ages past; and hence that, many fossiliferous strata, heretofore regarded as having been deposited in comparatively shallow water, have been deposited at great depths."—*Intellectual Observer*.

EDUCATION.

Physical and Military Exercises in Public Schools.

(Concluded from our last.)

For the physical training of boys, I think the military drill has much to recommend it besides the military instruction it imparts. It will tend to give them a better command of their muscles, and impart a manly gait and bearing. It will also, if properly conducted, teach them self-control, and give them true ideas of order, discipline, and subordination, and whilst it will relieve them from the monotony of their ordinary studies will, by a grateful change, enable them to return to them with renewed interest.

We are entering upon the new experiment with caution, and have commenced by devoting an hour, twice a week, to the drill. We began in the school rooms, but found, after a few lessons, that the space these afforded was too small, and for the present shall use the large Gymnasium Hall. In summer, the grounds in connection with our school houses may be found well adapted for the purpose.

The boys, with scarcely an exception, manifest much interest in their drills, and receive the instruction much more readily than men. Two or three of our public spirited citizens, well qualified for instructors, have generously consented to devote the necessary time for drilling the boys, for the present winter, without compensation.

Some of our teachers are also disposed to qualify themselves for drill masters, and we are thus enabled to try the experiment without much expense.

I have had no communication with Gov. Washburn in relation to this subject, and was quite unaware of your interest in the matter. I however noticed the article in regard to it in the *Evening Post* of Nov. 8th, and was gratified with the important facts which it contained. I shall be glad to receive any further communication you may make to the public on this important subject, and should you wish, will be pleased to communicate to you the further progress of our experiments.

Yours respectfully,

ISAIAH STETSON, Mayor.

Edward L. Molineux, Esq., New York.

To establish thoroughly and economically this military culture, the Board of Education should appoint some competent person as Chief of the Staff to organize and carry out a system of instruction and drill; he to have under him two or three assistant instructors of experience, under whose guidance a teacher, or teachers from each school, should be fully instructed in the tactics, so as to be able to superintend the drill of the boys, which should always take place during school hours, and thereby form a recreation from mental study, and not encroach upon their play time. These are the only persons connected with the department beyond the scholars themselves, as it should be managed on the principle of obtaining the whole working force of the military organization from among the pupils.

The grammar department of each school should be formed into a company, or where the size of the school rendered it necessary, two companies: the officers to be selected from the most deserving and competent boys.

The officers thus selected to be instructed theoretically and practically by extra drills, in their respective duties. This would not occupy much time, and any boy objecting to devote this time would not be worthy of holding his position, and should be replaced by some one more deserving. Every school should possess within its limits space for a parade ground and for a few simple fixtures for gymnastic exercises. In stormy weather the exercises could be carried on indoors; for the drill possesses the advantage of affording exercise to a great number in a small space without disturbance and noise.

No uniform would be required, and the only expense would be the loan or purchase of 500 or 1000 short muskets, which could be used in turn at the different schools for drill or parade. A simple musket can be manufactured very cheaply, which will answer for all purposes.

The care and cleaning of the arms, the escorting and carrying them from school to school, or point to point, as required, should be the military duty of the pupils; thus expense will be saved, and the duty of prudent soldiers to take care of their equipments and do their own work inculcated.

These different school drills, always in charge of the teachers, should be visited in turn by the instructors, who would exercise a close and careful supervision over them.

Every ten companies or schools should be formed into a regiment, officered by those selected as the most capable, and who had passed the necessary examination.

Occasionally on Saturdays the regiments, in rotation, should be exercised by the instructors, in battalion movements, field manoeuvres, skirmish drills, camp duties, &c. These Saturday exercises should not be compulsory, but would be eagerly looked for by the boys as an amusement.

In the proper seasons they could be marched to the suburbs for their exercises, and thus a pleasant holiday, with healthy amusements, be given them under proper guidance. Any father will appreciate the advantages of such exercises and enjoyment to his boys.

In the summer season it should be found out which of the boys could not swim, and had no parents able to teach them. All such should be classed together, and means taken to instruct them in this most requisite art.

If found desirable to teach them to move together in large masses, (in which our militia are certainly deficient,) it can be accom-

plished by organizing two, three, or more regiments, into a brigade, to be commanded by the chief instructor, he selecting for his *staff* the most intelligent of the scholars who could relieve him of much of the labor which the systematic working of this large military department would render necessary. Thus those assigned to the staff would be learning the technicalities of the department and the duties of aids, secretaries, &c.

These staff officers, and any other of the pupils who showed a decided talent, should be assisted in acquiring knowledge in the military science by means of lectures, &c., from the chief instructor. An orderly system once organized, with the incentive to improvement by promotion for correct deportment, and of military disgrace for ungentlemanly and unsoldierly conduct, would soon render this military instruction of great assistance to *teachers in the schools*. Let the boys understand that disobedience or improper behavior debarred them from military honors and the whole tone of their conduct would be improved.

Of the exigencies of this war, if complicated by foreign interference, it is impossible to foresee, but every one is aware of the importance of early training upon the destinies of nations, and but few will deny the value of a well-trained battalion of selected elder boys, in case of invasion or trouble, by their relieving the fatigue of regular troops in mounting guard at the least exposed positions, at the camps, on baggage, or for convoys; likewise to act as drill-masters for the recruits.

The above plan, which was submitted to several Boards of Education last fall, was offered as being the best adapted for *immediate use*, and is therefore provided for the instruction of the *teachers*. If, however, the *Normal Schools and Colleges* would provide systematically for this instruction, it would be far better as they are the proper fields for *permanent benefit*, as each graduate would there become fully prepared to instruct in these exercises in the public schools.

The views of the Hon. Joseph White, of Massachusetts, respecting military studies in colleges, are well worth noting. He says, "let the drill be regular and compulsory, taking the place of the very irregular and insufficient physical exercises now taken, and our colleges would be vastly improved in their educational power, and the commonwealth would in a short time have a numerous body of educated men well skilled in the military science and art, who will become teachers in our lower grades of schools and in our military companies and associations, and be competent when the alarm is sounded, to lead our citizen soldiers to the field." New Jersey has just offered a noble example by making an appropriation for military instruction in her State Normal School.

But we must look at the practical working of physical and military training in small district schools. Of necessity they are far behind, in intellectual culture, those in the cities, and owing to the small and uncertain attendance, physical and military drill would also have to be simplified. The duties of a country life are such as not to render these exercises so necessary on the score of health, nor are the pupils wearied by such constant application to study. But how beneficial it would be in smoothing the rough, clownish manners of the country pupil by teaching him the *position of a soldier*, and correct *walking*. In respect to this, it should be the duty of the trustees to see that the drill was taught as far as practicable to the boys (calisthenics to the girls) by the teacher himself, who, if he were not already instructed from a Normal School, would find but little difficulty in mastering the details of tactics sufficiently for his purposes. With as small a number as twelve boys, company and skirmish drills could be taught; the latter is admirably suited for country schools, and would be a delight to the boys. If near the water they should be taught to swim.

It is thus we would teach our public school boys when they reach a certain age, to act together as citizen soldiers and be prepared when called upon, to do yeoman service in the country; to make it their pride as well as their duty, to defend the Country and State which so liberally educates them, let us cultivate in them a lofty and noble patriotism, which shall have its effect upon future generations, for it is upon these qualities, their intelligence and enterprise, aided by *physical strength and health*, that the Future of our country depends.

Although a course of military training in the public schools would soon furnish our State with an intelligent class of soldiers and line officers, yet the *art of war* in many of its branches, such as artillery, engineering, &c., requires a scientific education, which can not be given in a private institution. Our colleges undoubtedly could, to a certain degree, supply this want. New York city, possesses in its Free Academy a college which needs but the addition of two or three professorships to carry out in part this requirement, yet a *State Military and Scientific College* seems a neces-

sity to which early attention should be given, but to prevent its becoming a tax upon the State, it should be managed somewhat upon the plan of the Polytechnic of France, namely, that pupils at large may be admitted upon passing an examination and paying the annual fee.

Offer inducements in the way of superior education and careful training, and sufficient income would be received from the *paying scholars* to cover the expense to the State. Thus, from this college, might annually graduate men educated for the most scientific and skilful pursuits of life, and who, in time of war, would richly repay the State for the care devoted to their culture.

As an incentive to the public-school boys, several of the most deserving should annually be sent to this college by the State, and to the National Military and Naval Academies.

There is yet another important matter to be considered in physical exercises for public education, more particularly in sea ports, viz., *Naval Training*.

A late report of the Shipmasters' Association has shown us that the reputation of our American vessels is deteriorating so rapidly, that unless something is done, quickly and effectually, to provide a remedy, foreign vessels will supersede ours in freighting. The necessities of our navy are too well known to need notice here, and surely these evils which assail the country at this trying moment of peril, should arrest attention.

In large seaboard cities the naval training school, which has worked so advantageously in England and Belgium, could be established very economically by the fitting up of some hall, at a slight expense, with spars, sails, &c. Here of an *evening*, lectures and classes for instruction in navigation and seamanship could be formed. This would be the means of improving our sailors and of forming useful citizens from those who now idle away their time around the streets and docks. The expense would be but light, and the advantages obvious to our merchant marine and navy. This would soon improve our class of sailors and officers, reduce the rate of insurance upon American vessels, and relieve us from the stain which is being cast upon us as a commercial and naval power.

The evening schools of New York city cost £73,000 per annum; a small percentage of this sum would place in successful operation an *evening nautical school*, which would enable, in less than three months, American sailor boys to acquire sufficient knowledge of navigation to aspire to the quarter deck. The handling of heavy guns and the principles of naval gunnery could also be taught. If a war with Great Britain breaks out, are we to be found slumbering in this respect, and must we wait for the *first gun* before taking active measures!

We are a peace-loving and domestic people, and we have indulged in the delusive fancy that peace was to shine over us forever, until rudely awakened from our dreams by a formidable attack at the very foundation of our nationality. Every family circle is represented in that mighty army which is battling for the Union, and we know that much of the suffering caused to our brothers by this new and unexpected calling, is due to the defects of their physical education, and to the want of a sufficient number of well trained officers. But the war is upon us and we must meet it as may best become a free nation and be better prepared for the future.

It is the proud boast of England that in time of war she is "Ready, aye Ready," but a much prouder and nobler cry for us would be, the prompt "Here" at the roll-call of our militia when summoned, like the minute men of the Revolution, to the defence of the country. We want no large standing army. In times of peace let our merchants, artisans, farmers, and mechanics, enrich and develop the resources of the country. It needs their industry and will amply repay their toil. But let them be trained and educated from schooldays to their military duties, and at the first note of war let that response of "Here" come cheerfully from our rich prairie lands, from our counting-houses, from our machine shops, from the decks of far off vessels and from our public schools, —one mighty cry of power and self-reliance from a noble militia, possessing a thorough *knowledge of its duties*; intelligent and earnest in the right; patriotic and strong in its devotion to freedom.

A few words to those who fear the tendency of these exercises to instil a warlike and blood-thirsty spirit, and we will close. To them we say, we would emulate the ancients only so far as we can obtain from them some of their earlier and nobler traits of patriotism, courage, strength, endurance, and health. Let us picture what effect this training would have upon individual character.

Let us take the example of a young lad, entering the public school in the primary department, with perhaps a sickly, indolent disposition, and somewhat careless and slovenly in his appearance.

We know very well from the present system of studies, that his mind will be well cared for, and therefore pass to the effect of the physical training upon him.

The first lesson then is to stand in an erect and commanding attitude, with his chest well expanded, then his careless, slouching steps, with hanging head, are soon changed to the brisk, smart walk of a young gentleman. Calisthenics and exercises proportionate to his strength, and tending to develop his limbs very soon improve his health and impart a youthful vigor and energetic purpose to his motions, which are so much to be admired in young lads and give such rich promise of the future manhood. He soon learns exact and unhesitating obedience, and is taught by precept and example, that no small advantage in appearance is to be derived from a clean face and well brushed clothes. Is it to be denied that he thus learns habits of order, activity and cleanliness, which will be invaluable to him in after years?

But his greatest ambition, the goal of all his hopes,—the reward for which he studies diligently, is active and neat in his department, docile and obedient to his teachers,—is to be promoted to the grammar department or higher classes, where the boys have military exercises. He looks with longing eyes at their neat, orderly ranks, as they form for drill or parade; their brightly polished shoes, neatly brushed clothes and well kept arms. All this is something to look forward to, and when he has accomplished it, has he not to strive by activity to win his grade and by self-control and obedience prove himself deserving to command others? Manhood, when it arrives, finds him bright, active, self-reliant and ready to become a public spirited member of society.

Let the necessity of military exercises be placed before the boy in a patriotic light and it will induce him not only to take greater care in the execution, but likewise implant a still greater love of country from the very knowledge that some day he may be of use to her,—of use to her in the pulpit, in the legislative forum, in the busy pursuits of industry and the various walks of life. And if the necessity again calls for action, or if the present war is of long duration and tests the strength and perseverance of our national character, let us not shrink from the ordeal, but with a firm reliance upon an Almighty God and a righteous cause, let us go forth in this good fight, we of this generation and our children, and faithfully discharge the duties of Christian soldiers in defence of truth, justice, and our country.

Barnard's American Journal of Education.

Teaching Language.

Every child comes to school with his language partially developed; indeed, perfectly acquired in some of the things we call, erroneously, its trifles. The ear ever attentive to mother, father, sister or brother has brought nearly all familiar expressions to their perfect standard. The boy knows as well at four as at forty, how to ask properly to get a drink—to play with a school-mate—to speak to a chum. The elemental exercises he may have mastered, and be turned into the teacher's care, and under his influence, as perfect as possible in the simplest acquirements of the English Language. But, from here, how shall a child be dealt with? What seems to be, from long experience, the best plan to aid the further development of this grand organ, his native tongue? How are the difficulties, universally conceded to be attendant upon teaching it, to be overcome, and the teacher's and consequently the scholar's part, made plain and proportionally simple?

To speak of a method we deem an improvement—to point you with enthusiasm, pardonable, we trust, in these premises, to the "bright, particular star" of our own fancy, will be the topic of this paper, to which, and for which, we most respectfully ask your patient attention.

Language being the development of thought, can be acquired no faster than the different trains of ideas. The two must grow together. The child finds words with which to ask for food, drink, warmth, light and clothing, only just as soon as he discovers that he is hungry, thirsty, cold, in the dark, or without clothes; and as in his physical, so in his intellectual nature. To meet the requirements of this nature, is the paramount duty of every man or woman who undertakes the important charge of training the ideas and thereby forming the future of children. The duty, therefore, it seems to us, of developing the language begins with the teacher in the lowest department of instruction, for in that department, thoughts are making, in proportion, far greater advances than in any other. Let the teacher of this division accustom his pupils to

give expression to their thoughts, and new ones and improved ones "will follow fast and follow faster" on the track of the earlier, cruder ideas. Allow me to illustrate: A has a primary department, none of whose pupils can spell or read in a primer. They are taught from cards or from a black-board, on which the teacher has printed letters, figures, and words, which they copy on their slates. Let A, after printing the word "box", ask what it means? What a box is? Ask them to describe boxes; and after finding that the pupils are thoroughly acquainted with it, can spell it and tell it (for a word is like a face, you need not look at every feature to distinguish it, and children soon learn this), let them be requested to say something more about boxes, to make a phrase or sentence having the word in, giving them such an one as this for a sample: "I saw a box." Gaining courage from their former efforts one will shout "John has a box," another, "Mother gave me a box with a penny in it," a third may venture "Auntie has a box with snuff in it, and she puts it in her nose, so," and the little sentence-framer may become actor as well as composer.

Don't "hush" him, and send his thoughts into his brain, as you would a snail's head, should you come in contact with his shell in the gravel-walk. If you do, your boy's thoughts will be apt to acquire a snail's locomotive qualities, and the same habit of staying inside. All the new things the pupils say, only develop their powers of language; all such development tends to make them what God intended they should be, quick-witted, merry, improving children, with intellectual and physical capacities finely balanced, ornaments to society and blessings to the world.

A's pupils, by the time they reach B's division, will have mastered the construction of phrases and sentences. They will be able to take any word and associate it with different ideas in a correct manner; and the latter teacher will commence by having them connect their various sentences, keeping them in each exercise upon one subject. This would be an example of their recitations: One of the pupils would select the subject; let us suppose it to be "A good boy." It would not be hard for his mates, since they had been accustomed to the formation of sentences from given words, to apply their former knowledge to this phrase. As the sentences are being given, B would write them under the caption, on the black-board, and it is not unlikely, each making his own sentence, that they would be written somewhat in this order: "A good boy goes to school in time." "A good boy goes to school to learn to read, write and spell." "A good boy minds his mother and his teacher." The number of ideas being limited only by the size of the class. B's children will have acquired considerable proficiency in reading, spelling, writing and mathematics before they leave the division. Some of them may be able to present their ideas themselves, on the black-board, or slate, and the fact of their ability will give a fresh zeal to their patient study of the written, as well as the spoken and studied language.

Their next advancement will find them with a flow of thought, a comprehension of intellect and a command of language that will require the most particular attention on the part of their new instructor. In this grade there will be no standing still.

The children will not need to have any one waiting for them. Some simple text-book of the language—some tangible form, as it were, of the English tongue ought at this period to be put in their hands. The grammatical names and qualities should be used in conversing with them about the language, instead of the more familiar, general ones. In lieu of speaking of persons, places, or things, they should be called "nouns." In a short time the pupils will have it impressed indelibly upon their minds, that "A noun is the name of any person, place or thing, that can be known or mentioned." When the qualification of nouns becomes a necessity, call the words used, "adjectives." The scholars will not be long in finding and remembering the use and different modifications of this part of speech. In the formation of their sentences, let them mention the grammatical names of the various members of them; and should an ellipsis occur, either intentionally or otherwise, request them to fill it by some word or phrase, giving only the grammatical species of the words required. By this, I do not intend to urge the adoption of a text-book altogether, or even to recommend a close application to it, to either pupil or teacher.

The text-books of the English language, are but the "guide-boards" of popular travel, while there are many other paths, by which to reach the same end. Some lie through the forests, and others across the fields of educational literature; and who will deny that they may not be more pleasant and just as correct as the wide highways, where is accumulated the dust of centuries? The old argument handed down through generations of teachers—that children, no farther advanced than the third grade of scholarship, cannot study Grammar understandingly, will here meet the proof

to the contrary, and be overcome, not by theory, but by experience. Here the pupil's thoughts, compacted and practicalized, can and will be concentrated into action, by an involuntary process, the steps of which we are unable to trace. Their understanding, while it makes them see and perceive all other things, will take no notice of itself; and in this condition needs the active, energetic assistance of a ruling mind, that, while it governs, can give vigor to the utterance, facility to the flow, and freedom to the force of language.

By the time the pupil enters the grade in which the teaching of the English Language becomes a greater specialty, he will be no novice in the Language itself. He will possess a tolerably accurate knowledge of the uses of words,—will know a correct from an incorrect sentence;—will express any thought in a simple, proper manner, and, if quick in perception, will be able to point out the relation the thoughts and the words bear to each other. With such previous training in regard to language, he will soon acquire an elegance in composition which the study of Grammar alone can not impart; and will not be compelled to endure the mortification felt by good penmen,—fair readers—accurate spellers and excellent mathematicians when they enter a superior grade,—on account of their ignorance of that language which has been the channel through which all their previous education has been acquired. The time is coming in which such pupils will be released from the embarrassing position this neglect has placed them in. The question now absorbing the minds of teachers, seems to be this one: "When and how shall we teach the English language?" The children, whenever we find them thus embarrassed in their pursuit of a difficult study (difficult, only because begun too late,) are mute appeals in behalf of some innovation in this department of education. Parents and patrons, hearing the question so often agitated, have grown almost as much interested as we, and wonder how the teaching world is to answer it. The teachers as a body, are trying by experiences of every nature,—by practicalizing theories;—by laboring upon learned and unlearned advice, to gather from among the undistinguishable crowd of improvements suggested, some grand master one, that will command all others and marshal them, as it were, into the discipline of an army.

In the method we have presented, we have labored for the more universal teaching of the language in the primary department of instruction. Our plan has been, to use the English tongue not only as the means of teaching reading, spelling, penmanship, and simple mathematics, but as the greatest end and aim of a scholar's career. We would have a knowledge of words and the uses of them, so far as regards the expression of thought, impressed upon the mind of the youngest pupil; would have the scholar know his language in a few of its modifications as soon as he should his multiplication table. This method seems to us, to bring the mind of the child and his conception of the principles of his language in full fruition together; and to avoid that ignorance of the most general rule of it, so sadly prevalent in the minor grades of schools. The teacher's task will be an extremely difficult one under the proposed method of instruction. Busy brain and prattling tongue will demand much time and great patience. There will have to be "line upon line, precept upon precept, here a little and there a little," and there a great deal; but the accomplishment of his unselfish, self-imposed task will be its own reward, since it will give the instructor the proud consciousness that despite the vagueness of suggestion, the incompleteness of experience, and the conjectures of theory, he has found a system which has an involuntary sympathy with his heretofore greatest need. That, at last he has connected the living in the inward, unseem, vigilant intelligence of the human brains intrusted to his care, with the threads of that external web-work that links together the tongues, and through them the hands and hearts of all men, wheresoever the English language is spoken, or its simple eloquence is heard.—*New York Teacher.*

Have patience, Teacher.

"For precept must be upon precept, precept upon precept; line upon line, line upon line; here a little, and there a little."—Isaiah, 28: 10.

If these words had been written exclusively for teachers, they could not have been better selected or more appropriate. They embody the very essence of teaching; they point plainly to the only path which leads to true success. And yet, how trying it is to our patience to follow out the direction. "If our work could be done by one mighty effort, how pleasant it would be," we feel tempted to exclaim, "but this constant repetition, this tireless toil and these ever-thronging duties, day after day, week after week,

month after month,—oh, how wearisome!" But no great results ever were, or ever will be, achieved by a single stroke of genius; and so we may as well gird on our armour, and be prepared for the slow but sure progress which patience and energy always make. Every portion of the work of education requires thorough and oft-repeated exertions. Principles must be explained and re-explained—ideas presented and re-presented, again and again, until they shall at last take root in the mind. "Precept must be upon precept, and line upon line."

In order thus to labor, faithfully and successfully, the teacher must carefully cultivate the virtue of *patience*. He will need it in the discipline of his school. However much he may desire it, his pupils will not always be patterns of propriety. It is easy for him to imagine a school where every scholar is a perfect little saint, never doing or saying anything out of the way; but he will not find it so in reality,—and if it were it would take away one wide field of usefulness from the teacher's work. As long as men and women do wrong things, just so long will children. A school can not be governed, and perfect discipline maintained, by one giant effort. It would not be surprising if the very point which the teacher dwelt with special emphasis upon in the morning, should be forgotten by a half-dozen rogues before night. And when this is the case, it does no good to scold and storm at the young offenders. "Let patience have her perfect work." Speak kindly but earnestly to them of their faults. Present to them again the motive for good conduct, and once more strive to lead them gently into the right way. Do this, not "seven times" merely, but "seventy times seven" if necessary. In all successful school government, "Precept must be upon precept, line upon line, here a little and there a little."

Again, the teacher needs patience in imparting instruction to his pupils. Let his efforts be what they may, he will find some children whose progress will be slow and almost imperceptible. Principles which seem to him perfectly lucid, ideas which appear as clear as sunlight, will oftentimes require careful and repeated explanations. But these slow-seeing minds ought not to be neglected, nor dwarfed and discouraged by impatient and fretful words. Sir Walter Scott was regarded as almost a dunce when quite young, but in after years the masterly products of his intellect thrilled the world. So, too, has it been in other cases. Minds which have seemed stupid in their earliest developments, have often exhibited a wondrous power in latter life. It is discouraging to a teacher it must be confessed, when he has toiled until his whole system is weary, to see his most earnest efforts fall powerless, and the pupil apparently remain just where he was before. But let him not despond—*nor scold*. Let him be ready to go over the same ground again, step by step, with even more energy and perseverance. No science can be learned in a day. The work of imparting instruction is patience-trying and slow. Here, as elsewhere, "precept must be upon precept, line upon line, here a little and there a little."

Teachers, likewise, need patience in waiting for the results of their labors. The harvest does not come immediately after the sowing:

"The seed must die before the corn appears,
Out of the ground, in blade and fruitful ears;
Low must those ears by sickle's edge be lain,
Ere thou canst treasure up the golden grain."

It would seem pleasant if in one term we could transform our schools into perfect models, but such is not the law of progress. We may do much towards it, yea, very much if we labor aright, yet the harvest will not all come at once. One seed will spring up here, and another there: now a blade, and then a flower will show themselves. Some seeds will germinate quickly, and others will require much patient tending beneath the genial sunshine of gentleness and love. Those classes in Arithmetic and Grammar which have caused us so much anxiety by their slow progress, are nevertheless steadily advancing. Those moral lessons have left marks which will never be erased. *The harvest is coming.*

Then, teachers, "In patience possess ye your souls."

OFFICIAL NOTICES.

COUNCIL OF PUBLIC INSTRUCTION.

His Excellency the Governor General in Council, on the 2nd December 1862, was pleased to approve of the following Resolutions, adopted

by the Council of Public Instruction at its meeting of the 11th November last.

1. *Resolved*,—"That in future there shall be but two regular sessions of the Council each year, one of which shall be held on the second Tuesday in the month of May, and the other on the second Tuesday in the month of November."

2. *Resolved*,—"That the words *half a page* be substituted for the words *one page*, in the Sixth Article of the 'Regulations for the Examination of Candidates for Teachers' Certificates or Diplomas in Lower Canada,' and that the words *or a passage, corresponding in length to one of Æsop's fables, from Xenophon Anabasis or from the Greek New Testament*, be added to the Tenth Article of the said Regulations immediately after the words *Æsop's fables*."

LOUIS GIARD,
Recording Clerk.

DIPLOMAS GRANTED.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Mr. Romain Dubé received an Elementary Certificate on the 4th June, 1861.

Messrs. Emile Leroux, Daniel Dufaut, Norbert Desjardins; Mde. W. Vézina, Mde. L. Laberge, Mde. J. B. Roy; Misses Marie Beauparlant, Philomène Sarasin, Adéline Brunelle, Zoé Larue, Adéline Barré, Esther Girouard and Elmire Desjadons—1st Class Elementary Certificate (*French*).

Mr. Désiré Brodeur, Misses Elisa Charlebois, Sophie Desjarlais, Philomène Dragon, Adéline L'heureux, Elmire Millette and Philomène Poulin—2nd Class Elementary Diploma (*F.*). Mr. John Horan and Miss Elizabeth Horan—2nd Class Elementary Certificate (*English*).

Nov. 4, 1862.

F. X. VALADE,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Mr. Charles H. Seaver—2nd Class Elementary Diploma. (*E.*)
Miss Libère Tétrault—2nd Class Elementary Diploma. (*F.*)

T. A. GIBSON,
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Miss Marie Emma Allard—1st Class Elementary Certificate (*French*).
Miss Sophie Anne Lanouette—2nd Class Elementary Certificate (*F.*).
Nov. 4, 1862.

NAPOLÉON LACASSE,
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF KAMOURASKA.

Misses M. Arthémise Dubé and Victorine Lapointe—1st Class Elementary Diploma (*F.*)

Misses Philomène Ouellet, Mathilde Roy, Geneviève Lagassé, Marie Auphodie Ouellet and Damerisse St. Laurent—2nd Class Elementary Diploma. (*F.*)—August 5, 1862.

Misses Arthémise Dionne, Geneviève Lapointe and Clara Sirois—1st Class Elementary Diploma (*F.*).

Miss Geneviève Lévêque—2nd Class Elementary Diploma (*F.*).

Nov. 4, 1862.

P. DUMAIS,
Secretary.

DONATIONS TO THE LIBRARY OF THE EDUCATIONAL DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following donations:

From C. S. Cherrier, Esq., Q. C.: "The Poems and Prose writings of Sumner Lincoln Fairfield," 1 vol.

From J. B. Meilleur, Esq., M. D., LL. D.: "Manuel des Instituteurs et des Inspecteurs d'Écoles Primaires," 1 vol.; "Sketches accompanying Report of the U. S. Coast Survey for 1851," 1 vol.; "Report of the Superintendent of the U. S. Coast Survey for 1851," 1 vol.; *id.*, for 1852, 1 vol.; *id.*, for 1853, 1 vol.; *id.*, for 1854, 1 vol.; "Message from the President of the U. S. to the two Houses of Congress, 1854-55," 2 vols.; "The School and the School Master," 1 vol.; "School Architecture, Barnard," 1 vol.; "The Teacher and the Parent, Northend," 1 vol.; "Five years in an English University, by Charles Astor Bristed," 1 vol.; "Randall's Common School Law," 1 vol.; "University Education, by Henry P. Tappan, D. D.," 1 vol.; "Catalogue of Educational Works, by Oliver and Boyd," 1 vol.

From the Smithsonian Institution: "Annual Report of the Board of Regents of the Smithsonian Institution, 1851," 2 copies.

From Macmillan and Co., London: "An Elementary Latin Grammar, by Henry John Roby, M. A.," 1 vol.; and the "Elements of Euclid, for the use of Schools and Colleges, by I. Todhunter, M. A., F. R. S.," 1 vol.

SITUATION WANTED.

A gentleman of sixteen years experience and now the Principal of an Academy, wishes a re-engagement of the same kind. The highest references as to character and ability can be given. Apply at the Education Office, where printed copies of his testimonials may be seen.

NOTICE TO TEACHERS.

The Catholic Board of Examiners of Montreal will meet on the First Tuesday in February next, at the usual place of meeting, Vittré Street, at 9 o'clock A. M. All candidates for diplomas must come provided with a Certificate of Baptism and Testimonials of good morals, as required by the Rules and Regulations of the Council of Public Instruction. The examination will be conducted according to the Programmes laid down in the said Rules and Regulations.

By Order,

F. X. VALADE,
Secretary.

JOURNAL OF EDUCATION

MONTREAL (LOWER CANADA) DECEMBER, 1862.

Superannuated Teachers' Fund.

We desire to notify the subscribers to this Fund who have not yet paid their subscriptions for 1862, that if they neglect longer to send them in they shall incur the risk of having their names struck from the list, in which case any premium previously paid will be forfeited.

As an erroneous impression seems to prevail with regard to the conditions upon which teachers may share in the benefits of the Fund, we beg to call attention to the fact that it is not necessary to pay the annual subscription *from the establishment* of the Fund—the applicant only doing so if he prefers to be credited with the *time* during which he shall have been engaged in teaching prior to the date of his subscription; thus it will be seen that upon paying the yearly subscription, any teacher may inscribe his name, and shall then rank from the *date of his subscription*.

The present is also a favorable opportunity to invite all teachers that have not yet subscribed to the Fund to do so, as it may prove a source of relief to many in the future. We would also respectfully call upon Clergymen, School Inspectors, Commissioners and Trustees to use their best endeavors to impress upon teachers the necessity of availing themselves of the advantages this Fund offers. Of the propriety of this appeal, the endless testimony of disappointed and helpless teachers leaves us no room to doubt. The insufficiency of the pensions granted is often urged as a reason for not subscribing, but it is precisely because the number of subscribers is so limited that the pensions are small. If all our teachers, male and female, were to contribute, not only would the *maximum* pensions be paid annually, but an ample sinking fund could be provided against all contingencies. There are few subjects in which teachers are more directly interested, and few indeed which deserve more the attention of all true friends of Education.

[From the *Montreal Gazette*.]

A. D. 1862.

The future historian will probably look on the year 1862, as the turning point in a period which witnessed the establishment of a power in the South of this continent, the downfall of a dynasty in the old world, and the introduction into the East of an industry which may be the means of restoring to its nations their ancient wealth, their former vigor and their once powerful unity. He must describe the struggles of great armies; the many battles and the ceaseless skirmishes of the American war; the Mexican expedition; the ignominious flight of Otho; the regrettable conflict of Aspromonte; the Taeping rebellion, he must also notice in the events of the year; the cautious march of the Russians into Persia, their intrigues in Afghanistan, and their march to the Chinese frontier; the Cochinchina war; and last, but not least, the distress of the Lancashire operatives, and the stoppage of the looms of Mulhouse and Lyons. He might also pen a chapter on the exploits of the Sumter, the Nashville and the Alabama,—allude to the fight between the Merrimac and the Monitor; the raid of the Arkansas; and then incidentally give an account of the gunnery experiments which have revolutionized maritime war and substituted inventive skill for the bull dog courage which delighted in ships yard arm to yard arm, and a fair fight on a gory deck.

We will attempt in a brief sketch to fix a few of the leading features which may readily be recalled, but as the subject is too vast for the limited space at our disposal we shall confine ourselves to a description of the most prominent, most eventful and most exciting of these shifting scenes.

When the year opened McClellan was in winter quarters in front of Washington, the Federal troops had just established a footing on the coast of South Carolina, the Confederates were in Kentucky and still held New Orleans, Memphis, Nashville and the forts above it, on the Cumberland and Tennessee rivers. The first blow of the year was struck on its first day when a battle took place at Port Royal Island between Gen. Stevens' Federal brigade and a Confederate force. The Confederates were driven from the Island, with the assistance of the gunboats, and their batteries were destroyed. On the same day Fort Pickens opened fire on Pensacola, breached Fort Barrancas, and set the neighboring town of Warrenton in flames. A few days afterwards the Federals moved on Huttonsville in Western Virginia and took possession of the town. This advance placed them far in front of Port Royal in the valley of the Shenandoah and threatened the rear of the Confederates operating towards the North against the Ohio and Baltimore railway. On the same day, "Stonewall" Jackson, then becoming famous as one of the most enterprising and skilful officers in the Confederate army, attacked Bath in Virginia, a few miles from Huttonsville, and drove out the Federal troops stationed there. These skirmishes had no immediate effect on the result of the campaign. We cite them as incidents to recall the daily routine to which the readers of telegrams were at the time treated.

In the West affairs were much in the same condition. On the 7th January Gen. Garfield entered Paintville, Kentucky, at the head of a Federal cavalry force, and attacked Gen. Humphrey Marshall, who was encamped there. Marshall's untrained levies fled at the first fire, and a considerable portion of the State was recovered. Twenty-four hours after a camp of Confederate militia was surprised at Silver Creek, in Missouri, and utterly broken up. In almost every county in the State, as also in the neighboring State of Kentucky, skirmishes had daily occurred, but they also had no effect on the general nature of the struggle. Deeds were perpetrated disgraceful to humanity, houses and crops were burned, men shot in cold blood, and imprisoned and assessed,—two of the largest States in the country were arrayed in civil war.

It was at this period of the year that Gen. Burnside began organizing the expedition which afterwards placed him prominently before the country as a man of determination and great energy. On the 11th of January his fleet, embracing war vessels, gunboats, floating batteries, steamtugs and transports, left Fortress Monroe with 15,000 men divided into three brigades. It met with severe weather on its passage down the coast, but finally passed Hatteras Inlet on the 20th of the same month, and entered Pamlico sound. On the 7th of February it sailed up to Roanoke Island, where the Confederates had intrenched themselves and erected batteries, and opened fire. The cannonade continued all day, under its cover, Burnside landed eleven thousand men. Next morning he landed six thousand more and advanced to the attack. The Confederates opposed a stout resistance although armed with shot guns and other ineffective weapons, but Burnside carried the works at the point of the bayonet and the garrison unconditionally surrendered.

By this stroke the Federals took 2,500 prisoners, 3,500 stand of arms and upwards of 75 tons of ammunition, and gained possession of a large strip of the coast of North Carolina. A military governor was subsequently appointed to "bring the State back into the Union," but the wished for consummation has as yet not been achieved. We shall have occasion to refer to North Carolina again in connection with General Foster's recent advance on Goldsboro and his partial destruction of the railway running thence North to Petersburg and Richmond. We may add in this connection that the occupation of the "keys" and inlets along the coast of North Carolina is invaluable to the Federal cause, in so far as it prevents the blockade running which previously took place on an extensive scale.

While Burnside was thus taking possession of the sea-coast towns and villages of this important State, the first serious battle of the war was fought at Mill Spring, Kentucky. The forces marshalled were the Confederate General Zollicoffer's, and the Federals under General G. B. Crittenden. The Confederates were utterly routed and driven to their intrenchments on the Cumberland river, which they crossed under cover of the night, leaving the body of their General on the field. About ten days after this victory, the Federal gunboats moved up the Tennessee to the attack of Fort Henry on the banks of that river. It was the second instance in history of an attack by iron plated vessels on a strongly intrenched position. The action lasted an hour and a half, and resulted in the dispersion of the Confederate garrison which sought shelter in Fort Donelson on the Cumberland river in the vicinity. While the gunboats were thus operating against the key of the river Tennessee, Gen. Grant was moving on Fort Donelson with the force organized by General Halleck. On the 12th of February General Grant invested it with about 40,000 men. The garrison numbered 18,800, under Generals Floyd, Buckner and Pillow. On the following morning Grant led his troops up to the attack, assisted by the gunboats. He was repulsed with terrible slaughter and fell back to his camp. The contest was renewed at daybreak. Grant was again repeatedly repulsed and at one time entirely driven from the field by the Confederates who left their works and assailed him in flank. They were driven back in turn after having captured and lost a field battery. The gunboats assailed the river front of the fort at the same time, but were also driven off disabled. Grant once again returned to the charge on the morning of the 15th, but was again resisted with determination. Severe fighting took place and he at last succeeded in carrying the outer works and the main redoubt of the fort. In the morning white flags were displayed on the works in the possession of the Confederates in token of surrender, and about 13,000 men unconditionally surrendered. Gen. Floyd had left under cover of the night with 5,000. This really great victory was acquired at a loss of 446 killed, and 1,735 Federal wounded, but in addition to the 13,000 prisoners, it placed in Grant's hands 3,000 horses, 48 field pieces, 17 heavy guns, and 20,000 stand of arms of all descriptions, among which were many shot guns, and an immense amount of commissary stores. It also opened up the way to Nashville and the navigation of the Tennessee river to the States of Mississippi and Georgia, and Grant was not slow to avail himself of the advantage. While Commodore Foote advanced up the river to Clarksville, Gen. Nelson pushed on to Nashville, the capital of Tennessee. It was incapable of defence and was immediately surrendered. This occurred on the 23rd February. On the previous day Jefferson Davis had been formally inaugurated as President of the Confederate States, and on the previous day again, Nathaniel Gordon had been hung in New York for complicity in the Slave trade.

It is now time to take a look at McClellan's operations before Washington. When the month of March opened, his troops were still in winter quarters, but there were indications that they were soon about to break up their cantonments and take the field. Six days after the fight between the "Merrimac" and the "Monitor," on the 6th March, he issued an order of the day promising his troops work before many weeks, and almost immediately after took ship at Alexandria with his vast army for the Peninsula. His first act on landing was to advance on Yorktown, which was regularly invested, and surrendered, the Confederates falling back on Richmond. He followed them up, resting his right on the Pamunkey and his left on the Chickahominy, throwing up "dirt heaps," as Wendell Phillips contemptuously expressed it, to cover his centre. We need not here advert to his "change of base" and the proclamation which announced it. But long before McClellan's campaign had culminated in the disastrous "seven days' battles" of the Peninsula, the battle of Pittsburg had been fought, and Butler had sailed to New Orleans whence he is now returning. The passage of Forts Phillip and Jackson must be fresh in the minds of

our readers, we will not therefore repeat the narrative. Butler occupied New Orleans after their surrender and Halleck who had now taken the field in person sat down before Corinth as soon as the smoke of the terrible battle of Pittsburg had cleared away. Island No. 10, also recurs and with it that accomplished warrior, its captor, Major General John Pope, the inventor of a new system of tactics which dispensed with "lines of communication" and "bases of retreat." When the country called for a man of action, for one who held the spade in horror and would take Richmond, Halleck, by this time rewarded with the commandership in chief for allowing Beauregard to slip through his fingers at Corinth, put Pope forward and ordered him to advance by way of Warrenton and Gordonsville to extricate McClellan's shattered army. He accordingly pushed forward fighting the battle of Cedar Mountain on his way. But unfortunately for his system he drew in Banks' division thereby exposing his right flank, an opening which "Stonewall" Jackson soon passed through with the main body of the Confederate army. The second and third battles of Bull's Run were in great part a repetition of the first. They opened the Shenandoah valley once more to the Confederates, and the advance into Maryland was the consequence. McClellan was restored from disgrace and fought the battle of Antietam. But Harper's Ferry had fallen and the victory proved fruitless. He, however, applied himself once more to the task of remodelling the disorganized army of the Potomac. When it was acquiring consistency he was again removed. We need not refer at length to Burnside's assumption of the command, to his change of base to Fredericksburgh, or to his disastrous repulse. These momentous events are too fresh to need retouching. The year closes on his army in winter quarters, smarting under the shame of five defeats, and having no faith in its commander. The great successes of the Federal arms in the West are neutralized by the Confederate advance into Kentucky, by the falling back of Grant to the Mississippi, and by the investment of Nashville.

In this necessarily brief retrospect we have been obliged to omit many points of importance, such for instance as Jackson's campaign in the Shenandoah valley, the many battles which occurred in the Indian territories, at Pea Ridge and at Iron Knob. But the main facts are sufficiently set forward. Taken altogether the facts point this lesson: that in a country of the extent of this continent numbers are of no avail, and when badly led a mere incumbrance on the general plan. They also indicate that it is impossible to dispense, as Pope attempted to do, with lines of communication. Grant and Rosencranz are examples of this in their now isolated condition. To resume, at least thirty-three pitched battles were fought during the year, forts and intrenched positions innumerable were taken and retaken by the antagonists, and fully 250,000 men were killed and wounded, without counting the sick now groaning on a bed of pain in every town and village in the North and South. We may well thank Providence that though the storm has howled at our doors it has not crossed the threshold.

A history of the year would be incomplete without some allusion to the Mexican expedition. It is difficult to say what led Louis Napoleon to undertake it, but some people say, with a good deal of probability, that it was got up by MM. De Persigny and De Morny for the purpose of recovering bonds which were made over to them by Jecker for a consideration which was remarkably small, when compared with the magnitude of the sum they now desire to be paid. At all events when the British and Spanish contingents had withdrawn, the ministers of both nations professing themselves satisfied with the compensation offered for the spoliation and vile treatment their fellow subjects had met with in Mexico, it became rumored that Louis Napoleon had discovered that his mission, among other things, was the re-establishment of the decaying Latin nations of the earth, and that therefore his troops should not be withdrawn. He instructed them to place the Archduke Maximilian on the throne to aid in that consummation, but the bait not taking the programme was changed, and it would now appear that he desires to make of Mexico a French province. Reinforcements are daily pouring in, and in addition to a powerful fleet there are now fully 40,000 French troops in Mexico.

In Canada the chief political event of the year was the fall of the Cartier-Macdonald Ministry, and the formation of a new one under Messrs. J. S. Macdonald and Sicotte. The facts concerning these events are sufficiently familiar to our readers, and it is not necessary to repeat them here. A conference was held in Quebec in the fall between representatives from the Maritime Provinces and Canada for the purpose of making an Inter-colonial Railway. Delegates from Canada are now in England to further that project. Finally, we have to be thankful for peace and prosperity, and a moderately good harvest.

Report of the Superintendent of Education for Lower Canada, for the year 1861.

MONTREAL, 15th May, 1862.

The Honorable the Provincial Secretary, Quebec

SIR,—I have the honor to submit to you my Report, for the year 1861, upon the state of Public Instruction in Lower Canada.

As the Committee of the Legislative Assembly on Printing decided, in 1859, that the Statistics of this Department and the Reports of Inspectors should only be published every third year, I have this year caused these statistics to be prepared so as to give the details, not only of each Inspection District, but also of each municipality. The table relative to Superior Education is also given at length, and as all these documents will form a very voluminous appendix, I shall, in this report, confine myself to such remarks as appear to me indispensable; I have, besides, rather to lay stress upon the observations and recommendations contained in my preceding reports, than to set forth anything new to the habitual readers of these documents.

The most serious obstacle which I have to encounter is the insufficiency of most of the grants which I have to distribute. I have no doubt but that with larger sums, thanks to the impulse already given, and the progressive improvement of the public mind, as respects the subject of education, the Department would speedily attain every desirable result. Even the abuses complained of, or at least the greater part of them, are attributable to this constant want, and a more prosperous state of affairs would afford the means most calculated to remove them.

This inadequacy of the grants will be difficult of comprehension to those who observe each year the very considerable sums which the Legislature adds to the appropriation for Common Schools; but these sums serve partly to make up the deficiency caused by the inadequacy of the revenue from the Jesuits' Estates to provide for the grant to Superior Education, and partly to place the Department in a position to meet the diminution which the excess of the population of Upper Canada over that of Lower Canada threatens to entail in the share of the grant accruing to the latter section of the Province. Notwithstanding the diminution, however, we have been enabled to distribute the same sum as in preceding years, among the various municipalities.

But the apportionment of this sum has not been the same; the erection of a great number of new municipalities, and the increase in the population of all the new settlements have, of necessity, entailed a considerable reduction of the grants to those older municipalities in which the increase in population has been small, and in which the population has even, in some cases, notably diminished.

Although the reduction rarely exceeded a hundred dollars in the payment made on the 1st January last, for the last half of the year 1861, it is not the less true that such a disturbance in the finances of a great number of School Municipalities is a serious matter, and one for which it is urgently necessary to provide a remedy.

The circumstances from which the present financial position of the department has resulted are set forth in a special report presented to the Legislative Assembly a short time after my assuming office, and I have alluded to them in nearly all my subsequent annual reports. I am not ignorant of the difficulties which lie in the way of the Government in this matter, and I am prepared to admit that the total of the sums applied to public instruction forms as large a proportion of the public revenue as in any of the other colonies, with the exception, perhaps, of Prince Edward's Island, which has however, but few other expenses to bear; at the same time, I should not be doing my duty if I did not protest, whenever an opportunity presented itself, against the false position in which this Department is placed, not only in consequence of the real inadequacy of its finances, but also because they are not what they appear at first sight to be.

I have already stated that an increase of fifty per cent, in the total grant for Common Schools would be necessary to meet the new wants and the natural progress of affairs. In fact, had not the municipalities extensively and generously availed themselves of the permission given them by the Legislature to raise the rates to such an amount as they should see fit, few of them would have been able to keep their schools open. It may, perhaps, be objected that an increase of subsidy would have the effect of lessening this zeal, and that the public chest would suffer without a corresponding benefit accruing to the schools. But while we have every rea-

son to hope for a totally different result from the generous and enlightened municipalities who have set this good example, it might be provided that the increase of the subsidy over a certain amount should be proportioned to the additional sums raised.

Similar, if not greater difficulties occur every year in the distribution of the grant for Superior Education. I thought last year that I should be able to avoid the proportional diminution of two and a-half per cent, which for several years had been made from the various allowances; but although I held out this hope, trusting that the finances of this Department would speedily attain a more favorable condition, I have been compelled, this year, to extend the reduction to the Model Schools which had hitherto been exempt. On the other hand, the institutions of a higher class complain, with reason, of the progressive diminution of their allowances and represent that the Model Schools ought to be subsidized out of the Common School Fund. Such is, in fact, the case, for the amount required in addition to the revenues of the Jesuits' Estates, and the sum of \$20,000 drawn from the consolidated fund, to make up the annual grant for Superior Education, is drawn from the Common School fund, (see the Consolidated Statutes, chapter xv, section 182), and this it is which has, in great measure, absorbed the subsidies which have been voted each year. But in any case it would be better that the subsidies to the Model Schools should be ostensibly and regularly taken, as in fact they are, from the Common School fund; and that the Superior Education fund should be provided for in a more certain manner, and to such an account as would, instead of rendering an annual diminution compulsory, allow, on the contrary, of the laying up of certain sums in reserve for those new requirements which, in a country like this, cannot fail to arise.

If I now insist upon these suggestions which I have repeatedly made before, it is because the inconvenience, the uncertainty and the confusion resulting from this state of affairs cannot but increase, and because the necessity of introducing order is urgent.

The two subsidies of which I have just made mention are not the only ones which are insufficient.

That to Poor Municipalities, to be as efficacious as might be desired, should be increased from \$4,000 to \$6,000. That to the Teachers' Savings Fund should also be increased from \$2,000 to \$3,000. There is no true economy in allowing this latter grant to continue so small; for the progressive reduction of pensions, resulting from this course, will necessarily discourage the teachers who contribute to the fund, and will prevent any increase in the number of subscribers. Thus it will sooner or later become absolutely necessary to advance a larger sum than that for which I now ask, or else to give up this institution entirely—a circumstance greatly to be regretted for many reasons, and one which, entailing the repayment of all the sums which have been paid in, would cause a loss to the public chest without being of advantage to any one.

I say nothing for the time about the subsidy in aid of the formation of Parish Libraries, which, in consequence of the state of the finances of the Department, has remained a dead letter in our scheme.

The statement of the accounts of the Normal Schools shews no deficit, but this is entirely due to the fact that the balance to the credit of the Jacques-Cartier school makes up for the very considerable deficit which the accounts of the Laval school yearly pre-

sent. If there were a department of pupil-teachers at the Jacques Cartier school, the case would be different. The inadequacy of the total subsidy to the Normal Schools is therefore evident, and at the present time it deprives the vast district of the Jacques Cartier school of the important advantages of a department of pupil-teachers.

Equally urgent is the necessity of erecting suitable buildings to contain these two schools. The arrangement made at Quebec for the installation of the Laval school may be justified by circumstances; but they are far from sufficient. Their purely temporary nature is of itself a very serious disadvantage, and by no means economical.

The old building occupied by the Jacques Cartier Normal School and by the Department of Education has become too confined for the various offices of that Department; the wing occupied by the Normal School is, moreover, seriously out of repair, and I have repeatedly taken an opportunity of representing to the Government that its prolonged occupation would be attended with danger. The whole, moreover, contrasts so deplorably with the beautiful edifices occupied by the Department of Public Instruction and the Upper Canada Normal School at Toronto, that it would be for the honor of Lower Canada to do away, as soon as possible, with the subject of comparison.

Hitherto it has been possible to delay the expenses necessary for the erection of Normal Schools, for their establishment might be looked upon as an experiment; but now their success, which can be denied by none, demands that they should be installed in buildings more suitable to them, and which should be fitted for their permanent occupation.

If I begin by thus expressing the regret which I feel at seeing the efficacy of this Department limited on so many points by the inadequacy of its pecuniary resources, I do not thereby propose to conceal the other obstacles which present themselves in the abuses which still exist in the execution of our Common School Law.

The principal of these is still the manner in which teachers' salaries are fixed and paid in many municipalities.

The Department strives with all its might against the unfortunate tendency which the commissioners exhibit, to reduce these salaries, and endeavors to see that the payments are made more regularly. Although in a great number of cases it has been possible to repress abuses, there are others in which it is difficult to interfere, and there are even some in which the evil only becomes known when it is too late to remedy it.

Under these circumstances I am of opinion that some Legislative enactment, which would restrain the powers of commissioners as respects the engagement of teachers, and which would provide a more effectual means of punishing secretary-treasurers who apply the school funds to their own use, would have an excellent effect. A clause similar to that contained in the Municipal Act, ordaining that every judgment rendered against a defaulting secretary-treasurer should carry with it *contrainte par corps*, would probably prove one of the best means of remedying the evil.

The general progress of Public Instruction in Lower Canada has been about the same as in preceding years; our statistics even shew, on some points, greater progress than during the last year.

The total amount of progress since 1853, is set forth in the following small table:

TABLE exhibiting the progress of Public Instruction in Lower Canada since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Increase over 1860.	Increase over 1855.	Increase over 1853.
Institutions.....	2352	2795	2868	2919	2946	2985	3199	3264	3345	81	482	993
Pupils.....	108284	119733	127058	143141	148798	156872	168148	172155	180845	8690	53787	72561
Contributions...\$	165848	238032	249136	406764	424208	459396	498436	503859	526219	22360	277083	300371

It will be seen that the increase in the number of institutions, which in 1860 only amounted to 65, reaches 81 in 1861; and that the increase in the number of pupils which was only 4007 in the former year, reaches 8690. That the increase in the amount of contribution which was only \$5,423 in 1860, this year reaches

\$22,360. The number of Primary Schools, including those subsidized and those which are independent, which was 3,076 in 1860, this year reaches 3,198, and the number of the pupils attending them, which in 1860 was 144,905, is this year 151,272. This proves

that the Primary Schools have made more progress than the Secondary Schools.

The following table of the increase in the various descriptions of assessments also shews very satisfactory results:—

	1856.	1857.	1858.	1859.	1860.	1861.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessment to equal grant.....	113,884 87	113,887 08	115,185 09	115,792 51	114,424 76	113,969 29
Do over and above grant.....	93,897 90	78,791 17	88,372 69	109,151 96	123,939 64	130,560 92
Monthly fees.....	173,488 98	208,602 37	231,192 65	251,408 44	249,717 10	264,689 11
Assessment for buildings.....	25,493 80	22,928 63	24,646 22	22,083 57	15,778 23	17,000 00
Total.....	406,776 55	424,209 25	459,396 65	498,436 48	503,859 73	526,219 32

Finally, the Table showing the progress in each special branch of instruction is equally interesting:—

COMPARATIVE TABLE of the Number of Children following the different branches of Instruction since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	Increase over 1860.	Increase over 1855.	Increase over 1853.
Pupils reading well.....	27367	32861	43407	46940	48833	52099	64362	67753	75236	7483	31829	
do writing.....	50072	47014	58033	60086	61943	65404	80152	81244	87115	5871	29082	
do learning simple arithmetic.....	18281	22897	30631	48359	52845	55847	63514	63341	69519	6178	38888	
do do compound arithmetic.....	12428	18073	22586	23431	26643	28196	30919	31758	41812	10054	19226	
do book-keeping.....		799	1976	5012	5500	6689	7135	7319	9347	2028	7371	
do geography.....	12185	13826	17700	30134	33606	37847	45393	49462	55071	5609	37371	
do history.....	6738	11486	15520	17580	26147	42316	45997	46324	51095	4771	35575	
do French gram.....	15353	17852	23260	39328	39067	43307	53452	54214	60426	6212	37166	
do English gram.....	7066	7097	9004	11824	12074	15348	19773	25073	27904	2831	18900	
do parsing.....	4412	9283	16439	26310	34064	40733	44466	46872	49460	2588	33021	

The details contained in my preceding reports upon the instruction in our Normal Schools, and those contained in the special reports of the Directors of those Institutions, render it unnecessary for me to make any comment upon the two following tables; the first shows the number of pupils who have attended these schools since their establishment, and the second the number of diplomas granted.

TABLE of the number of pupils who have attended the Normal Schools.

School years.	Jacques Cartier School.	McGill Sch.			Laval Sch.			Grand total.		
	Male pupil teachers.	Male pupil teachers.	Female pupil teachers.	Total.	Male pupil teachers.	Female pupil teachers.	Total.	Total male pupil teachers.	Total female pupil teachers.	
1st. session, 1857.....	18	5	25	30	22	22	45	25	70
1857 & 1858.	46	7	63	70	36	40	76	89	103	192
1858 & 1859.	50	7	76	83	34	52	86	91	128	219
1859 & 1860.	53	9	72	81	40	54	94	102	126	228
1860 & 1861.	52	5	56	61	41	53	94	98	109	207

DIPLOMAS granted to pupils of the Normal Schools since their establishment.

Kind of diplomas granted.	Jacques Cartier.	McGill.			Laval.			Grand total.	
	Male pupil teachers.	Male pupil teachers.	Female pupil teachers.	Total.	Male pupil teachers.	Female pupil teachers.	Total.	Total male pupil teachers.	Total female pupil teachers.
Academy.....	2	1	1	2	5	5	10	8	8
Model school.....	38	3	61	64	38	40	78	79	101
Elementary school....	43	18	110	128	11	41	52	72	151
Total.....	83	22	171	193	54	81	135	159	252

The development of our system of public instruction, in all parts of the country, has caused the erection, during the last few years,

of a great number of new School Municipalities; and as soon as a new settlement springs up, it loses no time in adopting such a system of organization as enables it to put the school law in operation. The following table exhibits the progress in this respect since the year 1857.

ERECTION of Municipalities since 1857.

New Municipalities.	Old Municipalities divided.
1857..... 6	1857..... 3
1858..... 2	1858..... 5
1859..... 5	1859..... 1
1860..... 2	1860..... 12
1861..... 15	1861..... 13
1862 (to 1st May)... 5	1862..... 3
35	37
	—
	Total..... 72

The most careful attention of the Council of Public Instruction has been directed to the important subject of the examination of male and female teachers. I append to this report the regulations upon this subject which they have passed, and which, while they grant new Boards of Examiners to certain parts of the country, where they have been long called for, will not fail to raise the standard of knowledge required, and afford a more positive guarantee of ability than those which previously existed.

The Council has also examined and approved a certain number of works for the use of schools, and the compilation of the French reading books, ordered by the Council, is now so far advanced that I hope to be able to submit them for approval at its next meeting.

I must not conclude this report without alluding to the patriotism and courage exhibited by the pupils of several educational establishments, during the critical circumstances in which this country was for some time placed, in offering their services to the Government. Those of the Jacques Cartier and Laval Normal Schools formed themselves into two companies of the active militia force, and in this way more than 80 pupil-teachers were instructed in military drill; by this means military gymnastics may soon be taught in many of our Common Schools, as they now are in nearly all those of the United States.

I have the honor to be, Sir,

Your obedient servant,

P. J. O. CHAUVEAU,
Superintendent of Education.

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

Inspector BÉLAND'S Report.

The pupils in all the schools visited by Mr. BÉLAND made remarkable progress. The law was carried out in every school municipality of this district of inspection, and the advantages of education were appreciated by the ratepayers, as almost all showed themselves zealous in the cause and strove to augment the number of model schools, of which the Inspector encouraged the establishment.

The following statistics will show the progress made in one year: This district of inspection contained 30 municipalities and 269 school districts. There were 100 school-houses built in 1859, and 93 in 1858—increase 7. The number of schools in 1859 was 245, against 220 in 1858—increase 25. Number of pupils attending the schools in 1858, 10,270; in 1859, 12,635—increase 2,365. Model schools in 1858, 5; in 1859, 8—increase 3. Pupils attending model schools in 1858, 325; in 1859, 645—increase 320. Dissident schools in 1858 and 1859, 2; with 110 pupils. Girls' superior schools in both years, 2; with 110 pupils. Academies, 2, attended, in 1858, by 40 pupils, and in 1859 by 70 pupils—increase 30. Colleges, 2, attended by 430 pupils in 1858, and by 450 in 1859—

increase 20. Convents, 4, with 705 pupils in 1859. Independent schools, 9, with 395 pupils. Total number of schools of all grades in 1859, 274. Total number of scholars in 1859, 15,120 against 11,650 in 1858—increase 3,470. Number of pupils reading off-hand in 1859, 5,195 against 4,292 in 1858—increase 903. Number of pupils reading well in 1859, 6,645 against 5,124 in 1858—increase 1,521. Number of pupils learning to write in 1859, 9,260 against 7,648 in 1858—increase 1,612. Number learning simple arithmetic in 1859, 7,595 against 5,490 in the preceding year—increase 2,105. Number learning compound arithmetic in 1859, 3,350 against 2,443 in 1858—increase 907. Number learning book-keeping in 1859, 330 against 240 in 1858—increase 90. Number learning orthography in 1859, 5,935 against 4,195 in the preceding year—increase 1,740. Learning geography, in 1859, 4,690—increase on 1858, 1,240. Learning English grammar in 1859, 1,275—increase on the preceding year 380. Learning French grammar in 1859, 7,120—increase on 1858, 1,360. Number learning grammatical analysis, 3,905—increase in 1859, 515. Number learning letter-writing, 1,020—increase in 1859, 190. Learning mathematics, in 1858, 60; in 1859, 125—increase 65. Learning mensuration, in 1858, 60; in 1859, 120—increase 60. Number learning linear drawing in 1859, 175 against 85 in 1858—increase 90. The number learning vocal music (a branch of education which the Inspector says he encouraged at each visit) was, in 1859, 785 against 235 in the preceding year—increase 550. Pupils learning instrumental music in 1859, 140 against 100 in 1858—increase 40. Pupils learning history 6,400—increase in 1859, as compared with the previous year, 1,455.

Efforts were made in all parts of the municipalities to obtain the services of teachers provided with diplomas, but a few schools were still conducted by female teachers who, though competent, had not this necessary qualification. Mr. BÉLAND asserts that all the schools under his supervision were kept on a good footing. In some instances the school-houses and the sites they occupied did not answer the purpose for which they were intended, but an improvement was looked for in this respect.

The male teachers' salaries ranged from \$120 to \$300 per annum; while female teachers received from \$80 to \$150.

The rate-payers furnished \$18,847.75 towards the support of their schools; and the legislative grant amounted to \$7,841.48. During the year preceding \$15,396 were contributed by the rate-payers—increase in 1859, \$3,450. These sums were still insufficient to admit of proper remuneration to the teachers; but the suggestions made by the Department of Education on this important subject had already attracted attention, and would in the end be acted upon in all the municipalities, though a few school commissioners seemed slow to perceive the advantages offered.

The secretaries and treasurers generally discharged their duties attentively, and their accounts were well kept—the strict examination made into the books of a few would prevent carelessness on the part of the remainder. The books offered as prizes in the schools produced much zealous emulation among the children.

Notices of Books and Publications.

MARGRY.—"LES NORMANDS dans les vallées de l'Ohio et du Mississipi."

This is the title under which a series of articles have recently appeared in the *Journal Général de l'Instruction Publique* of France. The position occupied by the author, M. Margry, in the Imperial Library, places within his reach all the most valuable records of early colonial history contained in that collection,—a careful search among which promises much interesting matter for speculation. The most salient feature in this essay, is undoubtedly the claim put forth in favor of Cavalier de la Salle as discoverer of the Mississippi, for if this can be substantiated the generally received opinion that Jolliet, a young Canadian, was the original discoverer of this great river must be abandoned. We know that Jolliet, accompanied by P. Marquette, descended the Father of Waters as far as the mouth of the Arkansas in 1673, and that he made a map of the country, which he sent to Colbert. It was upon the account given by these hardy explorers that France took possession of the Valley of the Mississippi;—at least so we have always been led to believe upon the faith of testimony deemed incontrovertible by the best Canadian Historians. We commend the articles of M. Margry to all students of our early history; for apart from the skill displayed in setting forth his views on the subject above alluded to, the author imparts much new and valuable information. We would also, in connection with this subject,

direct attention to a note in the *Relations inédites des P.P. Jésuites* with the assistance of which the exact state of the question may be better appreciated.

CHAS. LINDSEY.—THE LIFE AND TIMES OF WM. LYON MACKENZIE with an account of the Canadian rebellion of 1837. Randall, Publisher, Toronto; 1862.—2 vols. 8vo, 400 pp each.

Mr. Lindsey is son-in-law to the remarkable personage whose biography he now publishes; but the fact that he is attached to a very different political school may serve to remove any imputation of partiality which the family connection might have suggested. He has been long connected with the Press of Canada, and, some time ago, published a series of biographical sketches in the *Canadian News* of London. In the present work there will be found many interesting documents hitherto unpublished; and to render its pages still more attractive, the portraits of Mr. McKenzie and Sir Francis Bond Head, together with many other illustrations, have been added.

THE BRITISH CANADIAN REVIEW. Hunter and Rose Publishers, Quebec, Dec. 1862. Price of subscription \$2.

We hail the appearance of this new periodical with much pleasure, as it appears to be conducted in the proper spirit of conciliation and union between the people of different origins inhabiting this country. Judging from the names of some of the contributors we anticipate the entire success of the enterprise.

ROBY.—AN ELEMENTARY LATIN GRAMMAR; by Henry John Roby M.A.—Macmillan & Co., Cambridge and London; 1862.—1 vol. 18vo, xvi, 207 pp.

In this little treatise, Mr. Roby bestows much attention upon the inflexional forms in use when the Latin language had attained to a high state of cultivation; and this subject he has forcibly illustrated by appropriate and concise examples. The plan of the work differs in some respects from that followed in many books of the same class, yet the author, while taking exception to many technical terms in common use, has, we think, wisely avoided the introduction of new words, which might be found embarrassing. The matter is arranged in a neat and perspicuous form, and each page wears an inviting look.

TODHUNTER.—THE ELEMENTS OF EUCLID for the use of schools and colleges, with notes &c. ; by I. Todhunter, M.A., F.R.S. Published by Macmillan & Co., Cambridge and London; 1862.—1 vol. 18vo, xvi, 384 pp.

In introducing this work to the notice of teachers and students in general we shall not attempt to dwell upon its merits; it is a standard edition of a work universally appreciated and constantly used by teachers of mathematics in England and America, where it also forms the text-book of official and school examinations. It must not be supposed that the Books of Euclid could have maintained this preëminence without a struggle; and indeed the best recommendation that can be made in their favor is that they have driven every competitor from the field. The present is substantially a reproduction of Simpson's edition, which, as our readers may be aware, has been regarded with much favor in England and more generally used than any other. It is printed in a neat, attractive and convenient form—a consideration of the utmost importance when a book is to be placed in the hands of young students.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The Christmas examinations of the schools under the control of the Montreal Protestant Board of Examiners have been attended with more than usual success. The proceedings at the Model School, conducted by Mr. Arnold, in Panet street, were presided over by the Hon. Superintendent of Education. His Worship the Mayor, Rev. Canon Bancroft and many other gentlemen were also present. The exercises in mental arithmetic gave proof of most extraordinary proficiency, while the other branches of instruction did not appear to have been neglected. Prizes were distributed by the Superintendent who also addressed the pupils; and the Mayor, Capt. Nolle, Mr. Lunn and several reverend gentlemen expressed their satisfaction at the result. The examination at the Griffintown school was presided over by Mr. Lunn, the President of the Board, and gave evidence of great progress on the part of the pupils.

—The examinations at the British and Canadian School took place on Tuesday, the 23rd instant. They were presided over by the Superintendent of Education, and among other persons present were Principal Dawson, Professor Hicks of the Normal School, Rev. Canon Bancroft and W. Lunn, Esq. The Children were put through a strict examination on religious instruction, geography, object lessons, English grammar, arithmetic, algebra, French, and mental calculations. The prizes having been awarded, Hon. Mr. Chauveau addressed the pupils, observing that he had witnessed with a great deal of pleasure the several exercises in mental arithmetic, and object lessons. Having complimented Miss Harper (one of the teachers) on the manner in which she had conducted a part of the proceedings—which he said reflected the highest credit on the McGill Normal School where she had been trained—he alluded to the long connexion of Mr. Maxwell with this school and to the retirement of this good and experienced teacher from the scene of his arduous labors.

—The Chief Superintendent of Education for Upper Canada has issued the following circular to the Trustees in Cities and Towns:

Gentlemen,—I beg to call your serious and earnest attention to the condition of those children in cities and towns who do not attend any school, public or private.

I had hoped that when the public schools should be made free in our cities and towns, no persons in them would be found to refuse or neglect availing themselves of such a privilege, facility, and inducement to educate their children. I confess the results of the trial have come short of my expectations. Very considerable numbers of children in these centres of population are growing up with no other education than a training in idleness, vagrancy, and crime. The existence of such a class in any community is a public loss and danger, and ominous of future evil.

It is perfectly clear, that making good schools free to all does not secure the education of all.

I have, at different times, submitted three propositions or plans for the accomplishment of the object of free schools in cities and towns. First,—That as the property of all is taxed for the common school education of all, all should be compelled to allow their children the means of such education, at either public or private schools. Or, secondly, that each municipality should be empowered to deal with the vagrancy of children of school age, or the neglect of their education, as a crime, subject to such penalties and such measures for its prevention, as each municipality, in its own discretion, might from time to time adopt. Or, thirdly, that the aid of religious benevolence should be invoked and encouraged to supplement the agency of our present school system.

Neither of the two former propositions having been entertained by the Government, to whom they were submitted, I proposed the last in a draft of a bill, accompanied by an explanatory letter, last year. The members of the Government before whom this measure was laid, retired from office before taking it into consideration, and I have not renewed it by submitting it to the present Government. There is, therefore, now no proposition under the consideration of Government, in respect to children whose school education is wholly neglected.

I beg, therefore, to solicit your practical attention to the subject; and shall be happy to receive and consider any suggestions you may think proper to offer, before bringing the subject again under the consideration of the Government.

—The director of the Lower Canada Reformatory School, Mr. Prieur, complains, in a communication to the *Minerve*, that it is not sufficiently known nor appreciated in the country. The school was removed some time since from Isle-au-Noix to St. Vincent de Paul, to a building which, we believe, was formerly occupied by nuns. The number of pupils has increased from 22 in January last to 49. The establishment could accommodate 150, without increasing the number or salary of the teachers,—the only additional expense being food and raiment. Mr. Prieur thinks that pupils who serve in the school short terms are but little benefitted and not reformed; they soon come back by relapse. He recommends judges to sentence young offenders to long terms, as the most merciful course to be pursued towards them. Long terms are preferable, not only in a moral but also in an economical point of view. The culprit has time to be apprenticed, within the institution, to a trade: this generally takes three years; then his labor becomes more and more profitable, and he is thus made to pay fully for his expenses. Finally, when he leaves the school, he is not only reformed in his habits, but able at once to obtain an honest and comfortable livelihood. The pupils are reported happy; and, as an instance of the excellent discipline they have attained, it is stated that the fruit on trees in their playground have been left untouched by them.—*Witness.*

—A return respecting certified industrial schools in England, made up to the end of March states that there are 26 such schools in England, and 18 in Scotland, and that the whole number of children in them under magistrates' orders was at that date 339 in England, and 283 in Scotland. Seven of the schools in England have been certified under the Act of last session and the return gives a list of the children committed to these by magistrates—some for stealing, others for begging, or for being destitute or without home, or "sleeping out," and three for not being under control, two of the three being sent on the prosecution or application of the mother.

—In connection with the Ragged-School Union there were in 171 school buildings 201 Sunday-schools, with 25,000 scholars; 172 day-schools, with above 18,000 scholars; and 211 evening-schools, with above 9,000 scholars. The industrial schools were 3,600, and the voluntary teachers numbered 2,800. The appeal for a special fund of £3,000 had been responded to, to the extent of £2,000, and it was hoped that the other £1,000 would soon be forthcoming. The gross income had been £8,600.

—The Scotch papers contain an interesting account of the annual commemoration of Trinity College, Glenalmond, which, under the management of its Warden, Dr. Hannah, who has this year been elected Bampton Lecturer at Oxford, seems fast winning its way to the foremost rank among the educational institutions of Great Britain. Amongst the pupils to whom Honours were awarded, we observe with pleasure the name of young Lord Bruce, Lord Elgin's eldest son, who was born at Quebec in 1849. Lord Bruce is noted as Dux of the Third Form, also as First in his class of Modern Languages, and the gainer of a First Prize determined by the general examination. It is gratifying thus to see the son of our former distinguished Governor, giving such early promise of thus honourably maintaining the dignity of his ancient house.—*Journal of Education for Upper Canada.*

—The Committee of the Privy Council have issued the report of their proceedings in 1861, of which the *Times* of this morning gives the following summary:—In the course of the year the number of schools, or departments of schools, under separate teachers, which were inspected, increased by 497, the number of children by 65,753, of pupil-teachers by 742, of certificated teachers by 987; of students in training for teachers 43; new school accommodation was created for 47,103 children. The 60 inspectors visited 10,900 daily schools, or departments of schools, and found present in them 1,028,690 children (five boys to four girls,) 8,069 certificated teachers, and 15,498 apprentices. The inspectors also visited 29 training colleges for teachers, occupied by 2,869 students, and examined these and 2,782 candidates; besides visiting 442 schools for pauper children, containing 30,000 inmates, and 58 ragged or industrial schools, containing 4,411 inmates. The Privy Council Committee notice that while making a certificated teacher a condition of annual grants, they have provided for the granting of certificates to younger and humbler classes of candidates for service in small schools, and that they are now engaged in revising the subjects wherein teachers are required to be examined. Teachers' certificates are not the monopoly of a class; they are not confined to former pupil-teachers or to students from normal schools, but any teachers whatever, who have obtained two favorable reports by the inspector upon their schools, may be presented by their employers as candidates. The Committee express their hope that by the encouragement they have given to the instruction of infants, as a foundation, and to the instruction of evening scholars, as a continuance of the elementary day-school, a road has been marked out for the solid and suitable education of the classes who support themselves in independence by manual labour. This, indeed, is not the whole of the work to be done; but the education of the pauper class, on the one hand, and of the emigrant or criminal class, on the other, are now rigidly dealt with by legislation as separate parts of the question: and with, by way of supplement, the Missionary action of Sunday-schools and ragged-schools, the Committee feel justified in expressing a confident hope that no part of the great field of education for the poor remains unknown or uncared for, and that in the midst of many difficulties and more differences progress is being everywhere made. A subsidiary measure of great importance consists in the increased powers now vested in the Charity Committee for dealing, by a cheap and expeditious process, with small endowments; and the responsibility thrown by recent measures upon the local managers of schools is likely to direct their attention to their resources derivable from an improved application of existing endowments.—*Ed. Times.*

—We (says the *N. Y. Observer*) noticed last year, the violent measures of the Russian Government in closing the University and imprisoning some of the students. Letters from St. Petersburg to the 15th of October, report upon the still unsettled state of affairs. The soldiers were out on the 14th, and were actively engaged in driving the people and students from the ground between the University and the Academy of Fine Arts. The secret police tried to seduce the students to attend a meeting called by the spies themselves but had failed, the students having even postponed a meeting called by themselves. It is reported that the young gentlemen are behaving very well. There were still about seventy in the fortress. The University is now not only shut, but dissolved. An order is placarded all over St. Petersburg announcing the dissolution, and directing all who wish to become students at the University, as it is about to be reconstituted in accordance with the regulations lately issued, to send in petitions to that effect before Saturday. A letter from St. Petersburg, dated 25th October, says:—Last Wednesday the gates of the University were re-opened under the protection of two squadrons of gendarmes and a company of Cossacks. On Thursday a strong manifestation was made. The police doubtless expected it, as the number of corps had been increased. Some refractory students were arrested in the halls of the University, which they had entered without the permission of the authorities. About 200 others were driven into the court, surrounded, and then seized. Blows were given with the butt ends of muskets, and blood was shed. This is attributed to various causes. Some say the

head of police ordered a charge: others that the students were wounded while endeavouring to rescue their comrades.

—The Wesleyans having established a Free School in the basement of their church in the Quebec suburb of this city, the Directors invited the pupils to a festival on Christmas eve. Having gone through vocal and other exercises the little guests sat down to a repast and were afterwards addressed by John Dougall, Esq. Among these children were nine Gipsy boys of the tribe lately from England and now enjoying a halt in their itinerant mode of life at the Mile End.

—A *réunion* of the pupils of the *Académie St. Denis*, St. Denis street, held during the Christmas holidays, furnished an excellent opportunity for displaying the advantages offered by this first-class school, which is conducted by the Sisters of the *Congrégation of Notre-Dame*. The recitations of two pathetic compositions in verse on the death of one of the young pupils, daughter of the Hon. T. J. J. Loranger, which took place during his absence in Europe, enlisted the warm sympathies of all present, and formed a touching incident in the exercises of the day. One of these little essays was repeated in English by Miss Power, and the other in French by Miss Dorion, daughter of the Hon. A. A. Dorion.

SCIENTIFIC INTELLIGENCE.

—In a paper which will be found in the *Quarterly Journal of the Geological Society* for August, 1862, Professor Ramsay gives reasons for considering that the great Alpine lakes, such as Geneva, Zurich, Constance, Maggiore, Lugano, Como, and others, "do not lie among the strata in basins merely produced by disturbance of the rocks, but in hollows due to denuding agencies that operated long after the complicated foldings of the miocene and other strata were produced." He remarks that none of these lakes lie in simple sinclinal troughs, and that in no case of lakes among the Alps is it possible to affirm that we have a sinclinal hollow, of which the original uppermost beds remain. After showing the objections to various theories of the formation of the lake hollows, he observes, "Now, if the Lake of Geneva do not lie in a sinclinal trough, in an area of subsidence, in a line of fracture, nor in an area of mere aqueous erosion, we have only one other great moulding agency left, namely, that of ice." He then shows that "when at its largest, the great glacier of the Rhone debouched upon the miocene beds where the eastern end of the Lake of Geneva now lies." It was "about 2200 feet thick when it abutted upon the mountains, and when it first flowed out upon the plain at the mouth of the valley of the Rhone, the ice, according to Charpentier, must have been 2780 feet thick. Add to this the depth of the lake of 984 feet, and the total thickness of the ice must have been 3764 feet at what is now the eastern part of the lake." "I conceive, then," he adds, "that this enormous mass of ice, pushing first N. W., and then partly W., scooped out the hollow of the Lake of Geneva most deeply in its eastern part, opposite Lausanne, where the thickness and the weight of ice, and consequently its grinding power, were greatest." He applies similar reasoning to other Alpine lakes and to the great lakes of North America, also to lakes in Cumberland and Scotland, and elsewhere.—*Intellectual Observer.*

—*Cosmos* informs us that in five years terminating with 1859-60 fifty wells have been sunk in the Algerine Sahara, capable of yielding 36,761 litres of water per minute. 30,000 palms and 1000 fruit-trees have been planted. Numerous oases have been recovered from ruin, and two fresh villages established. The expense has not yet reached 298,000 francs, and has been covered by a slight additional tax, and by voluntary contributions from the Arabs. The water is slightly saline, and a little bitter from the presence of Epsom salts, but it is not found to be unwholesome.—*Ibid.*

—The *Chemical News* gives the following, on the authority of the *Journal de Pharmacie*, as an innocent substitute for arsenite of copper in pastrycook's work. Infuse for twenty-four hours 0.32 grammes of saffron in 7 grammes distilled water. Then take 0.26 grammes of carmine of indigo, and infuse them in same manner in 15.6 grammes distilled water. Mix both liquids, and a beautiful green is obtained, 10 parts of which will colour 1000 parts of sugar. To preserve the colour evaporate the liquid to dryness, or convert it into a syrup.—*Ibid.*

MISCELLANEOUS INTELLIGENCE.

The following is an extract from a letter addressed by M. Ryan Esq., to the *Montreal Gazette*.

—Some time since a friend called my attention to an article in the *Boston Pilot*, on "Emigration from Ireland to Canada," in which the worthy editor, being happily free from all anxiety as to affairs at home, evinces much concern for our helpless and benighted condition, and specially exhorts intending emigrants from Ireland to avoid all contact with us. It is scarcely necessary to notice what is sneeringly said in this article about the resources of Canada. These objections, and such as

these, have been successfully met in the writings of Messrs Hogan, Lillie, Morris and Hope, all of which essays have, I understand, been circulated extensively in Europe, by order of our Government. But there is one difficulty urged by the astute Boston man which, besides being novel, is intrinsically serious enough to deserve notice. It reads thus:—

"Look at the French in that province: what are they? Are they a splendid race? They are extremely degenerated from their ancestors in flesh, in bone, in muscle, in sinew, and in everything that appertains to the mind. The French of Canada are no more to the French of France than Scotch ponies are to English horses. What is the cause of this lamentable difference? It is found in the hard climate and infertile soil of the region where a cruel fate has left them. The people of Ireland—the healthiest people to be found—should consider this startling fact. As sure as they come to Canada, so sure will they fall miserably away, as the French have done."

To a Canadian eye this is simply "startling" fiction, not fact: inasmuch, however, as it was not written for Canada, but to effect a mischievous purpose elsewhere, it may be as well to show that not only is it not true that Europeans and their descendants suffer physical deterioration from the climate of Canada, but that such an assumption is directly opposed to the truth. This proof we have in a clear and convenient form in a lecture "on the climate of Canada in its relation to life and health," delivered by Doctor Hingston, on the 7th March, 1861, before the "Montreal Natural History Society," in which the learned Doctor would seem to have anticipated the grave statements of the *Pilot*. In the *Transcript's* reports I find that after a series of most interesting remarks on the general question of climatology:—

"He then went on to detail a number of experiments (too long for insertion here) in which he had been assisted by the Medical Students at McGill University, and the French Medical School, to test the influence which the climate of this country had exerted upon Europeans. The result was favorable to Canada. They who had been longest resident in, and in consequence most thoroughly acclimatized, had advanced most in stature, strength, and weight. The British Canadian was of the same height, weighed 5 lbs. more, and possessed muscular strength, almost amounting to 20 lbs. over his European cousins. The French had advanced far more. They were an inch taller than their French progenitors, weighing 8 lbs. more, and had a superiority of strength of nearly 50 lbs. Indeed, in the latter respect he was somewhat ahead of the British, while he was much inferior in the old country—a circumstance attributable to more complete acclimatization."

It is further reported that—

"The lecturer next entered largely into minute statistics, showing the relative longevity in Canada compared with other portions of the globe, and read from tables on the subject, which, we believe, he has been laboring upon for years past."

And towards the close of the report the Doctor solemnly avers:—

"More than once during my short professional career, I have endeavored to map out one single disease, or form of disease, indigenous to this country, and have failed. As a residence for invalids, Canada presents many important advantages; and many thousands of the American people annually take advantage of its climate."

It thus appears from the evidence, based upon "minute statistics," of a learned and most painstaking professional man, that the advice and information addressed by the Boston *Pilot* to the people of the old world on a question so material to them and their posterity as emigration, is not based upon truth, and is only calculated to mislead. The editor, who doubtless wrote in good faith, should therefore re-examine his conclusions, and endeavor to do early justice in the premises.

—The following short notice on the late David Kinnear was left out of our last number by mistake:—Mr. Kinnear died on the 20th of November, after a long illness. Mr. Kinnear was born in Edinburgh, in 1807, and was therefore in his 55th year. He was the son of Mr. Kinnear, the celebrated Scottish banker, and studied for the Scottish bar, to which he was admitted as a member, but never followed the profession. In his youth, we believe, he was acquainted with many of the literary celebrities who shone at the beginning of the present century, particularly with Sir Walter Scott, Mr. John Murray (the publisher), and Hogg (the Etrick Shepherd.) Mr. Kinnear came to this country about 25 years ago, and bought a farm in the Eastern townships. During the rebellion he was appointed a stipendiary magistrate in that part of the country, and lived for some years in Napierville and Frelighsburg. Coming to this city, he edited for some time the *Montreal Gazette*; and from this journal he went to the *Montreal Herald*, with which he has been connected for about 18 years. His earlier political opinions were Conservative; but latterly they inclined to the Liberal side, and he acted with the party which has been called "Rouge." He belonged to the Church of England up to the time of his death. He has left behind him a wife and a large family. Mr. Kinnear was a man of reading, as well as an acquaintance with the world, and his stock of information was large,—a fact which his writings exhibited. His loss will be regretted by many friends whom he has left behind him in this city and the Eastern townships. There have been times at which political controversy may have been bitter between him and us—perhaps too bitter; but this we can say, that never at any time when political strife or the

rage of party waxed hottest, were the private relations of friendship between him and the present conductors of this journal ever interrupted. Mr. Kinnear did not, as we have tried not to do, on any occasion sink the character of gentleman in the political partizan; and his fair name was not soiled by any dishonour. His grave is too early found, and none but kindly memories of ours will follow our brother journalist there.—*Montreal Gazette*.

—Dr. Charles Frémont, Dean of the Faculty of Medicine of the Laval University, died on board of the *Bohemian* on his return from Europe. Dr. Frémont was a medical man of high attainments, an indefatigable laborer in the field of science and philanthropy; and his pious and benevolent dispositions had secured to him universal esteem throughout Lower Canada. Besides his labors in connection with the University, he took an active part in the establishment of the Lunatic Asylum at Beauport,—an institution which, though aided by the Province, was founded, at great risk, as a private enterprise, by Drs. Douglas, Morrin and Frémont. The deceased had been also for many years Visiting Physician to the Quebec gaol, and held several important public trusts.

—The *Canadien* is informed that a donation of 3000 francs has just been made by the French Emperor to the poor Acadians of Rustico, Prince Edward Island. It had been preceded some time since by a similar donation of 1000 francs. The money has been sent through the agency of the French Consul-general, the Baron Gaudré-Boileau. Part of these Acadians were transferred last summer to Matapédia, on the lower St. Lawrence, through the zeal of the Hon. Mr. Tessier; and it is intended to remove the whole of them from Prince Edward Island to Canada.—*Witness*.

—A letter from Rimouski informs the *Canadien* that the lower St. Lawrence has been visited lately by an extraordinary affluence of birds,—ducks, wild geese, and other game. They were left undisturbed, on account of the sportsmen being scarce in that region. They took their departure farther south at the approach of the December snow-storms. They have been succeeded by an unprecedented influx of Arctic birds, seldom, if ever, seen in the Province. These are white partridges and white owls. The former are now as abundant at Rimouski, Ste. Flavie, St. Fabien du Bic, &c., as pigeons are in the spring. They keep together in large flocks, and are easily approached and killed. The white owls are the terror of the smaller birds, which have disappeared at their approach. The farmers have set traps for them, and destroyed a great number.—*Id.*

—Cyrus W. Field, Esq., returns from England with the most encouraging intelligence of the prospects of the new Atlantic telegraph. The British nation is thoroughly alive to the innumerable advantages and the pecuniary profit of this grand scheme. On the day before Mr. Field left England the new prospectus of the Atlantic Telegraph Company was issued. It contains some interesting facts not hitherto published on this side of the ocean. With regard to the practicability of submarine cables (which few persons will be likely to question at this late day), it is stated that Messrs. Glass, Elliott & Co., the contractors for the new cable, have laid 4,000 miles in thirty lines, all of which are in working order, with the single exception of that between Liverpool and Holy-head, which, being in shallow water, was dragged and broken by the anchor of the "Royal Charter," in 1859, and has since been taken up altogether. These contractors feel so much confidence in the enterprise that they undertake to subscribe and pay up in cash to the present capital of £600,000 the sum of £25,000. They also agree to allow the company to pay weekly for the materials used, and the labor employed, charging no profit for their work thereon until the cable is properly laid and efficiently worked for one month, when the first instalment of profit is to be paid to them.—*Montreal Gazette*.

The terms of subscription to the "Journal de l'Instruction Publique," edited by the Superintendent of Education and Mr. Auguste Béchard, will be FIVE SHILLINGS per annum, and to the "Lower Canada Journal of Education," edited by the Superintendent of Education and Mr. J. J. Phelan, also FIVE SHILLINGS per annum.

Teachers will receive for five shillings per annum the two Journals, or, if they choose two copies of either. Subscriptions are invariably to be paid in advance.

4,000 copies of the "Journal de l'Instruction Publique" and 2,000 copies of the "Lower Canada Journal of Education" will be issued monthly. The former will appear about the middle, and the latter towards the end of each month.

No advertisements will be published in either Journal except they have direct reference to education or to the arts and sciences. Price—one shilling per line for the first insertion, and six pence per line for every subsequent insertion, payable in advance.

Subscriptions will be received at the Office of the Department, Montreal, and by Mr. Thomas Roy, agent, Quebec; persons residing in the country will please apply to this office per mail, enclosing at the same time the amount of their subscription. They are requested to state clearly and legibly their names and addresses and also to what post office they wish their copies to be directed.

EUSÈBE SENÉCAL, Caloric Printing Presses, 4, St Vincent St., Montreal.

LOWER CANADA EDUCATIONAL ALMANAC FOR 1862.

JANUARY		FEBRUARY		MARCH		APRIL	
This month takes its name from the god Janus, to whom it was devoted.		February, <i>Februarius</i> , from <i>Februa</i> , name of the sacrifices which took place during this month, was the last month of the year during the earlier ages of Rome, but the <i>December</i> placed it next to January.		So named because Romulus had dedicated it to Mars; it was the first month of the Roman year.		April, <i>Aprilis</i> , derived from the word <i>aperire</i> , to open, because, in this month, the earth seems to open itself for new products.	
Retired teachers must make their demands for pension between the 1st of this month and the 1st of April.							
DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.
Wedn. 1	CIRCUMCISION. SEMI-AN. REPORTS DUE	Satur. 1	Death of Charlevoix, 1761.	Satur. 1	St. David's Day.	Tuesd. 1	TEACHERS' PENSION LIST CLOSED.
Thurs. 2	Bolivar, Liberator, 1814.	SUN. 2	4th Sunday after Epiphany.	SUN. 2	Quinquagesima Sunday.	Wedn. 2	Battle of Copenhagen, 1801.
Frid. 3	(1) War between French and Eng. colonies.	Mond. 3	Peace bet. G. B. and U. S., 1793.	Mond. 3	First American Congress, 1798.	Thurs. 3	(5) Canada discovered, 1499.
Satur. 4	McGill Col. cl. re-com. after Christm. vacation	Tuesd. 4	First discovery of electricity, 1469.	Tuesd. 4	BOARDS OF EXAMINERS MEET.	Frid. 4	Insurrection in Sicily, 1860.
SUN. 5	2nd Sunday after Christmas.	Wedn. 5	Sir Robert Peel born, 1788.	Wedn. 5	4th Wednesday.	Satur. 5	Sir George Prevost leaves Canada, 1815.
Mond. 6	EPHAPHANY.	Thurs. 6		Thurs. 6	England and Scotland united, 1706.	SUN. 6	5th Sunday in Lent.
Tuesd. 7	(8) Battle of New-Orleans, 1815.	Frid. 7	(9) Jeff. Davis elected President, 1861.	Frid. 7	St. Thomas.	Mond. 7	Prince Leopold G. D. A. born, 1853.
Wedn. 8	Laval University, beginning of 2d term.	Satur. 8	(9) Canada ceded to Britain, 1763.	Satur. 8	Raphael born, 1483.	Tuesd. 8	(9) Sabastopol bombarded, 1855.
Thurs. 9	Mexico declared independent.	SUN. 9	5th Sunday after Epiphany.	SUN. 9	1st Sunday in Lent.	Wedn. 9	Mgr de Pontbriant, Bishop of Quebec, 1741.
Frid. 10	Sir Charles Bagot arrived in Canada, 1842.	Mond. 10	Sydenham Governor, 1840.	Mond. 10	Rizzio assassinated, 1566.	Thurs. 10	(13) Fort Sumter surrendered, 1861.
Satur. 11	Linnæus died, 1778.	Tuesd. 11	COUNCIL OF PUBLIC INSTRUCTION MEETS.	Tuesd. 11	Napoleon I. married to Marie-Louise, 1810.	Frid. 11	(12) Christianity abolished in Japan, 1638.
SUN. 12	1st Sunday after Epiphany.	Wedn. 12	Virginia Convention meets at Richmond, 1861.	Wedn. 12	Desjardins Canal catastrophe, 1867.	Satur. 12	Abdication of Napoleon, 1814.
Mond. 13	Halley died, 1801.	Thurs. 13	Sir Astley Cooper died, 1840.	Thurs. 13	Planet Herschel discovered, 1781.	SUN. 13	6th Sunday in Lent.
Tuesd. 14	McKenzie evacuates Navy-Island, 1838.	Frid. 14	St. Valentine's Day.	Frid. 14	Great Storm in Black Sea, 1856.	Mond. 14	(13) Catholic Emancipation, 1829.
Wedn. 15	Wolfe born, 1726.	Satur. 15	(14) Eng. National Debt originated, 1500.	Satur. 15	Cæsar invades England, B. C., 55.	Tuesd. 15	
Thurs. 16	L. J. Papineau elected Speaker, 1817.	SUN. 16	Septuagesima Sunday.	SUN. 16	2nd Sunday in Lent.	Wedn. 16	(15) Great inundation at Montreal, 1861.
Frid. 17	Franklin born, 1706.	Mond. 17	Hotel-Dieu founded in Montreal, 1644.	Mond. 17	St. Patrick's Day.	Thurs. 17	Napoleon III. visited England, 1856.
Satur. 18	Death of Bishop Denault, 1806.	Tuesd. 18	Death of Luther, 1546.	Tuesd. 18	Princess Louisa Caroline born, 1848.	Frid. 18	Good Friday. [16] Sum. term McG. High S.
SUN. 19	2nd Sunday after Epiphany.	Wedn. 19	Galileo born, 1564.	Wedn. 19	St. Joseph.	Satur. 19	First voyage of Jacques Cartier, 1534.
Mond. 20	Consecration of Bishop Lartigue, 1st R. C. B.	Thurs. 20	Washington born, 1732.	Thurs. 20	Sir Isaac Newton died, 1727.	SUN. 20	Easter Sunday.
Tuesd. 21	Louis XVI beheaded, 1793. [of Mont. 1821.]	Frid. 21	Conseil Supérieur at Quebec, 1663.	Frid. 21	Louisiana ratifies C. S. constitution, 1861.	Mond. 21	Laval University, Easter Vacation.
Wedn. 22	Commercial treaty between Eng. and France.	Satur. 22	French Revolution, 1848.	Satur. 22	The Recollets in Canada, 1615.	Tuesd. 22	(18) 1st Newspaper in America, 1704.
Thurs. 23	Duke of Kent died, 1820. [1860.]	SUN. 23	Sczagesima Sunday.	SUN. 23	Savoie annexed to France, 1860.	Wedn. 23	St. George's Day. [1861.]
Frid. 24	Conflagration of St. Louis Castle, 1834.	Mond. 24	St. Matthias.	Mond. 24	Annunciation.	Thurs. 24	(23) Marinal Law proclaimed at Baltimore.
Satur. 25	CONFERENCE of teachers, Laval N. S.	Tuesd. 25	Deaf and dumb school at Quebec, 1832.	Tuesd. 25	Establishment of Quebec Seminary, 1663.	Frid. 25	St. Mark.
SUN. 26	3rd Sunday after Epiphany.	Wedn. 26	Armstrong gun introduced in G. B., 1859.	Wedn. 26	Duke of Portland died, 1854.	Satur. 26	Establishment of the Ursulines at 3 Riv., 1677.
Mond. 27	Mozart born, 1759.	Thurs. 27	Sir John Colborne Administrator, 1838.	Thurs. 27	Gunpowder invented, 1390.	SUN. 27	1st Sunday after Easter.
Tuesd. 28	(25) Princess Royal married, 1858.	Frid. 28	(29) Rossini born, 1792.	Frid. 28	Canada restored to France, 1632.	Wedn. 28	(27) Revolution in Tuscany, 1859.
Wedn. 29	Lord Elgin arrived in Canada, 1847.	Satur. 29		Satur. 29	4th Sunday in Lent.	Tuesd. 29	Laval University, 3rd term com.
Thurs. 30	Pacific Rail R. Bill adopted by Congress, 1861.	SUN. 30		SUN. 30		Wedn. 30	Louisiana ceded to United States, 1808.
Frid. 31	CONFERENCE of teachers, J.-Cartier N. S.						

MAY		JUNE		JULY		AUGUST	
Dedic. to <i>Maia</i> , mother of Mercury, mes'ger of the gods.		Was consecrated to <i>Junio</i> , consort of Jupiter, the sovereign of the gods.		At first named <i>Quintilis</i> , received the name of <i>Julius</i> , under the consulate of Antony, in memory of Julius Caesar.		Was at first named <i>Sextilis</i> , because it was the 6th month of the Roman calendar. The name of <i>Augustus</i> was given to it in honor of Augustus, the Roman Emperor.	
The apportionment of the assessment is made between the 1st of this month and the 1st of July, and becomes due after 30 days' notice.		The half-yearly reports are to be made up in the course of this month.		Election of Sch. Com. and Trustees. Reports of colleges and inst. of sup. educ. must be made this month.			
DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.
Thurs. 1	Civil gov. established in Montreal, 1663.	SUN. 1	6th Sunday after Easter.	Tuesd. 1	SEMI-AN. REPORTS DUE. ALSO REPORTS OF COLLEGES & ACADEMIES.	Frid. 1	The Ursulines and Hospitalières arrived, 1639.
Frid. 2	M. Talon, 1st Intendant of Canada, 1665.	Mond. 2	[1] Lord Durham's new Execut. Council, 1838.	Wedn. 2	Quebec founded by Champlain, 1608.	Satur. 2	Kars evacuated by Russians, 1856.
Satur. 3	Cartier at Newfoundland, 1540.	Tuesd. 3	BOARDS OF EXAMINERS MEET.	Thurs. 3	Independence of U. S., 1776.	SUN. 3	7th Sunday after Trinity.
SUN. 4	2nd Sunday after Easter.	Wedn. 4	George III. born, 1733.	Frid. 4	Algiers taken by the French, 1830.	Mond. 4	(3) Columbus sailed from Palos, 1492.
Mond. 5	Napoleon I. died, 1821.	Thurs. 5	(6) Great fire in Montreal, 1803.	Satur. 5	3rd Sunday after Trinity.	Tuesd. 5	Great fire at Quebec, 1692.
Tuesd. 6	Mgr. de Laval died, 1708.	Frid. 6		SUN. 6	(6) Great Eastern arrived at Quebec, 1861.	Wedn. 6	Prince A. E. Albert born, 1844.
Wedn. 7	The ice bridge before Quebec, 1836.	Satur. 7	Recollet Church built, 1620, 1st ch. h. in Can.	Mond. 7	Laval University, 3rd term ends.	Thurs. 7	Mariner's compass first used, 1246.
Thurs. 8	Pope Benedict II. died, 685.	SUN. 8	WHIT SUNDAY.	Wedn. 8	Prince of Wales left for America, 1860.	Frid. 8	Canning died, 1827.
Frid. 9	(10) Riots at St. Louis, 1861.	Mond. 9	(8) Inauguration of Toronto University, 1827.	Thurs. 9	Columbus born, 1447.	Satur. 9	1st Message by Atlantic Telegraph, 1858.
Satur. 10	Pontifical gov. re-established at Rome, 1814.	Tuesd. 10	Sydenham Palace opened, 1854.	Wedn. 10	Canada invaded by the Americans, 1812.	SUN. 10	8th Sunday after Trinity.
SUN. 11	3rd Sunday after Easter.	Wedn. 11	George I. died, 1727.	Frid. 11	(11) Earthquake in Canada, 1861.	Mond. 11	(10) St. Lawrence discovered by Cartier, 1535.
Mond. 12	Inauguration of Laval Normal School, 1857.	Thurs. 12	(11) 47 persons burnt at Quebec theatre, 1846.	Satur. 12	(13) Quebec erect. into an archbishopric, 1844.	Tuesd. 12	COUNCIL OF PUBLIC INSTRUCTION MEETS.
Tuesd. 13	COUNCIL OF PUBLIC INSTRUCTION MEETS.	Satur. 13	1st Parliament of United Canada, 1841.	SUN. 13	VACATION of Noun. and Prim. School, L. C.	Wedn. 13	(11) Battle of Lake Champlain, 1814.
Wedn. 14	Grattan died, 1820.	SUN. 14	TRINITY SUNDAY.	Tuesd. 14	(11) Peace of Villafrauca, 1859.	Thurs. 14	Printing invented, 1437.
Thurs. 15	Sulpicians left for Canada, 1657.	Mond. 15	Pio Nono elected, 1845.	Wedn. 15	(16) St. Law. an Atlantic R. R. opened, 1853.	Frid. 15	ASSASSINATION.
Frid. 16	Montreal founded, 1642.	Tuesd. 16	Missis. disc. by Joliette and Marquette, 1673.	Thurs. 16	Sharp frost in Canada, 1810.	Satur. 16	(15) 1st Council (Ecc.) held at Quebec, 1851.
Satur. 17	Great fire in Montreal, 1765.	Wedn. 17	Inauguration of Victoria College, 1836.	Frid. 17	Buenos-Ayres declared independent, 1816.	SUN. 17	9th Sunday after Trinity.
SUN. 18	4th Sunday after Easter.	Thurs. 18	CORPUS CHRISTI.	Satur. 18	21st First capitulation of Quebec, 1629.	Mond. 18	(17) The Prince of Wales arriv at Queb., 1860.
Mond. 19	Columbus died, 1506.	Frid. 19	H. M. Queen Viet. ascended the throne, 1837.	SUN. 19	22nd Battle of Bull Run, 1861.	Tuesd. 19	(17) Steamboats invented, 1807.
Tuesd. 20	Lafayette died, 1834.	Satur. 20	Disc. of Newfoundland and Lab., by Cabot, 1497.	Mond. 20	23rd Prince of Wales arriv. at St. Johns Newf., 1860.	Wedn. 20	Queen of Oude arrived in England, 1866.
Wedn. 21	Riots at Montreal, 1832.	SUN. 21	21st Sunday after Trinity.	Tuesd. 21	Mgr Desquet, Bishop of Quebec, 1730.	Thurs. 21	Speakers of both Houses Parl. knighted, 1860.
Thurs. 22	(20) Mills discontinued between N. and S. S.	Mond. 22	Kars invaded by Russians, 1855.	Wedn. 22	Mgr Desquet, Bishop of Quebec, 1730.	Frid. 22	Prince of Wales visit Laval University, 1861.
Frid. 23	Joliette College erected, 1846. [1861.]	Tuesd. 23	St. John the Baptist. Battle of Solferino, 1859.	Thurs. 23	Mgr Desquet, Bishop of Quebec, 1730.	Satur. 23	Lord Gosford arrived in Canada, 1835.
Satur. 24		Wedn. 24	First mass celebrated at Quebec, 1615.	Frid. 24	Mgr Desquet, Bishop of Quebec, 1730.	SUN. 24	10th Sunday after Trinity.
SUN. 25	5th Sunday after Easter.	Thurs. 25	First mass celebrated by the English, 1585.	Satur. 25	Mgr Desquet, Bishop of Quebec, 1730.	Mond. 25	(24) The Prince of Wales at Montreal, 1860.
Mond. 26	Calvin died, 1564.	Frid. 26	Virginia first settled by the English, 1585.	SUN. 26	Mgr Desquet, Bishop of Quebec, 1730.	Tuesd. 26	(25) Victoria Bridge inaugurated by the P. of
Tuesd. 27	(28) Fire, Quebec, 1650 houses dest. 1845.	Satur. 27	Erection of the Bon Pasteur, Montreal, 1841.	Wedn. 27	Mgr Desquet, Bishop of Quebec, 1730.	Wedn. 27	Rebellion in Belgium, 1837. [Wales, 1860.]
Wedn. 28	Lord Durham arrived, 1838.	SUN. 28	Second large fire at Quebec, 1845.	Thurs. 28	Mgr Desquet, Bishop of Quebec, 1730.	Thurs. 28	St. Augustine.
Thurs. 29	ASCENSION DAY.	SUN. 29	St. PETER and St. PAUL.	Tuesd. 29	Mgr Desquet, Bishop of Quebec, 1730.	Frid. 29	CONFERENCE of teachers, J. C. Nor. School.
Frid. 30	CONFERENCE of teachers, J. C. N. S.	Mond. 30	Brilliant Comet, 1861.	Wedn. 30	Mgr Desquet, Bishop of Quebec, 1730.	Satur. 30	CONFERENCE of teachers, Lav. Nor. School.
Satur. 31	CONFERENCE of Teachers L. Norm. Sch.			Thurs. 31	Mgr Desquet, Bishop of Quebec, 1730.	SUN. 31	11th Sunday after Trinity.

SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER	
Was the seventh month of the Roman year.		Was the eighth month of the Roman year. It received under Antoninus, the name of <i>Faustinus</i> , in honour of Faustina, his wife; Commodus named it <i>Invictus</i> , <i>Dominianus Domitianus</i> ; but the people continued giving it the name of <i>October</i> .		Was the ninth month of the Roman year.		Was the tenth month of the Roman year.	
From the 1st of this month to the 1st of Oct., the census of children of school age is to be taken, and reported to the Sup. within 10 days after 1st of October.		The half-yearly reports must be made up in the course of this month.		Demands for supplementary aid to poor municipalities must be transmitted to the E. Office by the first of this month.		The half-yearly reports must be made up in the course of this month.	
DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.	DAYS.	EVENTS, &c.
Mond. 1	FALL TERM, McGill High School comm.	Wedn. 1	1st Steamer on the Hudson, 1807.	Satur. 1	ALL SAINTS DAY. OM. FOR POOR MUN.	Mond. 1	Napoleon Ier crowned, 1804.
Tuesd. 2	BOARDS OF EXAMINERS MEET.	Thurs. 2	Telegraph between Quebec and Mont., 1847.	SUN. 2	20th Sunday after Trinity.	Tuesd. 2	BOARDS OF EXAMINERS MEET.
Wedn. 3	Platt River railroad bridge catastrophe, 1861.	Frid. 3	Carrier landed at Hochelaga, (Mont.), 1535.	Mond. 3	(4) Southern Exped. arrived at Port Royal, 1861.	Wedn. 3	(2) Queen Adelaide died, 1849.
Thurs. 4	The Hudson River discovered, 1609.	Satur. 4	(5) Mgr. Signa, 1st archb. of Que. died, 1850.	Tuesd. 4	(5) Gumpowder Plot, 1605.	Thurs. 4	(5) Mozart died, 1791.
Frid. 5	First Congress at Philadelphia, 1774.	SUN. 5	16th Sunday after Trinity.	Wedn. 5	McG. Coll. Sess. of Pac. of Law & Med. com.	Frid. 5	Marial law proc. in dist. of Montreal, 1837.
Satur. 6	Lectures on Arts, McGill Col. commence.	Mond. 6	(7) Peace with America, 1763.	Thurs. 6	Affair at Lacolle, 1838.	Satur. 6	St. NICHOLAS, the Schools' Holiday.
SUN. 7	18th Sunday after Trinity.	Tuesd. 7	Inauguration of Bishop's College, 1854.	Frid. 7	Brothers of the Christ. Sch. in Montreal, 1837.	SUN. 7	2nd Sunday in Advent.
Mond. 8	(7) Emperor of Russia crowned, 1856.	Wedn. 8	Discovery of N. W. passage announced, 1853.	Satur. 8	(9) Prince of Wales born, 1841.	Mond. 8	CONCEPTION. Milton born, 1608.
Tuesd. 9	(8) Capitulation of Montreal, 1760.	Thurs. 9	(8) Mgr. Turgeon app. Archb. of Que. 1850.	SUN. 9	21st Sunday after Trinity.	Tuesd. 9	(8) Consecration of Mgr Laval, 1658.
Wedn. 10	Laval University, 1st term commences.	Frid. 10	REPORTS OF CENSUS DUE.	Mond. 10	(8) Mason and Slidell seized by Wilkes, 1861.	Wedn. 10	Sir John Colborne Governor, 1838.
Thurs. 11	Lord Metcalf died, 1846.	Satur. 11	America discovered, 1492.	Tuesd. 11	COUNCIL OF PUBLIC INSTRUCTION MEETS.	Thurs. 11	(10) English Cathedral, Montreal, burnt, 1866.
Frid. 12	Battle at Baltimore, 1814.	SUN. 12	17th Sunday after Trinity.	Wedn. 12	(10) Massacre of Unionists at Wyandotte, 1861.	Frid. 12	Mgr Panet Bishop of Quebec, 1825.
Satur. 13	Battle of the Plains of Abraham, 1759.	Mond. 13	The allied Eng. and Fr. ent. Pekin, 1860.	Thurs. 13	(14) Montgomery before Quebec, 1775.	Satur. 13	(12) Charleston burnt, 1861.
SUN. 14	13th Sunday after Trinity.	Tuesd. 14	(15) Virgil born, B. C. 70.	Frid. 14	Bermuda exiles in New-York, 1838.	SUN. 14	3rd Sunday in Advent.
Mond. 15	(13) Members Maryland Legisl. arrested, 1861.	Wedn. 15	English laws promul. in Upper Canada, 1792.	Satur. 15	Sister Bourgeois arrived, 1633.	Mond. 15	(14) Washington died, 1799.
Tuesd. 16	REOPENING of Normal & Model Schools, L. C.	Thurs. 16	(19) B. charter granted to Viet. Col. U. C. 1836.	SUN. 16	2nd Sunday after Trinity.	Tuesd. 16	(16) Death of the Prince Consort, 1861.
Wedn. 17	Capitulation of Quebec, 1759.	Frid. 17	Siege of Sebastopol com., 1854.	Mond. 17	(18) Arrests in Montreal, 1837.	Wedn. 17	1st Parliament in Lower Canada, 1792.
Thurs. 18	(16) New-York taken by the British.	Satur. 18	St. Luke.	Tuesd. 18	(21) Steamer Indian wrecked, 1849.	Thurs. 18	Sir H. Davy born, 1778.
Frid. 19	Lord Sydenham died, 1841.	SUN. 19	18th Sunday after Trinity.	Wedn. 19	Departure of Cortez for Mexico, 1518.	Frid. 19	Victoria Bridge, Montreal, opened, 1859.
Satur. 20	Capture of Lexington by Confederates, 1861.	Mond. 20	The Prince of Wales left America, 1860.	Thurs. 20	Cape of Good Hope doubled, 1497.	Satur. 20	(21) Stone Fleet sunk off Charleston, 1861.
SUN. 21	14th Sunday after Trinity.	Tuesd. 21	Repulse of Federals at Edwards Ferry, 1861.	Frid. 21	Princess Royal born, 1840.	SUN. 21	4th Sunday in Advent.
Mond. 22	(21) Inauguration of Laval University, 1854.	Wedn. 22	(23) Meeting of 6 Counties, 1837.	Satur. 22	Ursulines in their convent, at Quebec, 1614.	Tuesd. 22	Treaty of Ghent, 1814.
Tuesd. 23	Autumn commences.	Thurs. 23	Habes Corpus suspended in D. Columbia, 1861.	SUN. 23	23rd Sunday after Trinity.	Mond. 23	Sir Isaac Newton born, 1642.
Wedn. 24	England recognized independ. of U.-S., 1783.	Frid. 24	Poland dismembered, 1795.	Mond. 24	(23) Burning of Pensacola Navy Yard, 1861.	Wedn. 24	Laval University, 1st term closes.
Thurs. 25	Columbus' second voyage, 1492.	Satur. 25	Grand Jubilee, 1897.	Tuesd. 25	Gen. Havelock died, 1857.	Thurs. 25	CHRISTMAS DAY. Champlain died, 1632.
Frid. 26	(25) Corner-stone St. Patricks church laid, 1843.	SUN. 26	19th Sunday after Trinity.	Wedn. 26	(27) First School in Montreal, 1837.	Frid. 26	St. Stephens.
Satur. 27	(26) Philadelphia captured, 1776.	Mond. 27	(26) Battle of Chateaugay, 1813.	Thurs. 27	(27) M. de Frontenac died, 1688.	Satur. 27	St. John the Evangelist.
SUN. 28	15th Sunday after Trinity.	Tuesd. 28	(27) Attempt to abolish Fr. lang. in Can., 1796.	Frid. 28	Goldsmith born, 1713.	SUN. 28	1st Sunday after Christmas.
Mond. 29	St. Michael.	Wedn. 29	Government seized property of Jesuits, 1800.				

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