

# JOURNAL OF EDUCATION.

Volume VII.

Montreal (Lower Canada), July & August, 1863.

Nos. 7 & 8.

**SUMMARY.**—LITERATURE.—Poetry: Given and Taken, by Mrs. Leprohon.—Scenes of Indian Life, by J. G. Hind.—EDUCATION: Arithmetic, by John Bruce, Esq., Inspector of Schools.—Drawing.—Philosophy of School Examinations.—OFFICIAL NOTICES: Erections of School Municipalities.—Appointments of School Commissioners.—Diplomas granted by the Normal Schools.—Diplomas granted by the Boards of Examiners.—Situations Wanted.—Donations to the Library of the Department.—EDITORIAL: Public Examinations and Distribution of Prizes and Diplomas in the Normal Schools.—Examinations and Distribution of Prizes in Colleges, Academies and other Educational Establishments.—Annual Meeting of the McGill Normal School.—Nineteenth Conference of the Teachers Association in connection with the Laval Normal School.—Twentieth Conference of the Teachers Association in connection with the Jacques Cartier Normal School.—Report of the Superintendent of Education for Lower Canada, for 1862.—Extracts from Reports of School Inspectors, (continued).—NOTICES OF BOOKS AND PUBLICATIONS.—Eyma: *La Légende du Meschacébé*.—Lauza: *Le Moniteur Illustré des Inventions et des Découvertes*.—*Le Moniteur des Brevets d'Invention*.—Quelques réflexions sur l'organisation de la milice, par un Vétéran de 1812.—Célébration du 200e anniversaire de la fondation du Séminaire de Québec.—Bagg: Coins and Medals, aids to the study of Holy Writ.—LeMoine: *Maple Leaves*.—Langevin: *Notes sur les Archives de Beauport*.—Les Ursulines de Québec.—McGee: *A Popular History of Ireland*.—Calendar of the McGill University.—Annuaire de l'Université Laval.—Eighty years' progress of British North America.—The British American.—MONTHLY SUMMARY: Educational Intelligence.—Scientific Intelligence.—Neurological Intelligence.—Miscellaneous Intelligence.—ADVERTISEMENT: Borthwick's Reader.

## LITERATURE.

### POETRY.

#### GIVEN AND TAKEN.

BY MRS. LEPROHON.

The snow-flakes were softly falling  
Down on the landscape white,  
When the violet eyes of my first born  
Opened to the light;  
And I thought as I pressed him to me  
With loving, rapturous thrill,  
He was pure and fair as the snow-flakes  
That lay on the landscape still.

I smiled when they spoke of the dreary  
Length of the winter's night,  
Of the days so short and gloomy,  
The sun's cold cheerless light—  
I listened, but in their murmurs,  
Nor word nor thought took part,  
For the smiles of my gentle darling,  
Brought light to my home and heart.

Oh, quickly the joyous spring-time  
Came back to our ice bound earth,  
Filling fields and woods with sun-shine,  
And hearts with hope and mirth,

But still on earth's dawning beauty,  
Rested a gloomy shade,  
For our tiny household idol  
Began to droop and fade.

Shuddering, I felt that the frailest  
Flower in the old woods dim,  
Had perchance a surer and longer  
Lease of life than him:—  
In the flush of summer's beauty,  
On a sunny, golden day,  
When flowers gemmed deils and wood-lands,  
My blossom passed away.

How I chafed at the brilliant sun-shine  
Flooding my lonely room,  
How I turned from the sight of nature  
So full of life and bloom.

How I longed for past wintry hours  
With snow-flakes falling fast,  
And the little form of my nursing  
In my loving arms clasped.

They put up each tiny garment  
In an attic chamber high,  
His cradle—his empty cradle—  
That they might not meet my eye;  
And his name was never uttered,  
What e'er each heart might feel,  
For they wished that the wound in my bosom  
Might have time to close and heal.

It has done so, thanks to that Power  
That has been my earthly stay,  
And should you talk of my darling,  
I could listen now all day,  
For I know each passing minute  
Brings me nearer life's last shore,  
And nearer that cloudless kingdom  
Where we both shall meet once more.

### SKETCHES OF INDIAN LIFE.

#### I.

##### THE ABENAQUI'S STORY.

"I was going along my line of traps, when I met an Indian with a sledge hauled by two dogs. He was a Montagnais, so that I could not understand much of his language, but he spoke English a little, and we could easily make one another out. I said to him, "You have a heavy load on your sledge." "A heavy load," he replied, in a mournful tone.

"I saw he did not like to talk, so I asked him to come to my lodge and pass the night. We got there early, and cooked some

supper. The Indian had plenty of caribou meat with him, and gave me some, which he took from the sledge. After a smoke he began to talk, and said he came from Ste. Marguerite, which enters the gulf a few miles above Seven Islands. He had a nice little pack of furs with him, more than I had; and the caribou were numerous about seventy miles up the river, but there was a camp of Nasquapees there who were killing them off. After a while, just as it was growing dusk, he asked me if he might bring his sledge into my lodge; "for," said he, "I have a body there, and I am afraid the dogs will eat it if it is left outside."

"He brought the body in and laid it in the coldest part of the lodge, where there was a little snow drifted through a crack."

"Oh!" said the Indian, "if the snow does not melt here the body will take no hurt."

"We sat and smoked together."

"After a while, I said, 'Did you bring the body far?'"

"Six days up the St. Marguerite: perhaps eight days from there.—I came with some Nasquapees across the country, who had come from the Trinity River, and were following the caribou. The Nasquapees got enough meat, and went back. I came on to go down the Moisie to Seven Islands, and leave the body there till the spring."

"How did he die?" I said at length.

"The Indian looked at the fire and said nothing. I knew that there was some very sorrowful tale to tell, or he would have spoken at once."

"After a long pause the Indian said, 'He is my cousin; I am taking him to be buried at the Post. He asked me; I promised him. It is a long journey in winter; but he wished it, and he will soon be there.'

"The Indian then began to tell me how it happened. 'He and I,' he said, pointing to the body—but he mentioned no name—'were hunting together; we came upon the track of a cat.'

'By cat you mean lynx, of course,' said one of the listeners."

'Yes; we always call them cats: many white folk call them lynx.—It's an animal about the size of a big dog, only lower and stronger, with sharp pointed ears, and a tuft at the end of each.'

'Yes, that's the lynx. Go on.'

'Well, the Indian said, 'We came upon the track of a cat, and followed it. My cousin was first, and he turned round and said to me, 'I'll go round that mountain, if you go up the valley with the dogs, and we are sure to get him.' We separated. In an hour I heard a gun, and then sat down, and I waited long. Night was coming on; I thought I would go and look. I could find nothing, so, as it was getting dark, I fired my gun; no answer. I fired again; no answer. Something, I said, has happened to my cousin; I must follow his track as soon as it is daylight.'

"I pulled some sapin, made a bed on the snow, drew some branches over me, and slept well. Next morning I followed the tracks, and before I got half round the mountain I saw my cousin. He was nearly dead—could just speak. Close to him was the cat, frozen stiff. My cousin had slipped into a crack of the rock just after he had fired and wounded the cat, when he was within twenty yards of it. One of his legs was broken. As soon as he fell, the cat sprang upon him, and tore off part of his scalp; he killed it with his knife, but could not get out of the crack on account of his broken leg; he could not reach his gun to fire it off, and let me know. There he must have remained, and have died alone, if I had not chanced to come. I lifted him out of the crack, but his fingers snapped off—they were frozen. He just said to me, 'Nipi! nipi!'—water, water. I quickly made a fire, put some snow in my blanket, held it over the flame, and got him some water. He told me to take him to Seven Islands or the Moisie, and bury him there. He pointed to his gun. I brought it to him; he put it into my hand, turned round his head, and died."

"The Indian sat looking at the fire for many minutes. I did not want to interrupt his thoughts. After a while I filled his pipe, put a coal in it, and gave it to him. He took it, still looking at the fire. Perhaps he saw the spirit of his cousin there, as Indians often say they do. He smoked for a long time. At length he spoke, looking at the body, and pointing to it, saying, 'He said last winter that some one would die before the year was out.'

"I knew well enough that it was one of their superstitions that had troubled him, for he was a heathen not more than a year ago; So I said to him, 'Did he see anything?'"

"He came across tracks."

"Tracks?"

"A Wendigo," said the Indian.

"Have you ever seen one?" I asked him.

"I have seen tracks."

"Where?"

"On the St. Marguerite, the Mingan, the Manitou, the Oa-na-na-ne, My cousin saw tracks on the Manitou last winter, and he said to me and to many of us, 'Something will happen.'"

"What were the tracks like?" I said to him.

"Wendigoes," he replied.

"Well, but how big were they?"

"He looked at me and said nothing, nor would he speak on the subject again."

"These Montagnais think," continued Pierre, "that the Wendigoes are giant cannibals, twenty and thirty feet high. They think that they live on human flesh, and that many Indians who have gone hunting, and have never afterwards been heard of, have been devoured by Wendigoes. They are dreadfully superstitious in the woods, but brave enough when they get on the coast."

## II.

### THE WINDING SHEET.—MINGAN.

Five hundred Montagnais had pitched their tents at Mingan, a fortnight before we arrived,—there to dispose of their furs, the produce of the winter's hunt, and to join in the religious ceremonies of the Roman Catholic church under the ministrations of Père Arnaud. They had assembled from all parts of their wintering grounds between the St. John's River and the Straits of Belle Isle—some coming in canoes, others in boats purchased from the American fishermen on the coast, others on foot. A large number had already procured their supplies and started for the most easterly of the Mingan Islands and different parts of the coast in consequence of an epidemic which had already carried off ten victims. Others were preparing to start, and only waiting for a favourable wind; a few still lingered in their birch bark lodges, some of these being ill and unable to move. The poor creatures seemed to be attacked with influenza, which rapidly prostrated them.

I went with one of the clerks into the Hudson's Bay Company's Store, where a group of Indians were assembled waiting to obtain their supplies. Among them I observed a woman, who stood aloof until the others were served, and then repeated some words in Indian in a low tone of voice. I found that she asked for a winding-sheet for her husband, whose death she expected at sunset.

I followed her to the beach, and saw her husband lying at the bottom of a boat, with two or three Indians near him waiting for the tide. As we approached he turned his head round, looked at me, then at his wife, then at the winding-sheet, which she carried on her arm. The eyes of the sick man rested for a few moments on his shroud, and then turned to the setting sun. The wife stepped into the boat, and taking her place at the feet of her husband, rolled up the cloth, and placing it upon her knees, sat motionless as a statue. A dog sat on one of the seats of the boat; every now and then he raised his head, and howled low and long as if he were baying at the sun.

I turned away, not wishing to intrude upon the silent sorrows of the poor Indians; and on looking back, when some distance from the shore I saw them still in the same position, and heard again the long low howl of the apparently conscious dog, bidding farewell to the sun, which at that moment dipped below the western waves. Early on the next morning I went to look for the boat, but it was gone: I enquired of some Indians who were just returning with a seal they had shot in the harbour, whether the man was dead; they said, 'No, not when they started, but he'll die to-morrow night.'

## III.

### WINTER LIFE ON THE TABLE LAND OF THE LABRADOR PENINSULA.

This is one of the winter hunting grounds of the tribe of Montagnais of which Domenique is chief. No doubt, before the fire occurred three years ago, caribou moss was very abundant, and the deer sufficiently numerous to sustain a few families. How utterly desolate I thought the whole Ashwanipi valley must be, if Domenique preferred living last winter on the shores of the lake before us, with such a wide expanse to the north-east and north to choose from.

He himself killed in this neighbourhood thirty caribou; and yesterday Michel pointed triumphantly to the last lake we had crossed, saying, "Here I killed a caribou last winter." What a life to lead among these rocks and frozen lakes! But no doubt when a pure mantle of white covers rocks, blackened trees, lakes, boulders, and burnt land, the aspect of nature changes, and assumes the same outline as in all other undulating regions where snow falls deep and lasts long. Five or six families wintered on the other side of the low dividing ridge in the valley of the Ashwanipi. They were

Nasquapees, and Michel told me that his father's tribe and they were accustomed to pay visits, for the purpose of holding a feast, when either party had been successful in killing two or more caribou.

Savage life, in such a wilderness as the one I am describing, is sometimes joyous to the Indians themselves, when they can kill enough to eat. The excitement of the chase, the pride, delight, and temporary comfort of success, more than compensate for privations to which they are accustomed, or for the anxieties which they do not trouble themselves about. They kill a caribou, store away a little, make a gluttonous and wasteful feast of the greater part, sing, boast, and sleep, until hunger awakens them, and the cold reality of their desolation is before them again, to be relieved and forgotten in never-changing routine.

At no time does an Indian look so well, and, if fine-featured, so really handsome, as when just returning from a successful and not too fatiguing hunt in the winter. His step is firm and proud, his eye dilated, clear and brilliant—not bloodshot and contracted, as it usually is from exposure to smoke in his lodge. His cheek is perceptibly tinged with crimson, seen through the dark skin; his hair is soft and drooping, wet with severe toil, notwithstanding the intense cold. He enters his lodge with a loud shout of greeting, throws down his burden, cuts off a slice, hands it to a relative, saying: "Eat; run and tell so and so to come; I have killed a deer we will feast." Michel told me of a great feast his father made last winter, when he had killed a fat bear,—how he and one of his cousins were sent on a message of invitation across the Dividing Ridge to the people of his own tribe, bearing also with them a small supply of meat for the squaws and children who could not come such a long distance—a full day's journey on snow-shoes,—that when he was close to their lodges, he met two hunters coming to Domenique's camp, bringing part of a caribou, and an invitation to a feast; for they had killed four. The whole party returned to the Nasquapee camp bringing the news, and on the following morning nine in all set out, each with a little present of meat, and arrived late in the evening at Domenique's camp. The feast then began: the bear was cut into two halves, and one half placed on each side of a large fire in Domenique's lodge. Each Indian had a short stick and a knife. They cut off bits of meat, roasted it for a minute, and ate it, and so continued feasting until the bear was demolished. Some of them, when satisfied, would lie down, and, after a short time, rise again and renew their meal. The bear was not completely eaten until daylight on the following morning. They slept during the whole of that day and the following night. On the third morning, Domenique and several other Montagnais went back with the Nasquapees to their camp, and had a similar feast of caribou. Michel spoke of this savage enjoyment without much emotion; but poor Louis, who eagerly interpreted his friend's narrative, was painfully affected. To use a common but expressive phrase, "his mouth watered;" he wished he had been there. It did not often happen to the lazy Louis to be the invited guest to such a feast, and his diet during the winter had been seals, which he said were very good, yet not so good as bear. "Nothing like bear—fat bear very fine."

"On which side of the lake did you hunt last winter?" I enquired of Michel, who was surveying the country from the summit of a knoll near Caribou Lake. Louis had to repeat the question thrice before Michel answered, and even then I saw him looking towards the east, moving his hand gently up and down, and apparently following some imaginary object. His face was particularly bright and intelligent, and when he suddenly turned round to Louis and pointed towards the north and north-east, I was very much struck with the peculiar excited expression of his face. "What's the matter with Michel?" I exclaimed.

Louis made due enquiries; but although Michel spoke rapidly, and pointed in various directions, yet Louis answered not. Arouning him, I said—

"What is he saying, Louis?"

"Tell you soon; wait a bit;" was the only reply I could elicit. Louis now began to question Michel, and an animated conversation sprang up between them, in which Michel made many references to the surrounding country, and Louis listened with more than ordinary attention. At last, with his face brighter than I ever observed it before, he told me the reason of Michel's excited manner and the subject of conversation.

It appeared that last winter Michel and two of his cousins had been stationed near Caribou Lake by Domenique to watch for caribou, and prevent them from taking a certain path over precipitous rocks which they were known to frequent, and over which the hunters could not follow them swiftly enough when only a little

snow was on the ground. The object of the hunters was to drive the caribou through a favourable pass which would make the death of some of them a matter of certainty. Michel, when we first saw him on the knoll, was mentally reviewing the incidents of that day's hunt, and indicating with the undulatory motion of his hand the direction the caribou had taken. The story which he was telling related to a singular incident which happened to himself. He had been watching for some hours with his companion, when they heard the clatter of hoofs over the rocks. Looking in a direction from which they least expected caribou would come, they saw two caribou pursued by a small band of wolves, making directly for the spot where they were lying. They were not more than three hundred yards away, but coming with tremendous bounds, and fast increasing the distance between themselves and the wolves, who had evidently surprised them only a short time before. Neither Michel nor his companion had fire-arms, but each was provided with his bow and arrows. The deer came on; the Indian lay in the snow ready to shoot. The unsuspecting animals darted past the hunters like the wind, but each received an arrow, and one dropped. Instantly taking a fresh arrow, they waited for the wolves. With a long and steady gallop these ravenous creatures followed their prey, but when they came within ten yards of the Indians, the latter suddenly rose, each discharged an arrow at the amazed brutes, and succeeded in transfixing one with a second arrow before it got out of reach. Leaving the wolves, they hastened after the caribou. "There," said Louis, "quite close to that steep rock, the caribou which Michel shot was dead: he had hit it in the eye, and it could not go far. Michel stopped to guard his caribou, as the wolves were about; one of his cousins went after the deer he had hit, the other went back after the wolves which had been wounded. The wolf-cousin had not gone far back when he heard a loud yelling and howling. He knew what the wolves were at; they had turned upon their wounded companion, and were quarreling over the meal. The Indian ran on, and came quite close to the wolves, who made so much noise, and were so greedily devouring the first he had shot, that he approached quite close to them, and shot another, killing it at once. The caribou-cousin had to go a long distance before he got his deer."

Such was the substance of Louis' narration of Michel's story; and the excited manner and heightened colour of the Nasquapee arose from his killing the caribou over again, in a happy mental renewal of the wild hunt which he and cousins had so triumphantly brought to a close.

"Did you always have plenty to eat during last winter in this part of the country, Michel?" I asked.

The bright eye soon resumed its natural lustreless expression as the young Nasquapee's thoughts reverted to painful scenes of distress, arising from want of necessary food, and even absolute starvation, to which he had been an eye-witness, not three months since, in these same dreary wilds.

In the spring of the year, before the geese began to arrive, the caribou left this part of the country, travelling north. Domenique could not follow them, as it was impossible to transport his family across the country when the snow was beginning to go. The ptarmigan, or white partridge, passed away with the deer, and the interval between the disappearance of these animals and the arrival of the geese is always one of suffering to the improvident Indians of this country.

"What did you eat?" I said to Michel.

He pointed to some patches of tripe de roche which were growing on the rock close to us.

"Is that all?" I asked.

He advanced a step or two, looked round about him, then said something to Louis.

"He says they made broth of the birch buds."

"Tripe de roche and broth of birch buds! anything else?"

"Nothing."

Ask him whether he ever heard of Indians eating one another? Louis asked the question, but Michel made no answer. Louis, however, volunteered the information, that Indians did eat one another when they were starving, naively saying, "if they did not, all would starve."—*British American*.

H. Y. HIND,

# EDUCATION.

## ARITHMETIC.

When the Almighty Power created all  
And spanned with compass this terrestrial ball,  
Its vast foundations then by Him were laid  
By weight, and measure, and by Wisdom's aid.

Arithmetic has a special claim on every one. Who needs not a knowledge of numbers? What business can be carried on without them? Are they not the great instruments by which the world moves on, and without which science and art could not be? The study of numbers has an excellent effect on the mind. No one can make arithmetic a study without variously invigorating his faculties. Some studies have the faculties little moved, little affected. Arithmetic, intelligently taught, provides the mind with a healthy stimulus to diligence and activity at the very outset of its study. And seldom or never does the knowledge acquired, and the practice to which the infinitely varied vocations of life demand, lie on the memory as a burden—useless to its possessor. Its cultivation, either as a science or as an art, is, indeed, one of the best and most effective instruments for vanquishing mental inertness and rousing the mind to action—giving it direction and elasticity—enabling it to turn and exert its powers in ways without number.

Nor is it a branch of education which lies beyond even the humblest mind. Weak, indeed, must the mind be, and its power to comprehend, which cannot be taught a knowledge of numbers. The wisdom it gives, and the practice for which it prepares act on the mind as gravitation does on matter,—ever leading it to something positive on which the mind can rest,—to realities, which bid defiance to contradiction. Its conclusions work no delusions;—it leads the mind into no obscure subtleties. Every thing within its reach is plainly and conclusively demonstrated. Its processes unfold and lead to absolute results. Its training ensues and corroborates the mind to constant continuous onward effort,—tends to fortify the mind against credulity and scepticism, and gives strength and clearness to the understanding. It produces no habit that is valueless. Its lessons belong all to the useful and practical, and offers wholesome food to every faculty of the mind. It is the world's great business branch. And its value, as I have said, in developing, training, quickening, and consolidating the powers of the mind, fully equals that of any other branch of education.

To develop its principles as a science, to show the infinitely varied application of these in computations; the varied powers of numbers in giving results, and how best to employ them in the multifarious affairs of life, are subjects which most specially concern every educator. And he who studies them most, and how most intelligently and profitably to lead others to have a thorough practical knowledge of their application must ever be classed with the most valuable members of society.

We know no period in man's history, when education occupied so much of public attention, or was so deeply considered by every rank and by every class, as the present. The man of birth and the man of fortune; the man of genius and the man of humble toil, are alike interested in its advancement,—seeking the benefits of its results. But I view it not as Lock's marble beauties brought out by art, but as the unfold, the developer of the living man, bringing to light the wonders of his being, the powers engrafted on his spirit, helping to give them a health, activity, skill and wisdom which can never perish, but become the grand initial unfoldings of an ever advancing intelligence, reflecting the image of his maker.

To this great business branch, as indispensable to the humblest mechanic, as to the erudite mathematician; to the tiller of the soil, in laying off a field or measuring a ditch, as to the astronomer in calculating the motions and distances of worlds, I beg to direct attention, and give a few suggestive hints in teaching this part of education.

Within the last few years much has been done to improve the methods of teaching arithmetic; but much more has to be done to make it sufficiently rational, interesting and profitable, to reach a higher standard of perfection.

The methods employed in commencing to initiate children in the nature, power and use of figures are perhaps the most defective part of arithmetical teaching.

No part of the education of a child is encompassed with so many difficulties to him; nor requires, on the part of the educator, more skill, more tact, more knowledge of the working of the mind in its immature untrained state, and just setting out on the career of

efforts, altogether new, and restricted to specific objects. His ideas then are few and vague; his capacity to comprehend, and ability to use his faculties, are little; his efforts fitful and volatile; and too immature for much continued effort. All this renders it a delicate and most difficult task, when, how, and at what point to commence.

Commence the education of a child every way favourable to his growing capabilities, to the natural development of the powers of his mind, to the generation of those mental habits, necessarily to be called forth and invigorated, and in a way interesting and winning; and the work of education from the beginning will be comparatively easy and pleasant, and the teacher will be pretty sure of success.

But let any teacher miss the true way to deal with his young neophyte; let him begin to teach, not considering where to begin or how to begin, what his initial steps, to suit the weak expanding mind, should be; how to bring before it in the simplest and most taking form the elements of truths; how most effectually to work them into his mind, and there to take a deep hold, and so to make the whole of his first training sure and effectively preparatory for successful onward progress,—and most certainly it will render his own labour most difficult, and that of his pupil, difficult, barren, and repulsive.

Teachers, do you wish to be successful in your labours? Then study well how to begin a child's education. Do you desire to make school work easy and interesting to him? Then make its first beginnings every way suited to his infantile capacity. Are you in earnest in the work? Then—slight not the advice—be careful how first to deal with the faculties of a rational being, placed under you, to have these exercised and developed—strengthened, and enriched with truth, that ultimately they may reach that manhood of maturity which will make them a blessing to himself and to the community into which his lot may be cast. Do you view education in its beginnings, a training of the mind that is to broaden, and deepen, and enlarge at every step of advance? Oh, then, lay your foundation materials deep and sure. As a right-minded—true-hearted educator—as prudent as earnest in the work committed to you—prove yourself a wise foundation-layer. Remember that every act you do, every word you utter, or example you set, in educating your scholar—especially at the outset of his school-life, carries with it an influence, and extends over, and gives a colour, less or more to the whole of his school-life.

In commencing to teach a child a knowledge of numbers:—

1. Remember your pupil is but in the childhood of his schooling: and as such should he be dealt with.
  2. Make it a special study, how and at what point to commence.
  3. Endeavour to so address his mind as to quicken it to self-mobility.
  4. Work on his mind till you have made thereon a positive, enhanced effect. But see that this is through the understanding.
  5. See that your voice so reaches his ear, and your illustrations and examples so meet his eye, as to reach the understanding, and make impressions correct and permanent. It is thus that the mind is inspired to effort—that its action receives spring—and a directive spur.
  6. Advance from step to step as each is understood—and because understood—and his mind is suitably prepared for the next. Be sure that you teach and train till you are sure that what you have taught is annexed to the understanding, and so made a sure steppingstone to the next gradation. Arithmetic all over presents us with realities. See then that the effects of every part of your teaching bear the impressions of realities,—rooted in the understanding.
  7. As you proceed, test results. Trace the developments of his mind—to what degree it is passing out of ignorance into light—comprehending what before was to it incomprehensible—able to take in truths, which at first it could not grasp,—and understanding processes and principles in their multifarious applications, by its own reflections and reasonings.
- Attention to these suggestions will be found of value.
8. Never lose sight of this,—that a child, to teach him rationally and successfully, has to be taught what he does not know, by what he does know; and that the knowledge acquired is the most suitable preparatory for a farther advance.
  9. In his first gradations, never hurry a child onwards from one to another. By daily reviewing what is gone over—and thus familiarizing his mind with what has been taught him, time is given to digest what he gets, till they become in his mind familiar and ready truisms—always at his command.
  10. Guard against making any incorrect, misty impression on the mind. Every such impression made, or allowed to remain,

becomes a difficulty in teaching, a difficulty to the child in comprehending—generating in his mind indifference or dislike to his studies—a false idea of school-work and of school,—when the work will become tiresome, if not disgusting, and he is rewarded perhaps by charges of inattention and stupidity. Nothing tends more to give facility to the work of school and ensure progress, than making the pupil *clearly comprehend* every thing taught; and as his capacity enlarges, giving him by little and little, a knowledge of the practical varied uses and applications of what is taught him. Such a course of procedure in dealing with the mind of the pupil, has an excellent effect on the teacher's own mind. It tends to prevent the hasty, unguarded use of foolish, unbecoming school expletives, so much used by some teachers; it helps to guard against hasty sallies of passion, so unbecoming those whose every example should be looked up to by youth.

Let us now proceed to bring before the educator a few illustrated hints.

1. Introduce your subject attractively, and use the plainest language at your command.

2. Give first a correct idea of unity; and pass not this initiatory step till clearly understood, and how the numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, successively increase, and correspondingly decrease. A clear knowledge of this is a key to farther advances.

In giving them an idea of *one* or a *whole*, use the word *one* in connexion with objects with which they are familiar and with these placed before them—*separately in rows*, from *one* up to *five*. Then, make them *one*, associated with each individual thing before them,—thus, *one hand, one foot, one head, one house, one tree, &c.* In this way, make them familiar with *one* as joined with things they well know. *Repeat and vary the application* of the word *one* till you are convinced that the impression on their minds is *correct*. In this exercise give as much of the PALPABLE as possible. Present them with things they can *see* and *handle*. Lest any thing about their idea of *one*—unity—or a whole, be defective or incorrect, vary your words, and language in exercising them: as, a man, the man, one man; a seat, one seat, and no more. Question much and variedly:—Is *one foot* the same as a *foot*, one boy, the same as a boy by himself—a single boy—a boy alone, &c.? The next step is to show how individuality can be represented by a figure as 1 finger, 1 eye, 1 toe, &c. The class, (for I would strongly recommend teaching in classes,) should be prepared to be exercised now on totals; and how totals can be represented by figures. Two is a total of one and one, which we represent by 2; three is a total of one, and one, and one, indicated by the figure 3, &c. The first exercise in this step is, to make them know well the numeral words—*one, two, three, four, five, six, seven, eight, nine, ten*—as *words*; their figurative representatives to be next taught.

Work these words into their minds till they become to them as *arithmetical axioms*, each expressing its own totality of units from *ONE*. Upon them question them backwards and forwards, till they know the relative place of each word: that two comes after one, three after two, &c. Interrogate thus, is *seven* above or below *six*? is *eight* next above or below *nine*? How many are between *one* and *seven*? When this exercise is mastered, take the first five words, viz., one, two, three, four, five; and explain how each in succession takes in *one more*—two, means one and another one, put to it; THREE, takes in, one, and one, and one; FOUR is the same as one, one, one, one, put together; and FIVE, takes in one more. The hand shows *five*, it has one, and one, and one, and one, and one finger = five fingers, a whole. Two, is the whole of two ones; THREE of three ones; FOUR of four ones; and FIVE of five ones. Make them repeat these phrases, and statements, till they become ingrained in their minds. And let the questioning be so continued and varied that they cannot but have correct ideas of how the words, two, three, four and five, from one, means one more added in regular succession: Make the decreasing by units be to them as well understood as the increasing; and as this is a universal principle of numbers, too much time and pains cannot be bestowed on these exercises.

To represent these totals by figures is the next exercise.

The next step of advance is to simplify the representation of numbers by figures. This may be done in a variety of ways. The following may be successfully practised:

1. By known objects, as a preparatory exercise.

One book, and one book, are the same as two books. One book, and one book, and one book, make three books. One book, and one book, and one book, and another, are four books. A book, another book, one more, one more and one more, are five books.

2. By different marks, showing their totals by figures, thus:

. . . . . = 1	or		= 1	or	o = 1
. . . . . = 2	or		= 2	or	o o = 2
. . . . . = 3	or		= 3	or	o o o = 3
. . . . . = 4	or		= 4	or	o o o o = 4
. . . . . = 5	or		= 5	or	o o o o o = 5

Thus arranged on a blackboard or slates, exercise them backwards and forwards, up and down, till they know how many dots, upright lines, or oes, any figure represents. Show them how every successive figure from 1, includes 1 more, up to 5. Then exercise them on these by the application of objects—thus:

One book = 1	Three books = 3	Five books = 5
Two books = 2	Four books = 4	

Then give variety to your illustrations. Show how the five digits represent objects,—such as they can see, feel and count, as within their reach, or which they well know. As yet avoid abstract calculations. It is too early a stage to make them reckon in idea. The more familiar the objects are, selected to exercise them on the application of numbers, the more clear and definite will their notions be. Let me here subjoin a few questions to illustrate my meaning:—How many trees would this figure (3)—[pointing to the figure, but not naming it]—represent? How many flowers would (5) represent,—[figure not named]. How many would you add to this figure (2),—to make 4, tell it? How many joints are in your thumb? Point to the figure on the blackboard or slate that would tell. How many in each of your other fingers? What figure would tell? How many in your thumb, and forefinger? What figure would tell? How many in your middle and little finger? What figure would tell. Point to it.

When you are sure that they understand how the figures, 1, 2, 3, 4, 5 represent, each, a definite number of objects; how they regularly increase and decrease by ones; and they can tell the difference between any two; then bring before them the rest of the nine digits—6, 7, 8, and 9. On these exercise them in the same way—giving as much variety as you find necessary.

3rd Exercise Table.

One	two	three	four	five	six	seven	eight	nine
1	2	3	4	5	6	7	8	9
Chairs.	Chairs.	Chairs.	Chairs.	Chairs.	Chairs.	Chairs.	Chairs.	Chairs.

Drill them on the digits thus represented—varying the objects—till you find impressions to be CORRECT and PERMANENT. And let them be restricted to this range till they can count—and readily—by additions and subtractings up to nine. As this Table gives a wider range for exercising them, let me enlarge more on how they MAY be exercised. The following classification may be found convenient in questioning them.

1. Questions by showing the objects; or questions by intuition—contemplating things face to face.

Thus the teacher says, holding in his hands the objects, two balls, and one ball, are, how many balls?—Six desks, and one desk, how many?— Three seats, and three seats, how many are the two threes? &c., &c.

2. Questions without intuition, but naming the objects to be counted. Thus, three trees, and two trees, make how many trees? Five flowers, and four flowers, how many flowers? Three hens, and six hens; tell the two numbers put together, &c.

3. Questions without intuition, and without naming the objects. Thus, Three and two, are, how many? Six and five, seven and two, how many? &c., &c.

Follow up these questions, and vary them within the range of the nine digits, till you are satisfied that they understand how the figures up to nine successively increase and decrease by ones, twos, threes, &c., according to the places of the figures in the series of the digits; and can give the additions or subtractings, without hesitation.

The next set of exercises should be of a promiscuous character—embracing what they have gone over,



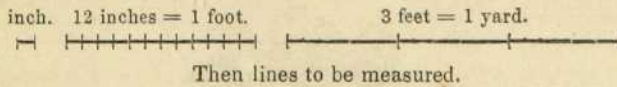
you think so? Join these lines in 3s—|||, |||, |||. How many threes would there be? ans. 3 threes. Would three threes be the same as three times three? Tell me how you know. Write the figures 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, and put opposite the different figures the numbers of lines, told or counted by each.

To prepare them for a farther advance they should be well exercised on the *first circle of figures*. And the questions should be much varied. To the *adding* question should be appended the corresponding *subtracting* question; and to the *multiplying* the *dividing* question: thus, immediately after the question, 'how many three and five make?' should be given, 'if five be taken from eight, how many are left?' How many would three, and three, and three make? Would *three times three* make the same? If *three*, and *three*, and *three*, or *thrice three*, make *nine*, tell me how many threes are in nine? Such exercises should be perfectly mastered, though WEEKS be taken to accomplish it, before the range of numbers be extended to TWENTY.

At this stage I would recommend another very important exercise, viz., measurement, and how it is expressed by figures.

For this exercise provide yourself with a *foot measure*, correctly divided. First: give them correct ideas of measurement by examples, simple explanations, till the understanding is reached, and they are able in turn satisfactorily to explain it to you. [The *word measure* appears to come from root, which signify—lengthening out—running out—stretching out, extending, as from a middle point with the idea of size, with reference to length, breadth, or thickness.] When this *first idea* is well impressed on their minds, show them how to find the extent of spaces with which they are quite familiar by any thing or things, of whose length they have some idea, as a *joint*, a *finger*, a foot, a step, &c.,—as, how many joints or finger lengths a book, a slate, a stick, a piece of cloth, has? How many lengths of the foot, steps or paces, a room or a space has—not going farther than the range of figures on which they have been exercised; but not as yet with reference to any *standard measure*. Let them first know well what *measuring is*; and how variously a length, breadth, space, or an extent may be ascertained by such means as they *themselves* understand. Mastering this step well, prepares them for measuring with reference to some *special standards*.

The next exercise after this I would recommend, is training the eye on lengths, or short extents of space. This may be done on any surface, as on paper, slate, board, blackboard, &c., but with reference to a *standard measure* of inch, foot, or yard,—not higher than a yard. Draw lines on a blackboard, exhibiting to the eye, inches, feet, and yards; and exercise them on these till the eye can pretty correctly make out lengths at sight. The first part of the exercise should be on EXACT lengths of inches, feet, and yards; then on the same promiscuously arranged, as follows:



How many inches?

How many feet?

How many yards?

Continue such exercises till you have gained your object. This exercise, which, judiciously managed, would be an amusement, is admirably calculated to give just notions of the measured relations of space—a thing sadly neglected as yet in our schools. This exercises also the mind of the child, and strengthens the habit of counting. And it is remarkable how quickly children come to measure by the eye lines and spaces, and with a correctness to *shame an adult*. This exercise might be followed by one on weight; but I reserve what I intend to recommend in giving children a knowledge of weight for a *farther stage of advance*; and proceed to numbers higher than ten.

JOHN BRUCE,  
Inspector of Schools.

(To be continued.)

### DRAWING.

"Every man should be able to sketch a road or a river, to draw the outlines of a simple machine, a piece of household furniture, or a far-

ming utensil, and to delineate the internal arrangement and construction of a house."—*Horace Mann*.

The importance of drawing, as a study, is by no means acknowledged or appreciated. It is regarded too much as an accomplishment, and left for those who have time for it, as they have for the piano and guitar. Strange that it should be thus left, when, as part of the education, for the discipline and improvement of the mind,—it should take rank among the first means to that end. Besides, its practical benefits in every-day life are innumerable.

Drawing, if rightly taught, gives us skill and power, it improves the judgment and the taste, it cultivates habits of observation and accuracy; and if pursued in its higher departments, it disciplines the mind like mathematics,—indeed, it becomes mathematics.

Who has not tried in vain to describe to the mechanic an article to be constructed by him? The mechanic has never seen the article, and words cannot excite an image of the thing. A few strokes of the crayon, or, it may be, of charcoal, on the rough board, make it clear, and the article can be made.

The lady who has learned the art, will arrange her house more tastefully. She will make her own designs for many purposes; and, in a thousand ways, even in her household matters, the knowledge and the discipline acquired by the practice of drawing, come to her aid.

Persons often say, "I have no taste for drawing, and it is of no use for me to try." Yes, it is of use. If you practice drawing, and persevere in it, you will become less awkward in using your hands than you now are. Your penmanship will be improved; for I can predict with almost absolute certainty, that if you draw poorly, you will write a poor hand, and an improvement in one will improve the other. Indeed, so many powers of bodies, mind, and perhaps heart, are trained in the study and practice of drawing, that if I see pupils nowhere but in the drawing class, I can unerringly describe their character and habits as pupils in ordinary branches.

There have been great errors, both in teaching and learning drawing, which have made it appear of trifling importance as a part of education.

Drawing has been practiced, and is now practiced, for the sake of the pictures, rather than discipline. The real end of drawing has been lost sight of in thinking of the means. Pupils wish to obtain a picture of some sort, in some way,—"large enough to frame,"—one that shall pass for their own work, and adorn the walls of "the best room" at home. The pupils are not to blame for this, for they are too often taught by those who can only copy the productions of others, and that indifferently. So a picture is placed before the pupil, and he is to make something as nearly like it as he can, by any means within his reach. He may rule, and measure, and rub, and scrape, and the result is one of those dark deformities so often seen in "the best room,"—painfully annoying to the eye of taste.

What should we think of a teacher of music, who should place before his pupil, just beginning to learn the art, a difficult piece of music, telling him he may perform it? Such a mistake is not made in teaching music. The pupil expects to begin at the beginning,—from simple things to go on, when prepared, to those more difficult. So it should be in drawing; and when pupils are willing to submit to this slow process, then they will have the full benefit of their training in this branch of study.

In attempting to correct the error just mentioned, many teachers have fallen into an error in the opposite direction, allowing no copying, except from things, or from Nature itself.

In many cases, especially for professional instruction, this is undoubtedly the best method; but for the brief time that can be given to the study by ordinary pupils, my own experience is in favor of copying from the best drawing studies, as a means, in part of attaining the real end of drawing, viz.: the ability to make correct representation of objects, either in nature or art.

My reasons for using them as a part of the training in this branch, are,—1. It adds interest and variety to the study. Pupils are not so easily discouraged if allowed to copy occasionally. 2. Many of the mechanical benefits of drawing may be secured as well in this way as in any other,—more readily, even, than without some such definite guide. For instance: the control of the hand,—freedom in the use of the pencil,—and the training of the eye. 3. But perhaps the greatest advantages to be gained from this practice, are in the formation of a style—and in learning correct methods of shading—and the best representations of different kinds of foliage. These things must be acquired; and if the models are good and are judiciously used, I think they can be more easily acquired in this way than in any other.

To present a "Plan for Teaching Drawing," would be almost presumptuous; yet, "hints from experience" are often acceptable

and beginners may improve upon them indefinitely. Therefore I will present a plan which in many respects has been successful.

The first lesson in drawing may be a familiar discussion of its merits,—the advantages to be gained from it, the end to be accomplished, and the means to be used. Then may follow an explanation of terms constantly used in drawing,—such as “horizontal,” “perpendicular,” and many others; also, the definition of “line,” “angle,” and similar terms, as they are used in drawing.

The *practice* of drawing may now commence. The pupils will stand at the board with chalk in hand, and as the teacher himself illustrates the terms and definitions, the pupils will follow. And, from the first, let the teacher insist on attention, promptness, neatness, and accuracy.

The practice should be for a long time confined to straight lines, but the exercises may be so varied by the ingenuity of the teacher, that they will not become tedious.

From simple exercises in the combination of straight lines, the pupils may be led on to inventive drawing and to designing, and in this practice, they will be thrown upon their own resources and acquire independence.

These exercises may be continued indefinitely, and the pupils will attain a high degree of accuracy and skill in linear drawing.

On alternate days, the pupils may, from memory, place on paper the black-board exercises of the preceding day.

Then may follow the drawing of the outlines of simple objects,—when the outlines are straight lines,—either from memory or from the things themselves. Or the teacher may request the pupils to follow him, line by line, until they find they have before them a church, a cross, or a monument, and the pupils will be pleased and surprised to find how easy a thing it is to “make pictures.”

Passing on to curved lines, the same general plan may be followed. A greater variety of designs, and much more graceful ones, may be produced with curved lines, and with curved and straight lines combined, and a much greater number of simple objects with curved outlines will present themselves to the eye and to the mind for models.

This practice will naturally lead to the drawing of leaves, flowers, and fruit. And here Nature must be studied, and the drawings made from the things themselves, or, better still, from the memory of them. This must lead to the cultivation of habits of accurate observation. The leaf of the elm must not be mistaken for that of the oak, nor must the rose be drawn with the leaf of the lily, and in the minutest details, every line must be true to Nature.

The drawing of animals will furnish more difficult practice, though the drawing is still confined to few lines, and to simple forms. The pupils will soon learn that with a few strokes of the crayon or the pencil, they make a good representation of a rabbit, a squirrel, a mouse, or a bird; but they will not do it correctly from their previous observation, unless they have observed with a view to drawing. To convince yourself and your class of this, ask them to represent a fly, and probably not one of the class will produce anything like a true representation.

One lesson may with profit be given on the human countenance.—its proportions, and the general outlines of the features; also to the changes of expression produced by slight differences in these outlines.

Leaving this department of drawing for future application and practice, I have been accustomed to give some attention to the use of the scale, to the drawing of plans, and to the principles of map-drawing.

The pupils will now be prepared for a course in perspective. The details of a simple course in perspective might be given, but it would make this article,—already much beyond its intended limit,—quite too long.

It is sufficient to say, that perspective, often so dry and complicated, may be simplified, and the pupils in our Grammar and High Schools may be led along, step by step, with as much enthusiasm as in an any study, till they learn all the principles of perspective, and all they will need to apply in ordinary drawing from Nature.

Some instruction may be given in the rules for shading, shadows, and reflections, with practice from Nature and from good models.

If the teaching has thus far been right, and the pupil has done his part well, he will now be able to make his own pictures.

Mass. Teacher.

### Philosophy of School Examinations.

An eminent educator has said, that a man never knows anything fully until he has told it,—wisely implying that whatever is learned

and is partially fixed in the memory, becomes far more deeply impressed by communicating it. The idea that it is somewhat nebulous, yet perhaps sufficiently clear to satisfy most scholars, must be more distinctly apprehended before it can be stated in terms that ought to satisfy any teacher. This is one of the great benefits of a well-conducted recitation; it requires the pupil to set forth in words the thoughts or principles which his lessons contain; it accustoms him to study how he can justly express what he has learned, so that it shall be intelligible to others.

Any argument in favor of public examinations of schools, at the close of the term, seems unnecessary; yet it may be proper to state some considerations in favour of a practice, which I trust will be adopted in every school of the county.

If teachers know that their scholars must pass the ordeal of a public examination, they will naturally have them review carefully and frequently, which is one of the most useful exercises, if rightly conducted. Scholars, too, will be more willing to review, and less anxious to get through their books, knowing that spectators will judge of their proficiency far more by the thoroughness and readiness which they evince, than by the number of pages or books run over. In this way pupils will form the excellent habit of trying to understand perfectly whatever they are studying. Parents will be much and justly gratified to witness a fair examination of their children, and to be assured of their actual progress.

But let no teacher dare to deceive parents by show exercises, trying to make them believe their children have learned more than they really have.—It is not safe; the deception is sure to be detected, and the teacher who practises it, merits and will inevitably receive only contempt for his reward.

I wish teachers throughout the country would immediately decide to close their schools with an honest, thorough public examination; let their pupils understand this decision, that they may have the healthy stimulus to incite them to greater and more careful effort; let parents understand that they are desired to make arrangements to attend it without fail, as well as to visit the school previously. Then let teachers resolve to resist the temptation to make a *disply* and conscientiously labor to render their scholars capable of sustaining a strict examination.

I think it is no exaggeration to estimate very highly the value of such an examination and of the thorough preparation necessary for it. Will teachers give the plan a fair trial this season, and let us know the result?—A. SMITH, in *Lewistown Gazette*.

## OFFICIAL NOTICES.



ERRECTIONS, &C., OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 3rd July—

1. To erect the Village of Victoriaville, in the County of Arthabaska, into a School Municipality under the same name and with the same limits as are given to the said Village as a Rural Municipality by the Statute erecting it as such; not including, however, Lots 7 in each of the 2nd, 3rd, and 4th Ranges of the Township of Arthabaska, which shall henceforward form part of the School Municipality of Arthabaskaville.

2. To divide the School Municipality of St. Denis, in the County of St. Hyacinthe, into two parts, and to erect these into the *School Municipality of St. Denis No. One*, and the *School Municipality of St. Denis No. Two*, respectively.

The said *Municipality No. One* to comprise all that part of the Parish of St. Denis bounded as follows: On the north-west by the River Richelieu; on the south-west by the line dividing the two lots of land of Louis Huard, in the first Concession, and by the south-west line of the land of Elie Fenix dit Dauphinais, in the second Concession; on the north-east by the north-east line of the lands or lots of land of Isidore Jalbert and of Cléophas Dragon, in the second Concession, and by the seigniorial line between the Parishes of St. Denis and St. Ours, dividing the lands of Pierre Plante, in the first Concession, into two parts; on the east by the front road of the third Concession, and by the line of the lands of the first and second Concessions intersecting the lines above described.

And the said *Municipality of St. Denis No. Two* shall include all the remainder of the territory forming the Parish of St. Denis, not comprised in the limits assigned to the Municipality of St. Denis No. One.

3. To detach from the School Municipality of Ste. Monique No. Two, County of Nicolet, that portion of territory extending from the mouth of the *Rivière Noire* to the Township of Wendover, on the south of the south-west branch of the River Nicolet, being two-thirds of a league in extent, and to unite the same to the School Municipality of St. Zéphirin, in the County of Yamaska.

4. To divide the School Municipality of St. Anicet, county of Huntington, into two parts, erecting the one into the *School Municipality of St. Anicet No. One*, and the other into the *School Municipality of St. Anicet No. Two*, with the following limits, viz:—

*No. One Municipality* shall comprise the whole of the first Concession in the Parish of St. Anicet, with Lots 52, 51, 50, 49, 48, half of Lot 47 (from its front), Lot 34 and half of Lot 33, in the second Concession.

*No. Two Municipality* shall include all the lots of land in the third Concession of the Parish of St. Anicet, from Lot 18 to Lot 61, both inclusive; with the whole of that part of the second Concession not included in the School Municipality of St. Anicet No. One.

5. To detach from the School Municipality of Rivière Ouelle, County of Kamouraska, the lands of Romain Dubé, Georges Dubé, Flavien Dubé, Stanislas Michaud, Louis Michaud, Léandre Michaud and Alfred Michaud, and to unite the same to the School Municipality of St. Denis No. Two, in the said county.

6. To divide the School Municipality of Terrebonne (in whose limits are included both the town and parish of that name) into two parts, and to erect one of these into the *School Municipality of the Town of Terrebonne*, with the same limits as the said town; and the other part into the *School Municipality of the Parish of Terrebonne*, to include the whole of the territory heretofore forming the said Municipality of Terrebonne, except that portion within the boundaries of the town aforesaid.

7. To divide the School Municipality of Cap Santé, County of Portneuf, into two parts, erecting the one into the *School Municipality of Portneuf*, and the other part into the *School Municipality of Cap Santé*.

The *School Municipality of Portneuf* to be bounded as follows: On the south-east by the River St. Lawrence; on the north-east by the line dividing the land of Augustin Bryère from the land of Roger Lelièvre, in the Barony of Portneuf, extending from the River St. Lawrence to the depth of the said Bryère and Lelièvre's lands; thence, running towards the north-east, by a line following the road called *Chemin neuf*, passing by the boundary of the said lands till it strikes the south-west line of the Parish of St. Bazile; thence towards the north-west by a line following, first, the said south-west line of the Parish of St. Bazile, then the north-east line of the Seigniorship of Perthuis till it reaches the depth of the said seigniorship; on the north-west by the north-west line of said seigniorship; on the south-west, beginning from the River St. Lawrence, part y by the line dividing the land of John Childs from the Domain of Sir Charles Stuart, in the first Range of the Seigniorship of Deschambault, partly by the line dividing the land of Joseph Poliquin from that of François Hamelin, in the second Range of the said Seigniorship, and partly by the line dividing the land of Augustin Gignac from the land of Augustin Delisle, in the third Range of the said seigniorship; then, from this last line, running in a north-easterly direction, by a line following the line of separation between the said third Range and the fourth Range to the south-west line of the said Barony of Portneuf, then the south-west line of the said Seigniorship of Perthuis to the depth of this seigniorship.

And the said *School Municipality of Cap Santé* hereby constituted shall have the same limits as the former school municipality of the same name, except that portion of territory above described as now forming part of the School Municipality of Portneuf.

8. To detach from the School Municipality of St. Bernard, in the County of Dorchester, the following territory, and to annex it to the School Municipality of St. Lambert, in the County of Lévis, viz., all that portion of territory, depending on the Parish of St. Bernard for civil purposes, and on the Parish of St. Lambert for religious purposes, being about twenty-five arpents in extent and bounded as follows: On the south-east by the River Chaudière; on the west by the front line dividing the lands of the second Range from those of the first Range of the Parish of St. Lambert; on the south by the line dividing the land of Antoine Ducloux from the land of Charles Dussault and the emplacement of François-Xavier Beaudoin; on the north by the line dividing the land of Norbert Dallaire from that of David Morin.

9. To erect the Township of Hincks, County of Ottawa, into a school municipality, by the name of the *School Municipality of Hincks*, and with the same limits as the said township's.

10. To detach from the School Municipality of Wakefield, in the County of Ottawa, that portion of territory hereinafter described, and to erect it into the *School Municipality of St. Joseph de Wakefield*, viz., bounded on the north by the line dividing the Township of Wakefield from the Township of Low; on the east by the line dividing the Township of Wakefield from the Township of Portland; on the south by the division line between the 7th and 8th Ranges; on the west by the boundary between the Township of Wakefield and that of Masham.

11. To annex to the School Municipality of Low, County of Ottawa, that portion of territory lying within the limits of the Township of

Aylwin, bounded on the north-west by the River Kazabizawé; on the north-east by the River Gatineau; on the south by the boundary between the Township of Aylwin and the Township of Low; on the west by the boundary between the Township of Aylwin and the Township of All-yn.

12. To detach the Village of Coaticook from the School Municipality of Barnston, County of Stantead, and to erect it separately into the *School Municipality of the Village of Coaticook*, with the same limits as those assigned the said village for municipal purposes by His Excellency the Governor General's Proclamation of the 29th January, 1863, published in the *Canada Gazette*, No. 7, Vol. 22.

13. To detach from the School Municipality of Rimouski, in the County of Rimouski, that portion of territory incorporated with the Parish of St. Anaclet for civil purposes by His Excellency the Governor General's Proclamation of the 4th June, 1862, (published in the *Canada Gazette* of the 7th June, 1862, No. 23, Vol. 21), and to annex the same to the School Municipality of St. Anaclet, in the said County of Rimouski.

14. To divide the School Municipality of Acton into two separate school municipalities, erecting the one under the name of the *School Municipality of St. André d'Acton*, and the other under the name of the *School Municipality of St. Théodore d'Acton*, the first with the limits assigned the Parish of St. André d'Acton, and the second with the limits assigned the Parish of St. Théodore d'Acton, as described in both His Excellency the Governor General's Proclamations of the 10th April, 1862, published in the *Canada Gazette*, No. 15, Vol. 21.

15. To erect the Township of Havelock, County of Huntington, into the *School Municipality of Havelock*, with the same limits as the said township.

16. To detach from the School Municipality of Grande Rivière, in the County of Gaspé, that portion of territory extending from the land of Clovis McGinnis, inclusive, to the line dividing the above school municipality from that of Cap-Désespoir, to wit, to the stream known as the *Ruisseau-à-Lapierre*; and to annex the above described portion of territory to the said School Municipality of Cap-Désespoir.

17. To erect the Township of Aylwin, in the County of Ottawa, into the *School Municipality of Aylwin*, with the following limits: bounded on the north, east, and west by the north, east and west limits of the said township, and on the south by the River Kazabizawé.

18. To erect the Township of Thorne, County of Pontiac, into a school municipality, with the same name and limits as the said township.

His Excellency the Governor General in Council was pleased, on the 6th of this month—

1. To assign to the School Municipality of St. Bonaventure, in the county of that name, the same limits as those assigned to the Parish of St. Bonaventure in Sec. 46, Subs 11, Chap. 18, Consolidated Statutes.

2. To detach from the School Municipality of Grondines, County of Portneuf, the following portions of territory and to erect them into the *School Municipality of Grondines No. Two*; viz., that portion lying between the land of Augustin Côté, in the first Range of the Parish of Grondines, and the land of Joseph Trottier, inclusive, with that portion lying between the land of Frs. Sévin and the land of Joseph Pâquin, inclusive, in the second Range of the said parish.

The name of *School Municipality of Grondines No. One* shall be that of the other municipality formed of the remaining territory of the former School Municipality of Grondines not included in the limits above described.

3. To detach the following portion of territory from the School Municipality of Cox, County of Bonaventure, and to erect it into a separate school municipality by the name of *School Municipality of Paspébiac*, viz., that portion extending, on the east side, from the property of Richard Murray, inclusive, to that of LeBoutillier & Brothers, inclusive, towards the west, and bounded on the south by the waters of the Bay of Chaleurs, and on the north by the wild lands of the Crown.

4. To detach from the School Municipality of Litchfield, in the County of Pontiac, that portion of territory included in the Village of Portage du Fort, and to erect it into the *School Municipality of the Village of Portage du Fort*, with the following limits, viz., bounded on the north by Lot No. 28; on the east by the line dividing the Township of Litchfield from the Township of Clarendon, and on the south and south-west by the river Ottawa.

5. To detach from the School Municipality of Eaton, County of Compton, that portion of territory lying to the north-west of the River St. Francis, and to annex it to the School Municipality of Ascot, in the same county.

6. To detach from the School Municipality of St. Fabien, County of Rimouski, that portion of the first Range in this municipality lying between the south-west line of the land of Abraham Morin and the line dividing the said School Municipality of St. Fabien from that of Ste.

Cécile du Bic, in the same county, and to annex it to this last mentioned municipality for school purposes.

7. To detach from the School Municipality of Litchfield, in the County of Pontiac, that part of its limits known as Franktown, and to erect it separately into the *School Municipality of Ste. Elizabeth de Franktown*, with the following limits: Bounded on the north, east and west by the limits of the Township of Litchfield, and on the south-west and south by the River Ottawa and the line between the fourth and third Ranges in the said Township of Litchfield.

8. To divide the School Municipality of Hartwell and Ripon, County of Ottawa, into two parts, erecting the one into the *School Municipality of Hartwell*, with the same limits as the Township of Hartwell, and the other into the *School Municipality of Ripon*, with the limits of the township of this name.

## APPOINTMENTS.

### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 6th instant, to make the following appointments of School Commissioners:—

North St. Roch, Quebec: Mr. Louis Cloutier.

County of Vaudreuil.—Newton: Mr. Gédéon Cardinal.

County of Témiscouata.—Village of St. Edouard: Rev. Joseph Laqueux, Curé.

County of Arthabaska.—Tingwick: Mr. David Pore.

## DIPLOMAS GRANTED.

### MCGILL NORMAL SCHOOL.

*Model School Diplomas.*—Mr. James Walker, Misses Sarah Cairns, Frances Parker, Isabella Crichton, Jane McGinn, Margaret J. Freele, Robina H. Patterson, Margaret Ryan, Jennie O. DeGolyer, Annie Cooper, Margaret Walker, Catherine Nolan, Emma J. Hampton and Jane Irwin.

*Elementary Diplomas.*—Messrs. John McCaig, Andrew Cook, George Bennet, Misses Isabella R. Morison, Lucy Ann Merry, Anny F. Murray, Mary L. Herrick, Alicia J. E. Corey, Jane Cameron, Abastania McGinn, Ellen Watson, Annie L. Simpson, Maria L. Pelton, Alice Savage, Margaret Cambell, Elisabeth A. Fraser, Sarah A. Millar, Emma Sutton, Margery Irwin, Annabella Murchison, Elizabeth Knox, Elizabeth H. Smith, Catharine Gowdy, Isabella Sternberg, Agnes J. Rowan and Ellen Hancoe.—July 1863.

### JACQUES CARTIER NORMAL SCHOOL.

*Academy Diplomas.*—Messrs. Siméon Longtin and François Desrosiers.  
*Model School Diplomas.*—Messrs. Joseph Octave Cassegrain, Azarie Chênevert, Calixte Brault, Moïse Guérin, Gilbert Martin, Alexandre Dupuys, Anthyme Taillefer, Siméon Boutin, Joseph Garipey and Trefflé Mollieur.

*Elementary Diplomas.*—Messrs. Jean-Baptiste Dorais, François Verner, Eusèbe Monette, Oscar Desrosiers, Jean Blais, Lawrence O'Ryan, Ovide Lamarche, Antoine Malette, Lawrence O'Donoghue, Charles Ferland, Calixte Dupuys and Gilbert Coutu.—July 1863.

### LAVAL NORMAL SCHOOL.

*Academy Diplomas.*—Messrs. Cyrille Lacombe, Thomas Tremblay, Si-froy Laroche and François Xavier Drouin.

*Model School Diplomas.*—Messrs. Alexis Fraser, François Parant, Joseph Pelletier, François Xavier Chabot, Joseph LeBœuf, Misses Louise Goscelin, Julie Dancausse, Catherine Vézina, Adéline Dumas, Philomène Gagnon, Caroline Massicotte, Luce Vallée, Sophronie Bernier, Marie Martin, Séraphine Lapointe, Joséphine Laroche and Elmire Bélanger.

*Elementary Diplomas.*—Messrs. Cyrille Fournier, Edouard Bacon, David Pichet, Victor Bérubé, Misses Louise Noël, Angèle Dumas, Louise Belley, Aurélie Noël, Philomène Lachafne, Adèle Lespérance, Philomène Mondor, Virginie Blanchet, Odile Toussaint, Sophie Noël, Philomène Lemay, Margaret Nevill, and Mary Malone.—July 1863.

### BOARD OF EXAMINERS OF THREE RIVERS.

Misses Marie Philomène Brassard and Marie Euphrosie Esther Pratte—First class Model School diplomas (F.)

Mr. Théophile Roy, Misses Marie Philomène Bourk, Clorinde Crevier, Victoire Dupaul, Marie de Lima Duchemin, Marie Marguerite Genest, M. Rose de Lima Guillemette, Marie Géminine Hamelin, Marie Sara Lacerte, Marie Hermine Plourde, Flore Elise Part,—First-class Elementary diplomas (F.). Misses Marie Henriette Dubord and Marie Elmire Germain dit Magny—First-Class Elementary diplomas (F. E.).

Miss M. Vitaline, *alias* Vitalie Décoteau and Miss Marie Pepin—Second Class Elementary diplomas.—May 5th 1863.

At an adjourned meeting Mr. Joseph Ludger Eugène Belcourt obtained a second-class Model School diploma (F.)

J. M. DESILETS,  
Secretary.

### SHERBROOKE BOARD OF EXAMINERS.

For Academies, 1st class (E.)—Joseph W. Marsh; 2nd Class (E.) Edisha J. Fessenden.

1st Class Elementary (E.)—Edith W. Bompas.

2nd Class Elementary (E.)—Mahala M. Sykes, Eliza Ann Kent, Cennath Ryther.

2nd Class Elementary (F.)—Anathalia Gendreau.—August, 1863.

S. A. HURD,  
Secretary.

### BONAVENTURE BOARD OF EXAMINERS.

1st Class Elementary (E.) Jane Henderson; John McKenzie.

2nd Class Elementary (E.)—Robert Baxter Kew.—August, 1863.

CHARLES KELLY,  
Secretary.

### AYLMER BOARD OF EXAMINERS.

1st Class Elementary (F.)—Désiré De Coeli.

2nd Class Elementary (E.)—Mathew Cregan, Charlotte Belton.—August 4, 1863.

JOHN R. WOODS,  
Secretary.

### RIMOUSKI BOARD OF EXAMINERS.

2nd Class Elementary (F.)—Pierre Roy, Elizabeth Lavoie, Hermine Labrie, Rose P Pineau.

P. G. DUMAS,  
Secretary.

### SITUATIONS WANTED.

—A Teacher who has completed a philosophical course in Ireland, and who is provided with testimonials, is desirous of obtaining employment in an Academy or High School. Salary must be liberal. Inquire at this Office.

—A Teacher of nine years' experience, provided with a diploma, and who can be well recommended, would accept of a situation under School Commissioners or Trustees. He is competent to teach English and French. Address (Post-paid), stating amount of salary, &c., A. Bourgeau Esq., Member of the Ottawa Board of Examiners, Aylmer.

### DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following:

From Messrs. D. & J. Sadlier & Co., "History of Ireland," 2 vols.; by the Hon. T. D'arcy McGee.

From Rev. J. Gastineau, College of St. Laurent: "Lexique complet des racines grecques," 1 vol.—"Nouveau livre de lectures," 1 vol.—"Exercices méthodiques de déclinaison et de conjugaison sur les racines grecques," partie de l'élève et partie du maître, 2 vols.—"The Metropolitan Illustrated Series," first, second, third and fourth reader, 4 vols.

# JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), JULY & AUGUST, 1863.

## Public Examinations and Distributions of Prizes and Diplomas in the Normal Schools

The annual examinations at the McGill Normal School, which had continued during several days, terminated on the 1st July with a public distribution of diplomas and

awards. Addresses were delivered by the Hon. Superintendent of Education—who presided on the occasion—Principal Dawson, Rev. Dr. Leach, Vice-President of the McGill University, Professor Robins of the Normal School, and Rev. Dr. Wilkes. A valedictory address in the name of the pupil teachers was pronounced by Miss J. de Golyer, and the exercises were further diversified and enlivened with vocal and instrumental music.

The Prince of Wales Prize was awarded to Mr. James Walker, of Norton Creek, and to Miss Sarah Cairns of Montreal. The medal struck by order of the Council of Public Instruction, and which accompanied the purse founded by His Royal Highness, was also awarded to each, and to Miss McGinn and Mr. Laing, the successful candidates of former years. This medal was wrought by M. Caqué, engraver to the Emperor Napoleon; it is of bronze and bears a skilfully executed effigy of the Prince on one side with the following inscription on the obverse:

Eduardus Albertus  
Princeps Cambriæ  
Provinciam Canadensem  
Faustâ præsentia honoratam  
Perlustrans  
In unâquaque Normali Scholâ  
Præmium in singulos annos  
Munificè instituit A.D.MDCCCLX.

Fourteen model school and twenty-seven elementary school diplomas were distributed: total 41—of which number four were awarded to young men and thirty-seven to young females. Of the successful competitors sixteen were residents of Montreal and the remainder were from the country. We refer the reader for further particulars to the full report of proceedings printed in another column.

At the Laval Normal School there were two distinct distributions of prizes and diplomas—one at the Normal school proper, and the other at the Ursuline convent, where the female pupil teachers receive their training. The first of these interesting ceremonies was presided over by the Rev. Mr. Cazeau, G. V., and took place on July 1. The pupils underwent an examination in natural philosophy and chemistry, and also conducted experiments designed to illustrate the divers principles in mechanics and the properties of atmospheric air. The examination on mineralogy and zoology acquired additional interest from the fact that it afforded an opportunity for appreciating the collections already in possession of this institution. Agriculture, grammatical analysis, English and Canadian history, rhetoric and the history of French literature also formed part of the subjects of examination, and declamation and composition, of the exercises—Messrs. Chabot, Fraser, Ouellet, Lacombe and Drouin deserving special mention for their literary essays. The music consisted of vocal exercises, selections from Bellini, David, Meyerbeer, &c., and a *Chant des Voltigeurs* sung with much applause by the pupils who were appropriately attired in their Volunteer uniform. The valedictory was spoken by Mr. Lacombe, a pupil of three years' standing who has obtained the highest qualification that it is in the power of the

Normal school to bestow. The diplomas awarded after the distribution of the usual prizes were as follows: Academies 4, Model schools 5, Elementary 4—total 13. The proceedings were then brought to a close by an address from the chair in which the professors and pupils were congratulated on the success of their labors.

The examination of the female pupil teachers was held on the 3rd July, on which occasion the auditory had an excellent opportunity of admiring a great number of drawings, maps, historical sketches, and wax, paper and needle-work executed by the pupils during the year. The examination touched upon many of the branches forming the course in the other department and gave proofs of very satisfactory results. Recitations of poetry, readings and music—vocal and instrumental—combined to render the exercises agreeable and attractive. The ease with which maps were reproduced on the black-board by the pupils elicited much admiration; as did also the readiness shown in filling in any portion of these sketches according to the nature of questions put. These acquirements besides showing a sound and advanced knowledge of the subject, must prove very useful to the teacher employed in a school destitute of maps. The Prince of Wales' Prize was for a second time awarded in the girls' department. A sum of sixteen dollars, and the medal voted by the Council of Public Instruction were accordingly presented to Miss Louise Gosselin by Rev. Mr. Cazeau, who was also called upon to distribute the prizes and diplomas. The reverend gentleman performed this duty in a very appropriate manner, giving expression in the name of all those present, to the satisfaction felt at the results obtained, and assuring the future teachers of the interest with which all true friends of learning would continue to watch their career.

The distribution of honors and awards at the Jacques-Cartier Normal School was made in the afternoon of the 9th July. The diplomas granted were, for academies 2, model schools 10, elementary schools 12—total 24. Mr. Cassegrain lectured with experiments on natural philosophy, and Messrs. Longtin and Desrosiers on chemistry and natural history respectively. The musical exercises were under the direction of Mr. Brauneis, and consisted of instrumental and vocal performances, of which a striking feature was the chanting of a military march by the pupils forming part of the 10th company of the *Chasseurs Canadiens*, who, on this occasion, presented their drill instructor, Sergeant White, S. F. Grds., with a gold chain and pencil case as a mark of esteem and gratitude. Before the distribution of diplomas took place, the Principal, Rev. Mr. Verreau, explained the method followed in conducting the examinations at the Normal School and instanced as a proof of the severity of the tests applied, the fact that the Prince of Wales Prize would not be awarded this year, none of the competitors having attained that degree of merit required by the terms of the regulations. This circumstance, however, he added, must not be supposed to indicate that less than ordinary success had been obtained; on the contrary, the average results were greater than in former years, although no pupil had reached that point of

excellence necessary to win the prize. The examinations had, each year, been made more difficult, and several of those who had formerly carried off prizes and who were successful in several branches, now failed when the preliminary test of dictation was applied, either through bad spelling or defective handwriting—branches in which excellence was made indispensable to success.

The Hon. Superintendent of Education who was present, complimented the gentlemen in charge of the Normal schools of Canada East on the manner in which their duties had been discharged—duties that were, said he, more onerous than would be readily imagined. When it was known that the Principal was at once director of the studies, professor and overseer, and that he united within himself divers other functions usually allotted to different individuals in other educational institutions, no one would fail to be convinced of the correctness of this assertion. Having touched upon the importance of Normal schools and the claims to public favor of their pupils, the speaker concluded by addressing a few words of advice to the graduates, intended to guide them in their new career. The Rev. Father Sacher, Superior of St. Mary's College, also addressed the pupils, giving great prominence in his discourse to the importance of the work which the teacher was called upon to perform and closing with some very happy allusions which drew forth the approbation of his hearers. The students then sang *God save the Queen*, which closed the proceedings.

An analysis of the number of diplomas awarded at the three Normal Schools during this and the preceding years exhibits the following results: Jacques Cartier Normal School, males 132; McGill Normal School, males 31, females 241; Laval Normal School, males 80, females 128. Total 243 males and 269 females. These figures do not, however, represent the number of successful candidates, but only the number of diplomas granted, as several pupils have successively obtained two, and in some instances three, diplomas.

#### Examinations and Distribution of Prizes in Colleges, Academies and other Educational Establishments.

The annual school examinations were held as usual in the months of June and July, and we shall now endeavor to lay before our readers a synopsis of the many accounts already published.

The distribution of prizes to the pupils of the Quebec Seminary and the conferring of degrees at the Laval University took place in the great hall of the latter institution on the 13th July. The chair having been taken by Monseigneur the Bishop of Tloa, administrator of the archbishopric of Quebec, the Rector, Rev. Mr. Taschereau, G. V., opened the proceedings with an appropriate address. The following are the names of the graduates: Mr. Ovide Arcand, Bachelor of Medicine; Messrs. L. Hould and M. Chabot, Bachelors of Law; Messrs. L. Catellier, C. Verge, C. A. Delâge and Napoléon Dion, Licentiates (Faculty of Medicine). A *Te Deum*, chanted in the cathedral, terminated the day's proceedings.

Full details of the annual convocation of the McGill University will be found in the numbers of this Journal for May and June, as also reports of the examinations held at the High School and Model Schools, and at Bishop's College. The McGill University was this year attended by 300 students, and the number of degrees conferred was 63.

The examinations at the Seminary of St. Sulpice and St. Mary's College were conducted with the usual ceremonies. At the last mentioned institution a literary exercise, relieved at intervals by vocal music, appears to have been received with much favor and attention. Mr. Robidoux delivered a valedictory address. An interesting feature of the exercises during the examinations at Masson College, Terrebonne, was the pronouncing of an eulogium on the late director of that institution (Rev. Mr. Théberge,) by Mr. Chatillon. Addresses were delivered by the Rev. Mr. Fabre, who presided, and by Mr. Desjardins. Some of the fair daughters of Terrebonne held a bazaar for the benefit of the college on the same day; and a concert, in which several amateurs from Montreal assisted, was given in the evening for the same praiseworthy object.

The distribution of prizes at the College of St. Hyacinthe, was presided over by Monseigneur Larocque, the Bishop of the Diocese. Recitations were made by Messrs. Geof-frion, Dunn, and Dupré; and after the honors had been awarded, Mgr. Laroque delivered an address, in which he urged the necessity of encouraging education and expressed his regret at the continued diminution of the annual grants to the more important educational establishments.

A dramatic entertainment formed part of the exercises at the College of Three Rivers. After the presentation of rewards by the Bishop of Three Rivers, the Principal, Mr. Panneton, announced that the college had just been affiliated to the Laval University,

The examinations at the College of Notre Dame de Lévis, now also connected with the Laval University, were presided over by the Rector. This school is intended to prepare young men for commercial and industrial pursuits, and is situated directly opposite the town. The course extends over five years, and includes a superior and an inferior department. There are also elementary Latin classes designed to prepare pupils who may wish to follow a regular classic course in a higher institution. No situation could be more favorable to health than that occupied by this college, which, in many respects, offers great advantages to the population gradually increasing on the shore opposite Quebec. The pupils wear a semi-military uniform, which rendered them quite conspicuous at the convocation of the University.

Want of space will not allow us to speak of the examinations at the colleges of Ste. Thérèse de Blainville, Ste. Marie de Monnoir, Nicolet, St. Anne, Sherbrooke, and many other institutions which have often been noticed at length in these columns. Many academies and boys' model schools closed before the summer vacation with public examinations and distributions of prizes. We notice in the list, the establishments of the Brothers of the Chris-

tian Schools at Montreal, Quebec, Three Rivers and Sorel—affording instruction to 400 children in the last mentioned place—the Commercial Academy, Montreal, under the charge of Mr. Archambault, and the Girouard Academy at St. Hyacinthe. The examinations held at the convents or girls' seminaries under the charge of religious orders have been very favorably noticed by the press. There are in Canada a great number of these religious orders, the members of which devote themselves to the work of education with much zeal and perseverance. Besides the *Ursulines*, whose establishment dates from the early times of the colony, the *Sisters of Charity* and the *Sisters of the Congregation*—possessing over 40 establishments throughout both sections of the Province—there are several new religious communities at work, which have been recently introduced from Europe. Among the latter are the *Ladies of the Sacred Heart*, with a seminary at Sault-aux-Recollets and a school at Montreal. The Canadian orders devoted to instruction and recently founded are the *Sisters of Providence*, *Sœurs du Bon Pasteur*, Quebec, *Sœurs des Sts. Noms de Jésus et Marie*, Longueuil, and the *Sisters of Ste. Anne*, Lachine.

It is not our purpose to give an account of the examinations held at each of these institutions, yet this notice would be incomplete were we to omit all mention of the doings at the following establishments. At the Ursulines convent, Quebec, the rewards were bestowed by Rev. Mr. Cazeau, V. G. The pupils recited a dialogue on the primitive history of the convent, essays in composition, poetry, &c., and executed brilliant musical exercises. The drawings, water colors, pastels and needle-work elicited the admiration of those who had assembled to witness the proceedings. Miss C. Landry delivered a farewell address. The *Sisters of the Congregation* have under their charge in Montreal, besides three superior schools, numerous others affording instruction to more than 4000 children. The seminary known as *Villa Maria* enjoys a great reputation, extending to Canada West and the United States; it receives pupils of all creeds, and its examinations are attended by a host of distinguished persons representing different nationalities. The examination and awarding of honors was this year presided over by the Superior of the Seminary of St. Sulpice, Rev. M. Granet, and among those present we notice the names of the Attorney General East, Hon. A. A. Dorion, the Hon. Superintendent of Education, and many of the Roman Catholic clergy. A dialogue in verse, in which the nations of Europe were represented as disputing among themselves the right to preëminence, occupied the greater part of the time. The disputants were represented by the pupils who respectively held in their hands the national emblems of the states concerned. Miss Leblanc pronounced the farewell address.

A dialogue on the history of Canada formed one of the exercises at the academy or day-school in St. Denis street. Miss Elisa Chauveau pronounced the farewell address, and the Superior of the Seminary and the Hon. Superintendent of Education briefly addressed the auditory.

#### Annual Meeting of McGill Normal School.

At three o'clock yesterday afternoon, the annual public meeting for conferring of diplomas on pupil teachers of the McGill Normal School took place in the hall of this school where the previous meetings were held. Hon. Mr. Chauveau, Superintendent of Education for Lower Canada, occupied the chair, the following, among other gentlemen, having seats on the platform beside him:—Hon. Mr. Ferrier, Principal Dawson, Rev. Dr. Leach, Prof. Robins, Prof. Howe, Prof. Hicks, Rev. Mr. Kemp, M.A., Rev. Mr. Bonner, Mr. Andrews, &c. The proceedings were prefaced by a vocal performance by the pupil teachers, assisted and directed by Prof. Fowler, presiding at the piano-forte. Rev. Mr. Bonner then opened the business with prayer.

The CHAIRMAN addressed the meeting. He said they had now come to the close of the seventh session of the McGill Normal School. During the time embraced in those sessions a great deal had been done that would certainly meet the objections which some people had urged to the establishment of Normal Schools in Lower Canada. It had been said that although some good might be effected by those schools, it would never be in proportion to the amount of money which it would be necessary to expend in their support. It had also been said that few pupil teachers, considering the very small inducements held out, small salaries and so forth, would, after obtaining their education, devote themselves to the work of teaching—that they would merely take advantage of the education received here for their own individual benefit, and not for that of the public, all of which predictions had been falsified by the event. Since the establishment of the Normal Schools 406 pupil teachers had gone out from them provided with diplomas. The total number of diplomas granted was 509; but many of the pupil teachers who had gained Normal School diplomas before leaving the school had also before obtained the Model School diploma, a higher one than the former, which it supplanted, rendering its presentation unnecessary. Of the 509 diplomas granted, the Jacques Cartier Normal School had given 108; McGill Normal School, 232; and Laval Normal School, 171. The number of pupils who had left the above schools with diplomas was as follows:—From the Jacques Cartier Normal School, 79; McGill, 167; Laval, 160. These schools, measured by the standard prevailing in France and other countries, had been very successful. In France the Normal School was regarded as successful that enjoyed an attendance of 24 pupils. Here the attendance largely exceeded this figure, however. The pupil teachers now about to leave this school would be required to refute by their good conduct and efficiency as teachers the objections and prejudices which had been raised against Normal Schools. The speaker observed that the great virtue which the teacher should possess was humility and modesty, giving some good advice as to manners, deportment, and so forth, commenting on the importance of the teacher having a proper understanding of his or her position. He warned them against the vices of some teachers, namely a too great ambition, exaggerated opinion of their own abilities and attainments. Whatever faults they might display would most probably be quickly turned to account both against themselves and the schools from which they were sent forth by the enemies of the latter. He thought there was reason for congratulation not only on the success of the schools, but on the beneficial result of their operations as regards the country at large. The character of these schools was such as to procure good positions for pupil teachers possessing diplomas therefrom, and increase the demand for such teachers every year. The speaker next referred to the necessity for a liberal remuneration of teachers, and the investment of the heads of the education department with powers sufficient to enable them to manage with greater efficiency the financial affairs of the department. The operations of the McGill Normal School had been very successful during the past year, a result for which they ought to be proud for two reasons: first because it was success in itself; and, second, because it was success under great difficulties. Therefore if the diplomas were more numerous this year than in previous years, it was not because the standard of education was any lower; but on the contrary because greater diligence and studiousness had been brought to bear in the matter by the pupils themselves. (Applause.)

The PRINCIPAL stated, that in the past session the School had been attended in all by 80 pupil teachers. Of these several had withdrawn, owing to illness or failure in the preliminary examinations. Of those who entered for the final examination, fourteen had been recommended for the Model School Diploma, and twenty-seven for the Elementary Diploma; being 41 in all. Of these four only are young men; sixteen are resident in Montreal, and twenty-

five in other parts of Canada. They can all be recommended as skilful and reliable teachers; but have, as usual, been arranged in the lists in the order of their standing in the examinations.

MODEL SCHOOL DIPLOMAS IN ORDER OF MERIT.

(1) James Walker, Norton Creek,—honorable mention in Grammar, Arithmetic, Algebra, Geometry and Natural Philosophy.

(1) Sarah Cairns, Montreal,—honorable mention in Geometry and Writing.

Frances Parker, St. Angelique,—honorable mention in Grammar, English Literature and Agricultural Chemistry.

Isabella Crichton, Valleyfield,—honorable mention in Botany, Agricultural Chemistry and French.

Jane McGinn, Montreal,—honorable mention in Botany and Agricultural Chemistry.

Margaret J. Freele, of Montreal,—honorable mention in Grammar and French.

Robina H. Patterson, Montreal.

Margaret Ryan, Quebec.

Jennie O. DeGolyer, Montreal.

Annie Cooper, Montreal,—honorable mention in Writing.

Margaret Walker, Beech Ridge.

Catharine Nolan, Beech Ridge.

Emma J. Hampton, Montreal.

Jane Irwin, Montreal.

ELEMENTARY SCHOOL DIPLOMAS IN ORDER OF MERIT.

Isabella R. Morrison, N. Georgetown,—honorable mention in History, Geography, Grammar, Arithmetic, Book-keeping, Algebra, Geometry, Chemistry, Zoology, French.

Lucy Ann Merry, Magog,—honorable mention in History, Geography, Grammar, Arithmetic, Algebra, Zoology.

Amy F. Murray, Montreal,—honorable mention in Arithmetic, Zoology, French, Reading.

Mary L. Herrick, Granby,—honorable mention in French.

Alicia J. E. Corey, Stanbridge,—honorable mention in Grammar, Arithmetic, Algebra.

Jane Cameron, Hemmingford.

John McCaig, Wickham,—honorable mention in Geometry.

Abastenia McGinn, Montreal,—honorable mention in Reading.

Ellen Watson, Melbourne.

Annie L. Simpson, Kingston.

Maria L. Pelton, Montreal.

Alice Savage, Shefford.

George Bennet, N. Glasgow.

Margaret Campbell, St. Louis de Gonzague.

Elizabeth A. Frazer, Montreal.

Sarah A. Millar, Montreal.

Emma Sutton, Sherbrooke.

(2) Margaret Mason, Susquehanna, Pa.

Andrew Cook, St. Louis de Gonzague.

Margery Irwin, Montreal.

Annabella Murchison, Glengarry.

Elizabeth Knox, Montreal.

Elizabeth H. Smith, Martintown.

Catharine Gowdy, New Glasgow.

Isabella Sternberg, Quebec.

Agnes J. Rowan, Montreal.

Ellen Hancoe, Montreal.

The PRINCIPAL then stated that the Prince of Wales Prize and Medal had been taken in 1861 by Miss Mary Ann McGinn, and in 1862 by Mr. Robert Laing; but the medal not having been executed could not be given until the present occasion. Miss McGinn, who is engaged in teaching in the city, would be present to receive the medal; but Mr. Laing, who has charge of the Durham Academy, is unable to be present. The examinations of the present year had resulted in placing Mr. James Walker and Miss Sarah Cairns so nearly on an equality that the Principal, with the concurrence of the Professors, had decided to recommend that the money prize should be equally divided, and a medal given to each.

Miss J. DE GOLYER read, on the part of the lady pupil teachers, a valedictory very creditable to her, both as regards the conceptions therein embodied, and the felicitous terms in which they were expressed.

Prof. ROBINS, in behalf of the instructing officers of the institution, delivered an able address to the pupil teachers about to

enter upon their professions. In a clear and forcible manner he set forth "the end of teaching," impressing upon their attention this great truth "That it is the duty of those who influence childhood in any capacity, above all else, to aim at the development of every power and faculty of our complex nature." He dwelt upon the duties this truth implied on the part of the teacher, as regards the moral, physical, and intellectual benefit of the child, enforcing the necessity of a proper cultivation of every faculty of the pupil. Mr. Robins remarked upon the intellectual short-comings of modern pupils in some respects, owing to the absence of those difficulties in the path of learning now-a-days, which existed in past times, and the surmounting of which gave a healthy force and robustness to the minds of our predecessors, which did not obtain to the same extent at present. The way to make up the deficiency, however, was to give the student more to learn—*increase his work*. After observing upon the flippancy and want of reverence, which characterizes the youth of this generation, the Professor closed by recommending as a means of remedying this evil, the impressing of the youthful mind with a spirit of humility, and earnestness, and reverence for all that is good and praiseworthy.

Rev. Dr. LEACH was called upon to address the meeting. He said that knowing well, as he did, the gentlemen in charge of this institution, he did not believe there was another institution in the country in which the community at large might have more confidence that the business of education would be carried on most faithfully and efficiently. The Normal School, not like other schools, had a two-fold function to perform. It had to communicate the information necessary, and more, to communicate to the pupil how information was to be communicated to others. This peculiar duty of the Normal School, which constituted its chief excellence, was of great importance to the country, and from the performance of which it had greatly benefitted. Dr. Leach referred to the superior qualifications of teachers sent from this school now, as compared with those of the teachers, when they were obliged to commission 20 years ago and the great advantages conferred on the youth by the change that had taken place. He could not believe the time would ever come when the people would relinquish their interest in this school, or when the government would conceive it its duty not to support as it ought an institution so valuable. (Applause.)

Rev. Dr. WILKES next addressed the pupil teachers, offering them good advice as regards spiritual as well as temporal things, and expressing the hope that their future years would be useful and honorable, and blessed by the Great Teacher Himself.

In closing the meeting, the PRINCIPAL referred to the past history of the school, stating that its seventh session now closed, and that it had sent forth nearly two hundred trained teachers, in addition to many others who had derived partial and indirect benefits from its course. That though its course of study is longer and more severe than is usual in Normal Schools on this continent, its number of pupils had exceeded previous expectations. He believed that it had now fully established its position and character, and that its value as a special school for training teachers is recognised by instructors and friends of education throughout the Province. He had gratifying evidence of this in letters and applications for teachers from a great number of persons. He stated that it was intended to add to the school a further provision for a course of study leading to the academy diploma. He then expressed his satisfaction with the work of the professors and teachers and the conduct of the students in the past session, and thanked the ministers of religion in the city for the attention given to the religious instruction of the students, concluding by urging on those who had received the diplomas to make themselves useful as teachers as soon and as fully as possible.

The young ladies having again favored the meeting with a song, accompanied by Prof. Fowler, on the piano, Rev. Dr. Leach pronounced the benediction.

The proceedings terminated with the singing of the national anthem by the same performers.—*Montreal Gazette*.

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

On reading the minutes of last meeting, the Principal moved for permission to alter certain words occurring in his essays on history and logic, and thus amended they were unanimously adopted.

Mr. Juneau, Inspector of Schools, disanted at some length on the peculiar properties of the figure 9.

Mr. Lafrance read a long and instructive essay on the Progress

(1) Walker and Cairns are equal in the general examinations.

(2) Not of age to receive the diploma until November next.

of geology and mineralogy, and was listened to with much attention.

The following question was then debated: *What is the best method of improving the handwriting of the pupils?*

Professor Lacasse opened the discussion with a lecture, in which the advantage of a good handwriting and the best mode of acquiring it, were indicated, and the skilful lecturer ended by explaining to his auditory the system of Mr. Long, Professor of writing.

Messrs. Lacasse and Thibault, who have followed Mr. Long's course, announced that they would be prepared at any time to afford gratuitously to teachers who were members of the association, any information with regard to the details of the system and the nature of its exercises.

The Principal and Messrs. Bardy and Dufresne also took part in the debate.

The Secretary read an essay on handwriting, transmitted by Mr. Inspector Bédard.

The Principal then suggested to the meeting the idea of a competition for excellence in calligraphy among the pupils of all the schools within the limits of the Laval Normal school; and to provide for prizes to the teachers of such children as may exhibit to the association the best specimens. This proposition having been unanimously adopted it was, on motion of Mr. Lacasse, seconded by Mr. Thibault,

*Resolved*, (1) That all the pupils of the members of this Association be admitted to take part in a general competition for excellence in handwriting, to take place towards the end of August, under the supervision of their respective teachers. (2) That all specimens shall be in a running hand and shall bear the same text; viz., the Lord's Prayer and the Angel's salutation. (3) Four prizes, of the value of \$4, shall be awarded for the best specimens deemed satisfactory by the Council of the Association, said prizes to be paid for out of the funds of the Association. (4) The teachers under whose supervision this contest is to take place shall cause to be written upon each specimen, the name, surname and the age of the pupil and, also, the time during which he shall have attended the school, said teachers to present the specimens personally if possible.

With a view to stimulating the children who frequent the schools under the care of female teachers, the Principal stated that if the Inspectors of Schools would, when making their tour of inspection, collect the best specimens of handwriting of these children and forward them to him, he would with pleasure accord two or three prizes to the most successful competitors—subject to the conditions above.

This announcement was received with much applause.

The hour being far advanced, the President announced that at the next meeting the subject for debate would be the same; viz., *What is the best method of improving the handwriting of pupils?*

With the view of making the debate as useful as possible, the Principal indicated the following points as most worthy of consideration:

- 1st. At what age should children begin to write?
  - 2nd. Should the slate or paper be used at first?
  - 3rd. In commencing, is it better to use a pencil or pen and ink?
  - 4th. What kinds of lead pencils are the best for children?
  - 5th. What figures should they be required to describe at first?
  - 6th. Is it better to make them write on one line or between two?
  - 7th. Should the master write the example?
  - 8th. Are examples at the top of the page the best?
  - 9th. How long should the same example be copied? &c., &c.
- The meeting then adjourned to the last Saturday in August.

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

This conference was held on the 28th and 29th May. In the evening of the 28th, Mr. Dostaler delivered a lecture, with experiments, on the physical and chemical properties of water.

At 8 o'clock a. m. on the 29th, the teachers assembled in the chapel of the Normal school, and at 10 the meeting was opened by the President.

The minutes of the last meeting having been read and approved, the report of the committee appointed to revise the constitution, and by-laws was received and adopted. It was recommended among other things by this report that the funds of the Association then in the savings bank, be employed to purchase a library for the use of the members, and that the council of the association be charged with the selection of the books.

The office-bearers were then elected as follows: U. E. Archambault, President; J. Paradis, Vice-President; G. T. Dostaler, Secretary; D. Boudrias, Treasurer; T. Amyrault, O. Caron, O. Coutu, M. Emard, F. X. Hétu, J. C. Guilbault, P. Jardin, H. E. Martineau and O. Tessier, members of the Council of the Association.

Hon. Mr. Chauveau said he felt great pleasure at seeing so many teachers present, and referring to Mr. Dostaler's lecture, advised them to follow closely the progress of science by reading some journal on the applied sciences, reminding them, at the same time, that the *Journal de l'Instruction Publique* gave accounts of all the important discoveries. He hoped to see them hold conferences whose sittings would extend over several days, as is the case in France.

Messrs. Archambault and Tessier gave lectures on *Methods and forms of Teaching* and *National Education*, respectively; and after a vote of thanks to the out-going office-bearers, the meeting adjourned to the second Friday in October next.

The following are the subjects selected for debate at the next meeting:

*Which is the best method of teaching arithmetic, the synthetic or analytic?*

*What is the best way of teaching the four elementary rules of arithmetic?*

#### Report of the Superintendent of Education for Lower Canada.

EDUCATION OFFICE,

Montreal, 26th April, 1863.

To the Honorable the Provincial Secretary, Quebec:

SIR,—I have the honor to submit my report on the state of public instruction in Lower Canada for the year one thousand eight hundred and sixty-two.

The Committee of the Legislative Assembly appointed to regulate the printing of public documents, having decided to publish the Statistical Tables at length, with the Inspector's Reports, only once in three years, and as they were published last year, this report will merely contain a recapitulation of Statistics, with some other documents, which form an exception to the rule established by the Committee.

I think it unnecessary to reiterate, this year, the suggestions offered in previous reports, and particularly in that of last year, on the subject of the finances of this department, and on the want of an increase which is keenly felt in the greater number of grants made to the several branches of public instruction. It is evident, that with the increase of population, these wants can only go on increasing every year, and the greater the delay in satisfying them, the further the time will be removed when the actual expenditure will be productive of benefit to the State. It is in fact admitted by all popular economists, (and it is now a popular truism) that no expenditure is of itself more productive as regards the public revenue, than that incurred in public instruction. When education is disseminated among all classes of society, the productive resources of the country are better developed; and while it gives to man new wants and the opportunity of satisfying them, it doubles the revenues of the State derived from trade and industry.

I shall persist however, in reiterating the recommendation several times made in my reports: that which concerns the Teachers' Savings' Bank.

This institution, which was founded with the assistance of the State, is, I regret to say, unable to maintain itself with its present resources, and it would be doubly unfortunate if it had to be abandoned; in the first place, on the ground of humanity and the interests of education, and in the second place, as such an abandonment would affect the public revenue; because, not only would the grants hitherto paid be completely lost, but it would also be necessary to refund all the premiums paid up to date.

It has been thought that the teachers, owing to the limited amount of their salaries, are unable to form, out of their own means, a Savings' Bank, or any other association of mutual assistance, like those organized by other professions, or trade unions, which are frequently formed among workmen of the cities. The State, after establishing such an institution under its own management, and after granting it pecuniary aid, went still further, and imposed upon it a burden which no other institution of the same nature could bear; it imposed upon the fund the payment to old teachers who had retired from the exercise of their profession, of the pensions

which should have been paid by the State itself. During the first year, the sum of \$886 was paid to these pensioners, who had only contributed to the funds the amount retained on the sum paid them in proportion to the number of years during which they had been engaged in teaching. Each year, they have absorbed the greater part of the revenues of the fund; and out of the total number of 167 pensioners for the year, the class of pensioners formerly alluded to numbered 90, and they received out of \$2,522 (the total amount of annuity paid) the sum of \$982, or more than one-third of the amount contributed.

The consequence is, that as fast as the teachers who are subscribers to the fund become pensioners, it is necessary to diminish gradually the rate of the pension given, and this progressive reduction accounts in a great measure for the want of zeal displayed by the teachers, both in enrolling their names and paying their subscriptions to the fund, in spite of all the recommendations given to them in my reports in the Journal of Education, and at the meetings of their associations.

The following table of the progress of this institution since its establishment will confirm what I have stated.

Years.	Number of Teachers entered in the books during the year.	Number of Pensioners.	Rate of Pension for each year spent in Teaching.	Total of the annuities paid.
1857.....	150	63	\$ cts. 4 00	\$ cts. 886 90
1858.....	74	91	4 00	2211 74
1859.....	18	128	4 00	3115 36
1860.....	9	130	3 00	2821 57
1861.....	9	160	3 00	3603 58
1862.....	10	164	1 75	2522 09

The total number of teachers whose names are entered upon the list up to date is 271; of this number, 74 are at the moment pensioners, and two are dead; some have not paid their premiums regularly; so that the number of living and paying subscribers is not 200. Now this number should at least be 800 or 900 (as there are nearly 3,000 schools in operation under control); this would leave a large margin for teachers belonging to religious establishments, and for a certain number of lay-teachers, whose salaries are too small. One thousand subscribers would enable the Savings' Bank to pay the maximum of the pension. I tried to bring the teachers to understand the importance of that result; but I always received the reply that the pensions paid to teachers who retired were too small, and that they seemed to be continually diminishing; and, although every one should see that by contributing something, the work would be assisted, few, nevertheless, with the perspective before them, seem to trouble themselves about doing so. The result would be quite different, I have every reason to believe, if the subsidy given to the fund were increased at least by half. I repeat that it would only be an act of justice to the fund itself, viewed as a financial institution, because the promised

grant is to a certain extent illusory, as regards the interest of subscribers, the greater part of that grant being absorbed by the pensions paid to retired teachers who have never contributed to the funds.

I am far from regretting this act of liberality towards these old servants of the State, who really had the worst days of teaching; and, although, the remuneration now granted to male and female teachers is insufficient, the condition of the latter is far preferable to that of the old teachers; the result, however, is what I pointed out in the above remarks.

In 1859, 1860 and 1861, the amount in hand was exceeded so as not to diminish the pensions too much, with the hope that the teachers would subscribe in greater numbers, and that the grant would be increased by the Legislature. In 1862, the Government did not think proper to exceed the amount of the appropriation, which will explain the discrepancy between the sums paid in each year.

The sums mentioned in the above small table do not agree with the lists published in my reports. For instance, the list published in my report of 1862, for 1861, instead of being termed "List of pensions granted in 1861," should have been termed, "List of pensions asked for in 1862." Thus, it has frequently happened that a second list has been made up without being published, while, on the other hand, a considerable reduction has been effected, as was done last year, on the list submitted to Government, which was still under consideration when the report was published. To obviate this difficulty in future, the list will be published for the past year, and the appendix to this report will contain the list of pensions paid in 1862, which, of course, annuls that one published in the report for 1861.

The obstacles to be encountered in forwarding the interests of public instruction continue to be the same as those I have so frequently alluded to in my reports. On the one hand, the insufficiency of the grants; on the other, the want of sufficient power to cope with the ill-will and retrograde spirit of a large number of School Commissioners. I have prepared and submitted for the consideration of the Executive, the project of a law which contains provisions which are intended to give effect to the suggestions made in my former reports.

The question of school inspection having been agitated for some time, I was instructed to draw up a special report upon the subject. Since I have transmitted this report to the Executive, I have had no reason to modify the opinion which I expressed and explained at length in that document, which is the following:

- 1st. That the abolition of the appointment of School Inspector, would produce the most disastrous effects upon public instruction.
- 2nd. That the inspection could be conducted through a code of regulations by which it might be rendered more efficacious.
- 3rd. That a reduction in the number of school inspectors, with a view of remunerating the staff to be retained more amply, could only result in the Department being content with one annual visit.
- 4th. That instead of adopting a new system, it would be better to retain the present system, by improving upon it.
- 5th. That satisfactory results could not be obtained, in the present state of affairs, by granting to the municipalities power to appoint, direct and pay inspectors.

The general progress of public instruction in Lower Canada has been as great as that of preceding years: in several respects, our statistics shew greater progress than last year.

The sum total of progress since 1853 will be found in the following table:

TABLE of the Progress of Public Instruction in Lower Canada since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	Increase over 1861.	Increase over 1855.	Increase over 1853.
Institutions.....	2352	2795	2868	2919	2946	2985	3199	3264	3345	3501	156	633	1149
Pupils.....	108284	119733	127058	143141	148798	156872	168148	172155	180845	188635	7790	61577	80351
Contributions.....	165848	238032	249136	406764	424208	459396	498436	503859	526219	542728	16509	293592	376880

We find that the increase in the number of institutions, which was 81 in 1861, is 156 in 1862.

The increase in the number of pupils is 7,790. The increase in the amount of contributions is \$16,509; last year, it was \$22,360 over the previous year.

The number of primary schools receiving aid, as well as inde-

pendent, is 3,278 this year; and the number of their pupils, which was 151,272 in 1861, is 158,465 in 1862.

This again proves, for this year as for last year, that primary schools have increased in greater proportion than secondary schools.

The following table of the increase in the different kinds of assessment, gives satisfactory results:

	1856.	1857.	1858.	1859.	1860.	1861.	1862.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessment equivalent to the grant.....	113884 87	113887 08	115185 09	115792 51	114424 76	113969 29	110966 75
Assessment in excess of the grant.....	93897 90	78791 17	88372 69	109151 96	123939 64	130560 92	134033 15
Monthly fees.....	173488 98	208602 37	231192 65	251408 44	249717 10	264689 11	281930 23
Assessment for building.....	25493 80	22928 63	24646 22	22083 57	15778 23	17000 00	15798 84
<b>Total.....</b>	<b>406765 55</b>	<b>424209 25</b>	<b>459396 65</b>	<b>498436 48</b>	<b>503859 73</b>	<b>526219 32</b>	<b>542728 97</b>

Moreover, the table of progress in each particular branch of instruction is equally interesting.

COMPARATIVE table of the number of children learning each branch since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	Increase over 1861.	Increase over 1855.	Increase over 1853.
Pupils who read well.....	27367	32861	43407	46940	48833	52099	64362	67753	75236	77108	1872	33701	49741
Pupils who write.....	50072	47014	58033	60086	61943	65404	80152	81244	87115	92572	5457	34539	42500
Learning simple arithmetic.....	18281	22897	30631	48359	52845	55847	63514	63341	69519	74518	4999	43887	56237
Learning compound arithmetic....	12428	18073	22586	23431	26643	28196	30919	31758	41812	44357	2545	11771	31929
Learning book-keeping.....		799	1976	5012	5500	6689	7135	7319	9347	9614	267	7638	9614
Learning geography.....	12185	13826	17700	30134	33606	37847	45393	49462	55071	56392	1321	38692	44207
Learning history.....	6738	11486	15520	17580	26147	42316	45997	46324	51095	54461	3356	38941	48123
Learning French grammar.....	15353	17852	23260	39328	39067	43307	53452	54214	60426	61314	888	38054	45961
Learning English grammar.....	7066	7097	9004	11824	12074	15348	19773	25073	27904	28462	558	19458	21396
Learning grammatical analysis....	4412	9283	16439	26310	34064	40733	44466	46872	49460	50893	1433	34454	46481

The Normal Schools have this year given similar results to those of preceding years. The directors of these institutions report that the candidates for admission to study seem to be better prepared

each year, which is a proof of the general progress of education in the country, while it permits of carrying our system of normal instruction much further.

The following table shews the comparative number of pupils in each Normal School since its establishment.

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

School Years.	Jacques-Cartier School.	McGill School.			Laval School.			No. of Male Pupil Teachers.	No. of Female Pupil Teachers.	Grand Total.
	Pupil Teachers.	Male Pupil Teachers.	Female Pupil Teachers.	Total.	Male Pupil Teachers.	Female Pupil Teachers.	Total.			
1st session, 1857...	18	5	25	30	22	...	22	45	25	70
Session 1857-1858..	46	7	63	70	36	40	76	89	103	192
Session 1858-1859..	50	7	76	83	34	52	86	91	128	219
Session 1859-1860..	53	9	72	81	40	54	94	102	126	228
Session 1860-1861..	52	5	56	61	41	53	94	98	109	207
Session 1861-1862..	41	10	58	68	39	52	91	90	110	200

themselves, as they are compelled to contend against competition which is continually on the increase; obliged to obey the dictates of elective School Commissioners, and subject to the variation in opinion which may be prevalent in the municipality, we can appreciate the extent of the sacrifices made by these young people, who, when they leave the Normal School, are generally possessed of an education which would qualify them to procure situations of the most advantageous kind. They therefore deserve some sympathy, and it is to be hoped that the progress of public opinion, and an improvement in the financial position of this Department, will some day procure a reward for the courage and perseverance which they have displayed.

Men of education throughout the country have a new duty to perform towards society: it is to persuade the people among whom they reside, that it is not only necessary to have schools (and to show this has already cost some trouble), but to prove to them that good schools are required, and to secure these good teachers whose services cannot be obtained for a miserable pittance, or who at least will not remain long without an increase of salary. The Department has hitherto laboured with all its power to obtain an increase in the salaries given to teachers; but to succeed, the assistance of the friends of education in each locality is absolutely required. It has been suggested as a cure for the bad tendencies of a number of municipalities in this respect, that a minimum rate of salaries for teachers should be fixed, and that the Commissioners should be compelled to show a certain amount of education as a condition of eligibility.

The first suggestion might be objected to on the ground, that as there is so much competition among male and female teachers possessed of diplomas, the Commissioners might easily evade the law; to the second, that there are unfortunately many localities where such a restriction would render the right of election virtually a dead letter.

There is no doubt, that if some greater improvement than that which has taken place up to this time, does not soon show itself, it will be necessary to resort to some such measure; but it would be preferable if this desirable improvement were accomplished solely by public opinion with the free exercise of the elective system. That which has already been obtained by that system, against all probable chances of success, is really so great, that with fresh exertions on the part of the clergy and men of education, it seems that a result should be attained, which is less distant from us than was the progress which is realized at the present day, from the time of its initiation.

A great step has been taken in this direction in the establishment by the Council of Public Instruction, of rules for the Boards of Examiners, and by the adoption of very severe programmes for the examinations. This measure has had the effect of raising the general standard of the knowledge possessed by candidates, by compelling them to prepare for the examination with greater care.

New Boards of Examiners have been established at the following places:

- 1st. At Portage-du-Fort, the diplomas being only valid in the County of Pontiac.
- 2nd. At Richmond, the diplomas being only valid in the Counties of Richmond, Drummond, and Wolfe.
- 3rd. At Ste. Marie-de-la-Beauce, the diplomas being only valid in the County of Beauce.
- 4th. At Chicoutimi, the diplomas being only valid in the Counties of Chicoutimi, Charlevoix, and Saguenay.
- 5th. At Rimouski, the diplomas being only valid in the County of Rimouski.
- 6th. At New Carlisle, the diplomas being only valid in the Counties of Bonaventure and Gaspé.
- 7th. At Waterloo and at Sweetsburg (sitting alternately at these two places), the diplomas being only valid in the Counties of Shefford, Brome, and Missisquoi. The latter Board is divided into two sections—one Catholic, the other Protestant.

These Boards, which only possess the right of granting diplomas for elementary schools, were organized 11th November, 1861 and 11th February, 1862; they all received from the Department, registers, the necessary book and blank forms of diplomas, &c., &c.

The jurisdiction of the old Boards has been limited only to one part of the Province, and six of them, viz: the Catholic and Protestant Boards of Quebec and Montreal, and those of Three Rivers and Sherbrooke, have alone been permitted to retain the power of granting diplomas for academies and model schools; those of Stanstead, Ottawa, Kamouraska and Gaspé have merely the right of granting diplomas for elementary schools.

In consequence of the large number of Boards of Examiners organized, and of the facility with which persons can present them-

The following table shews the number of Diplomas of each kind, granted by each of the three Normal Schools, since their establishment.

DIPLOMAS granted to Pupils of Normal Schools, since the establishment of those institutions.

Kind of Diplomas Granted.	Jacques-Cartier.	McGill.			Laval.			No. of Male Pupil Teachers.	No. of Female Pupil Teachers.	Grand Total.
	Male Pupil Teachers.	Male Pupil Teachers.	Female Pupil Teachers.	Total.	Male Pupil Teachers.	Female Pupil Teachers.	Total.			
Academy .....	6	1	...	1	9	...	9	16	...	16
Model School.....	45	5	69	74	45	56	101	95	124	219
Elementary School.	57	21	136	157	13	48	61	91	183	274
Total.....	108	27	205	232	67	104	171	202	307	509

These figures give more than the number of pupils who have retired from the Normal Schools with diplomas, several having obtained diplomas in each degree. The total number of pupils who have graduated is as follows:

At the Jacques-Cartier School.....	79
At the McGill School.....	167
At the Laval School.....	160
Total.....	406

Moreover, as it will be found by the reports of each school, a great number of pupils, who have not obtained the Normal School diploma, possess certificates from some Board of School Examiners, and they thus enter upon the profession of teacher. The instruction which they may have received at the Normal School, particularly in the art of teaching, will be always of some use to them.

It will also be found by the reports of the Directors of the three Normal Schools, that the great majority of their pupils have embraced the profession of teacher, and that a great number of those who have taught during the three years which they had promised to devote to that occupation, as an equivalent for the education and board which they had received almost gratuitously, continue to teach beyond the fixed period, and appear to have permanently adopted the profession of teacher. If we consider the small figure of teachers' salaries, the precarious position in which they find

selves for examination in every part of the country, the Department will not feel justified in tolerating any male or female teachers in instruction subsidized by government, unless they are possessors of diplomas. For some years past I have been careful in limiting the indulgence thus granted to needy and distant localities, but now there is no longer the excuse which could formerly be offered.

I think it necessary to remark that members of the Council of Public Instruction have been appointed to inspect the Boards of Examiners whenever they have been a sufficiently long period in operation to render such an inspection useful.

Before terminating this report, I shall mention a circumstance which you will no doubt learn with pleasure. The Commissioners of the Exhibition of All Nations in London, having established a department specially intended for books and objects relating to education, I forwarded for exhibition copies of school-books approved of up to date by the Council of Public Instruction, also samples of benches and desks used in the normal and model schools, and a complete series of the reports of this department, and of both the English and French editions of the *Journal of Education*. The Board of Jurors were kind enough to award a medal to the department, and we can infer from the mention made in the report, that it is principally on account of the publication of the *Journal of Education* that this medal was awarded. While this periodical was the recipient of such flattering testimony out of the colony, the number of subscribers in this country considerably increased. The receipts of this year amounted to \$1,179 54.

The development of our system of public instruction continues to favor the creation over the whole country of new school municipalities. The following table will shew the increase in this direction since 1857.

MUNICIPALITIES ERECTED SINCE 1857.

New.	Old municipalities divided.
1857 . . . . . 6	1857 . . . . . 3
1858 . . . . . 2	1858 . . . . . 5
1859 . . . . . 5	1859 . . . . . 1
1860 . . . . . 2	1860 . . . . . 12
1861 . . . . . 15	1861 . . . . . 13
1862 . . . . . 16	1862 . . . . . 12
46	46
	Total . . . . . 92

The information contained in this report and in the accompanying appendix clearly proves a continued progress in the various branches of public education. This progress is not as great as might be desired, and no doubt, much still remains to be done. But apart from the measures suggested in my previous reports, and some of which, at all events, will, I trust, be adopted, what remains to be done rests on the influence of public opinion with the local authorities, and on the gradual improvements which must result from the progress of education itself, rather than on any radical modification of our system.

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.**

Extracts from Inspector LEROUX's Report.

The schools in this district of inspection continued steadily to improve. The attendance had increased, and a greater number of the children studied grammar, arithmetic, history and geography. The monetary affairs of the different municipalities were generally in a satisfactory condition, and in many places the accounts showed a balance in favor of the school corporations, which would doubtless lead to the introduction of improvements.

For a detailed account of the state of school affairs in each municipality, we are referred by the Inspector to his previous report; it may however be remarked that in almost every respect

a decided progress had been made. In concluding the present report he gives particulars concerning the following four parishes, which had been annexed to those previously forming part of this district.

1. *St. Bernabé*.—This parish had four schools, attended by 182 pupils, who might be classed as follows:—reading well 4, learning grammar 19, arithmetic 76, geography 24, and history 21. Although the village school was indifferently managed it was the best of the number. These establishments were all more or less deficient in regard to school materials, but the commissioners evinced a disposition to do all in their power to put them on a better footing.

2. *St. Jude*.—Of the seven schools in operation in this municipality one only was well conducted, and gave very satisfactory results. This was the village school, in charge of Mr. Norbert Lamoureux. The other six were below medium. The commissioners of St. Jude were, however, quite willing to do all that was necessary to ensure success.

3. *St. Denis*.—The convent of St. Denis, under the direction of the ladies of the *Congrégation*, was attended by 132 pupils; and was one of the best institutions of its class. The method of instruction put in practice here was excellent. The village school, in charge of Mr. Henri E. Martineau, was well managed; and as the best method to ensure success had been adopted by this teacher, the pupils made astonishing progress. Miss Virginie Phaneuf's school was also very well conducted; but the remaining schools were indifferently managed. It was the intention of the commissioners to provide without delay the materials so much needed by all schools in this municipality.

4. *St. Charles*.—There were four schools in this parish, two of which (in the Concessions) were somewhat inferior. In the village a boys' school conducted by Mr. J. E. Labonté, and a girls' school, by Miss Labonté, his daughter, obtained very satisfactory results, the method of instruction being entirely approved of by the inspector.

Inspector ARCHAMBAULT's Report.

In this district of inspection, which, since the new division in March 1860, includes the counties of Chambly, Verchères and Richelieu, there were 18 parishes, containing 23 school municipalities; which were again subdivided into 95 districts, in almost all of which, schools devoted either to elementary or superior education, were in operation. The establishment of some of these was due to the liberality of the clergy; while others had been founded by the government or by a few private individuals. The principal institutions of this class are situated in the villages of Chambly, Longueuil, Boucherville, Varennes, Verchères, Belœil, Sorel and St. Aimé.

There were 95 elementary schools in operation, attended by 4474 pupils; 2 model schools, with 81 pupils; 2 dissentient schools, with 109 pupils; 3 schools for girls, with 190 pupils; 4 academies, with 560 pupils; 3 industrial colleges, with 679 pupils; 8 convents, with 1402 pupils; and 10 independent schools, with 310 pupils. Total 7825 pupils.

Of the male teachers 22 possessed diplomas and 2 were unlicensed; and of the female teachers 58 had obtained the necessary certificates, while 4 were unlicensed.

There were 12 public libraries, containing 9900 volumes; 83 mixed schools, or schools admitting scholars of both sexes; 3 mixed or unsectarian schools; 7714 pupils belonged to the Roman Catholic denomination, while 115 were Protestant. The children of French descent numbered 3785 boys and 3929 girls; those of British origin numbered 131 pupils, of whom 64 were boys and 67 girls.

The number of school-houses was 86, of which 68 were devoted to elementary learning. One industrial college was in course of construction.

The several establishments for superior education, which afford-

ed instruction to 2595 pupils, received the sum of \$2583 from the Department of Public Instruction. The sum levied in all the municipalities of this district for the support of the schools amounted to \$16,473.<sup>63</sup>/<sub>100</sub>. The arrears due these municipalities amounted to \$3,732.<sup>15</sup>/<sub>100</sub>, and their debt amounted to \$3,466.80.

The ratepayers of the counties of Vercheres and Chambly, and of several parishes in the County of Richelieu, were as well disposed as ever towards the school system; but those of Sorel, the parish of Ste. Victoire and the Municipality of St. Robert did not appear as zealous as they were heretofore, and the frequent changing of teachers impaired the usefulness of the schools. The municipalities of St. Marcel and St. Roch de Richelieu failed in some respects to maintain their schools properly, but this was due to the heavy outlay incurred by these parishes in building churches. In St. Ours the inspector had noticed that the inhabitants of the parish and those of the village, did not co-operate cordially together in school matters, and the result was that the progress of education was, in a measure, retarded.

Education had progressed rapidly in the parish of St. Aimé, and among those who had labored to obtain this result, the Rev. Mr. Lecours, *curé*, and Mr. Massue deserve special mention. In the fulfilment of his duties, the Inspector had been called upon to admonish several teachers of the district on account of their neglect in the management of their schools, and it was with pleasure that he could mention the following names as those of the teachers who had performed their duties with zeal and success:

Mr. Médard Emard, School No. 1, St. Hubert; Mr. Eugène Talham, St. Ours; Mr. Allen, Sorel; Mr. Paul Anger, St. Bruno, (the senior teacher of the district); Mr. Toussaint Malo, St. Marc; Mr. Hubert Chagnon, St. Antoine; Mr. Misaël Côté, Chambly; Messrs. Theophile Beaugard and Narcisse St. Germain, Contrecoeur; Mr. Hippolyte Chagnon, Longueuil; Mr. Isaac Hogue, Varennes; Mr. Elie Martel, Vercheres; and Mr. François Lanciault, Chenal-du-Moine, Sorel.

The Inspector expresses his satisfaction at the manner in which the female teachers had discharged their duties, but those named below were entitled to special mention for their efforts to advance the pupils under their care:

Miss Geffrard, Contrecoeur; Miss Philomène Cormier, Village of St. Ours; Miss M. Messier, Basse de St. Ours; Misses Ritcheur, Leblanc and Chagnon, St. Antoine; Mrs. Choquet, Mrs. Audet, and Miss Guertin, Belœil; Miss Lafrance, Varennes; Miss Bélanger, Longueuil; Madame Bernardin and Miss St. Germain, St. Aimé; and Miss Sophie Dubois, St. Marcel.

The schools conducted by the nuns and the Brothers of the Christian Schools—of which institutions there are many in this district—were still attended with uniform success.

The Inspector had distributed the prize books sent to him by the Department and had remarked that these rewards produced a very beneficial effect.

#### Extracts from MR. PARMELEE'S Reports.

In my report of Schools for the past winter, I will commence with a general summary as exhibited in detail in the accompanying table. With the exception of *one* Model School not worthy of the name, the only Educational establishments in this District of Inspection are those denominated Elementary, and High Schools, or Academies, all of which are "mixed" with the exception of *two* of the latter class which are for Girls exclusively. All these I have visited and examined since the first of December last, with the exception of *four* Independent Schools, in municipalities not organized according to law. With their general management and progress I have reason to be highly gratified. Compared with their condition *eight* years ago when I first visited them, there is a very marked improvement. This improvement embraces the financial affairs of the different municipalities, the qualification of teachers and especially the method of teaching which is more scientific, and thorough.

As a general thing the assessment has been increased in all the municipalities, thus giving more ample means for the support of good teachers. The scholar tax has generally been diminished and in some municipalities entirely abolished, thus relieving an onerous pressure upon the poor, and avoiding one of the chief hindrances to a prompt collection of the necessary funds. Decided improvement has also been made in the accommodation for Schools by the erection of many excellent houses in every part of my District. There has also been a general, though still too limited increase in the wages paid to teachers. Improvement is also manifest in school books so far as uniformity is concerned though the books used are not altogether unexceptional.

In Grammar and Geography a greater diversity obtains. In French schools there is a greater uniformity of books. But with all these indications of improvement there still exist some grievances that might be readily removed, as it appears to me, were more authority given by law to Inspectors. The location of houses, the alteration of limits of Districts and assessments for building purposes, the employment of incompetent and unsuitable teachers, the appropriation of school funds, the manner of keeping accounts, &c. afford frequent occasion for complaint. As the Inspector is more cognisant of these matters than any other person he might afford prompt redress were he authorized by law to interfere. At present he can only give advice, and as the Commissioners are a Corporation with full powers to do as they please, they may or may not heed his advice. The Inspector may occasionally, in his visits, find a teacher wholly unfit for his station, still, as he has no authority over him such teacher may with impunity refuse to heed his advice relative to the management of the school, the discipline or method of teaching, being responsible only to the Commissioners who often neglect to visit the schools under their control and who also may not feel disposed to heed the advice of the Inspector.

So, again, in examining the accounts the Inspector may find expenditures for items not contemplated by Law and of which the rate-payers justly complain, but the Commissioners being wholly independent of him may persist in their unlawful course leaving the complainants no source of redress save that of a legal prosecution. Such cases seem to me to indicate the necessity of giving Inspectors more authority than they now possess. Except in questions of law, complaints like the above should be referred directly to Inspectors instead of the Superintendent, as from their local and personal knowledge, they are better qualified to decide them and consequently should have adequate authority.

With these suggestions, I proceed to give a summary statement of school matters compiled from notes taken at my last visit, after which I will speak of each municipality in detail. The number of school municipalities is 23—of school districts 272—of school houses 256—of schools under control 234—of Dissident schools 29—of Independent schools 6—of Model Schools 1—of Superior Girls schools 2—of Academies or High Schools 14—of Pupils in Elementary schools 7538—in Model schools 8—in Girls' schools 58—in Academies or High Schools 295—Number of scholars in every description of schools 8399—Boys 4696—Girls 3703—English 5544—French 2855—Protestants 5314—Catholics 3085—Spelling 1502—Reading currently 3300—Reading well 3597—Learning to write 4842—Simple Arithmetic 1972—Compound Arithmetic 2527—Book-keeping 161—Geography 1550—Orthography 438—French Grammar 705—English Grammar 1288—Total learning Grammar and Parsing 1993—Composition 1634—Instrumental music 29—History 382—Algebra 137—Natural Philosophy 51—Geometry 67—Astronomy 37—Greek 12—Latin 22—English learning French 46—French learning English 304—Premiums distributed 515.

(To be continued.)

#### Notices of Books and Publications.

EYMA.—"La Légende du Meschacébé." By Xavier Eyma, *Revue Contemporaine* for January and February. Paris, 1863. The author has in this *légende* essayed to sketch rapidly the

principal incidents attending the discovery of the Mississippi and early colonization of Louisiana. His narrative is more historical than legendary in its character; and the facts on which the story is founded are drawn from the following reliable sources: Charlevoix, Gayarré, Martin, Sparks, and others; yet he has been led into several errors which might have been avoided by a reference to the Journals of Marquette and Joutel, Garneau's History, and the works of Messrs. L. Guérin and Margry. Although admitting that the historical authenticity of P. Hennepin's account is sometimes open to question, he has nevertheless availed himself of this interesting source of information. The style of the work is not such as to invite criticism on its details, yet we cannot allow one or two mistatements of historical facts to pass by altogether unnoticed. M. Eyma erroneously represents Jolliet as a native of Picardy carrying on trade at Quebec, and who undertook to accompany P. Marquette, a Recollet friar, in one of his distant missions among the Indians. M. Margry has claimed the honor of the discovery of the Father of Waters for his Norman countryman La Salle, while our author in a measure accords this much disputed prize to the hero of his tale, with the understanding, no doubt, that he is honoring his countryman also; both are mistaken, however: that honor belongs to a Canadian. It is scarcely worthy of mention that P. Marquette was a disciple of St. Ignatius, not of St. Francis as represented in the text.

"Iberville," says the author, "was of a family of French colonists in Canada, whose name was Bienville. His father was killed in an expedition against the Indians, leaving eleven sons, of whom six had given their lives to France before the time at which the story begins. They all died with arms in their hands. Iberville was the eldest of the five surviving brothers."

There was no family called Bienville, but the name of M. de Bienville's family was LeMoyné. M. LeMoyné had fourteen children, of whom twelve were boys; and at the period in question three had sacrificed their lives in the defence of their country: de Ste. Helene, who was mortally wounded at the siege of Quebec; de Bienville (confounded by M. Eyma with the second of that name) killed in an expedition against the English at Hudson's Bay; and de Chateauguay, killed by the Iroquois at Repentigny. The survivors were the Baron of Longueuil, d'Iberville, de Maricourt, de Serigny, de Bienville II, founder of New Orleans; de Chateauguay II, and Le Moyné. The reader who is warned against these inaccuracies may peruse the tale to great advantage.

LAUZA: "*Le Moniteur Illustré des Inventions et des Découvertes*, journal universel des expositions française et étrangères et des progrès industriels, organe officiel de l'Institut international."—2nd year. Price to foreign subscribers 26 frs.; published monthly. Lauza, Paris.

LAUZA: "*Le Moniteur des Brevets d'Invention*, de la France et des patentes étrangères."—Published monthly. Price to foreign subscribers 14 frs.

These fine publications are to France what the *Scientific American* is to America, and the first is moreover an excellent scientific and critical review, replete with useful and interesting matter and beautifully illustrated. One of the numbers we have received contains a view of the great organ in the Church of St. Sulpice at Paris, built by M. Carailhé and said to be a model of perfection.

"QUELQUES RÉFLEXIONS SUR l'organisation des volontaires et de la milice de cette province; par un Vétéran de 1812."—80., 45 pp. Coté & Cie.

The writer of this military tract is a veteran of 1812 and a fervent admirer of practical measures.

After a review of the entire subject he comes to sundry conclusions as follows:

1. That it is only at great centres of population that battalions of volunteers can be properly organized.
2. That battalions so formed cannot be removed for any length of time without incurring the risk of destroying their efficiency and organization.
3. That to march these troops to the frontier in all their effective strength and keep them there for an indefinite length of time, would be a great injustice, inasmuch as the cities should not be called upon to furnish more than a contingent according to their population.
4. That the organization of companies in agricultural districts is very difficult on account of the great area over which the population is diffused.
5. The formation of battalions in these districts is a physical impossibility.
6. Without an organization by battalions there can be no disci-

pline, and therefore no militia on which the country could depend in case of danger.

To obviate these difficulties the author proposes the formation of drill associations throughout the country.

"CÉLÉBRATION du deux-centième anniversaire de la fondation du Séminaire de Québec, 30 avril 1860."—80., 88 pp., with a portrait. Leger Brousseau. Québec, 1863.

Besides an account of the celebration, speeches, &c., this pamphlet contains a photograph of an old engraving (a portrait of Mgr. de Laval), and very interesting notes.

BAGG.—Coins and Medals, aids to the study and verification of Holy Writ.—180., 12 p. Rose, Montreal; 1863.

A lecture delivered before the Numismatic Society of Montreal. The very extensive collection of coins and medals, including rare and valuable specimens of high antiquity, which is in possession of the lecturer afforded him a good opportunity of making himself conversant with his subject. Messrs. Ferrier, Boucher, and Latour, members of this society, also possess fine collections.

LEMOINE.—Maple Leaves, a Budget of Legendary, Historical, Critical, and Sporting Intelligence; By J. M. LeMoine, Esq., Quebec.—Holiwell and Alexander; 104 pages. 80. with 6 handsome lithographs.

Mr. LeMoine, who is well known by his two publications, *L'Ornithologie du Canada*, and *Les Pêcheries du Canada*, has this time left aside natural history for literature, and the French for the English language. Although Mr. LeMoine is partly of British origin, and for this and many other reasons ought to be equally familiar with both languages, he claims by way of apology to his readers, a greater proficiency in the French than the Anglo-Saxon idiom. The book is highly interesting and puts before the English public Canadian stories and legends which have as yet been published only in the French language. It is a peculiarity of Canada that both sections of its population are altogether unacquainted with each other's literature—much more so than are the populations of France and of England respectively. Mr. LeMoine has contrived to give the English public a taste of that which is the ground work of French Canadian literature by treating of the various subjects contained in his book, and we believe he has done so with success.

LANGÉVIN.—Notes sur les archives de Notre-Dame de Beauport; par M. Jean Langevin, prêtre, ancien curé de cette paroisse.—Quebec, Darveau; 119 p.—xxxiii. 120.

The publication of extracts from the registers of the parish of Beauport, one of the oldest of the country after that of Quebec, (the latter have been ably searched by Mr. l'Abbé Ferland) is a work of great interest to our Canadian genealogists and antiquaries. In fact history itself may receive much light from such documents, and the public is greatly indebted to Mr. Langevin for this useful publication.

LES URSLINES DE QUÉBEC depuis leur établissement jusqu'à nos jours, tome premier.—Quebec, Darveau; 80. pp. 579, with portraits of the Reverend *Mother de l'Incarnation* and of Mde. de la Peltrie.

It was on the first of August, 1639, that Marie Guyart (whom the great Bossuet has called the St. Theresa of the New World), known as Mother de l'Incarnation, Marie Savonnières (Mother St. Joseph), both of the monastery of the Ursulines of Tours, and Mother Cécile Richer de Ste. Croix, of the monastery of Dieppe, arrived at Quebec with Madame Magdeleine de Chauvigny, widow of the late Messire Charles de Gruel, Chevalier, Seigneur de la Peltrie. In the same vessel were three nuns of the order of the Hospitalières of Dieppe, who were coming to establish the Hôtel-Dieu of Quebec. They were under the guidance of Father Vimont, who was coming to replace Father LeJeune as Superior of the Jesuits at Quebec. They were received by the Governor, Mr. de Montmagny, most solemnly, the whole garrison being under arms and a salute of artillery being fired from the *Fort St. Louis*. The clergy and the whole population of the then very small town of Quebec joined in the procession. A *Te Deum* was chanted in the chapel of *Notre-Dame de Recouvrance*, which had been built by Champlain in 1633, and which, according to l'abbé Ferland, was on the ground now occupied by the Anglican Cathedral.

Mde. de la Peltrie, in spite of the efforts of her father and of her friends, gave all she had towards the establishment of a convent for the religious and secular instruction of the Indian and of the French girls. The first residence of the Ursulines and their first school were about the place now occupied by *Blanchard's Hôtel*, on the Lower Town Market.

The book which we have now before us contains a plain and most affecting relation of the whole history of the Ursulines of Quebec from that day to the year 1700. The next volume will bring it down to the present time. The work like those of Mr. Faillon, on the Hôtel-Dieu, the Hospital-General, and the Congregation of Montreal, will prove a most valuable contribution both to the historical and literary lore of Canada. These works indeed embrace a much larger scope than would be imagined, and by occasional glimpses on the general state of the country at various times, by curious and sometimes marvelous incidents, by the quotation of rare and interesting documents are of a much more entertaining character to the general reader than one could suppose.

McGEE.—A popular History of Ireland from the earliest period to the Emancipation of the Catholics; By Thomas D'Arcy McGee, B. C. L., 2 vols.—New York, Sadlier & Co.; pp. 823.

This is a simple, unpretending but most able compilation in a popular form of the History of Ireland. It does great credit to the activity and industry of its gifted author, who while engaged in so many other, and as it seems, all absorbing occupations, has found time to write this very useful and entertaining work. It proves once more the saying of a French writer: "*Tout est possible aux gens laborieux: il n'y a que les oisifs qui n'ont le temps de rien faire.*"

CALENDAR OF THE MCGILL UNIVERSITY, Session of 1863-4.—EXAMINATION PAPERS OF THE MCGILL UNIVERSITY, Session of 1863-4; pp. 200.—Montreal, Becket.

From a perusal of these documents we see that the scope of that institution is extending every year, and that the number of its pupils and of its graduates is rapidly increasing. The Faculty of Medicine is the most flourishing of the three in operation. The Faculty of Arts has, since a few years, assumed considerable development. The fee for each session in that Faculty for Undergraduates and special students is \$20; Gymnasium, \$2; Library, \$2; Practical Chemistry, including glass and reagents, \$26; fee for practical and occasional students, \$5 for each course of lectures; Matriculation, \$4, required only in the year of entrance; fee for graduation, \$5, to be paid before the examination. Students in Arts are permitted to board in the city; but arrangements have been made for receiving those who may desire to reside as boarders in the College, and for placing such students under the immediate superintendence of Rev. Prof. Cornish, to whom application may be made: rate of board, \$16 per month.

ANNUAIRE DE L'UNIVERSITÉ LAVAL pour l'année académique 1863-64; 60 p.—Québec, Côté et Cie.

This annual, in addition to the usual announcements, contains interesting details on the Library and on the Museum of the University, which are growing rapidly and bid fair to rank among the largest and most complete on this continent. The library of the Seminary of Quebec, which became the nucleus of the present collection, at the time of the incorporation of the University, in 1852 is already large and valuable. Since that time many donations and acquisitions have been made. In 1859, George O'Kill Stuart, Esq., made a donation of a thousand volumes of medical works from the library of the late Dr. Fargues, one of the most eminent physicians of this country. Large and splendid gifts have also been received from the French Government through Baron Gaudrière-Boileau. By such donations, and considerable purchases made in France, in England, and in America, the library has been increased from about 15,000 volumes, which it contained in 1858, to 35,000 its present number. They are distributed as follows: Theology, 5,400; Canon Law, 600; Civil Law, 2,000; Philosophy, 700; Literature, 3,500; History, 5,400; Medicine, 3,000; Science, 2,600; Polygraphy (comprising journals, reviews, cyclopedias, pamphlets, &c.), 12,000.

We have recently visited the Library and found that the collection of works on Theology, Civil Law and Medicine, is a most valuable one and includes a great many very costly and rare books. The collection on the History of America is one of the best in the province and even rivals that of the Parliamentary Library.

The Museum of the Faculty of Medicine is divided into three departments; the first consists of anatomical and pathological preparations, natural and artificial, and numbers nearly 1000 different pieces. The next department is that of surgical instruments. It is perhaps the best to be found in any institution of the same kind, having been prepared under the supervision of one of the professors, by the renowned maker, M. Mathieu of Paris. The pharmaceutical department is most complete, and contains beside the genuine preparations, specimens of the adulterated ones to

be found in the trade, so that by a comparison the pupil may guard against errors which are so common and which have proved so fatal.

The Museum of the Faculty of Arts is far from being complete; some of its departments, such as zoology, have hardly a beginning; but everything is being laid out on a very large scale.

The collection of philosophical apparatus is a most valuable one. It was begun long ago by the Revd. Mr Demers, at his private expense. It now contains about 900 different instruments and has cost the Seminary and the University over \$14,000. The number of pieces are arranged under the following heads: Mechanics and pneumatics 218; Acoustic 72; Caloric 149; Electricity and Magnetism 208; Optics 230; Mathematics and Astronomy 30.

The department of mineralogy and of geology is divided into several sections. It contains 4000 specimens. There are general and local collections. Among the former is a most curious one prepared and catalogued expressly for the Seminary of Quebec, by the celebrated Haüy, the founder of the modern system of crystallography. There is a Canadian collection, an Italian collection, &c. The botanical department was established only since the return of the Rev. Mr. Brunet,—the professor who has been lately travelling on the continent of Europe for the institution. It contains numerous collections and herbaria. The latter contain about 10,000 specimens. There are general and local Floras. There is a beautiful Canadian Flora, the specimens of which have been compared with those of the herbarium of Michaux and of that of Sir W. Hooker at Kew. The artificial specimens of fruits, of mushrooms, and of legumes are beautiful. The collection of Canadian timber showing separately the bark and the interior of the wood, polished and unpolished, is a most curious and useful one. The museum is also supplied with microscopes and chemical preparations specially adapted to the study of botany.

EIGHTY YEARS progress of British North America, by Messrs. Hind, Keefer, Hodgins, Robb, Perley and Murray—Toronto—Stebins, pp. 776 in-8o, with numerous engravings.

This book is very well suited to our times. There is no poetry, no romance in it; it is all matter of fact. It is a good compilation, each part having been written by a person well versed in the subject. Of course there are here and there a few remarks with which many of our readers will not be pleased. For instance Mr. Keefer speaks rather sneeringly of the French Canadians standing by their *cahots* as one of their institutions. He ought to know that few rural populations will readily assent to sudden changes in their habits of life, particularly if such improvements are to be made at their expense. It is not long since the turnpikes in England and Wales were the subject of riots and bloodshed, while in Lower Canada, the peaceful *habitans* have only offered a legal and constitutional opposition to the *stleigh ordinances*. Mr. Perley, in the article on New Brunswick, speaks coolly of the dispersion of the Acadians as "the banishment of a disloyal population."

More than 150 pages are devoted to an Historical Sketch of Education in Upper and Lower Canada, by Mr. Hodgins, deputy superintendent of public instruction for U. C. The Lower Canada portion of this able sketch contains an interesting *exposé* of the several unsuccessful attempts made under the old governments of Lower Canada for the establishment of an elementary system of public instruction. It is a strong record against those governments and in favor of the clergy and of the people of Lower Canada. We regret that the space allotted to Lower Canada should have been so small. The author states that "at the request of the publisher his article on education in Lower Canada has been considerably abridged." We do not thank the publisher.

THE BRITISH AMERICAN, a monthly Magazine devoted to Literature, Science and Art—Toronto—Rollo & Adam publishers—Lovell & Gibson printers. H. Y. Hind M. A. general editor, pp. 112, 8o \$3 per annum.

We have received the first four numbers of this new Canadian periodical. Literature, science, art and criticism are well represented by its contributors; and it contains a great quantity and variety of original reading matter. Among other interesting articles we have noticed "North West British America," and "Scenes of Indian life," by the editor, and "Given and Taken," by Mrs. Leprohon of Montreal. Besides the original articles the *British American* gives notices and reviews of books and a synopsis of the contents of British, American and Canadian periodicals.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— The Twenty-sixth Annual Report of the Board of Education in Massachusetts, for 1862, contains some 300 pages and is replete with valuable statistics, suggestions and observations on the schools and school system of the old "Bay State."

Number of children between five and fifteen years of age, in the state.....	234,252
Mean average attendance.....	178,892
Ratio of attendance expressed in decimals.....	.76

By far the largest portion of the volume is filled with abstracts of Reports from different counties. These are model reports of model schools. Notwithstanding the demands for money on account of the war, the pay of teachers has not been diminished; but the teachers in Boston offered a portion of their salaries amounting to \$13,000 as a contribution to carry on the war. But the city government declined the offer. The Report from Suffolk county closes as follows:

"Education is for the whole mass. It is a preparation for life, its temptations, cares and duties. It forms the character, and gives a right direction to divinely implanted powers. While it is engaged with the mind it must not neglect the will, the temper, and the heart. It fails in the performance of its noble work if it does not show the young how to govern themselves, for the glory of God and the good of mankind. It cannot accomplish this mighty task without a-king aid from above, and carrying the hopes of man beyond his mortal life."

— The common schools in the State of Maine are in a flourishing condition, having suffered very little during the operations of the war. The academies and colleges have been seriously disturbed, and the classes thinned by the devotion of patriot scholars to arms instead of books. Teachers of all ranks by hundreds have gone to the battle field, thus showing that intelligence and patriotism go hand in hand; but their loss has been supplied in part by new teachers and especially by enlisting educated ladies, who have conducted the schools with eminent success. The Legislature is urged to make provision for the professional education of her teachers. In this respect the state is evidently in the back ground. The subject of English pronunciation is treated at length and with much research.

We rejoice to learn that this State is to have two Normal Schools. A bill was passed by the last Legislature making provision for the establishment of one school in the eastern part of the State, and one in the western, and a special committee was appointed to decide upon locations. We congratulate Superintendent Weston and the friends of education for the success which has crowned so successfully their earnest efforts in behalf of the schools of Maine; and we congratulate the friends of public schools in having at the head of educational matters a gentleman so eminently fitted for the duties of the office as Mr. Weston has shown himself to be.

— The number of schoolhouses, in Connecticut State, reported in good condition, was, in 1852, 240; in 1862, 1341. Number condemned by school visitors in 1852, 420. Number of permanent teachers in 1852, 270; in 1862, 750. Yearly length of schools in 1852, 28½ weeks; in 1862, 35 weeks.

In 1852 a property tax was laid by 3 school societies and 17 districts, amounting to about.....	\$ 10,000
In 1862 the town school tax amounted to.....	76,000
And the district tax to.....	\$179,000
<b>Total tax for annual support of schools.....</b>	<b>\$179,000</b>
Income from school fund.....	\$132,000
Income from town department fund.....	45,000
<b>Total from town and State funds.....</b>	<b>\$177,000</b>

Population of State in 1850, 370,000; in 1860, 460,000; an increase of 90,000, or nearly 25 per cent.

The population of the State has never increased so rapidly at any other time, as in the time when there was the greatest expenditure for common schools. The same is true of the increase in the value of property.

The town of Holyoke has just finished two spacious and admirably arranged schoolhouses costing about \$14,000. The one erected for the High School, in its architectural beauty and internal arrangement is superior to any other in the Connecticut valley.

— Hon. F. W. Ricord, Superintendent of Education in the State of New Jersey, in his Report for 1862 states that the schools are in an unusually flourishing condition; and adduces as evidence of this statement, that more money has been raised and appropriated for their support than during any previous year; that school taxes have been cheerfully paid and school officers elected with special reference to their fitness for office.

Teacher's Institutes have been held in every county, and their influence is felt far and wide in awaking an interest in the schools and in elevating the standard of education.

Number of schools in the state.....	1617
"    children between 5 and 18 years.....	198,529
"    who have attended school.....	132,590
Average daily attendance at school.....	58,720
"    number of months schools have been kept open.....	9
Terms of tuition per quarter.....	\$1.48
Amount raised and appropriated.....	\$562,529.23
Number of male teachers employed.....	1,104
"    female.....	1,108
Salary of male.....	\$385
"    female.....	222

— Under the able management of Superintendent Wells, the public schools of Chicago have attained a very high degree of excellence.—The Monthly Institute of Teachers has proved a complete success.—The punctuality of pupils is remarkable being 92.4 per cent. of all the schools.

The number who were neither absent nor tardy in a single instance during the year was 86.

Number not absent a single half day.....	118
"    "    "    nor tardy during 3 years.....	4
"    "    "    "    "    "    2    "    .....	10
"    "    "    "    "    "    5    "    .....	2
"    "    "    "    "    "    4    "    .....	3

Journal of E. for U. C.

NECROLOGICAL INTELLIGENCE.

— The death of the Hon. Captain Elmsley took place on the night of the 8th instant, at his residence, Clover Hill. The deceased gentleman was in his 62nd year. Sir Francis Bond Head, in his "Narrative," published by authority of the Upper Canada House of Assembly, makes mention of the lamented deceased as follows:—"The Honourable John Elmsley, Lieutenant of the Royal Navy, is a son of a former Chief Justice of Upper Canada—from whom he inherited a large property in the Province—and nephew of the late Admiral Sir Benjamin Hallowell." He was born in 1801, in the old Government House, in this city, which was built by his father, and called "Elmsley House." At an early age he entered the British Navy. After his retirement from the service, he took a leading part in the public affairs of the province. The Hon. Captain Elmsley was also a member of the Legislative Council of Upper Canada—and, although a consistent liberal Conservative, he was looked upon by Sir F. B. Head as "perhaps the most ultra Reformer in the Legislative Council." Simultaneous with the right Rev. Bishop Macdonell, he received his appointment to the Legislative Council, in 1830. Mr. Elmsley was always distinguished for remarkable uprightness and sincerity of character. This he inherited from his father. As an instance of the punctilious regard the Chief Justice had for the exact discharge of his judicial functions, we may relate that on one occasion he made an adverse decision. Several years afterwards he discovered that he had been wrong. The law did not require him to make any reparation. Nevertheless in obedience to the dictates of his conscience, he made restitution to the amount of £500 sterling for an error which he had inadvertently committed. While Mr. Elmsley remained an adherent of the Anglican Church, he was considered a very fervent christian. He married the eldest daughter of the late Hon. Levis Sherwood, an amiable Catholic lady. To enable him to defend her church he began to study its doctrine. His search was earnest and uninterrupted. A poignant grief set in. Doubts as to the orthodoxy of the Church of his love and affections covered his mind. After two years of constant research, study, and prayer, he joined the Catholic Church. Then commenced that career of practical benevolence and wide-spread usefulness which has rendered his name venerated and his memory endeared by the Catholics of Canada. His care of the poor, of the widows and orphans of those who were swept away by fever, were incessant. To provide for these orphans he founded an asylum on Nelson Street, from which our noble charitable institution, the House of Providence, has sprung. To his goodness and bounty, many persons, in Toronto and elsewhere—who now enjoy a comfortable position—are indebted for their rescue from poverty and indigence. As a member of the Board of the House of Industry, he was enabled to accomplish a vast amount of good for the poor. He was one of the first as he was one of the most active and practical members of the St. Vincent de Paul Society. We cannot pass over the noble exertions of the illustrious deceased in the cause of Catholic education. It was he who established the first Catholic school in Toronto. The teachers were paid out of his own resources. He taught the children not only of the city but of Hogg's Hollow—six miles distant—their Catechism every Sunday, for a long time. Up to the time of his last illness he was agent for nearly all of the Separate Schools in Upper Canada. The College of St. Michael's, erected upon the ground donated by him, stands a splendid monument of his zeal in this direction. Then as to his munificence. What charitable or religious foundation is there, not alone in Toronto, but throughout the diocese, that has not been largely endowed by him. He it was who, on the anniversary of his death, the 8th of May, 1845, following the example of the great Constantine, dug the first sod of the foundation of our splendid Cathedral. When that sacred

edifice was heavily in debt, it was he who mortgaged his property to redeem it. To do this he would have sacrificed all he possessed, but the Catholics of Toronto generously came to his assistance. His outlay in charitable and religious undertakings was so extensive that the venerable Bishop de Charbonnel placed a restriction upon his generous expenditure. Besides his large contributions to St. Paul's, St. Michael's, and St. Basil's, he presented the organ to the Cathedral. Moreover, he made it a rule to contribute one hundred dollars to every new church that was erected in the diocese. His donations of vestments, sacred utensils, ornaments, etc., to the city churches and missions, were without bound. Fearing that the last Bazaar in aid of the House of Providence would be a failure, he gave the Rev. mother \$100. The Hon. Mr. Elmsley enjoyed the fullest confidence and the most cordial esteem of the former Bishops of this See, as well as our present estimable Chief pastor. About two months since, the Hon. Capt. Elmsley was seized with his last illness. From the earliest stage of his sickness—disease of the heart—he felt a presentiment of his approaching end. His resignation was perfect. In accents of joy he announced to his good lady his conviction that God was about to take him to Himself. When he felt death drawing near, he called the members of his family around him and gave them his blessing. Having received from the Bishop the last rites of the church, he calmly gave up his soul to God.—*Abridged from the Freeman. U. C. Journal of Education.*

—Lord Seaton, formerly Sir John Colborn, died recently at Torquay, aged 86. He had seen much service during the wars which succeeded the French Revolution, and greatly distinguished himself at Waterloo, where at the head of the 52nd he led a flank attack on Ney's columns that materially contributed to the overthrow of the Imperial Guard. He was successively appointed governor of Guernsey and lieutenant-governor of Upper Canada. From 1835 he was Commander of the Forces, acted as Administrator for Lower Canada after the departure of Lord Gosford, and again, on the retirement of Lord Durham; and finally filled the office of Governor General until the arrival, on the 16th Oct. 1839, of Mr. Poulett Thompson (afterwards Lord Sydenham). The legislation of the Special Council, the burning of the villages of St. Denis and St. Benoit by the volunteers, the executions for political offences and other acts of severity during his administration have rendered his name unpopular in Lower Canada. His likeness, published in the *London Illustrated News*, suggests the idea of inflexibility of character. He was, soon after his return to England, promoted to the peerage under the title of Lord Seaton. In a discourse on the subject of the Union of the Canadas, which he opposed in the House of Lords, he advocated the same views as were laid down in a pamphlet by Chief Justice Robinson. He feared that a premature union of the two provinces, would enable the radicals to combine for the purpose of resisting a confederation of all the British colonies—a measure he held to be necessary. In 1840 he was appointed High Commissioner to the Ionian Islands in which capacity he continued to act until 1849. In this case he used his endeavors to conciliate the people, and left them a constitution which has caused much trouble to England since, and disposed her to renounce her protectorate. He afterwards held the command of the troops in Ireland and was appointed a Field Marshal in 1860.

—Dr. Wolfred Nelson, recently deceased, was the son of a commissariat officer and was born in Montreal on the 10th July 1792. He studied medicine at Sorel under Dr. Carter, was admitted to practice in 1811, and shortly afterwards established himself at St. Denis, on the Chambly River, the scene of the only advantage of any importance gained over the British troops by the insurgents in the rebellion of 1837. In 1812 he marched to the frontier as surgeon to the battalion organized in his county. In 1827, after one of the most hotly contested elections of the time, he was returned to Parliament for Sorel by a majority of two votes over his opponent, Attorney General Stuart. The defeated candidate thereupon commenced many prosecutions for perjury, and, having suffered himself to be led into many acts of injustice, was dismissed from office. For a long time Wolfred Nelson and his brother Robert were the boldest and most energetic friends Mr. Papineau and the liberals had in Parliament. He presided, in 1837, over the memorable assembly of the five counties of the River Chambly which was soon after followed by numerous arrests. To avoid being made a prisoner, he, and his partizans, entrenched themselves in the village of St. Denis, and there successfully defended themselves against Col. Gore's detachment sent to capture them; but the insurgents having met with a reverse at St. Charles, Dr. Nelson was compelled to abandon his position at St. Denis where he was surrounded, and seek safety in flight. His efforts to escape, however, were not successful; he was captured near the frontier and brought back a prisoner to Montreal, whence he was exiled to Bermuda by Lord Durham. Being restored to liberty by the Imperial Government's disavowal of that Governor's acts, Dr. Nelson proceeded, in 1838, to the United States where he resided until August 1842. He then returned with his family to Montreal and was soon after (1844) elected to represent the County of Richelieu in Parliament. He continued to discharge his representative functions till 1851, when he was appointed Prison Inspector, which office he still held at the time of his death. He was also on two occasions chosen Mayor of his native city, and his conduct while occupying this position had won for him the esteem of all classes of his fellow citizens.

—Mr. Patrice Lacombe who died recently in Montreal, aged 56, belonged to that very limited class of men who have contributed to the literature of this country. Those of our readers who may be conversant with French Canadian authors, and who have read Mr. Lacombe's *Terre Paternelle*, will regret that his modesty and other engagements prevented the full development of his talent and creative fancy.

#### SCIENTIFIC INTELLIGENCE.

—Magnesium, although a less plentiful constituent of the earth's crust than calcium, enters into the constitution of a great variety of minerals. It is found occasionally combined with phosphorus and with boracic acids. But it is in combination with silicic acid that it is most universally diffused. Precious serpentine, and meerschaum, are hydrated silicates of magnesium. Venetian talc, white augite, amianthus, and the varieties of amphibole, are also examples of silicates of magnesium associated with more or less of foreign substances. Carbonate of magnesium forms a range of low hills in India. The rarer hydrate occurs in a few localities. But the most economically important mineral containing magnesium is Dolomite, which consists of carbonates of magnesium and of calcium, and usually overlies (with or without the intervention of sandstone conglomerate) the coal formation. In England the magnesian limestone formation extends, with little interval, from Tynemouth to Nottingham, a distance of 147 miles. At Sunderland the bed is fully 600 feet thick. It is this magnesian limestone which furnishes most, if not all, of the magnesia prepared in this country. Abroad, magnesia is economically obtained from the mother-liquors left after sea-water has been evaporated down for its salt. Probably these mother-liquors will ultimately turn out the best source of magnesium, since here the metal is associated with chlorine, and it is from the chloride that the metal is most readily procurable. Every ton of sea-water contains a fraction over two pounds avoirdupois of magnesium in combination with chlorine, and almost exactly half that quantity combined with sulphuric acid. A rough calculation shows that, if the surface of the ocean be taken at twice that of the land, and its average depth at three miles, then the specific gravity of magnesium being 1.75, the ocean contains about 160,000 cubic miles of magnesium.—*Journal of Arts and Manufactures U. C.*

—Ovology is becoming an important branch of ornithology. The recent labors of several naturalists have induced the directors of many museums to include collections of eggs in this division of the animal kingdom. We learn with pleasure that Mr. Cooper has just added to the museum of the Laval Normal School a pretty collection of the eggs of Canadian birds, which will serve as a nucleus.

#### MISCELLANEOUS INTELLIGENCE.

—The *Scientific American* thus describes a village in Central Canada, which is the type of many now springing up into towns throughout both divisions of the Province. The village of Hastings is situated on the River Trent, a few miles from Rice Lake, C. W. Three years ago there were some dozen houses in it; now there are over one thousand inhabitants, two four-story factories—one cotton and one woollen; two large saw mills, grist mill and tannery, and ten stores; altogether, it is quite a thriving village. The cotton factory is called the Trent Valley Mills; it has 30 looms, and turns out about 8,000 yards of grey cotton per week. The same firm have a small factory, where they knit gentlemen's underclothing, vests and pants.—*Journal of Arts and Manufactures.*

—From information received from Quebec, says an English paper, we learn that the mineral wealth of Canada is slowly but surely becoming developed. It is something less than six years since the copper regions of Lower Canada first attracted attention, and we now find them filled with mining enterprise, drawn by the rich promise from Europe and the States, bringing abundant capital, and giving employment to hundreds. The Acton mine, in the county of Bagot, was the first to which much attention was directed, and the success of the operations in regard to production and money value are supposed to be without parallel. Within three years after it was opened 490,000 dols. worth of ore had been obtained, and between 500 and 600 hands were employed in its working. The Harvey Hill Mines, in the county of Leeds, a large interest in which was held by citizens of Quebec, is, as we learn, a still more valuable property than that of Acton. These mines have been disposed of within the last few days to Boston capitalists for the sum of £50,000 sterling. 322 tons of this ore from the Harvey Hill Mine, sent to England, give an average of 38 per cent. This is a much higher percentage than is generally obtained, but we are informed that much of the ore raised from this mine is as high as 50 per cent.—*Ibid.*

## ADVERTISEMENT.

### BORTHWICK'S BRITISH AMERICAN READER.

The above School Book, one of those approved by the Council of Public Instruction for Lower Canada, will from this day be sold at 25 cents, or half price.

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