

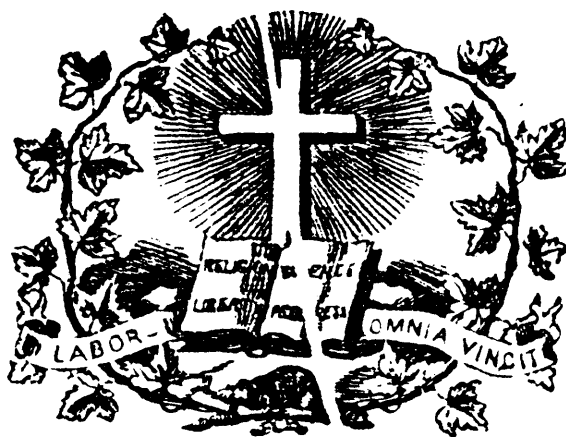
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# THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XV.

Quebec, Province of Quebec, September, 1871.

No. 9.

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### On Teaching by Means of Grammar.

(BY E. M. BOWEN, M.A., ASSISTANT-MASTER AT HARROW.)

(Concluded.)

We are by no means inclined, indeed, to make immoderate concessions, or regard the final attainment of grammatical principles as among the loftiest achievements of the mind. What, after all, is this "scholarship," upon the possession of which so many of us, with more or less reason, are in the habit of priding ourselves? A man is a fine scholar, a beautiful scholar, a finished scholar. What does this mean? It is simply that he remembers accurately the words and phrases that each particular Greek or Latin author was most in the habit of using—or, it may happen, of abusing. He knows exactly how often this trick of language occurs in Pindar, and within what limits that turn of a sentence is capable of being employed by Ovid. How far in intellectual growth has such an accomplishment brought him? Why, it is a knowledge which we should almost blush to possess in regard of Addison and Macaulay. Exactly so far as it makes us understand Greek thought better, it is worth having; but how miserably incommensurate are the means with the end. In Greek tragedy, a woman, when she speaks of herself in the plural, uses the masculine gender; and when she speaks of herself in the masculine, uses the plural. Here is a piece of knowledge, perfectly true, laboriously proved, necessary for writing Greek lambics; and most of us who profess to know the classical lan-

guages, would be ashamed of being without it. Well, how far does it go? Probably—though not certainly, for there is the widely reaching element of chance, seldom sufficiently recognised in philology—probably this practice corresponds, if we could only see it, to some sentiment lurking in the Athenian mind. The person who knows thoroughly half a hundred of such canons, will have a better equipment for ransacking and mastering Greek ideas than another who does not. That is to say, a minute acquaintance with words and phrases does in the end, and through much patience, help the clever man to place himself more fully at the point of view of an Athenian.

Let this be granted; and now let us glance at the result. Is it generally the case, that the "beautiful scholar" is the man who brings out most treasures from the chambers the dim light of which is clearer to him than to others? Is it not more often found that his long toil has made him confound the means with the end, and value his scholarship in regard of itself alone? The main object of seeing distinctly what Plato and Cicero thought, is that one may be able to look on all questions not only on the side which they now present, but on that also which they turned to observers long ago; to gain, as it were, a kind of intellectual parallax in contemplating the problems of life. Can it be fairly claimed, that high scholarship, the higher it reaches, attains more completely this object? The reverse notoriously is the case. We know well enough what becomes of the man who gives up his time to particles. He is not the man to whom, in nine cases out of ten, his generation turns for help. There grows upon a society of "beautiful scholars" a distaste for things in which taste and refinement have little room for display, and in which breadth is more important than accuracy; and the result is a lack of sympathy with human struggles and cares. Let some social or political movement arise, in which a man of real intellectual power, real eloquence, and evident sincerity aspires, in spite of ignorance of the classics, to take a leading part. He will find favour with but a minority of the writers of dictionaries and grammars. One will see narrowness of mind, another will insist on discovering vulgarity of tone. With some he will be too base in thought, with others coarse in manner. But all will be down upon his language. A man of classical education, we shall hear, would never have spoken of the "works" of Thucydides; a man of real culture could never value the penny press as a means of popular instruction. He mispronounced an

English word last session; he did not understand when an allusion was made to Patroclus; to save his life he could not cap a line in the second book of the *Æneid*.

"Et les moindres défauts de ce grossier génie  
Sont ou le pléonasme, ou la cacophonie."

How much better to be able to set a common room right upon some mystic conceit of *Æschylus*, or correct a class of boys (out of their Primer) on the gender of *clunis* and *splen*.

It is not, however, the object of this Essay to disparage the knowledge of Latin and Greek. They may be purchased, and often are, at too high a price; but those who have gained them most easily will be least likely to hold them too dear. Montaigne was not a man disposed to shut his eyes to the world around him, because he had learnt to speak Latin before he was able to write French. The advocates of a natural and easy method of classical teaching are sometimes challenged to give instances of the success of their system. It is certainly not easy to do so, for of late years, the grammar writers have had it all their own way, and the one German apostle of a natural mode of teaching finished his career in prison; but the results of the teaching of Jacotot in France and Belgium are such as have never been surpassed, and it will be time enough to pronounce a system impossible, when in learning any modern language we cease to practise it ourselves. At any rate, there is good enough authority for learning Latin in this way. Milton distinctly urges it, and Locke in substance; but it is older than either. "Our most noble Queen Elizabeth," says Roger Ascham, "never yet took Greek nor Latin grammar in her hand after the first declining of a noun and a verb." In a year or two, by copious translation and retranslation, she learnt both languages well. It was with Lilly's Grammar that the more pedantic system came in; and that grammar, as its preface shows, was never originally intended to be learnt consecutively or by rote.

It has been said, with some degree of truth, that learning by heart is the great intellectual vice of boys. Perhaps it would be fairer to say that the tendency is so strong that it is almost certain to be misapplied. With boys of good or average memory—and none others ought to learn classics—the tendency will be directed rightly if they are made to learn examples of construction by heart, and carefully prevented from embodying the doctrines taught them in any set form of words. In the Primer which has lately been put into the hands of the boys at most of the public schools, the first two pages of syntax consist of words of an average length of about three syllables each. Now there is no doubt that a boy of good memory will learn these, in time, to whatever degree of perfection his masters care to enforce; and if they were written backwards he would learn them almost as easily. But the idea that a young boy will ever *think* in polysyllables is almost humorous. The better he knows the words, indeed, the less will be, in many cases, his attempt to attach a meaning to them. The parrot does not only not think, but it even prevents itself from thinking. The pupil who is reading his Euclid will know it less well, for purposes of culture, if he attempts to commit it to memory. What is the reason that we have given up the notion of enforcing the duties of morality upon the rising generation by means of memorial precepts in English or Latin prose? It is not that the ideas of duty which they would convey are less likely than in former times to meet with illustrations in common life. It is simply because the duty is in most cases not a matter of formula; and even when it is so, the words of a formula have a tendency to remain in the corner of the memory where they have been placed. The same is true of Latin composition. A very few memorial rules are useful in cases where usage alone is a guide to what is correct; but even these have no educational value whatever, and any other than these absolutely interfere with the right understanding of a principle.

There has been some discussion during the past year with regard to the introduction into the chief public schools of Dr.

Kennedy's Public School Primer. Into the merits of the book itself it is not necessary now to enter, because, in the first place, it is irrevocably accepted at the nine public schools; and, in the second place, the general opinion of persons of education has already condemned the work. But, independently of its merits or demerits, the introduction of a universal text-book is distinctly a retrograde step in education. It was clearly felt to be so not long ago in Germany; and the idea, which had been mooted a few years back, was dropped by general consent. It is with us much as if the study of Aristotle were imposed once more by the authority of the Church, or an adherence to the unities by that of the managers of the London theatres. It implies the belief, which will at once be recognised as heresy, that there are such things as eternal and immutable rules of language; that a Latin grammar is to be considered not as an interpreter of Latin, but as it were its authorized legislator. What is meant by a declension? Is it a division which the language consciously employed? Is it one which is certain, and beyond the domain of controversy? Has it any claim to be regarded as the embodiment of a law in the sense in which the word is used in science? Not at all. Distributing words into declensions is simply the best means that we can contrive for organizing them in a way which shall appear to the memory as symmetrical. The analysis of words was pushed very far among the Romans, and yet Quintilian wrote a chapter on grammar without ever mentioning the classes of declensions at all. What is to be inferred is, not that declensions are not useful, but that the division is an arbitrary one; and that any plan of education can have but little confidence in its teaching which will bind itself for the next twenty or thirty years to believe in five declensions rather than in eight or ten. No reason can be given for the compulsory uniformity of English Schools in their method of teaching the analysis of the Latin language, which would not equally tend to show that the Universities of Oxford and Cambridge are bound to adopt the same text-book of algebra for continuous use. This might easily be done, and an inferior book be stereotyped for a long time to come. As it is, fresh books supersede one another as the methods of algebraical working improve, and the reign of a single author at Cambridge lasts sometimes two years, sometimes twenty. In the teaching of languages, as a matter of fact, one good teacher will have one way of instructing, and another another. Common sense points out that if a boy only learns a thing well, it matters little in what way he has reached his knowledge. As for bad teachers, they will simply save their credit and their labour by teaching the primer straight through by heart.

One is driven, sometimes, in thinking of these and similar mistakes, to the verge of asserting that books are the great obstacle to education. Whether this be too audacious a paradox or not, our teaching wants sadly to be humanised. There will be some gain, no doubt, when it is once clearly understood that there is no absolute connexion between riches and the dead languages, and that a boy need not in every case be set down to a course of study for which he may be wholly unfit, just because his parents or guardians happen to be able to pay for it. But is it too much to hope that the classical teaching itself may some day cease to be the dull routine which it now so often is? It may have been remarked that in considering the reasons for which grammar may be taught, we have omitted the second of our three ideas—the one which considers that the difficulties of a course of study ought to be left there as introducing a moral education in the struggle which is necessary for overcoming them. A person who will assert this is beyond the pale of argument. It is not worth while to discuss whether a method ought to be easy or hard. But we should even go on to say that it is the duty of a teacher not to rest as long as any difficulty exists which by any change of method can be removed. Involuntary learning is of as little use to the mind as involuntary exercise to the body.

Now it is certain that a large proportion of boys dislike the work which they have to do. Some like it; some are indifferent;

a great many simply hate it. We maintain than an educator of boys has no business to be satisfied as long as this is the case. A very few may dislike all intellectual labour, just as a very few men dislike it; but these cases are as rare with boys as with men. The great mass of human beings, whether young or old, have appetites for mental food of some kind, and the reason that so many turn away from it is, that what is given them is not what they can digest. There is a sort of incongruity, which falls little short of injustice, in punishing a boy for being idle, when we know that the work which the system of his school exacts is as cramping and distorting to his mind as an ill-fitting boot to the foot. No one would claim indeed that every pupil shall have his tastes suited with minute accuracy; and the energy of a boy, if he is in good health, and otherwise happy, will carry him through minor difficulties. But no young boy since the world began has liked a Latin syntax, or a "formation of tenses," or felt anything in them for his mind to fasten upon and care for. Consider, in the case of a stupid boy, or an unclassical boy, at school, the load of repulsive labour which we lay upon him. For many hours every day we expect him to devote himself, without hope of distinction or reward, to a subject which he dislikes and fears. He has no interest in it; he has no expectation of being the better for it; he never does well; he rarely escapes doing ill. He is sometimes treated with strictness for faults to which the successful among his neighbours have no temptation; and, when he is not visited with punishment, he at least is often regarded with contempt. He may be full of lively sympathies, eager after things that interest him, willing even to sacrifice something for the sake of becoming wiser; but all that he gets in the way of intellectual education is a closer familiarity with a jargon the existence of which in the world seems to him to controvert the Argument from Design, and the chance scraps of historical and literary knowledge which fall from the lips of his routine-bound master. If only it could be regarded as an established truth that the office of a teacher is, more than anything else, to educate his pupils; to cause their minds to grow and work, rather than simply to induce them to receive; to look to labour rather than to weigh specific results; to make sure at the end of a school-half that each one of those entrusted to him has had something to interest him, quicken him, cause him to believe in knowledge rather than simply to repeat certain pages of a book without a mistake,—then we might begin to fancy the golden time was near at hand when boys will come up to their lessons, as they surely ought, with as little hesitation and repugnance as that with which a man sits down to his work.

This is indeed something worth being enthusiastic for. To convince boys that intellectual growth is noble, and intellectual labour happy, that they are travelling on no purposeless errand, mounting higher every step of the way, and may as truly enjoy the toil that lifts them above their former selves, as they enjoy a race or a climb; to help the culture of their minds by every faculty of moral force, of physical vigour, of memory, of fancy, of humour, of pathos, of banter, that we have ourselves, and lead them to trust in knowledge, to hope for it, to cherish it; this, succeed as it may here and fail there, quickened as it may be by health and sympathy, or deadened by fatigue or disappointment, is a work which has in it most of the elements which life needs to give it zest. It is not to be done by putting books before boys, and hearing them so much at a time; or by offering prizes and punishments; or by assuring them that every English gentleman knows Horace. It is by making it certain to the understanding of every one that we think the knowledge worth having ourselves, and mean in every possible way, by versatile oral teaching, by patient guidance, by tone and manner and look, by anger and pity, by determination even to amuse, by frank allowance for dullness and even for indolence, to help them to attain a little of what gives us such pleasure. A man, or an older pupil, can find this help in books; a young boy needs it from the words and gestures of a teacher. There is no fear of loss of dignity. The work of teaching will be respected when the things that are taught begin to deserve respect.

Above all, the work must be easy. Few boys are ever losers from finding their task too simple, for they can always aspire to learning what is harder; many have had their school career ruined from being set to attack what was too hard. It may be said, perhaps, that what was easy enough for past generations, ought to be easy enough for the present. Those who urge this view, may simply be asked whether they are satisfied with the working of the classical education that exists. We are not bound to depend upon Dr. Liddell's testimony, that public schoolmen are generally ignorant of Greek and Latin, for there are obvious reasons which would prevent the Dean of Christchurch from forming a satisfactory opinion on the subject; but, taking those who go to the University with those who do not, can the education that is given be said to be the best which modern ingenuity can contrive? Allowing that the very best scholars can assimilate anything whatever, and that with the very worst it is next to useless to try at all, is it true to say that the average boys have a fair chance of making the most of their powers? If not, there are two resources before the teacher. He can, as is elsewhere pointed out, vary and enlarge the basis of education; he can also, as we have ventured in this Essay to urge, teach classics so as to include more that is of rational interest, and less that is of pedantic routine.

### The Appointment of Inspectors.

There is no subject more entitled to the immediate and careful attention of Elementary Teachers, than that of the appointment of Inspectors. Whether they regard it as members of the community or as members of a profession, its consideration is equally important. The interests of the public are, as far as they go, identical with those of teachers. The public require that any system of State inspection shall be efficient, fair, and economical, they ask that those who fill the high office of Her Majesty's Inspectors of Schools shall be the best qualified men obtainable, and they demand that State patronage shall be so used as to secure to the country the best possible returns. Teachers, as citizens, desire all this; but as members of the scholastic profession they go farther. They maintain that the higher posts in any profession should be filled by members of that profession. They consider that those whose duty it is to examine and criticise the results of school work, should, at least, know as much of the science and art of teaching as does the teacher himself; and further, that if special training, long experience, *strict examination* and *protracted probation* are necessary qualifications in a teacher, they are surely equally necessary in those who pass judgment upon and examine the teacher's work.

It will be well for us to consider how far these public and professional requirements are met under the present system of appointing Inspectors. First, *as to efficiency*. Are our Inspectors efficient? To this we feel tempted to reply, "How can they be?" Having no previous acquaintance with the requirements and conditions of primary education, and possessing little or no knowledge of teaching as an art, how can they test efficiently either the skill of a teacher or the success of a school? Many of them are still less competent to find out and expose want of skill. Imbued with the non-elastic traditions of an education totally unfitted for the primary schools of the country, they introduce a fallacious standard of excellence to the attention of the teacher, who is thus tempted to misdirect his efforts, and to labour for what will *pass*, rather than for that which will *educate*. The experience of hundreds of teachers will endorse these statements. At the same time our remarks do not apply to all the present Inspectors, and, in their entirety, but to few. Our complaints are that *any* inefficiency should exist, and that also newly appointed Inspectors should have to learn their business after their appointment. In the next place, *Are our Inspectors impartial?* As a rule they are, and so, we believe, any body of Englishmen would be; but there have been within our knowledge many instances of unintentional unfairness, and not a few gross cases of absolute injustice. The restrictions of

office prevent unfairness to the State, social considerations and class sympathy protect the managers, but what protection has the teacher from possible injustice, and what redress has he in case of wrong? Absolutely none. To the teacher must be accorded the right of independent appeal, before the system of inspection can be thoroughly impartial. Thirdly, *is the system economical?* To this we give an emphatic negative. It would seem that the scale of remuneration in Government offices has some direct connection with the Tables of Precedence. The salaries appear to depend not so much upon the nature and amount of work, or upon the ability with which it is performed, as upon the social rank of the official. The number of highly paid inspectors is too large, the work they do could be better and more cheaply performed by a staff of sufficiently but not extravagantly paid inspectors, selected from the body of educators. It is perfectly unnecessary to pay salaries of £600 and £800 a-year for the imperfect inspection of our elementary schools. There is, however one part of the present system which is not open to this charge of extravagance, we mean the salaries paid to Inspectors' Assistants. Commencing at salaries about one-third as large as those of successful Staffordshire puddlers, they are expected to exercise the functions and to do the work of their important and well-paid superiors. This large staff of expensive public servants has been considerably increased during the past month, and we shall regard with some curiosity the cost of inspection during the present year. We hope we have said sufficient to show that the system of inspection is neither efficient, fair, nor economical. We will add that nothing, in our opinion, would do so much to secure these qualities as the throwing open of the appointments to the Profession. The best men for the work are not now obtained, and the patronage vested in the Education Office is not so exercised as to obtain for the public the best possible returns.

We turn now from those points in which the interests of the public are identical with those of teachers, to those which are purely professional. The first is, the special right which teachers have to Inspectorships. The object and end of inspection as part of a national scheme, is to improve and advance the education of the people; but how can the work of the teacher be completely successful when they are compelled to aim at a false standard. We claim for teachers these appointments, not so much for the individual benefit of those who might be appointed, but because the chance of promotion would keep in the ranks the best men, who now seek other and more lucrative callings. We ask that teachers shall not be practically excluded from positions for which they are competent and willing to compete. And while asking this much, we demand that whoever may be appointed to the dignity of "Her Majesty's Inspector of Schools" shall be required to show positive evidence of his fitness for the post. We hope next month to carry on the consideration of this subject, and in the meantime the matter should be taken up by the various Teachers' Associations throughout the country.—*Papers for the Schoolmaster.*

### The Payment of Teachers.

In the discussion of the subject of education there is one important matter which is often lost sight of—the proper remuneration of the teacher. Until within the last few years the salaries of those to whom were entrusted the formation and instruction of the youthful mind were most glaringly inadequate. It was taken for granted that a yearly income which would be scornfully rejected by an ordinary mechanic or a junior clerk or salesman was quite sufficient for the teacher of a school. The "five pounds and board" which Mr. Wackford Squeers munificently offered to the assistant master of Dotheboys Hall was hardly an exaggeration of the usual pecuniary reward of those who gave the fruits of their knowledge and energy to the "rising generation." The result was, in many cases, just what might have been expected. There were very few teachers who were

fitted by education and training for the duties of their profession.

In this latter respect (of fitness) a considerable change for the better has taken place since the establishment of normal schools, where persons of both sexes, before entering on their scholastic duties, are obliged to undergo a strict course of preparation. The teachers of to day form a very different class from the teachers of thirty years ago. But we have good reason to believe that their position, if judged as positions generally are, by the standard of wealth, has by no means kept pace with their advanced qualifications. With few exceptions, the remuneration of teachers is by no means in just proportion to the benefits which they confer on the community,—to the actual work, physical and mental, which they accomplish. In this Province of Quebec, we regret to have to say, this is especially the case. In some districts of it school-teachers are miserably paid, in very few do they receive salaries proportionate to their services. In some municipalities it is the constant aim of the commissioners to offer their schools to the lowest bidders, and to engage those who, whether qualified or unqualified, are willing to take upon them the responsibility of conducting a school at their low price. The result is most injurious to the children who are the victims of this parsimony, and altogether degrading to the profession of the teacher.

By many who do not consider themselves ignorant, the work of teaching is looked upon as one of the easiest in the whole circle of employments. And, perhaps, only those who have earnestly devoted themselves to it can form a just estimate of the laboriousness, the wear and tear of mind and body which are its inevitable accompaniment. If there is any worker in the many divisions of labour who earns his bread by the sweat of his brow, any worker who ought to be paid better than another, it is the conscientious teacher. Nor is there any department of work—we do not even except that of the clergyman—which demands a higher culture, a more thorough knowledge of the human soul, or sounder and purer moral and religious principles. Indeed, it is surprising how little parents generally think of the importance of the trust. They too often regard the school-room merely as a place of merchandize, where they purchase so much information for their children. It is far more than this. It is in the school-room, to a great extent, that the child lays the foundation of his future character and destiny. It is, then, of very great importance that the standard of the teacher should be a high one. The instructors of youth in the present are the architects of the coming age. But this standard cannot be high, if the position of the teacher is kept low,—if his value be not recognized. And the way to do this is to allow only those to teach who are by education, morals, manners and power of imparting knowledge and of training the mind and heart, fit persons to be entrusted with the responsibilities, and to pay such teachers according to the services they render.—*Montreal Gazette.*

### Notes on Climate.

I. *Meaning of Term.*—From the Greek, *Klima*, a shape; a zone or region of the earth. The ancients drew imaginary circles round the earth, parallel to the equator, in such a way that the longest day in each circle was half-an-hour longer than in the one succeeding. Thus, there were twenty-four climates from the equator to the poles. The word now means the general character of the weather in any country, as regards:—

- (1.) The degree of heat and cold at different seasons.
- (2.) The humidity of the atmosphere.
- (3.) The direction and force of the prevalent winds.
- (4.) The varieties of electrical condition.

### II.—CAUSES WHICH AFFECT CLIMATES.

(1.) *Latitude.*—The amount of heat derived from the sun depends upon the angle at which its rays strike the earth. Where it shines vertically, the greatest amount of heat is received; and

as the sun always shines vertically at some point within the tropics, that region of the earth is the hottest, and is called the Torrid Zone. There the days and nights are nearly equal throughout the year, and the temperature is, therefore, comparatively uniform. The farther we get from the equator, the less is the amount of heat received, because the sun's rays strike the earth more obliquely; and the difference between summer and winter increases in the same proportion. In the temperate regions, the four seasons—spring, summer, autumn, and winter—are distinctly marked. In the Frigid Zone the short summer is very hot, because the sun is then nearly always above the horizon, and a great amount of heat is thus accumulated; but the winters are long, and bitterly cold, the sun being scarcely seen for months in the year: the days are very short, the nights very long. The temperature of a place depends, therefore, principally on its latitude.

(2.) *Elevation above the Sea-level.*—The temperature of the air constantly diminishes as we ascend above the sea-level, in the proportion of  $1^{\circ}$  F. for about 300 feet rise. The air is therefore always cool at great elevations, even in tropical latitudes. The city of Quito, for instance, though situated on the equator, has a temperate climate, it being situated between 9,000 and 10,000 feet above the sea.

(3.) *Proximity of the Sea.*—The water of the ocean becomes heated by the sun's rays much less rapidly than the land, and also parts with this heat much more slowly by radiation. The temperature of water is therefore much more equable than that of land, and, as the surrounding air partakes of the same character, islands and countries near the sea have the heat of summer and the cold of winter greatly modified, and enjoy a much more equable climate than inland countries. This effect is greatly increased when marine currents bring a large quantity of warm water, as is the case with the Gulf Stream on the western shores of Europe. On this account, the temperature of the North of Ireland is about equal to that of New York, which is  $13^{\circ}$  nearer the equator. At Moscow, which is surrounded by a large expanse of land, the average difference between summer and winter temperature is as much as  $50^{\circ}$ , while at Edinburgh it is only about  $20^{\circ}$ .

(4.) *The Mountain Slope, or Aspect of the Country.*—The side of a mountain, or hill, which faces the sun at noon receives a much greater quantity of heat than the opposite side, and its mean temperature is therefore proportionally greater. There are some remarkable exceptions to this rule, due to other causes, especially in the Himalaya and Pyrenees mountains.

(5.) *Character of the Prevailing Winds.*—If they come from a warmer region, they raise the temperature; if from a colder, they lower it. The prevailing winds of Europe are from the west and south-west: as these blow over a vast expanse of water warmed by marine currents, the countries where they blow have their temperature raised. Of a very opposite character are the east winds which often prevail in spring-time in the western countries of Europe. These, blowing from the cold plains of Siberia and Russia, are cold and dry at this season; but in summer, as these plains are hotter than England, they are warm winds. The character of the winds affects humidity as well as temperature. The south-west winds of England are moist, and bring rain; so do the east winds of South America, and the south-west monsoons of India. In England, in spring-time, fogs are prevalent, especially on the south coast, from the meeting of the warm moist south-west winds with the cold east winds. The former, being suddenly cooled, are unable to retain their moisture in an invisible state, and so it becomes visible as fog, mist, or rain.

(6.) *Direction of Mountain Chains.*—If these are so placed as to form a barrier against cold winds, the country on one side will be warmer than that on the other: if they intercept moist winds, one side will be more humid than the other. Thus the countries south of the great mountain axis of the Old World—as Hindostan, Sahara, Italy; &c.—are free from cold winds. Again,

on the east side of the Andes, rain is very abundant; on the west side it seldom falls.

(7.) *Human Agency.*—The degree of cultivation a country has reached has a sensible effect on the climate. The removal of forests tends to raise the temperature, and to render the air less humid. On the other hand, a large extent of forest sometimes acts as an effectual barrier to cold or pestilential winds. The clearing of the Apennines is believed to have affected the climate of the right bank of the Po, so that the Sirocco now prevails in that district, though it was formerly unknown. It is estimated that the mean annual temperature of England is  $2^{\circ}$  F. higher now than a century ago, and this result has been brought about by the removal of forests and the cultivation of the land.—*Papers for the Schoolmaster.*

### On Punishing.

Ought corporal punishment to be inflicted upon children?

Many think that this is a matter already settled, since Solomon declared, "Foolishness is bound in the heart of a child, but the rod of correction shall drive it far from him." Whether we are to infer from such language more than this, that children need rigorous government, I leave to others to decide. It is very certain that good men have been brought up equally well with and without the rod. The selection of the means of discipline must be left with the parents. If they can maintain good government without inflicting bodily chastisement, all the better.

Some children are easily governed. Some are very susceptible to persuasion and to reason. It may be laid down as good doctrine, that the rod is not to be the first and cheap resource, but is to be deferred until all other means have been tried and have failed. Some parents would almost seem to watch for an opportunity to flagellate. They seem to think that the rod is in some mysterious way an instrument of virtue—a medium of mystic grace (the very antithesis of "the laying on of hands"), by whose touch certain beneficent qualities are imparted. All government, to such, seems to reside in the switch. Only whip enough, and you have cleared your skirts of all blame, whatever becomes of the child.

But, the more sensible view is, that the rod should be a thing in reserve; something on which to fall back in extreme cases, when everything else has failed—but to be wholly avoided, if possible—and never used with violence of temper on the parent's part.

1. It should be dedicated to the baser faults. A child should never be struck for inadvertencies, for faults of forgetfulness, for irritabilities. But for lying, for filthiness, for cruelty to companions or to the brute creation, for downright meanness, it may be used. It is a coarse remedy, and should be employed upon the coarse sins of our animal nature.

2. When employed at all, it should be administered in strong doses. The whole system of slaps, pinches, snappings, and irritating blows, is to be condemned. These petty disciplines tend to stir up anger, and rather encourage evil in the child than subdue it. To be of any use, corporal punishment should be emphatic and full of transient pain. Pain is the curative element in punishment. It emphasizes transgression; it tends to associate temptation to evil with the receiving of pain, and so furnishes the child a motive for resistance; in cases of temper, obstinacy, or cruelty, it acts as a literal counter-irritation, and brings down the passional excitement, by raising up a sharp counteracting sensation of suffering. But for any such end, there should be sharp and decisive dealing. Never use the rod for trifles—never trifle with it. Severely, or not at all.

3. In administering physical punishment to a child, the head should be left sacred from all violence.

A person who will strike a child in any manner upon the head



deserves to be himself severely punished. Pulling the hair or ears, rapping the head with a thimble or with knuckles, boxing the ears, slapping the cheeks or the mouth, are all brutal expedients. Nature has provided other regions for the exercise of discipline, and to them it should be confined. The head is the seat of the mind. It is more liable to injury than any other part. These irritating and annoying practices are far more likely to rouse the child to malignant passions, than to alleviate them.

4. The feeling with which you administer punishment will, generally, excite in the child a corresponding experience. If you bring anger, anger will be excited; if you bring affection and sorrow, you will find the child responding in sorrowful feelings; if you bring moral feeling, the child's conscience will answer back again. Anger and severity destroy all benefit of punishment. Strong love and severity will, if anything can, work penitence and reformation of conduct. — *Irish Teachers' Journal*.

### Sir Walter Scott.

(*Spectator*.)

It is not surprising that there should be a general desire at this time to do honour to the memory of Scott—the healthiest and most human man of letters which this century has produced. We know little of Chaucer; but can scarcely doubt that he was one of the most genial and loveable of men; we can but dimly guess at what Shakespeare was, and imagine the charm of the companionship among the fields and lanes of Stratford; but of the poets or literary men whom we know best, there is not one who is at once so well-known and so much loved as Scott. Dr. Johnson, thanks to Boswell, is a perfectly familiar figure. We admire his robust virtue, we are amused at his obstinate prejudices, we revere him for the goodness, and are repelled by his ungainly habits; but we are still better acquainted with Scott than we are with Johnson, and our knowledge is not wholly derived from books, since there are few men with a tolerably wide circle of acquaintance who have not heard something about Scott from friends who knew him and loved him. The knowledge was sure to be followed by the love. Scott's heart, to use a common phrase, was always in the right place. Human nature was dear to him not because he was an artist, but because he was a man. He could tolerate people's foibles and appreciate their goodness and enter into their pursuits without a thought or feeling that he was better or cleverer than they. It was truly said by one of his dependants that Sir Walter treated every man as if we were a blood-relation, and he retained the honest warmth of his heart, the homely simplicity of his ways, when his genius had gained wealth and a popularity wholly unprecedented. Nothing can be more beautiful or more significant of Scott's manly, wholesome nature, than the friendship that existed between the Lord of Abbotsford and his faithful servant Tom Purdie, unless it be the affection, equally honourable on both sides, that Scott and Laidlaw felt for one another. Who does not remember the pathetic words addressed by the poet to his bailiff when he came back to Abbotsford to die? "Ha! Willie Laidlaw! Oh man, how often have I thought of you!" All through life home scenes and homes faces were ever the dearest to Scott; and when Abbotsford was crowded with lords and ladies, the owner, although "few men have enjoyed society more," was still happier in his woods with Purdie, among the trees he had planted with his own hands, or while dictating a story to Laidlaw. His thoughtfulness for others, which had been, as Mr. Palgrave points out, "the grace of his life," was evidenced to the last; and we can readily believe that "for the last chill in the affection of any one dear to him he had the sensitiveness of a maiden." The most manly nature is ever the most sympathetic and tender. It is beautiful to note also how perfectly free Scott was from all literary jealousy. Indeed his warmth of friendship often led him astray in criticism, as in the opinion he expressed of Joanna Baillie; and where, as in the cases of Wordsworth and Lord Byron, high praise was but fitting praise, his thorough appreciation of his friends' genius was expressed in no measured terms. Scott was a modest man, and seems in some degree to have been unconscious of his powers. He told Crabbe that his poetry formed "a regular evening's amusement" for his children; but that they had never read any of his own poems; and it is related of Miss Scott that when asked how she liked the "Lady of the Lake," she replied simply, "Oh, I have not read it! Papa says there's nothing so bad for young people as

reading." Southey had the impression, and showed that he had it, that he was scarcely second to Milton; Wordsworth could talk best about himself, and could recite only his own poetry; but Scott was singularly free from conceit, or perhaps we should call it the preoccupation, so often exhibited by men of letters. He even prided himself upon being a man of the world and it appears that he did show considerable wordly sagacity at times, but then it was generally in relation to other people's affairs. His judgement, when it was not overpowered by his imagination, was eminently sound, and there were few men better qualified to preside over a committee or at a public meeting, or whose advice on practical matters was better worth having. Neither fame nor wealth did any injury to Scott's healthy nature; he was too wise to be proud, too manly and too happy to be puffed up by his marvellous success; and through the great vicissitudes of his career we mark at all times the simplicity and veracity of a noble nature. Scott's secret connection with Ballantyne cannot, indeed, be justified. In this he erred, and the folly brought a terrible retribution; but it proved of how fine a metal the poet was made; and if the picture of Sir Walter in his adversity be one of the most affecting, it is also one of the most beautiful, in literary history.

Whatever Scott did, he did with his might, and his might was tremendous. He lived three or four lives in one: the life of an author, of an antiquary, of a sportsman and country gentleman, of a tradesman, and of a wealthy aristocrat who kept open house such as no man of letters had ever kept before. When the invasion of England was expected, Scott rode a hundred miles in twenty-four hours to rejoin his regiment; he was passionately fond of field sports, he was a forester, and knew as much about trees as men who have made them the study of their lives; and a casual observer seeing Scott after one o'clock, when he had "broken the neck of the day's work," might have thought that he had little to do save to enjoy the free open-air life of a Scottish laird. All this time he was performing gigantic feats of literary labour, editing important works, writing articles for the *Quarterly*, biographies, poems, novels, succeeding in every work he undertook, and answering innumerable correspondents. "My bill for letters," he once said, "seldom comes under £150 a year; and as to coach parcels, they are a perfect ruination." Yet Scott, amidst a multiplicity of labours never before undertaken by one man (we must include in the number the duties of a justice of the peace and a clerk of session), never seemed lacking in the demands made upon him. He was always ready to say a kind word, or to do a kind act, and knew the face and fortunes of every person on his estate. Like Southey, he befriended poor authors; his children always had access to his study, so also had his dogs, and for both he was ready at any time to lay down his pen. What a tender heart, by the way, the man must have had who, when his dog Camp died, excused himself from a dinner engagement on account of the death of a dear old friend!

As a novelist, Scott's unparalleled popularity fifty years ago has been perhaps in some degree diminished by the achievements of more recent writers of fiction. When our fathers were enjoying the humour of the "Antiquary" or the pathos of the "Bride of Lammermoor," there was no Dickens, no Thackeray, no Lytton, no Trollope, no Charles Reade, no Charlotte Brontë, no George Eliot. Some of these writers have surpassed Scott in breadth of humour, in profound knowledge of the human heart, in subtle analysis, in exquisite perfection of style. One sees almost at a glance how inferior he is in one direction to Dickens, in another to Thackeray, in another to George Eliot; but, taken as a whole, we think that Scott is still, as in his lifetime, though not by far the greatest writer of fiction in its highest form, the greatest of all modern writers of romance, the novelist who has given the multitude the largest measure of delight, and that of the purest kind; who has told the best stories, and has ennobled what he has written with the charm of the liveliest imagination. And that this charm is still powerfully exercised is evident from the fact that there are seven or eight editions of the *Waverley Novels* always upon sale and selling rapidly. Mr. Carlyle anticipates the time when they will cease to amuse. It is possible that new ages may require a new literature, but Scott's works have lost no popularity in fifty years. No wonder that Scotland is glad to celebrate the birth of her worthiest son; but Sir Walter is the "world's darling" also, and it has rarely happened that the world's applause has been bestowed so worthily.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor, by an Order in Council, dated the 15th ult., was pleased to appoint Napoleon Legendre, Esq., B. C. L., Advocate, first Clerk of French Correspondence, Librarian, and Assistant-Editor of the *Journal de l'Education Publique*, in the room and stead of Mr. Pierre Chauveau, appointed to other duties.

The Lieutenant-Governor, by an Order in Council dated the 20th July last, was pleased to appoint the following

SCHOOL COMMISSIONERS.

Chester-East, Co. of Arthabaska: MM. François Bisson, Louis Tessier and Phidime Lemieux, in the room and stead of MM. Israël Beauchêne, Narcisse Ouellet, and Joseph Roberge;

Acton Vale, Co. of Bagot: The Revd. Mr. François-Xavier Vanasse, in the room and stead of M. Narcisse Bonneau;

Pointe du Lac, Co. of St. Maurice: M. Léon Lanthier, in the room and stead of M. Charles Camirand;

Village of Fraserville, Co. of Témiscouata: M. Charles Timothée Dubé, in the room and stead of Mr. William Hodgson;

St. Arsène, Co. of Témiscouata: J. Priue Roy, Esq., in the room and stead of the Revd. Mr. Octave Hébert;

Wolfestown, Co. of Wolfe: M. Augustin Boucher, in the room and stead of the Revd. M. L. N. Francœur.

ERECTIIONS, SEPARATIONS, ANNEXATIONS, AND CHANGE OF NAME OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor, by an Order in Council, dated the 22nd July last, was pleased

1. To erect, into a School Municipality to be known by the name of *Sacré Cœur de Jésus de Broughton*, in the county of Beauce, the 4, 5, 6, and 7 Ranges of the Township of Broughton, from lot No. 8 to lot No. 28, inclusive; the 8 Range from lot No. 9; the 9 Range from lot No. 12; and the 10 Range from lot No. 17 to lot 28, inclusive;

2. To erect, into a School Municipality to be known by the name of *Sacré Cœur de Marie de Thetford*, in the county of Beauce, the 5, 6, 7, 8, 9, 10, 11, and 12 Ranges of Thetford, from No. 1 to 18, inclusive, the 4 Range from No. 17 to 28, inclusive, and the 11 Range of Broughton from No. 17 to 28, inclusive;

3. To erect, into a School Municipality to be known by the name of *St. Pierre de Broughton*, in the county of Beauce, the 1, 2, 3, and 4 Ranges of Thetford, from No. 1 to 23, in the first three Ranges, and as far as 16 in the fourth, inclusive; the 10 and 11 Ranges of Broughton, from No. 1 to 10 inclusive; the 9 to 11; the 8 as far as No. 5; the 7, 6, and 5 as far the 7, inclusive; lots 12 and 13 of the 14 and 15 Ranges of Leeds; and lots 11, 12, 13, 14, 15, 16 and 17 of the 16 Range of said Township, inclusive;

4. To separate the Township of Auckland, in the county of Compton, from the Municipality of Newport, in the same county, and to erect it into a School Municipality, with the same limits as have been assigned to it for Municipal purposes.

The Lieutenant-Governor, by an Order in Council, dated the 14th ult., was pleased

1. To annex, for School purposes, to the Parish of St. George d'Henryville, in the County of Iberville, the properties of the following, namely, Médard Laurent, Michel Cyr, Pierre Dupuis, Dame Veuve Henry Warner, Germain Chouinard, and André Lestage in the third Concession of the Seigniorship of Noyan;

2. To change the name of *Village de l'Industrie* to that of *Ville de Joliette*, by which this Municipality is known for civil purposes.

BOOKS SANCTIONED BY THE COUNCIL OF PUBLIC INSTRUCTION, AT ITS MEETING OF THE 14th JUNE, 1871.

The Lieutenant-Governor, by an Order in Council, dated the 20th July last, was pleased to confirm the resolution of the Council of Public Instruction, sanctioning the use of the following books in the schools of this Province:

On the recommendation of the Catholic Committee:  
*Géographie de Montpetit et Devisme*, for Model and Elementary Schools;

*Abrégé de Géographie* de F. X. Toussaint, 1st and 2nd edition, also the English version, for Elementary Schools;  
*Commercial Arithmetic* par les Frères des Ecoles Chrétiennes, for Model and Elementary Schools.

NOTICE.

Notice is hereby given, that the Dissentients of St. Maurice, in the County of Champlain having had no school in operation, either in their own Municipality or conjointly with the Trustees of a neighbouring Municipality, for more than a year past; and it appearing that they are taking no measures to put schools into operation or to carry out in good faith the School law,—I shall recommend to the Lieutenant-Governor in Council that the Corporation of the Trustees of the Dissident Schools of the said Municipality be declared dissolved, at the expiration of three months after this publication, in conformity with the 10 Sec. of Cap. 16, 32 Victoria.

(Signed) P. J. O. CHAUVEAU,  
Minister of Public Instruction.

[1st Publication.]

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

MONTREAL (PROTESTANT).

Session of August 1st, 1871.

MODEL SCHOOL DIPLOMA, 1st Class, (E):—Messrs. E. T. D. Chambers, James Ferrie, and Alex. D. McQuarrie.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E):—Misses Elizabeth Blair, Elizabeth Fortune, Mary M. Gardiner, Jane McGarry, Louisa Elizabeth Miller, Ellen Nicolson, Catherine Walker, Amelia Emma Busby, (F) Messrs. Niel Campbell, William Douglass, and Robert Scott.

2nd Class, (E):—Misses Amelia Emma Busby, Jane H. Dunbar, Mary McCuaig, Jane McNaughton, Elvira Jane Miller, Mary Mott, and Jane Standish.

T. A. GIBSON,  
Secretary.

AYLMER.

Session of August 1st, 1871.

ELEMENTARY SCHOOL DIPLOMA 1st Class, (E):—Misses Ellen Burke, Kate Neagle, and Louisa Smith.

2nd Class:—Misses Catherine Higgins, Mary Malloney, and Maria Waters.

J. R. WOODS,  
Secretary.

BONAVENTURE.

Session of August 1st, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class:—Misses Lucy Lefebvre (F. & E.) and Céline Normandeau (F).

J. A. LeBEL,  
Secretary.

OHICOUTIMI.

Session of May 2nd, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Misses Marie Caroline Miville dite Dechesne, Philomène Lavoie, Marie Emélie Duchesne, and Marie Louise Laberge.

T. Z. CLOUTIER,  
Secretary.

CHARLEVOIX AND SAGUENAY.

Session of August 1st, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Misses Josephine Auclair, Marie Roy, and Mathilde Boucher.

2nd Class:—Mr. Félix Boucher.

C. BOIVIN,  
Secretary.

MONTREAL (CATHOLIC).

Session (Special) of June 5th, 1871.

MODEL SCHOOL DIPLOMA, 1st Class, (F):—Misses Alphonsine Archambault, Caroline Meunier, and Elmira Dina Racine.

2nd Class:—Miss Adeline ia, and Mr. Julien Bourgeois



ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) : — Misses Louise Dalpé, Elisa Hébert, Eugénie Lamarche, Angelina Lauson, and Josephine Pelletier ; (E) : — Misses Obeline Chevrier and Catherine Darragh.

F. X. VALADE,  
Secretary.

Session of August 1st and 2nd, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F) : — Misses Hélène Beau-doin, Georgina Beaudry, Alexina Berian, Adeine Bernard, Emélie Bouchard, Arzelie Boisseau, Medarienne Baulé, Louise Charbonneau, Emélie Cloutier, Rosilda Colette, Marie (veuve) Ethier (née Desrochers), Emma Dorval, Alexina Dupont, Rosalie Cordalie Gault, Euphémie Gosselin, Elisa Gravel, Alphonsine Henrichon, Sophie Lachapelle Jeannotte, Arthémise Labrosse, Thécotiste Lajoie, Sophie Lanciault, Elmire Lebeau, Elisabeth Leduc, Azilda Phaneuf, Marie Louise Prim, Philomène Quesnel, Marie Sanche Anna Vigneault ; (E. & F.) : — Mary Louisa Kelly, Elizabeth McGarry, Mary McCarthy, and Mary O'Rourke (E.).

2nd Class, (F) : — Misses Athanas Blain, Domithilde Clavel, Virginie Huot, Sophie Latendresse, Hélène Lavallée, Emma Mitras, Elisa Marier, Alphonsine Noisieux, Noémé Primeau, Rose de Lima Réjimbald, Hélène Philomène Ray, Octavie Mélina Ste. Marie, Marie L. Aurélie Tétrault, and Eugénie Verville.

F. X. VALADE,  
Secretary.

QUEBEC (PROTESTANT).

Session of May 2nd, 1871.

MODEL SCHOOL DIPLOMA, 1st Class : — Mr. Edward Thomas Chambers.

ELEMENTARY SCHOOL DIPLOMA, 1st Class : — Misses Esther Campbell, Jane Jamieson, Janet Oliver, Kate M. Solandt, and Mr. James C. Jamieson.

D. WILKIE, M. A.,  
Secretary.

Session of August 1st, 1871.

MODEL SCHOOL DIPLOMA, 1st Class : — Mr. Edward Thomas Chambers, Senior.

ELEMENTARY SCHOOL DIPLOMA, 1st Class : — Miss Margaret E. Harrower.

D. WILKIE, M. A.,  
Secretary.

RICHMOND (CATHOLIC).

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) : — Miss Roseanna Campbell. 2nd Class, (E) : — Misses Catherine Cushing ; (F) : — Mr. Elmire La-course, and Miss Marie Julie Milette.

F. A. BRIEN,  
Secretary.

WATERLOO AND SWEETSBURGH (PROTESTANT).

Session of August 1st, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (E) : — Mr. Caleb Benham, Misses Louisa Gibbets and Orcilia Foisy 2nd Class : — Miss Eliza Jane Ledoux.

WM. GIBSON,  
Secretary.

## THE JOURNAL OF EDUCATION.

QUEBEC, (PROVINCE OF QUEBEC) SEPTEMBER, 1871.

### Report of the Minister of Public Instruction for the Province of Quebec, for the year 1869 and in part for the year 1870.

To His Excellency

THE HON. SIR NARCISSE FORTUNAT BELLEAU, Knight,  
Lieutenant-Governor of the Province of Quebec.

I have the honor to submit to Your Excellency my report on the state of Public Instruction in this Province, for the year 1869 and in part for 1870.

The general statistics for the year 1869, show an increase, over the preceding one, of 1660 in the number of pupils attending institutions of all kinds, and of \$102,038 in school contributions.

TABLE of the Progress of Public Instruction in the Province of Quebec since the year 1853.

	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864
Institutions.....	2352	2795	2868	2919	2946	2995	3199	3264	3345	3501	3552	3604
Scholars.....	108284	119733	127058	143141	148798	156872	168148	172155	180845	188635	193131	196739
Contributions.....	\$165848	\$238032	\$249136	\$406764	\$424208	\$459396	\$498436	\$503859	\$526219	\$542728	\$564810	\$593964

TABLE of the Progress of Public Instruction in the Province of Quebec, &c.—Continued.

	1865	1866	1867	1868	1869	Increase over 1853.	Increase over 1858.	Increase over 1866.	Increase over 1867.	Increase over 1868.	Decrease compared with 1868.
Institutions.....	3706	3826	3712	3913	3912	1560	917	86	200	"	1
Scholars.....	202648	206820	208030	212838	214498	106214	57626	7678	6468	1660	"
Contributions.....	\$597448	\$647067	\$728494	\$792819	\$894857	\$729009	\$435461	\$247790	\$166363	\$102038	"

The figures representing the number of pupils studying the most essential branches of Elementary Instruction, show a slight increase over those of the preceding year.

Comparative Table of the number of Scholars learning the most Essential Branches of Elementary Instruction since the year 1853.

	1853	1854	1855	1856	1857	1858	1859	1860	1861	1862	1863	1864	1865	1866	1867	1868	1869	Increase over 1853.	Increase over 1858.	Increase over 1864.	Decrease compared with 1860.	Decrease compared with 1864.
Scholars Reading well	27367	32861	43407	46940	48833	52099	64362	67753	75236	77108	77676	75555	96491	98706	101166	101212	101264	73897	49165	25709	.....	52
Do Writing.....	50072	47014	58033	60086	61943	65404	80152	81244	87115	92572	97086	99351	109161	111703	112191	112221	113105	63033	47701	13754	.....	884
Do learning Simple Rules of Arithmetic.	17281	22897	30631	48359	52845	55847	63514	63341	69519	74518	75719	84197	83930	84201	84544	85209	85317	67036	29470	1120	.....	108
Do learning Compound Rules of Arith.	12428	18073	22586	23431	26643	28196	30919	31758	41812	44357	45727	46529	52892	53726	54660	54737	54804	42376	26608	8275	.....	67
Do learning Book-Keeping.....		799	1976	50102	5500	6689	7135	7319	9347	9614	9630	9615	10381	10430	10825	10852	10903	10903	4214	12838	.....	51
Do learning Geography.....	42185	13326	17700	30134	33606	37847	45393	49462	55071	56392	60585	66412	64718	64998	65616	65633	66112	53927	28265	.....	300	479
Do learning History	6738	11486	15520	17580	26147	42316	45997	46324	51095	54461	59024	66894	71253	71453	71965	71972	72204	65466	29688	5310	.....	232
Do French Grammar	15353	17852	23260	29328	39067	43307	53452	54214	50426	61312	63913	68564	76097	76264	76996	77011	77527	62174	34220	8963	.....	526
Do Eng. Grammar...	7066	7097	9004	11824	12074	15348	19773	25073	27904	28464	27358	29428	30458	30648	31748	31808	31914	24848	16566	2486	.....	106
Do Gram. Analysis..	4412	9283	16439	26310	34064	40733	44466	46872	49460	50853	52244	60311	66237	66341	68172	68288	68492	64080	27759	8181	.....	204

As is shewn by the two following tables, the total increase in school contributions was \$102,037.00 over 1868. This was chiefly due to an increase in the assessments for the erection of buildings. It was also due in part to the erection of very fine buildings in the city of Montreal by the Catholic and Protestant School Commissioners and to the augmentation of the school contributions in that city under the new law.

TABLE of the sums levied for Public Instruction in the Province of Quebec, from 1856 to 1869 inclusive.

Years.	Assessment to equal Grant.	Assessment over and above amount of Grant and Special assessments.	Monthly fees	Assessment for the Erection of Buildings.	Total levied.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
1856.....	113884 87	93897 90	173488 98	25493 80	406765 55
1857.....	113387 08	78791 17	208602 37	22928 63	424209 25
1858.....	115485 09	38372 69	231192 65	24646 22	459396 65
1859.....	115792 51	109151 96	251408 44	22083 57	498436 48
1860.....	114424 76	123939 64	249717 10	15778 23	503859 73
1861.....	113969 29	130560 92	264089 11	17000 00	526219 82
1862.....	110966 75	134033 15	281980 23	15798 84	542728 97
1863.....	110534 25	134888 50	307638 14	11749 76	564810 65
1864.....	112158 31	144515 61	321037 30	15553 12	593264 37
1865.....	112447 09	147158 23	324801 87	13041 57	597448 76
1866.....	113657 35	153732 98	356691 53	22985 32	637067 18
1867.....	113909 64	196098 58	394068 37	24417 46	728494 05
1868.....	113790 64	178174 02	452868 69	47986 17	792819 52
1869.....	123625 44	201211 99	472573 70	97446 03	894857 18

TABLE shewing the sources whence comes the difference of increase or decrease between 1. 1864 and 1863, 2. 1865 and 1864, 3. 1866 and 1865, 4. 1867 and 1866, 5. 1868 and 1867, 6. 1869 and 1868.

	\$ cts.	\$ cts.	\$ cts.	\$ cts.	Total increase.
Increase of 1864 over 1863.....	1654 09	9627 11	13399 16	3803 36	28453 72
Increase of 1865 over 1864.....	288 75	2642 62	3768 67	.....	.....
Decrease of 1865 from 1864.....	.....	.....	.....	2511 55	4184 39
Increase of 1866 over 1865.....	1210 26	6574 70	31733 36	9943 75	49618 40
Increase of 1867 over 1866.....	252 29	42365 84	37376 84	1434 14	81426 87
Increase of 1868 over 1867.....	.....	.....	58800 32	23568 71	64325 47
Decrease of 1868 from 1867.....	119 00	17924 56	.....	.....	.....
Increase of 1869 over 1868.....	9834 82	23037 97	19705 01	49459 86	102037 66

The reports of the Principals of the Normal Schools testify to the continued success of these institutions. The following tables will shew the annual attendance at each since its foundation and the number of diplomas awarded :—

TABLE of the number of Pupil-Teachers who have attended the Normal Schools.

Session.	Jacques-Cartier.			McGill.			Laval.			Total Males.	Total Females.	Grand Total.
	Males	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.			
Sess. 1st. 1857.	18	5	25	30	22	.....	22	45	25	70		
" 1857-58.	46	7	63	70	36	40	76	89	103	192		
" 1858-59.	50	7	76	83	34	52	86	91	128	219		
" 1859-60.	53	9	72	81	40	54	94	102	126	228		
" 1860-61.	52	5	56	61	41	53	94	98	109	207		
" 1861-62.	41	10	58	68	39	52	91	90	110	200		
" 1862-63.	57	8	72	80	39	52	91	104	124	228		
" 1863-64.	56	7	67	74	34	49	83	41	116	157		
" 1864-65.	56	5	60	65	43	55	98	104	115	219		
" 1865-66.	43	2	73	75	39	57	96	84	130	214		
" 1866-67.	41	2	73	75	43	55	98	80	128	208		
" 1867-68.	35	5	57	62	49	73	122	89	130	219		
" 1868-69.	36	4	70	74	64	73	137	104	143	247		
" 1869-70.	46	7	69	76	82	80	162	135	149	284		

NUMBER and Grade of Diplomas granted to Pupil-Teachers of the Normal Schools since the establishment of these Institutions.

Grade of Diploma granted.	Jacques-Cartier.			McGill.			Laval.			Total Males.	Total Females.	Grand Total.
	Males.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.			
Academy....	27	16	10	26	30	.....	30	73	10	83		
Model School	120	21	157	178	101	140	241	242	297	539		
Elementary School....	101	34	383	417	56	186	242	191	569	760		
Total.....	248	71	550	621	187	326	513	506	876	1382		

In my report of last year, I made some extracts from the reports of the Principals of the Normal schools, shewing that a very large proportion (as large as in any other country) of ex-Normal School Pupils had adopted the profession of teaching.

The following extracts from the reports of this year will prove that such continues to be the case :

M. L'Abbé Verreau, Principal of the Jacques-Cartier Normal School says in his report :

" At the close of the scholastic year, I had the honor to present  
 For the Academy diploma, 2 pupils  
 " " Model School 9 "  
 " " Elementary School 7 "  
 Total 18 pupils.

" Of this number, only 7 consented to take charge of schools, the rest preferring to continue their studies in order to obtain the higher class diploma. On the other hand, I never received so many applications for teachers, all coming principally from the chief villages of the Districts of Montreal, St. Hyacinthe and Ottawa. I particularly regretted not being able to supply any to certain French Canadian Catholic localities in Ontario. This circumstance seems very suggestive, coupled with the fact that the number of candidates this year was much larger than usual."

M. L'Abbé Chandonnet, Principal of the Laval Normal School, expresses himself in the following terms upon the same subject :—

" With the enumeration of the number of diplomas which you were pleased to grant to pupils of the Laval Normal School, I arrive at a question which does not necessarily come, it is true, within the scope of the present report, yet cannot be considered as altogether foreign to it. I refer to the number of our pupils, who have become teachers this year.

" With your permission, therefore, I shall answer it.

" Of the pupils just mentioned, who received Diplomas in June or July last, I naturally set aside those (Academicians or First Division Students) continuing their studies in the Normal School. It is needless to say that such are not bound to teach before the completion of their studies and can only be counted upon for the future.

" The question therefore can only have reference to those who have left the school.

" Of Males, there were 14, 10 of whom have undertaken the responsibility of teaching.

" Of Females we had 38. How many are teaching? Twenty-eight. Proportion, 38 in 52—say more than two thirds.

" And this was the very day after their departure. We have every reason to believe that several of the remaining 14 will shortly be engaged. I may add, Sir, that besides these 38, five male and six female teachers commenced teaching this year, side by side with those already at work; which increases to 49 the number of those who, this very year, sought and accepted employment, not including seven, teaching in private families.

" In the face of these figures, for the correctness of which I can vouch, it must be concluded, it seems to me, that the pupils of the Laval Normal School are not too numerous, compared with the wants of the country, too little attached to their vocation, too callous to the call of duty, too insensible to the sympathy of the public, nor yet unmindful of the great boon conferred on themselves.

" I cannot forget, Sir, that if some of them have secured positions comparatively advantageous, at Notre Dame de Levis, St. Romuald and St. Hyacinthe; others have had the courage to remove to a distance, and to a certain extent to expatriate themselves, when an engagement offered. Two male teachers, with model school diplomas, accepted elementary schools in the Magdalen Islands at the humble salary of \$200.00 per annum, while several female teachers are engaged to teach on the Gaspé Coast and one at Natashquan. It should be remembered also that this result is obtained, notwithstanding the extreme modesty of the salaries, the continually increasing number of male and especially of female teachers, who receive from the various Boards of Examiners diplomas, which are easily obtained and enable them to compete unfairly with our pupils. It is within my knowledge, Sir, that pupils, provided with the Elementary School diploma, at the time of their entering the Laval Normal School, were only able after a whole year's study, and even then with difficulty, to obtain the same grade of diploma from the Laval Normal School."

Mr. Hicks, Principal of the McGill Normal School, regrets his

inability to furnish any details respecting the ex-pupils of the institution; but he speaks highly of those who completed their course the preceding year. The following is extracted from his report:

"Time has not allowed me to gather much information as to the number of our former pupils who have now been many years engaged in the profession of teaching, and who consequently, have more than redeemed the pledges they gave when they entered the Normal School; but I am sure that in this respect we have every reason to be satisfied.

"It is my intention to gather during the next session, as much information of this nature as I can.

"That our teachers have obtained the confidence of those upon whom devolves a share of the work of providing the means of public instruction is evident from the fact, that the large schools, recently established in Montreal by the Protestant Board of School Commissioners, are carried on entirely by teachers trained in this Institution, and at the same time it should be stated that at the inauguration of one of the largest of these schools, it was publicly announced that the work of the Board, as far as the opening of new establishments was concerned, could not have been carried out, had it not been for the efficient staff of teachers which was found ready prepared for their purpose, by the training of the McGill Normal School.

"Thus far we are able to speak of results which are daily before us, but of the effects produced by the agency of other teachers especially of those labouring in distant parts of the Province, we can know but little, yet I believe we have every reason to rest assured that much good is being done which owes its origin to that preparation of the teacher, which is the peculiar work of a Training Institution."

I have already made reference on several occasions in my reports to the importance which I attach to the theoretical and practical teaching of agriculture in our Normal Schools, and an appendix to my last report gives all the documents necessary for the study of the question. Instruction in Agricultural Chemistry and Agriculture has been given from time to time in the Normal Schools, but the courses were not always regular. M. Dostaller conducted them for a long time at the Jacques-Cartier Normal School, and lectures upon these sciences were also delivered there by Messrs Ossaye and Perrault. L'abbé Godin, who visited the chief establishments of agricultural instruction in Europe, and whose report was published with mine last year, has been recently appointed Professor of Agriculture in that School, and imparts regular instruction, which takes a foremost place in the programme of studies. Pending the adoption of more effectual means, Mr. Godin will supplement his theoretical lessons by visiting with his pupils the principal farms around Montreal.

At the Laval Normal School, agricultural instruction was given during some time by Mr. Landry, (1) and Professor Thibault gives, at present, a course of elementary lessons in agri-

1 The lectures of Messrs. Ossaye, Perrault and Landry were given gratuitously and simply in the interest of science and education.

culture, pending the appointment of a professor specially charged with that branch.

Public opinion in this Province, however, seems to be strongly in favor of a practical and special system of instruction adapted to the preparation of youth either for an agricultural, commercial or industrial career. Two Commercial Academies were established, one at Quebec, and the other at Montreal, and within the few years which they have been open, they have turned out many young men, who have taken situations in our mercantile houses, banks and other institutions. The Montreal Commercial Academy is under the control of the Catholic School Commissioners of that city, and directed by Mr. Archambault and other ex-pupils of the Jacques-Cartier Normal School, while the Quebec institution is conducted by the Christian Brothers.

Masson College at Terrebonne also imparts an excellent commercial training, and has made great sacrifices to establish a full course. The institution conducted at Montmagny by Mr. Dufresne, ex-principal of the College of St. Michel de Bellechasse, the latter College itself, St. Mary's Academy, Montreal, the establishment called *La Maitrise* in the same city, and several others, also pursue this useful mission with success. *La Maitrise* under the direction of the Oblate Fathers has for teachers ex-pupils of the Jacques-Cartier Normal School.

The Ste. Anne de La Pocatière and L'Assomption Schools of Agriculture, though up to the present not very numerous, have contributed to the general progress by their example and the result of their teaching in the districts in which they are situated. The publications of journals of agriculture, the approval given by the Council of Public Instruction to several works on agricultural instruction, and the lectures given by order of the Board of agriculture will help to give to education in our country districts that desirable direction which it is the mission of Agricultural Instruction in the Normal schools to propagate.

The Board of Arts and Manufactures has established a school of drawing at Montreal and opened courses for the working classes at Quebec. The St. Vincent de Paul society has also established night schools for adults at Quebec.

The founding of applied Science and Art Schools and the establishment of courses of technology have been discussed in the press for some time.

McGill University proposes to found shortly an institution of this kind and the sum of \$2580 taken from the share of the Catholic Institutions in the distribution of the Grant for Superior Education, has been set aside for the establishment of similar schools in connection with Catholic Institutions at Quebec and Montreal. Certain advances made on the subject to the Laval University, Quebec, and some institutions in Montreal, give reason to hope that this important project will be realized at no very distant date.

The following summary of the working of the Board of Examiners does not differ from that of the preceding year.

It will be perceived that about a seventh of the candidates examined were rejected, being the same proportion as in previous years.

ANNUAL Statistical Summary of the Boards of Examiners for the Province of Quebec for 1869.

BOARD.	Number of days the meetings lasted.	Number of Candidates examined.	Average No. examined per day.	NUMBER OF DIPLOMAS GRANTED.												Class of Diploma and No. of Candidates passed.			Grand total.	Number of Candidates rejected.
				Academies, 1st Class		Academies, 2nd Class.		Model Schools, 1st Class		Model Schools, 2nd Class.		Elementary Schools, 1st Class.		Elementary Schools, 2nd Class.		Academy.	Model School.	Elementary School.		
				Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.	Males.	Females.					
Montreal (Catholic).....	6	190	32					1	4	1		6	111	1	44	....	6	162	168	22
" (Protestant).....	4	66	16	1				3	2			1	18	5	22	1	7	46	54	12
Quebec Catholic).....	4	106	26							2	1	2	25	1	66	....	1	94	95	11
" (Protestant).....	4	7	2										1	1	5	....		7	7	....
Three-Rivers.....	4	72	18										39	....	9	....	2	48	50	22
Sherbrooke.....	4	34	8	1	1	1			7				8	2	8	3	7	18	28	6
Kamouraska.....	4	42	10						3	1		3	21	....	10	....	4	34	38	4
Gaspé.....	5	8	2										4	1	....	....		5	5	3
Stanstead.....	2	16	8									3	8	1	3	....		15	15	1
Ottawa.....	4	19	5									4	6	....	4	....		14	14	5
Beauce.....	2	10	5										3	....	4	....		7	7	3
Chicoutimi.....	3	6	2										3	....	4	....		5	5	1
Rimouski.....	4	15	4										4	....	9	....		13	13	2
Bonaventure.....	2	3	2										3	....	3	....		3	3	....
Pontiac.....	4	13	3										3	2	2	6	....	13	13	....
Richmond.....	3	32	11										3	12	....	7	....	22	22	10
Waterloo (Catholic).....	3	14	5										3	8	....	3	....	14	14	....
" (Protestant).....	4	55	14										5	28	9	12	....	54	54	1
Charlevoix.....	1	5	5										5	....	....	....		5	5	....
Total.....	67	713	106	2	1	1	....	4	16	4	3	33	310	23	213	4	27	579	610	103

The number of Protestant and Catholic Dissident schools have increased—the former from 143 to 154 and the latter from 45 to 56.

TABLE OF DISSIDENT SCHOOLS AND THE NUMBER OF SCHOLARS.

District of School Inspector.	Protestant Dissident Schools.	Number of Scholars.	Catholic Dissident Schools.	Number of Scholars.
J. B. F. Painchaud.....				
Rev. R. G. Plees.....	4	205		
L. Lucier.....	3	131	2	100
Th. Tremblay.....	4	107		
Vincent Martin.....				
G. Tanguay.....				
S. Boivin.....				
John Hume.....	6	251	1	150
P. F. Béland.....	2	81		
E. Carrier.....	2	81		
J. Crépault.....				
F. E. Juneau.....	4	126		
P. Hubert.....	3	186		
W. Alexander.....			10	204
B. Maurault.....				
H. Hublard.....	5	380		
M. Stenson.....			11	444
R. Parmelee.....	15	380	12	291
J. N. A. Archambault..	2	104		
J. B. Delage.....	9	237		
Michel Caron.....	21	742		
L. Grondin.....	14	527		
C. Thompson.....	5	264	18	921
F. X. Valade.....	23	816		
A. D. Dorval.....	7	185	2	63
G. Germain.....	7	198		
C. B. Rouleau.....				
Bolton McGrath.....	18	671		
	154	5672	56	2178

The table, shewing the state of the Fund for Superannuated Teachers, indicates that, notwithstanding the liberality of the Government in increasing its grant and consequently raising the rates of pension, the teachers do not seem inclined to take advantage of this admirable institution to make provision for themselves on their retirement from the service.

SUPERANNUATED TEACHERS' FUND

Years.	Number of Teachers who subscribed each year.	Number of Pensioners each year.	Rate of Pension for each year of teaching.	Total of Pensions paid.
1857.....	150	63	\$ cts.	\$ cts.
1858.....	74	91	4 00	886 90
1859.....	18	128	4 00	2211 74
1860.....	9	130	4 00	3115 36
1861.....	9	160	3 00	2821 57
1862.....	10	164	3 00	3603 58
1863.....	13	171	1 75	2522 09
1864.....	7	170	2 25	3237 00
1865.....	11	160	1 75	2787 00
1866.....	13	173	1 75	2784 00
1867.....	15	176	1 75	3036 00
1868.....	10	163	2 50	4590 00
1869.....	9	174	2 50	4677 00

Every year, the Department is under the necessity of refusing the applications of old teachers, who have neglected to subscribe to the fund and who, in illness or infirmity, bitterly regret their disregard of the sound advice previously given to them in this respect. The Clergy, School Commissioners and Inspectors cannot too frequently impress upon all teachers the necessity of providing against those wants—which are too often inseparable from old age—by paying the small annual subscription which entitles them to a retiring allowance. The whole respectfully submitted.

PIERRE J. O. CHAUVEAU,  
Minister of Public Instruction.

Ministry of Public Instruction,  
Quebec, December 21, 1870.

### Francis Parkman the Historian on Canadian Archives.

Amongst the many welcome tourists which the sunny months bring to the ancient capital, there is one above others, whose arrival is by all Quebec *littérateurs* hailed with a most cordial welcome; we mean Francis Parkman, the gifted writer of "The Conspiracy of Pontiac," "The Pioneers of New France," "The Jesuits in North America," and several other thrilling narratives, which exhibit in matchless truthfulness and brilliancy the tracings of our early Canadian history.

Of all Canadian cities, Quebec, not only by her memories and scenery, interests the historian and tourist in the highest degree, but, the literary treasures, the voluminous MSS., stored in her flourishing University, and on the shelves of the *Literary and Historical Society*, likewise attract *savants* from all parts of the continent. Thus, we had the eminent historian Bancroft under the guidance of the learned Dr. John Charlton Fisher, Pres. of Lit. and Hist. Soc., ransacking the musty old records of the past, in quest of *data* on the siege of Quebec in 1759. Later on, the able biographer of Washington and Arnold—Jared Sparks spent days and days in the rooms of the Historical Society looking over diaries and journals of the American invasion in 1775, with the President of the Society, the late G. B. Faribault—a gentleman noted for his antiquarian lore.

It is now the pride of this useful institution to see in its rooms another and no less illustrious investigator of the past—Francis Parkman, of Boston. This celebrated writer has even actively espoused a cause, in which the Literary and Historical Society felt deep concern last winter, and took, in connection with other friends to science, action before the House of Commons at Ottawa.

Our readers may recollect a memorial, numerous and respectably signed, presented to the House by Sir A. T. Galt, subsequently referred to a committee, composed of the Hon. Mr. Howe, Hon. C. Dunkin and others. One object of this memorial was the creation for the Dominion of a Public Record Office—such as exists in England, France, and elsewhere. We have not yet been able to learn how Mr. Dunkin has dealt with the memorial, for to him the Committee of the Parliamentary Library referred it for action, but trust this matter won't be allowed to drop. It certainly could not be advocated in Canada by an abler or more illustrious literary character than he whose name heads the notice.

Subjoined is Mr. Parkman's letter, for the communication of which we have to thank the President of the Literary and Historical Society:

"PORTLAND, 22nd June, 1871.

"J. M. LEMOINE, Esq.,

President of the Quebec Literary and Historical Society, Quebec:

"My dear Sir,—Having been occupied at intervals for many years in researches connected with the early history of Canada, and being, perhaps, as conversant as anybody with the difficulties that beset the investigation, I beg to call your attention to the importance of some combined action to accomplish a task to which individual effort is unequal; without this Canadian history cannot be well written.

"The materials of your singularly interesting annals are scattered through various archives and libraries in Europe, and on this continent. They are often in confusion; what is valuable and what is worthless being mixed pell mell. The hand writing is often half legible. These papers or a judicious selection from them, copied in a legible hand, bound in chronological order and preserved in a place of deposit, where they could be consulted by the student, under proper restrictions would throw a flood of new light on Canadian history.

"An excellent beginning has already been made, in the second and third series of Paris documents now deposited in the Library at Ottawa. These, together with the first series, consisting of copies of the French documents of the Brodhead collection of New York, are invaluable as far as they go. They are, however, an imperfect and partial collection. A heap of French documents from about the year 1732-4 to the year 1763, a most interesting period of your history, remains uncopied in the archives of Paris, subject to the accidents of revolution, from which last spring they narrowly escaped. Their loss would leave a gap which could never be filled. Besides these, there are many documents of an earlier period, which have never been brought to America.

"Strange as it may seem, the States of New York and Massachusetts began the work of collecting the materials of Canadian history from the archives of Paris and London. Mr. Brodhead, under a State Commission, labored to collect all the French Canadian papers which had a bearing, direct or indirect, on the history

of New York. Mr. Poore was employed to the same effect on the part of Massachusetts; and the results in both cases have been very valuable. It cannot be supposed that the new Dominion will leave in a state of half completion a task in which she has so deep an interest.

"I hope that the ardent interest which I have always taken in the history of your country will be a sufficient apology for suggestions which might otherwise seem intrusive.

"With great regard,

"Yours very truly,

(Signed)

"F. PARKMAN."

—Montreal Gazette.

### McGill University, Montreal.

DEPARTMENT OF PRACTICAL SCIENCE AND COMPETITIVE EXAMINATIONS.

The Board of Governors of the University have elected to the office of Professor of Civil Engineering in this new Department, Mr. George Frederick Armstrong, M.A., (Cantab.) C.E., F.G.S., member of the Society of Arts and Associate of the Institute of Civil Engineers. After graduating at Cambridge, Mr. Armstrong pursued a three years' course of study in the Engineering Department of King's College, London, and has since had a large and varied experience as a Practical and Consulting Engineer. He has been successfully employed in preparing candidates for the engineering examinations for India and other competitive examinations; and in addition to his other professional qualification is an accomplished physicist and chemist. Prof. Armstrong is expected to arrive in Canada early in the autumn. The Board has also secured the services of Mr. Bernard J. Harrington, B.A. of McGill and Ph. D. of Yale, Lecturer in Assaying and Mining. Dr. Harrington took the Logan Medal in McGill and has since attended the Sheffield Scientific School at Yale, and has had some experience in assaying and field geology. The University is fortunate in having secured gentlemen of so high qualifications to aid its present staff in the work of this important Department, which there seems every reason to believe will be attended by a large number of students.

The following are the results of the competitive examinations recently held in McGill College for scholarships (tenable for two years), and exhibitions (tenable for one year.) The names of the donors are appended:

#### SCHOLARSHIPS.

*Science*.—C. McLeod, Prince Edward Island,—Donor: W. C. MacDonald, Esq.; E. N. McFee, Beauharis, P.Q.,—Donor: W. C. MacDonald, Esq.

*Classics and Modern Languages*.—C. H. Murray, Montreal,—Donor: W. C. MacDonald, Esq.; R. L. MacDonald, Montreal,—Donor: W. C. MacDonald, Esq.

#### EXHIBITIONS.

*Second Year*.—C. Harvey, St. Johns, New-Foundland,—Donor: W. C. MacDonald, Esq.; G. B. Ward, Boundary Line, P.Q.,—Donor: W. C. MacDonald, Esq.; Archibald D. Taylor, Montreal,—Donor: T. M. Thompson, Esq.; A. Harvey, St. Johns, New-Foundland,—Donor: T. M. Taylor, Esq.

*First Year*.—G. H. Chandler, Brome, P.Q.,—Donor: W. C. MacDonald, Esq.; R. A. Crothers, Venice, P.R.,—Donor: T. M. Thomson, Esq.; R. H. Eccles, Lancashire, England,—Donor: W. C. MacDonald, Esq.; D. Campbell, Bristol, P.Q.,—Donor: Mrs. Jane Redpath.

The annual value of the MacDonald Scholarships and Exhibitions is \$125. That of the others is \$100, but this sum is supplemented in certain cases by the College, so as to make the value of \$125.

### Biographical Sketches.

#### THE RIGHT REV. BISHOP DEMERS, VANCOUVER'S ISLAND.

Yesterday morning, July 31, at nine o'clock, St. Andrew's Cathedral was the scene of a most impressive ceremony, viz., the committal to earth of the mortal remains of the late Right Rev. Bishop Demers. The Cathedral was draped with black and within the altar stood Rev. Father D'Herbomez, Vicar of British Columbia, Rev. Fathers Mandart, Kirley, Jonckan, Brambant, and Bondaux. The ceremony commenced with High Mass, after which a very impressive sermon was preached by the Rev. Father Kirley from the text, "Blessed are the dead who die in the Lord, from henceforth. Yea, saith the Spirit,



that they may rest from their labours and their works do follow them"—Rev. XIV, 13. The Rev. Father said it was by request of the deceased Bishop that he addressed his Catholic brethren, and proceeded in a most effective and touching manner to review the devoted life and arduous labours of the late Bishop. The audience—more especially those who are more immediately bereft of their Father in God—were deeply moved. After the sermon the burial service was performed by Vicar D'Herbomez, assisted by all the Fathers present. At the close of the service the remains were deposited beneath the floor of the chancel in front of the altar. The sacred edifice was crowded to overflowing. Among those present were the Dean and all the clergymen of the Episcopal Church, Sir James Douglas and most of the leading men of the city. Father Seighers was appointed by the late Bishop, shortly before his death, to be Administrator of the Diocese of Vancouver Island, pending the appointment of a successor.

The life and works of the Right Reverend Modeste Demers, Catholic Bishop of Vancouver's Island, are such as to render the incident of his death deserving of something more than passing notice. A native of Quebec, Canada, he entered the Priesthood in 1836 and in the following year left Canada for this coast, in company with Archbishop Blanchard, crossing the Continent overland as best they could at that early period. Arriving in Oregon in 1838, the subject of these remarks entered upon the active and arduous work of a Christian Missionary in the wilds of the north Pacific; a work in which he continued with unabated zeal up to the time of his last illness. And those only who came to this coast in these early days can form anything like an adequate idea of what he had to suffer and endure. In perils by sea; in perils by land; in perils amongst the savage tribes; in perils among wild beasts; in perils among his own countrymen, he did not count his life dear to him so that he might promote the great work to which he devoted himself. Nor were his labors barren of results; for go where you will on the North Pacific and the fruits of these many years of incessant toil will be seen. There is scarcely a rood of ground which he has not trod; there is not an Indian village which he has not visited; there is not a white settlement in which he has not provided the ordinances of his Church. The late Bishop was not only a devoted and successful Missionary, but as a man and a neighbor he was amongst the most loveable of men. However others might differ with him on matters of faith, none could differ with him as a man. He was, indeed, a devoted Christian and an exemplary man, and during the twenty-four years that he occupied the exalted position of Bishop, his humility never forsook him, as his devoted zeal never flagged. It would, indeed, have been strange if the consolations of religion which he had administered to so many in the course of a long and useful life had failed to support him during his passage through the dark valley. His death, like his life, was peaceful and happy,—showing to all around how a Christian can die.—*From the British Colonist, Aug. 2.*

#### PROFESSOR FORBES OF MCGILL UNIVERSITY, MONTREAL

By a recent mail, we learn that Professor Forbes, of Montreal, died at his father's residence at Coupar-Angus, Scotland, on the 16th ult. Mr. Forbes was a self-made man, it being scarcely 12 years since he left the hand-loom in Coupar-Angus for the Normal School in Glasgow, he at once gained the Queen's scholarship. He was afterwards for some time a teacher, first at Clackmannan and then at Busby. He then entered the University of Edinburgh, where he had a most successful career, distinguishing himself specially in mathematics and moral philosophy, and carrying off some of the highest honors in the University, including the Tyndall Bruce Bursary for the last two years of his stay. He was afterwards Prof. Calderwood's class-assistant. This time last year he received the appointment of Professor of Logic and Moral Philosophy in the McGill College, Montreal. He proceeded thither shortly after, but ill health overtook him, and he was scarcely able to finish the session. Too close application to study had done its work, and he returned to Coupar-Angus far gone in consumption. He leaves a large circle of friends to mourn his death, not only in Edinburgh and his own town, but wherever he was known, as he was of a warm and generous disposition, and ever ready to give a word of encouragement and counsel to those who were eager, like himself, to obtain knowledge. He was about thirty years of age.

#### REV. WILLIAM HINCKS, F.L.S., UNIV. COLL., TORONTO.

The Rev. William Hincks, until recently Professor of Natural History in University College, Toronto, died on Sunday evening last, at the advanced age of seventy-nine. The learned professor was a son of the Rev. Dr. Hincks, born, we believe, at Belfast, in the year 1792. The family has made a considerable figure in various spheres

of active public labour, no less than four brothers having made themselves known to contemporary fame,—each of them able and energetic in his chosen department. Sir Francis Hincks took the path of politics, and consequently has achieved a wider reputation than his brothers, who devoted themselves to less conspicuous pursuits. The Rev. Edward Hincks, however, has been recognized as a learned archaeologist, especially in connection with the study of Assyrian antiquities, and the Rev. Thomas Hincks, as an earnest minister of our own Church.

The subject of this notice was early attracted to Natural Science, in which his attainments were very considerable. Valuable contributions, more particularly in Botany, are to be found in the journals of the British Association, the Linnean Society, and the Canada Institute. On the establishment of the Queen's College, in Ireland, Mr. Hincks was nominated the first Professor of Natural History, at Cork—a position he resigned in 1854, on his appointment to a similar position in Toronto.

Those who attended the lectures of Professor Hincks during the early part of his sixteen years' work amongst us will always feel the deepest and tenderest respect for his memory. With the most simple and unobtrusive manner—almost awkward in its simplicity—the professor combined a knowledge of his subjects, and an enthusiasm in the investigation of them, which commanded the heart, even where they did not secure the head, of the student. Mr. Justice Greedy, in Massinger's drama, with mouth watering in prospect of a venison pasty, was not half so happy as Professor Hincks, when he displayed to his class the wondrous plumage of a beautiful bird, or the horny shell of a favourite beetle. His zeal in the cause of science was evidently unfeigned—it was so childlike. To secure a student who would enter into his ingenious spirit, and strain his eyes in examining vegetable tissue through the microscope, was a triumph which always yielded him intense delight. Of late his powers had begun to fail; but we can conceive the pang he must have felt in severing the last link which bound him to the study of nature. These who knew him best will understand us when we say that a purer or kinder spirit does not often take its flight from earth.—*Church Herald, Toronto.*

#### Mr. J. C. BRAUNIES, MONTREAL.

We take the following from the *Montreal Gazette*, but in our next issue shall reproduce an article found in the columns of *La Minerve* of the 14 ult.:

There died in this city on the 11th instant, Professor Braunies, a musician of considerable note. Professor Braunies long held high rank in this city in his profession, and was celebrated not less for his composition than his execution. He published at different times several pieces of music, which met with very great success; among others a waltz, dedicated to H. R. H. Prince Arthur, which was submitted to the Prince and received his approval. Mr. Braunies was for some time organist of St. James C. Church, and also held other offices of importance. As a teacher of music he had few rivals. He had only reached his 57th year when he died, deeply regretted by a wide circle of acquaintances.

#### Book Notices.

1. *A Latin Grammar for Beginners.* By Prof. Waddell. Harper Bros. N. Y. 1871.

This is evidently the work of an experienced practical teacher. It is concise and otherwise well adapted to meet the wants of those learners in whose Latin Course the reason and the powers of perception, reflection, and comparison are intended to be constantly exercised, apart from the too common practice of habituating the pupil to an almost exclusive dependence upon the memory. The examples prescribed are very judiciously chosen and sufficiently numerous and varied to ensure familiarity with whatever is essential in the declension of nouns and the conjugation of verbs. The important division *Syntax*, forming part III. of this Grammar, is disposed of in 13 pages. We think this portion of the work, more than any of the others, justifies the title given to it, namely a Latin Grammar for beginners, implying by this term learners pursuing this branch for the first time irrespectively of mere age or of attainments in other branches. In the common run of Latin Grammars the *Syntax* is made to comprise more rules than are necessary, while the example following each is usually a whole line or paragraph cited from an ancient author expressing himself in a language yet unknown to the learner, and containing superfluous words to which the given rule has no reference whatever. But we find here comparatively few rules, yet all that are absolutely essential, exemplified appropriately by means of words which are all required to illustrate the principle and use of each rule.

The quantities of the vowels which occur in the Latin words throughout the work are carefully marked which must greatly facilitate the learner's

acquisition of a correct utterance and pronunciation when he advances to the reading of authors. The comparative brevity of Part IV, however, has not been secured without some sacrifice in point of clearness both as regards the definitions and the exemplification which beginners need. We here refer more particularly to the definitions and rules given in the 77th and four following pages. Nevertheless, Professor Waddell's Latin Grammar is, on the whole, one of the very best compendiums we have seen, and we think all the better of it because from the beginning to the end it contains nothing superfluous in the shape of "notes, remarks, and observations" which enter so largely into elementary text books. The work is completed in 86 pages. We commend it to teachers of Latin as a good elementary text book to place in the hands of their pupils, and also to persons possessing already some knowledge of the language, yet requiring to revise its fundamental principles without the aid of an instructor.

2. *Manual of Reading.* By H. L. D. Potter, Harper Bros. N. Y. 1871.

A book of upwards of 400 pages and comprising numerous exercises for practice in Reading and Elocution given under the titles of "Exercises for the Little Folks" "Exercises for the Young Folks," and "Miscellaneous Exercises". The author tells us in his preface that he prepared the book with three objects in view, namely *completeness, correctness, and brevity*, and, accordingly, to secure the first of these, the exercises are preceded by what may be called treatises on Calisthenics, Voice-training, Elocution, Gesture, and Rhetoric, so that there may be no need of referring to distinct works on those branches. We think that in the hands of competent instructors, this book may be rendered very useful in accomplishing its intended purposes. The exercises are varied in their character and subjects, and, though there is no lack of serious and beautiful passages taken from eminent authors, the witty and the humorous seem to predominate.

3. *The Student's Elements of Geology.* By Sir Charles Lyell, Bart. F. R. L. Prof. Harper Bros., N. Y. 1871.

This is a reprint of the new English edition of Lyell's Elements, the name being now changed to "The Student's Elements of Geology", because the learned author, at the suggestion of friends of education who desired to see the work adapted to suit classes of beginners, consented to omit the theoretical discussions contained in both his "Elements of Geology" and "Principles of Geology". To teachers of Geology Sir Charles has thus rendered an acceptable service, for his intention, at first, is stated to have been merely to issue a seventh edition of a work which was out of print and which was not altogether suitable for beginners or for instruction in classes. The book is embellished with more than 600 wood cuts. It is rendered more interesting by the fact that Sir Charles Lyell, like Sir John Herschell and Sir David Brewster when treating of their special branches of science, possesses the faculty of presenting the principles and facts of Geology in a popular form, the style of his language being characterized by simplicity without his appearing to go out of his way to avoid the use of the technical terms which necessarily abound in the discussion of such a subject. The book contains 618 pages of letter press followed by a full index. (1)

MISCELLANY.

Education.

— *Home Teaching.*—Of all the ideas of education that prevail in the community, there is none so general, or more pernicious, than that which limits education to the school-room. Children learn indeed certain important things at school. But parents cannot too often be reminded of the educational forces which act upon a child to be found outside of the school-room in the street, the playground, the nursery, and the home circle. Even that part of a child's mental and moral growth which comes from the school-room depends largely for its quality and amount upon the moulding influences received elsewhere. School is at best only an assistant; it can never be a substitute, for home training. Parents are by necessity educators. They can no more divest themselves of the office than the sun in heaven can divest himself of his influence upon animal and vegetable life, or the moon can make her circuits without affecting the tides. From the first smile of recognition that passes between the infant and its mother, down to the full companionship and communion of matured manhood and womanhood, a process of education is going on in the household circle, and the leading factor in this work is what the parent does in it. The works, the actions, the opinions, the example of the parent, whatever the parent is or does, or fails to be and to do, operate on the mind and manners, the

words and actions of the child with a silent, persistent, persuasive influence, like that of light or heat or other of the great agencies of nature.

Statistics.

— *Population of the one hundred and thirty-four largest Cities in the United States.*—The following valuable table of the population of each of the cities of the United States contain ten thousand inhabitants and upwards is, from the forthcoming work of the Census Bureau, embodying the results of the last census. It will be found very useful for reference:—

Cities.	Population.	Cities.	Population
1 New York.....	942,292	68 St. Joseph.....	19,565
2 Philadelphia.....	674,022	69 Wheeling.....	19,280
3 Brooklyn.....	396,099	70 Norfolk.....	19,229
4 St. Louis.....	310,864	71 Bridgeport.....	18,969
5 Chicago.....	298,077	72 Petersburg.....	18,950
6 Baltimore.....	267,354	73 Chelsea.....	18,547
7 Boston.....	250,526	74 Dubuque.....	18,434
8 Cincinnati.....	216,249	75 Bangor.....	18,289
9 New Orleans.....	191,418	76 Leav'no'w'th.....	17,873
10 San Francisco.....	149,773	77 Fort Wayne.....	17,718
11 Buffalo.....	117,714	78 Springfield, Illinois.....	17,364
12 Washington.....	109,199	79 Auburn.....	17,225
13 Newark.....	105,059	80 Newburgh.....	17,014
14 Louisville.....	100,753	81 Norwich.....	16,653
15 Cleveland.....	92,829	82 Grand Rapids.....	16,507
16 Pittsburgh.....	86,076	83 Sacramento.....	16,283
17 Jersey City.....	82,546	84 Terre Haute.....	16,103
18 Detroit.....	79,577	85 Omaha.....	16,083
19 Milwaukee.....	71,440	86 Willim'sp'rt.....	16,030
20 Albany.....	69,442	87 Elmira.....	15,863
21 Providence.....	68,904	88 New Albany.....	15,596
22 Rochester.....	62,389	89 Augusta.....	15,389
23 Allegheny.....	53,180	90 Cohoes.....	15,357
24 Richmond.....	51,038	91 Newport.....	15,087
25 New Haven.....	50,840	92 Burlington, I.....	14,930
26 Charleston.....	48,956	93 Lexington.....	14,801
27 Indianapolis.....	48,244	94 Burlington, V.....	14,387
28 Troy.....	46,465	95 Galveston.....	13,818
29 Syracuse.....	43,051	96 Lewiston.....	13,600
30 Worcester.....	41,105	97 Alexandria.....	13,576
31 Lowell.....	40,928	98 Lafayette.....	13,502
32 Memphis.....	40,226	99 Wilmington.....	13,449
33 Cambridge.....	39,634	100 Haverhill.....	13,066
34 Hartford.....	27,810	101 Minneapolis.....	13,000
35 Scranton.....	35,092	102 Sandusky.....	13,056
36 Reading.....	33,930	103 Salt Lake.....	22,402
37 Paterson.....	33,529	104 Keokuk.....	11,866
38 Kansas City.....	32,260	105 Fond du Lac.....	12,764
39 Mobile.....	32,034	106 Birmingham.....	12,679
40 Toledo.....	31,584	107 Oshkosh.....	12,633
41 Portland.....	31,413	108 Vicksburg.....	12,443
42 Columbus.....	31,274	109 San Antonio.....	12,256
43 Wilmington.....	30,841	110 Concord.....	12,241
44 Dayton.....	30,473	111 Des Moines.....	12,035
45 Lawrence.....	28,921	112 Jackson.....	11,447
46 Utica.....	28,804	113 Georgetown.....	14,384
47 Charleston.....	28,323	114 Aurora.....	11,162
48 Savannah.....	28,285	115 Hamilton.....	11,081
49 Lynn.....	28,233	116 Rockford.....	11,049
50 Fall River.....	26,768	117 Schenectady.....	11,026
51 Springfield, Mass.....	26,703	118 Rome.....	11,000
52 Nashville.....	25,865	119 Wat'rbury, C.....	10,826
53 Covington.....	25,505	120 Macon.....	10,810
54 Quincy.....	24,052	121 Madison.....	10,709
55 Manchester.....	23,536	122 Altona.....	10,600
56 Harrisburg.....	23,126	123 Portsmouth.....	10,592
57 Peoria.....	22,849	124 Montgom'ry.....	10,588
58 Evansville.....	21,830	125 Nashua.....	10,543
59 Atlanta.....	21,789	126 Oakland.....	10,500
60 Lancaster.....	21,290	127 Portsmouth.....	10,492
61 Oswego.....	20,910	128 Biddeford.....	10,282
62 Elizabeth.....	20,832	129 Hannibal.....	10,125
63 Hoboken.....	20,297	130 Ogdensbu'gh.....	10,076
64 Poughkeepsie.....	20,080	131 Stockton.....	10,066
65 Davenport.....	20,038	132 C'neil Bluffs.....	10,020
66 St. Paul.....	20,030	133 Zanesville.....	10,011
67 Erie.....	19,646	134 Arkron.....	10,006

(1) The three books here noticed are kept for sale by Dawson Bros. Booksellers and Publishers, Montreal.

**Meteorology.**

From the Records of the Montreal Observatory, Lat. 45° 31 North; Long. 4h. 54m. 11 sec. West of Greenwich; height above the level of the sea, 182 feet; for the month of July, 1871. By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	30.150	30.104	29.996	58.0	83.4	71.2	sw	sw	sw	87.12
2	29.950	29.944	.924	68.1	79.2	72.1	w	w b s	sw	101.10
3	30.024	30.016	30.049	54.1	84.0	70.1	ws w	sw	sw	96.12
4	.001	29.850	29.782	64.0	80.3	66.2	w	w	w	86.12
5	29.873	.902	.996	63.1	82.3	68.2	w	w	w	91.14
6	30.024	.861	.768	62.4	83.4	71.1	w	s e	sw	68.14
7	29.576	.743	.732	69.4	74.0	66.2	w	w	w	194.24
8	30.001	30.000	.962	63.6	86.0	74.0	w	w	w	271.12
9	29.781	29.762	.800	71.7	80.1	72.0	n e	w b s	w	201.00
10	.917	.960	.886	60.1	76.2	69.0	w	n e	w	91.84
11	900	816	.752	66.1	79.2	71.2	w	w	w	87.24
12	846	.856	.950	67.0	82.0	73.1	w	w by n	w	101.12
13	30.030	.986	.987	71.0	98.0	75.1	w	w	w	89.12
14	29.924	.900	.847	73.2	88.1	67.1	w	w	w	74.14
15	.901	.764	.771	66.4	86.2	66.4	w	w	w	84.10
16	.779	.704	.651	63.6	80.0	67.0	n e	w b n	ws w	97.13
17	.501	.612	.700	62.0	81.1	60.0	sw	nn w	nn w	114.12
18	.699	.675	.616	59.0	69.2	69.0	w	sw	sw	79.42
19	.721	.750	.751	59.1	72.9	68.1	w	w	w	101.12
20	.752	.763	.875	58.6	76.6	66.3	w	w	w	87.74
21	.921	.923	.925	60.0	76.3	65.0	sw	w	w	142.10
22	.925	.927	.960	60.0	69.1	61.0	w	w	w	97.24
23	30.002	30.075	30.174	60.0	80.4	62.2	w	w	w	64.10
24	.201	.210	.227	60.0	83.1	68.0	w	n e	n e	87.11
25	.267	.223	.200	63.4	84.1	72.3	sw	e	e	76.21
26	.101	29.961	29.900	62.7	79.2	67.3	w	n e	w	64.10
27	29.899	.899	.911	65.2	71.0	68.0	w	sw	w	84.24
28	.972	30.075	30.150	64.5	68.5	66.4	w	n e	n e	89.74
29	30.200	.224	.151	62.4	80.0	70.0	n e	n e	n e	104.10
30	.101	.077	.001	68.7	73.0	69.0	n e	n e	n e	87.12
31	29.972	29.951	29.982	69.1	67.0	64.2	n e	n e	n e	94.14

**REMARKS.**

The highest reading of the Barometer was on the 25th day, and indicated 30.267 inches: the lowest reading was on the 17th day, and was 26.501 inches. The mean of the month was 29.770, and range 0.766 inches.

—Observations taken at Halifax, Nova Scotia, during the month of July, 1871. Lat 44°39' North; Long. 63°36' West; height above the Sea 75 feet; by Sergt. John Thurling, A. H. Corps, Halifax.

Barometer, highest reading was on the 29th.....	30.311 inches.
" lowest " " 8th.....	29.460
" range of pressure.....	0.851
" mean for month (reduced to 32°).....	29.771
Thermometer, highest in shade was on the 6th.....	84.2 degrees
" lowest " " 2nd.....	43.4
" range in month.....	40.8
" mean of all highest.....	76.4
" mean of all lowest.....	52.5
" mean daily range.....	23.9
" mean for month.....	64.4
" maximum reading in sun's rays.....	131.8
" minimum reading on grass.....	30.1
Hygrometer, mean of dry bulb.....	67.1
" " wet bulb.....	62.4
" " dew point.....	58.7
" elastic force of vapour.....	.494
" weight of vapour in a cubic foot of air... ..	5.4 grains.
" " required to saturate do.....	1.9
" the figure of humidity (Sat. 100).....	74
" average weight of a cubic foot of air.....	522.0
Cloud, mean amount of, (0-10).....	7.0
Ozone, " " (0-10).....	2.6
Wind, mean direction of North.....	1.25 days.
" " East.....	0.50
" " South.....	11.75
" " West.....	17.50
" daily horizontal movement.....	234.7 miles.
" daily force.....	2.0
Rain, No. of days it fell.....	16 days.
Amount collected on ground.....	3.97 inches.
Fog, No. of days it prevailed.....	10 days.

— From the Records of the Montreal Observatory, Lat. 45° 31 North, Long. 4h. 54m. 11 sec. West of Greenwich. Height above the level of the sea, 182 feet. For the month of August, 1871.—By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

DAYS	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	30.000	30.025	30.020	58.8	81.0	66.3	n e	n n e	n n e	101.01
2	.074	.082	.075	63.1	87.0	72.0	n e	w s w	w s w	81.10
3	.032	29.999	29.900	64.4	84.0	74.1	w	w	sw	78.21
4	29.773	.741	.726	69.0	85.1	77.0	w	w	w	109.13
5	.610	.649	.798	73.1	88.1	68.0	w	w	w	183.12
6	.871	.901	.972	64.2	79.0	73.0	w	w	w	211.12
7	30.000	30.017	30.000	68.1	89.3	74.1	w	s	s	186.10
8	29.772	29.690	29.621	71.5	73.0	70.1	w	sw	w	97.24
9	.827	.849	.925	63.9	83.2	68.7	w	w	w	103.71
10	30.024	.989	30.023	63.1	88.0	73.2	n w	n w	w	187.12
11	29.964	.950	29.947	65.1	89.3	77.5	w	sw	sw	87.77
12	30.114	30.116	30.150	60.1	82.6	68.1	n e	n e	n w	182.14
13	.200	.163	.169	62.1	85.2	68.8	n w	w by n	w by n	89.44
14	.122	.100	.071	62.0	79.4	70.5	n w	n e	n e	67.12
15	.021	29.990	29.983	65.8	87.1	77.0	n e	n e	n e	81.71
16	29.868	.822	.782	72.0	86.3	77.0	w	w	w	108.04
17	30.000	30.061	30.000	65.5	81.9	68.7	w	w by n	w	101.00
18	29.993	29.774	29.875	61.1	61.6	60.0	w	w	w	97.24
19	.946	.974	30.025	56.7	71.2	9.9	w	w	w	97.74
20	30.074	30.031	.049	57.8	62.0	59.1	n e	n e	n e	98.10
21	.054	.124	.181	57.2	81.9	63.0	n e	n e	n e	84.21
22	.218	.300	.301	58.5	81.0	69.8	n e	n e	sw	114.10
23	.252	.207	.160	66.1	83.2	71.7	sw	sw	sw	121.00
24	.100	.000	.009	69.8	87.1	75.2	w	w	w	98.15
25	.000	.121	.126	64.0	81.7	67.6	w	w	w	89.21
26	.161	.082	.034	62.1	73.1	68.8	w	s	s	91.20
27	29.842	29.821	29.911	62.5	64.0	63.1	n e	n e	w	80.04
28	30.188	30.075	30.018	58.0	68.3	63.5	w	n e	n e	74.21
29	29.873	29.674	29.649	68.2	76.0	68.9	s	s	w	67.21
30	.643	.527	.576	65.1	72.0	64.1	s	s	w	118.62
31	.750	.851	30.043	60.0	70.2	60.1	w	w	s	104.12

**REMARKS.**

The highest reading of the Barometer was on the 22nd day, and was 30.301 inches; the lowest reading was on the 29th day, and was 26.642 inches, giving a monthly range of 0.659 inches.

— Observations taken at Halifax, Nova Scotia during the month of August, 1871; Lat. 44° 59' North; Long. 63° 36' West; height above the Sea 175 feet; by John Thurling, Sergt., A. H. Corps, Halifax.

Barometer, highest reading was on the 23rd.....	30.397 inches.
" lowest " " 21st.....	29.436
" range of pressure.....	0.961
" mean for month (reduced to 32°).....	29.766
Thermometer, highest in shade on the 2nd.....	84.0 degrees.
" lowest " " 23rd.....	42.3
" range in month.....	41.7
" mean of highest.....	74.8
" mean of lowest.....	52.6
" mean daily range.....	22.2
" mean for month.....	63.7
" maximum in sun's rays.....	130.0
" minimum on grass.....	37.0
Hygrometer, mean of dry bulb.....	66.7
" " wet bulb.....	62.1
" " mean of dew point.....	58.4
" " elastic force of vapour.....	.489
" " weight of vapour in a cubic foot of air.....	5.4 grains.
" " weight required to saturate do.....	1.7
" " the figure of humidity (Sat. 100).....	75
" " average weight of a cubic foot of air.....	522.8
Wind, mean direction of North.....	4.50 days.
" " East.....	0.25
" " South.....	12.75
" " West.....	13.50
" " daily force.....	1.9
" " daily horizontal movement.....	310.7 miles.
Cloud, mean amount of, (0-10).....	7.2
Ozone, " " (0-10).....	2.4
Rain, No. of days it fell.....	12
Amount collected on ground.....	4.28 inches.
Fog, No. of days it prevailed.....	8