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and when he sees the importance of constant observation of the children whom he has to educate, and of reflection on the methods which he employs. Every lesson he gives will be a lesson to himself. He will form a lofty ideal of the work of a teacher, and will set himself to attain it with earnestness, humility, and enthusiasm.

The natural order of training a teacher might seem to be to first teach him the truths of mental science and human physiology, that he might know the nature of the child whom he has to educate, and then to teach him the art of education itself; but this order is not a feasible one in the case of pupil-teachers, and I question whether it would be judicious in the case even of adults. You cannot learn to swim on dry land by studying the laws of Hydrostatics and Mechanics. Theory and practice must go side by side: practice to supply the facts upon which scientific induction is based, and to test theory; theory to direct the mind to the observation of facts, and to guide practice. Pupil-teachers are too young, when first apprenticed, to begin the formal study of Psychology. They must first learn to practise good methods, and wait for the full understanding of the principles upon which those methods depend until their minds are riper and better informed; though, of course, a good teacher will always try to secure, as far as possible, the intelligent co-operation of his pupil-teachers.

The first thing, therefore, that a pupil-teacher has to do, in order to learn how to teach, is to study the methods already at work in the school in which he is apprenticed, and endeavour to carry them out. To do this he must have sufficient leisure to be present, from time to time, at lessons given by the head-master or other adult teachers of the school; and the head master must have sufficient leisure to see that he is following out properly the methods approved of. Such a condition of things is impossible when a school is worked with a "starvation" staff. No school should be so meagrely staffed that not a single teacher could be spared from his class without inconvenience. I am convinced that a reasonable liberality in the matter of staff is a true economy. The value of "the master's eye" is notorious in every kind of business. It is difficult to exaggerate it in the case of a school. I am far from thinking that the head teacher ought to do nothing but superintend his subordinates; but, on the other hand, I should consider a school miserably organized, if neither he nor his pupil-teachers could ever be spared from the actual work of teaching.

It is not, of course, desirable that the methods of a school should be too rigid and uniform; but, as a rule, every head-teacher has certain methods of maintaining discipline and of teaching which he considers best, and those methods the pupil teacher should carefully follow. Let them be distinctly known and enforced. To take the case of reading. Reading is a subject which may be taught in a hundred different ways, and requires to be taught in very different ways at different stages. Let the method approved of by the head-teacher be laid down in black and white, and let it be like the law of the Medes and Persians. It may not be the best of all possible methods, but it is the outcome of the teacher's experience; it secures a certain unity of procedure in the school as a whole; and, whatever its defects may be, it is almost sure to be better than any method which the pupil teacher can extemporise or elaborate for himself. So with other subjects. A pupil-teacher should not be in a position to say, "I was never told what I had to do, or how I was to do it." The older pupil-teachers may be allowed somewhat more liberty; it may be even expedient to permit them occasionally to

make practical experiments of different well-established methods; but obviously apprentices ought, first of all, to carry out the methods of their own master. Raphael must begin by reproducing the excellence of Perugino. By-and-by he will be able to originate new excellences and create a school of his own. When the pupil-teacher goes to see other schools (opportunities for which he should never let slip) or when he goes to College, he will have opportunities of comparing the methods with which he is familiar with those of other teachers. When he is in charge of a school of his own, he will be in a position to strike out new methods. But, if he wishes to rise as a teacher, his aspirations can only be gratified by his first mounting on the shoulders of his predecessors.

The head-teacher, in watching the efforts of his pupil-teacher, will be careful to note his defects, and speak to him about them, either after school or at the time, out of the hearing of the class. Or he will without seeming to supersede the teacher, take the class for a few minutes, and show by example the points in which he wishes him to improve.—*School Guardian*.

#### On the relation between Learning and Teaching.

Home lessons, or their equivalent, the silent preparation of tasks and exercises by private study, form a most important factor in the work of education. In our old grammar schools, indeed, the work done by the pupil at home, or by private study at school, formed the staple of his education. The master of such a school was, and it is to be feared in too many cases still is, a mere setter and hearer of tasks. In many of this class of schools the master is in no true sense a teacher; he is rather a task-master and examiner. The true teacher is something far above this; he does not merely measure out so much work to be "got up," and withhold all explanation and instruction except what is needed to correct the blunders of his pupils whilst reciting their tasks. This indirect mode of instruction, which consists mainly in correcting errors, is far inferior in point of interest and effect to that direct teaching which is given as a means of elucidating the subject and suggesting the best methods of learning it, before setting it as a task to be privately prepared. The taskmaster acts on the principle of setting traps to trip up his pupils, and then lending a helping hand to set them on their feet again; he seems to think that cure is better than prevention, that the correction of blunders when actually made, is a more effectual mode of teaching than that which endeavours to prevent the pupils from falling into error. Nor is the elementary teacher who has been trained in a different school alway free from this mistake. Too often for instance, he turns his "dictation lessons" into an examination merely of the pupils' powers of spelling. Without giving his scholars an opportunity of preparing for the exercise, he selects a difficult passage which is sure to produce a large crop of blunders, and then having found out the weak points he proceeds to apply the remedy. How much more satisfactory in every way if the pupil had the opportunity given him, either at home or at school, of learning the spelling of all the words on a page or two of his reading-book before being called upon to write any part of it from it from dictation! "Prevention," is undoubtedly, "better than cure;" the prevention of errors by preparation is much better than curing them by subsequent correction; it is more economical in respect both to time and temper.

Teaching and learning have a certain relation to each other which it is highly important to ascertain. Sometimes the pupils ought to prepare their lessons for subsequent instruction on the same, and sometimes it is the duty of the teacher to prepare his pupils for the intelligent study of their lessons. As a general rule it may be laid down that a lesson mainly on facts should be privately got up by the pupils in preparation for an oral lesson from the teacher, whilst a lesson involving principles, rules, or definitions, should first be explained and illustrated at school, that is, the teacher should whenever necessary, help his pupils to understand before requiring them to commit to memory.

The ability to repeat formal rules and definitions is quite compatible with an utter ignorance of the subject to which they relate. The power of acquiring words, which is so remarkable in a child, may easily cast a veil over the ignorance which lies hidden behind them. The pupil may repeat by rote the answers to set questions, without attaching any ideas to the terms he glibly employs. I am aware that teachers advisedly act on the principle of storing the memory of the young for future use; they think that the ultimate advantages more than counterbalance the evils attending the blind exercise of the memory.

There is much that might be said in favour of this course if the chief end of education were the ability to translate a set words from one language into another; but if we are right in considering the cultivation of the whole mind a higher end of education than the attainment of knowledge, then we are probably right in thinking that the exercise of the verbal memory at the expense of the higher faculties of the mind is a grave mistake. Further, if we are right in regarding the love of learning and interest in gaining knowledge of more consequence than the actual stores of learning laid up in the memory, then also we are probably right in thinking that the drudgery attending the unintelligent exercise of the verbal memory too great a price to pay for the ultimate advantages expected therefrom.

In elementary schools there is also this further objection to this mode of proceeding, the pupils are sure to leave school before the expected harvest can be reaped; indeed, a few weeks of absence from school in the case of a pupil taught on the mechanical principle is generally attended with a considerable loss of his attainments; whereas, knowledge that had been really acquired, that is, understood and digested so as to enter into one's system of thinking, is seldom lost—the mind continues to be enriched with the ideas thus obtained, though the facts that contributed to form those ideas may have passed from the memory.

It is not always possible, we admit, to explain so as to give the young scholar a thorough understanding of what he is required to learn, or of the reasons which underlie the rule he has to apply; but whenever this is impracticable; it should be regarded as an unavoidable evil to be reluctantly tolerated for a time. Whilst thus admitting that children must acquire by an effort of the memory the knowledge of certain things they cannot rightly understand, it should be the teacher's endeavour to reduce that number to the smallest possible. This he may do partly by postponing the introduction of subjects which do not admit of intelligent study by young pupils, and partly by a lucid explanation of any subject involving difficulties previous to the pupil's attempt to make it a matter of memory. The right order in learning whenever possible, is this:—understand first and then remember; get knowledge (not verbal, but real), and then keep it.—*The Scholastic World.*

### Man and the different transformations he undergoes, according to the zone he inhabits and his mode of living.

(Read before the French Teachers' Association of Montreal, by THOMAS WRITTY.)

MR. PRESIDENT AND GENTLEMEN,

Man, in whatever stage of civilisation he may appear, is always more or less influenced by the geographical conditions of the region he occupies. He may struggle against and so far modify them, but still, to a great extent, his thoughts and actions, his industrial pursuits, his social probity, his religious beliefs, are all affected by the physical circumstances of his position.

To argue otherwise is to ignore the principles of science and lose sight of those zoological relations that subsist not only between man and the other animals, but between him and his physical surroundings upon which the continuation of his existence is so absolutely dependent.

In savage life this influence is direct and perceptible; hence the difference between the Semi-Aquatic Esquimaux and the hunting Red Indian, though inhabiting the same continent; between the stationary vegetable-feeding islanders of the Sunny Pacific; and the wandering omnivorous tribes of the scrubby plains of Australia; between the lithe and nervous red man of the New World, and the robust and vigorous negro of the Old. And this influence is still more direct and perceptible where populations have been long established and civilisation has assumed its most advanced aspects:—and climate, scenery, natural products, facilities for intercommunication and exchange are ever exercising their influence, rendering one nation wealthy and independent, another bold and enterprising, and, a third, it may be, isolated and stationary.

His mere material condition is not only affected; his religious sentiments, his poetic feelings, his love of liberty, and his social government, are all more or less tinged by the nature of the physical characteristics of the country he inhabits. The different nationalities of the world prove this.

Now, though the inherent qualities of Race, for many reasons, may greatly differ, still external conditions exert a direct, perceptible and modifying influence over and above these qualities.

The white men differ physically and intellectually from the black tribes of Africa and the red races of North America in every respect; the former owe their present activity and progress to their greater application to the study of the vocation and thereby leading them to use everything in its proper place and season.

Spring, Summer, Autumn, and Winter are all equal to them. Their habits tend to continuous exertion and industry, not attended to by the other races. Nevertheless, the character of a people depends upon the physical or geographical conditions of the country they inhabit.

The different nations of the same great race, are similarly affected by external conditions: hence the obvious distinction between the livelier and more versatile people of the southern part of a country and the graver inhabitants of the northern part; between the bold and independent mountaineers of Switzerland, Scotland and Scandinavia, and the tamer occupiers of the central and eastern European plain.

Climate, food, landscape, all in fact that constitutes geographical diversity must exercise an influence on mental as well as on bodily character; and were it, not so, there is no reason why the inhabitants of one country should not be identical in all their aspects with

those of another. The language of every day life is full of such distinctions, and this long before science had attempted their explanation.

Thus we speak of the "dry, clear, exhilarating air" of one district, and the "damp, cloudy, and depressing atmosphere" of another: of the dressy monotony "of a region, and the "charming variety" of another: of the awe-inspiring gloom of the forest, and the cheerful hues "of the open landscape.

It is to the influence of situation, these peculiarities diminishing the more, that nations extend their range of intercommunication, and the less they are restricted to own narrow boundaries.

We find man, at present, distributed over almost every region of the globe, wandering in savage freedom under the tropics, flourishing in busy communities within the temperate zones, and struggling in diminished numbers against the inclemencies of the polar regions.

Within the tropics he is a vegetable eater; in the temperate zones he adopts a mixed vegetable and animal diet; while within the polar circle his food is exclusively animal. But while in this respect he obeys, like plants and animals, the zonal arrangements of the world, unlike them the varieties of his race are distributed according to no law of latitudinal dispersion. As in districts of the same country we find differences of stature, physiognomy, dialect, and habits; so in the various countries of the same continent we find still wider differences in bodily appearance, mental constitution, language and manners.

Notwithstanding these well known distinctions, there is among the inhabitants of certain regions a certain sameness of physical aspect in color of skin, in form of head and face, and also in mental disposition which stamps them as distinct from the inhabitants of other regions; hence arise the varieties or races of the human species. That these varieties or sub-species (for the difference seems greater in some instances than what zoologists consider a variety) have existence in nature we have only to look at the condition of mankind, as at present scattered over the surface of the globe.

Here, active, intelligent, and progressive, there, sluggish, dull, and stationary: here enjoying the highest amenities of civilisation; there, grovelling in a condition little above the brutes by which they are surrounded. And not merely do they differ in intellectual qualities, but in physical organisation, in mien and stature, in form of head and expression of face, in color of skin, in strength and endurance, and, in fine, in all those purely bodily qualities by which one species of animal is distinguished from another.

I do not mean to treat directly here on Ethnology. I mean briefly to allude to the five varieties of races into which the inhabitants of the globe have been arranged.

These are the Caucasian, or White, the Mongolian, or Yellow, the American, or Red, the Ethiopian, or Black, and the Malay or Brown.

The physical traits of the Caucasian, White, or Indo-Europeans are—a light colored skin, varying from fair to tawny or swarthy, red cheeks, copious, soft flowing hair, generally curled or waving; ample beard, small oval and straight face, with features distinct, expanded forehead, large and elevated cranium, narrow nose, and small mouth. In stature the Caucasian is taller than any of the other varieties; of erect gait, with rounded, well proportioned limbs, moderately small extremities, and light elastic step.

The White race (for by this designation it is generally

distinguished) has given birth to the most distinguished and civilised nations of ancient and modern times; and has hitherto exhibited the intellectual and moral powers of human nature in their highest degree. Wherever the white man has established himself, the other races disappear before him. His proper field of development, however, seems to be in the temperate zones, in either hemisphere, for beyond them he degenerates physically and intellectually, and loses the higher characteristics of his race.

The Caucasian variety is dispersed over Turkey, Arabia, Persia, part of Tartary, Afghanistan, and Hindostan in Asia; over Egypt, Abyssinia, and the Mediterranean seaboard, in Africa; and over almost the whole of Europe; the Turks proper, the Magyars, Finns, and Laplanders, being of Mongolian origin. Within the last three centuries the race has spread from Europe over large areas of North and South America, South Africa, Australia and New Zealand, and wherever it has planted itself becomes the dominating power.

This variety takes its name from the Caucasian mountain-range that stretches between the Caspian and Black Seas, because tradition points to that region as the place of its origin, and it is also known by the term Indo-European, from its spreading over India and Europe, from the Ganges to the farther shores of Ireland.

The more important branches are the Hindoo, Persian, Slavonic, Teutonic and Celtic, with their various mixtures and alliances, which now constitute the nationalities of Southern Asia and Europe.

Of course, thousands of years have passed away in the development of their respective branches—each branch springing out from its predecessor and assuming new features in body, mind, language and beliefs, according to the nature of its new region, though still retaining enough of the original stock to mark its origin and descent.

The purest and most perfect type of man is supposed to be at the centre of the temperate continents, at the centre of Asia and Europe, in the regions of Iran, of Armenia, and the Caucasus. At the extreme points of the Southern continents, the most deformed and degenerate races are found, and the lowest in the scale of humanity.

#### THE MONGOLIAN.

Skin is olive yellow, the hair dark, coarse and straight; little or no beard; head or cranium some, what square shaped; forehead rather low; face broad and flattened with confluent features; high cheek-bones; eyes rather sunk, and obliquely directed towards the nose; wide and small nose; and thick lips.

In stature the Mongolian is below the Indo-European; but in the true Tartar, Turk and Chinese, the frame is broad, square-set, and robust, with high shoulders and short and strong neck.

In intellectual and moral capacity the various branches of the race differ very widely; but on the whole they are inferior, less energetic, and more stationary in their civilisation than the Caucasian variety.

"With the Mongol," it has been remarked, "the melancholic temperament seems to prevail; the intellect, moderate in range, exercises itself upon the details, but never rises to general ideas or speculations of science and philosophy. Ingenious and inventive, full of sagacity for the useful arts and conveniences of life, it nevertheless is incompetent to generalise their application. Wholly turned to the things of earth, the world seems closed against him.

His whole philosophy and religion are reduced to a code of social morals limited to the expression of those principles of human conscience, without the observance of which society is impossible. Socially and morally, the highest attainments of the race appear in the Chinese and Japanese; the Turks & Magyars having been so long amalgamated with Europeans as to assume a Western rather than an Oriental phase of civilisation.

How far and in what direction, the Mongol is capable of adopting and being influenced by European ideas will shortly be tested by the recent awakening of the Japanese not only to permit of trade and interchange between them and the white men of Europe and America, but to invite the white to settle among them, to adopt freely their mechanical and industrial appliances, and above all, to send out many hundreds of their young men to acquire a knowledge of the arts and sciences in England, France, and America. Few revolutions in human history have ever been so sudden and decided, than the final outcome; no subject can be of greater interest to the philosophical ethnologist.

The Mongolian variety is spread, as the name implies, over the central and Northern regions of Asia, China, Japan, Burmah, Siam and Cochin China, and includes, moreover, the scattered inhabitants of the Arctic seaboard, both in the Old and New World continents. It embraces the Mongols, Turks, Tibetans, Chinese, Indo-Chinese, Japanese, Kanitchadales, Tungusians, Koricks, and Samoiedes in Asia; the Turks, Finns and Lapps in Europe; and the Esquimaux of the North American Arctic regions.

#### AMERICAN VARIETY.

Now, Gentlemen, let us come to the American variety. In this race the skin is reddish or copper colored, (hence the familiar designation of Red-Indian); the hair is black, coarse and lank, beard scanty; skull square; forehead low and retreating; cheek bones prominent, but more rounded than those of the Mongol; eyes sunk, and somewhat raised at their outer angle; nose and other features rather prominent. In stature the North American Indian is rather tall; spare and lithe in body; and as a hunter, acute in his senses and remarkable for his endurance of fatigue and insensibility to pain.

In South America the race greatly degenerates; the Guarinis, the Fuegians and other tribes being amongst the most degraded of the savages, their wretched appearance being in many instances aggravated by artificial distortion, of the head and facial features.

In intellectual and moral qualities, the American Indians resemble in many respects the Mongolians.

Like the Mongols, they have remained stationary, but at a much lower point of civilization, if we except the ancient occupants of Mexico and Peru, whose geographical position seems to have imparted to them a greater degree of energy and activity. In North America the race is rapidly disappearing before the white settlers; in South America, less fitted for the white, the inferior and more sparsely scattered tribes have been little interfered with.

The indigenous man of America bears in his whole character the ineffaceable stamp of the peculiarly vegetative character of his country. Living continually in the shadow of those virgin forests which overspread the earth that he inhabits, his whole nature has been modified thereby. The very hue of his complexion indicates that he lives not, like the Negro, beneath the scorching sunbeams.

His lymphatic temperament betrays the preponderance

in his nature of the vegetative element. The Indian is of a cold, melancholy and insensible race. Foreign to our hopes, our joys, our griefs, it is rarely that a tear moistens his cheeks, or a smile lights up his eye. The most barbarous tortures cannot extort from him a single complaint, and his stoical indifference is disturbed only by vengeance or jealousy. If he sometimes exhibit a display of prodigious muscular force, he is yet without endurance.

The social condition of the Indian tribes is hindered, in an equal degree, by the powerful influence of his vegetative character. The Indian has continued the man of the forest. He has seldom elevated himself above the condition of the hunter, the lowest grade in the scale of civilization. The exuberance of the soil has never been of value to him, for he ask not of the earth his nourishment. He has never ascended to the rank of the pastoral man. With him no domestic animals are maintained to feed him with their milk, or clothe him with their fleeces as they are by the nomadic races of the Old World. In many parts of America, we find the same lamentable spectacle; the people of the elevated table lands of Mexico and Peru are the only exceptions to this picture, and this exception goes far to establish the influence of the vegetative and humid nature of the lower plains of America.

The Ethiopian race derives its name from the Ethiopia of the ancients; the skin is black; the hair short black and woolly; skull compressed on the sides, and elongated towards the front; forehead low narrow and slanting; cheek bones very prominent; nose broad and flat; jaws projecting so as to make the upper front teeth oblique; lips especially the upper one very thick. In stature there are great differences among the various branches of the race. Some are well formed, others very ungainly in form and limb, with large flat feet and hands, and an awkward gait.

The Black race, intellectually, has ever remained in a rude and barbarous state. I do not mean to state how far the Negro is capable of attaining the higher phases of civilisation. He has never shown much aptitude for intellectual or social advancement, even in the fine general clime of the highlands of equatorial Africa.

The Negro, in one or other of its branches, inhabits the whole of Africa, with the exception of Egypt, Abyssinia, Tunis, Erioli and Morocco on the North, and Cape Colony on the South.

The Malay race differs in color and so forth. Those of Malaysia and Polynesia are of a brown or lighter color, somewhat resembling the Mongolian; while those of New Guinea and Australia (the Papuan Negroes, as they are termed) are of a dark color, and more closely approximated to the Negro type.

Taken however as described by Ethnologists, the skin of the Malay varies from a light tawny to a deep brown; hair black, crisp, and somewhat inclined to curl in the true Malay, and tufted and frizzled in the Papuan; head rather narrow; bones of the face large and prominent; nose full and broad towards the lips. In Malaysia, the inhabitants are made up of numerous tribes of the Malay race, such as Malays, Javenese, Battaks, Dyaks, Bugis, Macassars, Sooloos&c; and the foreign settlers are the Chinese and Hindoos from Asia, the Spaniards, Portuguese, Kutch, and British from Europe. The majority of the independent tribes continue in a state of Semi-barbarianism. The aborigines of the islands of Australasia are regarded as different families of the Malay race. The principal offshoots are the Papuans of New Guinea and adjacent islands, the weaker tribes of Australia, and the active, daring, and more intelligent Maories of New Zealand.



The natives of Polynesia are also offshoots of the Malay race, and though utterly uncivilised, idolatrous, addicted to cannibalism and all barbarous vices, are notwithstanding, very mild and tractable in their dispositions. The Malay race hitherto, has made little advancement in civilisation. In the Indian Archipelago it has long remained stationary, in Polynesia some progress has been made under the tutelage of the white man. In New Zealand it seems reluctant to amalgamate with the New settlers, and in Australia it is rapidly dying out before the advance of the European emigrant.

### An act to further amend the laws respecting Public Instruction in this Province.

HER MAJESTY, by and with the advice and consent of the Legislature of Quebec, enacts as follows :

1. Section 24 of the act of this province, 39 Vict., Cap. 15 is repealed, and the following substituted therefor :

"24. An appeal lies by summary petition, signed by the parties interested, or by their attorney, from the decisions of the superintendent, to the council of public instruction, or to one of the committees thereof, whenever the said parties interested have no recourse before the courts, and the law does not declare the decisions of the superintendent to be final. In cases where the decision of the superintendent refers to a difficulty between catholics and protestants, the appeal lies to the council of public instruction ; in the case of a difficulty between two persons of the same religious belief, the appeal is within the competence of the committee of the said council which represents that belief."

2. The council of public instruction, and the committees of the said council, shall make and adopt the rules and regulations respecting such appeals which are subject to their respective jurisdiction and may establish such fees as they may deem expedient, to cover the costs or disbursements of such appeals.

Such regulations and tariff shall be published in the *Journal de l'Instruction Publique*, and in the *Journal of Education* and shall be obligatory.

3. The council of public instruction and each of the committees thereof are authorized to appoint sub-committees, which shall consist of not less than three members, for the consideration of all affairs submitted to them, and such sub-committees shall make a report of their proceedings to the council or to the committee, as the case may be, which appointed them, and which shall adopt or throw out such report.

4. Each of the committees of the said council of public instruction may alter the holding of meetings of boards of Examiners and fix the date at which each of said boards shall hold its meetings, in such manner as it may deem proper, subject to the approval of the Lieutenant Governor in Council ; and the superintendent shall cause notice of such alterations to be published in the *Journal de l'Instruction Publique*, in the *Journal of Education*, and in the *Quebec Official Gazette*.

5. Section 30 of chapter 15 of the Consolidated Statutes for Lower Canada is repealed, and the following is substituted therefor :

"30. The Lieutenant Governor in Council may, from time to time alter the limits, of existing municipalities for school purposes, subdivide such municipalities or erect new ones, but these alterations, subdivisions or erections shall only take place after public notice inserted twice in the *Official Gazette Quebec* and once in the *Journal de l'Instruction Publique* and the *Journal of*

*Education* shall have been given at the expense of the parties applying for such alterations, sub-divisions, or erections of municipalities, and with all due diligence by the superintendent ; and if these alterations, subdivisions or erections take place, notice thereof shall be given by the superintendent in the *Quebec Official Gazette*."

6. Section 31 of the said chapter 15 is amended by adding at the end thereof the following words :

"The school commissioners or trustees of any incorporated town or village, which has been or may hereafter be erected into a separate school municipality, need not, if they do not judge it advisable, divide the school municipality under their control into school districts ; and if such a division has already taken place, they may, by resolution, annul and cancel it, in which case the whole of such school municipality shall be considered as forming, and it shall form, only one school district.

7. The school-inspectors, shall be *ex officio* visitors of academies and model-schools under the control, management or direction of the school-commissioners or trustees in their district of inspection : but it shall be lawful for any inspector to visit the schools within any district of inspection, other than that confided to him, on receipt of an order from the superintendent, and to report on such visits, as well as on those made to schools in his own district.

8. The superintendent, and, by his special appointment, the secretaries of the department of public instruction, the editor or editors of the *Journal de l'Instruction Publique* and the school-inspectors have power to hold inquiries, to summon before them and administer oaths to all persons, witnesses or parties, in all inquiries or difficulties whatsoever which may arise in reference to the schools or school-houses, in the same manner and to the same effect as if such powers had been specially conferred upon them by the lieutenant-governor, the whole in accordance with the statute passed in the 32nd year of Her Majesty's reign, chapter eight, intituled : "An act respecting inquiries concerning public matters," which shall apply to such inquiries and to all those which the superintendent and each of the committees of the Council of Public Instruction may order.

9. Saturday is declared to be the day on which every school under the control of commissioners or trustees shall have its holiday, unless a by-law to the contrary be passed by the said commissioners or trustees and be approved by the superintendent ; but such by-law may, at any time, be repealed by the superintendent or by the commissioners or trustees after notice duly given to the former.

10. The form annexed to the present act is substituted to the form No. 18 of the act 40 Vict., cap. 22, but the engagements of teachers entered into in virtue of the latter shall be valid for the whole period for which they were made.

11. Sections 45, 46, 47, 48 and 49 of the act 40 Vict., cap. 22, are repealed and replaced by the following which shall form-part of the said act.

"45. There shall be made, each year, or as often as required, a report to the superintendent by the principal of the Polytechnic School, or by any other person whom the superintendent may and is authorized to appoint to make an examination shewing.

1. The curriculum followed at the school.

2. The degree of progress of the pupils of the said school, as ascertained by the examination passed by them on the different branches of the sciences which have been taught them during the year.

3. The state of the collections, instruments, laboratory, library, etc., and also upon all which concerns the studies in the said school :

4. The amount of receipts and expenditure of the institution, and of everything which concerns its statistics and working."

"46. This report shall shew the result of the examination and the classing of the pupils, according to their ability. It shall also state the improvements, alterations or modifications indicated with respect to the teaching, and the length of the courses of study ; the said report shall be addressed to the superintendent and to the Roman Catholic school commissioners of the city of Montreal."

"48. In accordance with this report, the superintendent shall deliver to each pupil who shall have regularly followed a complete course of studies in the said school, and who shall have passed at the end of the school year a satisfactory examination before the principal and the professor of the said school or any other person appointed by the superintendent, an engineer's diploma, according to the branch of scientific knowledge to which the pupil shall have applied himself, either a diploma of civil engineer, mining engineer, mechanical engineer, or, lastly, as industrial engineer, and the names shall be published in the *Quebec Official Gazette*, indicating the grade of the diploma obtained by each of the successful candidates. Mention shall be made in accordance with the opinion expressed in the report that the pupil has passed his examination in a satisfactory manner, or with distinction, or with great distinction, or, lastly, with the greatest distinction."

13. Section 59 of said chapter 15 of the Consolidated Statutes for Lower Canada, is amended by adding thereto the following :

"The chairman of the school commissioners may call a meeting of the latter, by a notice signed by the secretary-treasurer in the name of the president. Two commissioners may require the president, in writing, to call a meeting, and he shall thereupon be obliged to call such meeting under penalty of a fine of two dollars."

3. The meetings of the commissioners are not public, but the commissioners or trustees, as the case may be, may admit such persons as may desire to be present on business.

12. Sub-section 5 of section 64 of cap. 15 of the Consolidated Statutes for Lower Canada is repealed and replaced by the following :

"5. If it be necessary to purchase or build a school-house in any district whatever, the school commissioners or trustees may, at all times, for this purpose tax, either the particular district, or the whole municipality, according to the plan originally adopted in the municipality in respect thereto.

If a house for a model-school be in question, the district in which the said school is situated in first taxed for an amount equal to that which it would have cost the district to erect a primary school. The balance necessary to render the house fit for a model school, shall be levied on the whole municipality, the district also paying its share.

The ordinary notices required for all taxes shall also, be given for such tax."

"5a. The Superintendent may authorise school commissioners or trustees of any school municipality, not being a town or incorporated village, to build and maintain two or more school houses in any school district."

"5b. The school commissioners or trustees of any municipality which has not yet been divided into school districts under the provisions of this act, may upon the

recommendation of the superintendent and with the approval of the catholic or protestant committee of the Council of Public Instruction as the case may be, enlarge the school buildings already existing, erect one or more additional school houses as may be required for the accomodation of the pupils in such municipality, and embellish and ornament the grounds surrounding such school houses and buildings ; and for the above purposes, the school commissioners or trustees may raise, by a special tax, the funds necessary to defray the expenses thereof, provided the total amount of such expenses do not exceed, in any one year, the sum of \$3000.

14. Subsection 7 of said section 64, as amended by the act of this province, 40 Vict., chap. 22, section 10, is further amended, by adding thereto the following sub-section :

"7a. And the said school commissioners or trustees may upon the recommendation of the superintendent, and with the approval of the catholic or protestant committee of the Council of Public Instruction as the case may be, and in accordance with the formalities and rules which shall be adopted, laid down and passed by such committee, which shall have the force of law, in addition to the powers already conferred upon them by the preceding sub-section, devote to the aid and maintenance of such superior schools, academies or model schools, which are under their control, a sum which shall not exceed in any one year, \$1000, to be divided by them among such educational institutions according to their several wants ; and the amount thus appropriated by the said school commissioners or trustees shall be included in the general tax raised by them.

15. Sub-section 2 section 65 of said chapter 15 is amended, by adding thereto the following sub-section.

"2a. The schools commissioners or trustees of any school municipality which is divided into school districts, may establish a graded system of schools, whenever they deem it advisable so to do for the better advancement of education and administration of the schools under their control, with the approval and sanction of the catholic or protestant committee as the case may be, upon the report of the superintendent."

16. Sections 26 and 63 of cap 15 of the consolidated statutes for Lower Canada, are repealed and replaced by the following section.

"In case of difficulties between the commissioners or school trustees and the secretary-treasurer in office or who has abandoned the office in the municipality, or in case of a written application to the superintendent from at least five contributors to the local school fund having for its object the revision of the accounts of the said secretary-treasurer for the year ending on the first of July previous, or for any other year, the superintendent may cause the said accounts to be laid before him with vouchers therefor, or copies of the said accounts and on the whole render a judgment in detail, which shall be entered in a register by him kept for that purpose, which shall have force of a judgment of arbitration between all the parties and shall be authentic, as well as of any copy thereof certified by him or by the secretary of the department of public instruction, or the superintendent shall himself proceed to the place in question, or shall appoint a delegate in his stead.

The examination shall take place in presence of the commissioners in regular meeting assembled and of the said secretary treasurer duly summoned to appear at the said examination, under penalty of being condemned by default.

The superintendent, whether he has examined the



accounts himself, or has had them examined by his delegate, shall deliver judgment after mature deliberation, which, as in the preceding case, shall be entered in the book kept for that purpose, and shall have the force of a judgment of arbitration between all parties, and shall be authentic and all final in all cases.

17. The school commissioners and trustees have the right to appoint an auditor to examine and audit the accounts kept by the secretary-treasurer, in office or out of office.

2. The chairman shall give written notice thereof to the secretary treasurer either personally or at his domicile by a bailiff, who is authorized to act under his oath of office for all the purposes of this act, notifying that he may assist at the said auditing and give his explanations to the auditor. If he refuses or neglects to attend, the auditor shall proceed to the examination and auditing of the said accounts and shall make his report to the commissioners or trustees.

3. The auditor so appointed shall forward his report signed by him to the school-commissioners or trustees to whom it may appertain, including the amount of his costs and expenses, and the latter, at a regular meeting, shall adopt the said report in whole or in part, as the case may be, and shall certify the amount to which the amount is entitled for expenses, and shall communicate the result to the secretary-treasurer, by causing a copy of the resolution or resolutions adopted by them respecting the report, to be served upon him by a bailiff, and the secretary-treasurer shall pay within fifteen days, the amount which shall have been found deficient in his accounts. But if the said secretary-treasurer contests the said report and gives notice thereof within the said delay to the school-commissioner or trustees, by a notice served on the chairman by a bailiff, the latter shall forward the report to the superintendent, together with a copy of their proceedings and of the notice to them given by the said secretary-treasurer, and all documents connected therewith; whereupon the superintendent shall appoint a school inspector or any other person to examine and to audit the said accounts, in presence of the parties or after their having been duly summoned; and such inspector or person so appointed shall have all the rights and powers conferred by the act 32 Vict., chap. 8, intitulated: "An act respecting inquiries concerning public matters."

The inspector, or person appointed by the superintendent shall report the proceedings followed or adopted by him, and the superintendent shall give his decision, which shall be final, and whoever shall be adjudged debtor shall pay without delay to the proper person, the amount for which he shall have been declared debtor, and, in default of payment, legal proceedings shall be instituted to render the said decision executory; provided always, that nothing contained in this act shall prevent the superintendent, or school commissioners, or trustees from proceeding under the act 40 Vict., cap. 22, section 36, if they consider it preferable.

The said judgment of the superintendent shall establish the amount of the costs and expenses of the said inspector.

18. Every secretary-treasurer in office or who has vacated that office, who shall have accounted to the school commissioners or trustees who have appointed him, but whose accounts shall not have been admitted, or who shall have been prevented from so accounting by any cause whatsoever beyond his control, may, by written notice served upon their chairman by a bailiff, call upon the commissioners or trustees to appoint,

within eight days, an auditor, to examine and audit the said accounts, and if he be so appointed, the said auditor shall proceed in the manner provided in and by this act, and in default of the school commissioners or trustees making such appointment, or in default of the person so appointed taking proceedings, the said secretary-treasurer shall apply by petition to the superintendent, who shall then proceed in the manner provided by this act and by the preceding sections.

19. Section 36 of the act 40 Vict., ch. 22, is amended, by adding the following, as forming part thereof:

"2. The superintendent may also sue in his own name any secretary-treasurer in office or out of office, for the recovery from him of any sum of money which he may still owe to any school corporation, arising from the collection of school taxes, monthly fees or other school dues during the term of his office, if the commissioners neglect to do it themselves after having been put in default so to do, in the manner laid down in this section and with the same effect."

20. In all cases in which an inspector of schools is appointed by the superintendent, upon the demand of the interested parties or any one of them, to make any inspection, inquiry or investigation, the travelling expenses and other disbursements of said inspector shall be paid by the party whom the superintendent shall name in his judgment upon the report of the said inspector, unless such inspection, inquiry or investigation takes place at the time of the ordinary visit of such inspector to the schools of the municipality where he has to make such inspection, inquiry or investigation.

21. Sub-section 3 of Section 72 of cap. 15 of the Consolidated Statutes for Lower Canada, and Section 88 of the act 40 Vict., cap. 22 are hereby repealed, and replaced by the following.

"3. To keep registers of their proceedings at each sitting signed by the chairman and the secretary-treasurer."

"4. To keep account-books of the form and according to the formulas which shall have been established by the superintendent, and not otherwise."

"5. To afford communication of such accounts to those who contribute towards the maintenance of the school, at suitable hours, and in accordance with the conditions which shall have been established by the school commissioners or trustees, or in their default, by the superintendent."

22. If, by the erection of new municipalities, the municipalities from which they are formed cease to exist, the superintendent shall appoint the school inspector or other person to proceed to the examination of the accounts of the old municipality, after a notice of at least eight days shall have been given to the school-commissioners or trustees, of the new municipalities to take steps to be represented at such examination.

A report on the result of such examination, shall be made to the superintendent who shall give his decision on such examination and his decision shall have the effect of a judgment of arbitration between all parties and shall be final.

By such decision he may authorize one of the new school corporations above mentioned to collect the arrears and to pay the debts of the original corporation.

If, after payment of all debts, a balance remain, this balance shall be divided between the new municipalities, according to their respective valuations as shown on the last valuation roll of the old municipality. If, on the contrary there is a deficit each municipality shall be likewise held to liquidate its share according to the same rules and to take, without delay the steps necessary to effect the same.

23. Sections 29 and 30 of 40 Vict., cap. 22, are repealed and the following are substituted thereto :

" 29. A depository of books, maps, publications, models, specimens, apparatus and other school necessaries having been established in the department of public instruction, the same may be sold by the superintendent to any municipality, school, educational establishment, teacher, clergyman or bookseller applying therefor, and the school-commissioners or trustees shall pay the price of such purchases out of the school taxes which they shall increase in consequence thereof, if it be necessary, or by any other means the superintendent may prescribe, by rules to that effect approved by the lieutenant governor in council; they shall then distribute gratuitously the said necessaries, in conformity with the said rules, to the children attending the schools maintained under their control."

" 30. The school-commissioners or trustees may, in the course of the months of July and August of each year, or at any other time, address a requisition to the superintendent for such books and other school necessaries as they may require for their schools, and these articles shall be forwarded to them without delay."

24. If a school municipality is abolished and its territory annexed to an adjoining municipality, all the documents and property of the municipality so abolished shall become the property of the municipality to which such territory shall have been annexed, saving all rights of indemnity or other rights which shall be established by the commissioners or trustees of the latter municipality and, in their default, by the superintendent, according to law.

25. If in any municipality the minority has declared itself to be dissentient and subsequently the number of dissentients increases and becomes the majority, the dissentients shall, in consequence thereof, have a right to organize themselves, that is to say to elect in the usual manner five commissioners in the month of July. On the other hand the former majority may declare itself to be dissentient and may elect three trustees for the management of its school affairs.

26. Section 77 of chapter 15 of the Consolidated Statutes for Lower Canada is amended by adding after sub-section 2 the following provisions.

" 3. Every educational institution receiving no grant from the corporation or municipality in which they are situated, and the land on which they are erected, and its dependencies shall be exempt from municipal and school taxes, whatever may be the act or charter under which such taxes are imposed, notwithstanding all provisions to the contrary.

27. The monthly contribution, the amount of which shall have been fixed by the commissioners, shall form part of the assessments and shall be recovered in the same manner.

If, by order of the commissioners or with their consent, the assessment and monthly contribution, are payable in grain and in wood the commissioner shall value the said articles in money and shall recover the amount so fixed by them in the manner aforesaid; provided always that the provisions of the present section shall not be interpreted as applying to the cities of Quebec and Montreal or to any other place where the collection of the annual contribution is regulated by special statute.

28. Sub-sections 4 and 6, of section 34 of the said chapter 15 of the Consolidated Statutes for Lower Canada are repealed and the following substituted therefor :

" 4. The said election, commenced on the first or any other Monday in July, at ten o'clock in the forenoon,

shall be finished at five o'clock in the afternoon of the same day."

29. Section 37 of the said chapter 15 shall conclude as follows :

" And in accordance with the manner provided in reference to the election of municipal councillors by articles 303, 309, 310, 311, 312, 313, 314, 315, 317, 318, 319, 320, 321 and 325 of the municipal code which are hereby declared to form part of the said act and shall be so interpreted as to cause the election to be made on the same day."

30. In case the superintendent is absent from the province or in case of continued illness he may delegate to one of the secretaries of the department of Public Instruction the powers conferred upon him by law.

31. The present act shall come into force on the day of its sanction.

SCHEDULE.

Canada, } Municipality of  
Province of Québec.

Engagement of Teacher

On the \_\_\_\_\_ day of the month of \_\_\_\_\_ in the year 187\_\_\_\_ it is mutually agreed and stipulated between the school commissioners of the municipality of \_\_\_\_\_ in the county of \_\_\_\_\_ represented by their chairman, under a resolution of the said commissioners passed on the \_\_\_\_\_ day of \_\_\_\_\_ 187\_\_\_\_ and \_\_\_\_\_ teacher, residing at \_\_\_\_\_ as follows :

The said teacher holds a diploms for a \_\_\_\_\_ school and engages himself (or herself) to the said school-commissioners, for the term and space and term of \_\_\_\_\_ years from the \_\_\_\_\_ day of \_\_\_\_\_ (unless the diploma of the said teacher be withdrawn, or any other legal impediment arise) to hold the school \_\_\_\_\_ in district No. \_\_\_\_\_ according to law, to the rules and regulations established or to be established by the competent authorities, and amongst others to exercise an efficient supervision over the pupils attending the school; to teach such subjects as are authorized and to make use only of duly approved school books; to fill up all blank forms which may be sent him (or her) by the department of education, the inspectors or commissioners; to all or keep school registers required; to preserve amongst the archives of the school such copy books and other works of the pupils which he (or she) may be ordered to put aside; to keep the school-rooms in good order and not to allow them to be used for any other purpose without permission to that effect; to follow such rules as may be established for discipline and punishment; to preserve carefully the "Journal of Education"; in a word to fulfill all the duties of a good teacher; to hold school every day, except on Sundays, and festivals and on the holidays authorized by the commissioners or granted by proper authority.

The commissioners undertake to pay to the said \_\_\_\_\_ the sum of \_\_\_\_\_ for the said school year as follows; in current money and not otherwise and the secretary-treasurer or any other person shall have no right to alter this method of payment, which shall always be made in money to the said teacher.

The said commissioners declare that they are willing to comply with the provisions of the law respecting the payment of the said teachers' salary, and respecting suits for the recovery thereof if necessary, by the superintendent, if he deem it advisable.

A copy of the present deed is forwarded to the superintendent.

In default of any other engagement the present shall continue to remain in force between the parties until it be legally set aside.

And all the parties have signed, after hearing the same read.

Done in triplicate at \_\_\_\_\_ the \_\_\_\_\_ day of \_\_\_\_\_ eighteen hundred and seventy.

Chairman of the School  
Commissioners  
Teacher.

**Abstract of the proceedings of a meeting of the Protestant Committee of the Council of Public Instruction held in the Education Office, Quebec, on Wednesday, the 25th November 1877.**

There were present the Revd. Dr. Cook, Principal Dawson, the Honorable James Ferrier, R. W. Heneker, Esq., the Lord Bishop of Quebec, and the Hon. G. Ouimet, Superintendent of Public Instruction.

The secretary read a long and detailed report with respect to the preparation, printing, and circulating of examination, papers for candidates for Diplomas as School Teachers in time for the meeting of the Examining Boards on the first Tuesday of November.

He stated that these examinations had passed off very satisfactorily, and with very few irregularities, though they were the first held under the new regulations, and submitted the following returns which he had received from the different Boards of Examiners:

Elementary Diplomas were granted at:

QUEBEC.

Miss R. Martin, Mr. George H. Murray, Miss Marjory Gordon.

SHERBROOKE.

1st Class:—Miss Bella M. Swail.

2nd Class:—Mr. Joseph Eames.

DISTRICT OF BEDFORD.

1st Class:—Miss Eva Sawyer, Christieville; Miss Ida Unwin, Granby; Miss Mary Craig, Granby; Miss Ellen E. Irving, Dunham; Mr. Arthur W. McLaughlin, West Bolton.

2nd Class:—Mr. Marshall Hawley, Aird P. Q., Miss Carrie Bunker, Frelighsburg; Miss Christian Boyd, East Farnham; Mr. Albert P. Scott, Cowansville; Miss Martha Griggs, Brigham; Mr. John G. Wales, Sutton; Mr. Charles Wilkins, Adamsville; Mr. John Armstrong, Bolton Forrest.

OTTAWA.

1st Class:—Miss Emma Palmer et Miss Jenny Waugh.

2nd Class:—Mr. John Shipman et Miss Ellen Storie.

STANSTEAD.

1st Class:—Miss Lydia Chapman.

2nd Class:—Mr. H. A. Beerworth, Mr. Clarence Wells, Miss Eva C. Snow, Mr. Willis Parker, Mr. Austin A. Belknap et Mr. David G. Storey.

GASPÉ.

1st Class:—Miss Elizabeth Lyster.

PONTIAC.

1st Class:—Miss Ellen Eliz. McDermott.

2nd Class:—Mr. R. W. Jamieson, Miss Sarah Smith, Miss Harriet Sauvé, Miss R. Richardson, Miss Bridget Grace, Miss Sarah Jane Smyth et Mr. Thomas Woodland.

MONTREAL.

1st Class:—Mr. Thomas C. Scafe et Miss Isabella Grace Masten.

2nd Class:—Miss Elizabeth Armstrong.

There were thus granted in all 41 Elementary Diplomas—13, 1st class; 25, 2nd class—and three at Quebec—but whether first or second class is not stated. Neither Model School nor Academy Diplomas were granted.

Forms of Returns for Boards of Examiners were approved, ordered to be printed and circulated.

A letter from Mr. F. W. Hicks of Montreal Secretary to the Association of School Teachers was read, embodying resolutions of that body regarding the time for the Inspection of Model Schools and Academies, and the closing of all Public Schools on Saturday. No change in the time of Inspection is to be made this year, and Hon. the Superintendent's attention was drawn to the question of obtaining legislation as to the closing of schools on Saturdays.

Complaint of diminution of Grant to Sorel Academy was read—and the matter was left over till next distribution of Funds and Inspector's Report.

Petitions from Granville and Harrington, and from De Salaberry and Arundel having been read, praying for certain changes in the School Municipalities were referred to the Hon. the Superintendent of Public Instruction.

The Committee recommended parties to fill the vacancies in the Quebec and Bonaventure Boards of Examiners.

School and exercise books published by Messrs. Adam Miller & Co., Toronto, brought before the committee were ordered to lie on the table for the examination of members to be reported on at next meeting.

The Committee urged the necessity of additional grants to Superior Education and the McGill Normal School, and the Hon. the Superintendent of Public Instruction was requested to bring this matter under the notice of the Government.

Motions to be considered at a subsequent meeting were submitted by the Hon. the Superintendent of Public Instruction regarding: 1st the teaching of Drawing in Schools; and 2nd the examination of those eligible as Inspectors of Schools.

It was agreed that in the meantime Examinations for Diplomas as Teachers should be held on the first Tuesdays of November and May, and the Secretary was instructed to make arrangements for those to be held in May next.

A special meeting of the committee was held on Wednesday the 16th January 1878, to take into consideration the question of additional Grants for Education. This was strongly urged on the ground of the increase of population and in the number of schools, while for years past there has been little or no addition to the grants for school purposes. The Hon. the Superintendent of Public Instruction was requested to press this matter on the attention of the Government.

GEORGE WEIR,  
Sec'y. P. C. of the C. of P. I.

## POETRY.

### Somebody's Mother.

The woman was old and ragged and gray  
And bent with the chill of the winter's day,

The street was wet with a recent snow,  
And the woman's feet were aged and slow.

She stood at the crossing and waited long,  
Alone, uncared for, amid the throng

Of human beings who passed her by,  
Nor heeded the glance of her anxious eye.

Down the street with laughter and shout,  
Glad in the free lorn of "school let out,"

Came the boys like a flock of sheep,  
Hailing the snow piled white and deep.

Past the woman so old and gray  
Hasten'd the children on their way,

Nor offered a helping hand to her  
So meek, so timid, afraid to stir.

Lest the carriage wheels or the horses' feet  
Should crowd her down in the slippery street.

At last came one of the merry troop—  
The gayest laddie of all the group:

He paused beside her, and whispered low,  
"I'll help you across if you wish to go."

Her aged hand on his strong young arm  
She placed, and so, without hurt or harm,

He guided the trembling feet along,  
Proud that his own were firm and strong.

Then back again to his friends he went,  
His young heart happy and well content.

"She's somebody's mother, boys you know,  
For all she's aged and poor and slow;

And I hope some fellow will lend a hand  
To help my mother, you understand,

If ever she's poor and old and gray,  
When her own dear boy is far away."

And "somebody's mother" bowed low her head,  
In her home that night, and the prayer she said

Was, "God be kind to the noble boy,  
Who is somebody's son and pride and joy!"

—Harper's Weekly.

### The little Boy and the Stars.

You little twinkling stars, that shine  
Above my head so high,  
If I had but a pair of wings  
I'd join you in the sky.

I am not happy lying here  
With neither books nor toy,  
For I am sent to bed because  
I've been a naughty boy.

If you will listen; little stars,  
I'll tell you all I did;  
I only said I would not do  
The thing my mother bid!

I'm six years old this very day,  
And I can write and read,  
And not to have my own way yet  
Is very hard indeed.

I do not know how old you are,  
Or whether you can speak,  
But you may twinkle all night long,  
And play at hide-and-peek.

If I were with you, little stars,  
How merrily we'd roll  
Across the skies and through the clouds,  
And round about the pole!

The moon, that once was round and full,  
Is now a silver boat;  
We'd launch it off that bright-edged cloud,  
And then—how we would float!

Does anybody say "Be still,"  
When you would dance or play?  
Does anybody hinder you  
When you would have your way?

Oh, tell me, little stars, for much  
I wonder why you go  
The whole night long from East to West,  
So patiently and slow.

"We have a Father, little child,  
Who guides us on our way;  
We never question—when He speaks  
We listen and obey."

## THE JOURNAL OF EDUCATION.

QUEBEC, MARCH, 1878.

### Teachers' Excursion to Paris.

We have been requested to publish, for the information of the teachers of this province, a scheme of which the following is an outline, the object being to enable teachers, at a minimum of expense, to travel in comfort and safety to and from Paris, during the Exhibition about to be held in that city.

The total cost, exclusive of the item of Board during the stay in Europe, to be \$135.

The excursionists will travel from Quebec or Montreal by Rail-road, First class, to New-York; thence by one of the regular line of mail-packets of the Hamburg & American S. S. Co., cabin passage, to Cherbourg, in France; thence, in 2nd class carriages by special train to Paris, from Paris, returning, in 2nd class carriages, special train, to London; thence to Plymouth, to embark in a returning Packet of the above mentioned S. S. Co. for New York, cabin passage, and, from New-York to Quebec or Montreal by rail first class.

Including the visits to Paris and London, the time in Europe to be 3 weeks.

If considered desirable to provide for the board of the whole party during those three weeks, the charge for each person to be \$30.

The day of departure from New-York to Paris to be either the last Saturday of June on the first Saturday of July.

A deposit of one-third of the passage money (\$45.00) to be made by each intending excursionist on April 1st, for which a receipt will be given by the S. S. Co. In case any of the party desire to return, by a steamship of that Company, later than by the one which conveys

the excursionists, an arrangement to that effect may be made, at, probably, the rate of \$30 additional.

The proposal comprehends all Canadian teachers, whether belonging to Public or Private Institutions, also lady teachers, a reliable conductor being provided to accompany the party during the entire trip.

The steamers of the line by which the excursionists will cross the Atlantic average about 3000 tons; their accommodations, and their reputation for safety and speed, are said to at least equal those of any other company.

The projectors of this scheme, before they can mature their plans for carrying it out on both sides of the Atlantic, evidently require to be informed, beforehand, of the number of persons likely to join the excursion; and therefore, all teachers intending to participate in it must intimate their intention as soon as possible. Such may transmit their intimations through the Department of Public Instruction.

### Department of Public Instruction.

QUEBEC, 3rd December 1877.

To the Honorable

JOSEPH-ADOLPHE CHAPLEAU,  
Provincial Secretary.

SIR,

I have the honor to submit to you, for the information of His Excellency, my report on education for the school year 1876-77, expiring the 1st July last.

At its last session the legislature passed a law (40 Vict. ch. 22) which has been at first variously appreciated, but whose importance no one has gainsaid; I do not think that I was mistaken in saying in one of my circulars that it "opened up a new era for public instruction in this province." The office of school inspector being subjected to a searching examination, the formation of a depository for books and other school material, the construction of school houses strictly regulated, the system of school accounts re-organized, the teaching of drawing in primary schools, these are so many reforms from which the friends of education have a right to expect the most happy results.

But such a law, a truly organic law, could not be fully or completely put into operation in the short space of six months; this time barely suffices to make a beginning in the way of the projected reforms. The year just closed is therefore a period of transition, and I cannot, as yet, give a full report upon the working of the new law.

I may state generally that the depository for books, established towards the middle of July last, commenced under the most favorable auspices. I do not require further proof than the fact that up to 1st December instant, the sales of the depository reached the sum of \$12,600, divided amongst 265 municipalities.

On first establishing the depository, I had to encounter serious difficulties. In the first place several interested persons thought that the law enacted a dangerous monopoly. The law, however, cannot be discussed in this report, and I will merely state that I viewed it otherwise, and caused to be published in the *Journal l'Instruction Publique* a most complete and categorical declaration on this subject. In reality there is no monopoly, as may be seen by comparing the total number of municipalities, which is 949, with the number of those purchasing at the depository. I have every reason to believe that some book stores sold more this year than in past years; fearing the competition of the depository, they make more than usual efforts to advertise their goods. This certainly shows that the depository will not prove ruinous to them as they feared; but that which is of much more importance is that this new impetus created by the depository in the book and school furnishing trade will result in the supplying of a larger number of schools. This is all that is wanted. Whether these schools are supplied from the depository or from the book stores, is altogether a secondary consideration, as far as the public interest is concerned. We also can now expect that next year our School Inspectors

will have less to complain of the insufficiency of school material in country schools.

The stocking of the depository was also another great difficulty. We were obliged to apply either to authors or booksellers, and take indispensable articles as they were offered to us. The books that were not specially published for sale in the depository, are generally of an inferior quality as regards typography and binding. However, I could not do without them at the beginning. In future I shall be able to fix my conditions and, without increasing the price, furnish books that are better printed.

Further; the intention of the law is to establish uniformity in the classical books throughout the province; now, I found it impossible to comply with this portion of the law; for, on the one hand, the Council of Public Instruction has not yet returned its list of approved books, and I, on the other hand, could not, during the first year, take upon myself the solution without running the risk of throwing some schools into confusion. It would be, however, greatly to be desired that such uniformity should exist in all schools; education would profit by it and inspection would be much more easy. Already, in reaping, uniformity has been promptly secured by means of the graded series of readers (*Livres de lecture graduée*) by M. Montpetit, the fourth and fifth volumes of which have just been published, and the inspectors agree in testifying to the good results arising therefrom.

In case the Council of Public Instruction, for grave reasons, would not desire to revise the list of approved books, there would be perhaps a method of removing the obstacle; this would be to allow the free sale of all approved books, but to sell only a small number of choice volumes at the depository. This would be a much slower method than a prompt revision, but it would be always of value as showing the preference of the authorities.

### CONSTRUCTION OF SCHOOL HOUSES.

The last law on education enacts that no school house shall be built until the plan thereof shall have been first submitted to and approved by the Superintendent of Education. I am happy to state that municipalities willingly conform to this provision of the law.

The Catholic Committee of the Council of Public Instruction adopted a very wise rule with reference to the construction of school houses, which may be seen at the end of this volume. I insisted on its being put into execution, and I have only to congratulate myself on the good will of the commissioners and trustees,—and I am well pleased to be able to praise them here for it.

We have every reason to hope, if we can judge by these beginnings, that we will soon see disappear from certain localities those ugly and unhealthy hovels dignified with the name of school house, to be replaced by buildings not indeed sumptuous, but built with elegance and in accordance with the rules of hygiene.

In some poor municipalities I was compelled to be less exacting, thinking that it would be better to allow the construction of inferior houses than to be the means of preventing the erection of any. But I only acted in this way with regret, for there are very few places, sufficiently populous to be erected into school municipalities, which do not possess sufficient means to erect a good school house. I will always mention as an example to all our municipalities that of La Patrie, in the township of Ditton, whose school house is the prettiest house in the neighborhood.

## THE TEACHING OF AGRICULTURE.

The teaching of agriculture is gradually spreading, but too slowly for the wishes of the true friends of the people of our country parts. Several inspectors state that in certain localities parents refuse to purchase for their children the *Petit Manuel d'Agriculture*. These recalcitrants are generally the worst farmers in the vicinity, and the problem to be solved is to do good to those people in spite of them. I am attempting it within the limits of my sphere.

But I expect a solution, especially from the constant work of the inspectors and the influence of the normal schools, which give special attention to agriculture. I only regret being obliged to state that the boards of examiners do not attach importance to the matter, and that they are lacking in their duty in this regard.

## ATTENDANCE AT SCHOOL.

All the inspectors unite in stating that the great evil, the principal and often sole cause of the small progress of certain schools, is the irregularity of the attendance of the pupils. A careful calculation must be made upon the matter. How many days in the year are devoted to attending school?

Deduct from the 365 days of the year the following:—

- 52 Sundays.
- 52 holidays.
- 45 days, on an average, of recreation.
- 8 days' holidays at the New Year.
- 10 religious holidays.

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There remains barely about 200 days in which to attend school. Is this enough?

Before answering, let us remember that, according to the inspectors' reports, there are 232,765 pupils, with an average attendance of 178,621—that is, a little more than three-fourths. These figures for average attendance are a little higher than those of past years; but the fact remains that the schools are attended for only 200 days in the year, and by only three-fourths of the pupils.

Here, then, is a double loss of time: first by holidays, necessary otherwise—then by the non-attendance of the children.

It seems to me that the holidays at the New Year are useless, and that those in the summer should begin on the 1st of August and end on the 31st of the same month. As to the regular attendance of the children, that is for the parents to attend to.

In passing, I may state that I think the weekly holiday should be given on Saturday, and should be so established by law.

## SCHOOL EXHIBITION.

I thought it my duty to have the Department of Public Instruction represented in the Provincial Exhibition held at Quebec in September last. I exhibited samples of all books, apparatus and furnishings used in our schools, and which are for sale, to municipalities, at the Depository. Several institutions—the normal schools, the academy of the Brothers of the Christian Doctrine, the Sherbrooke College, that of Montmagny, the Montreal Catholic Commercial Academy, that of the Sisters of Jesus-Marie, of Sillery—kindly assisted me so as to add *clat* to the school exhibition so that, in

spite of want of room, which rendered a methodical classification impossible, I think that I may state that the exhibition gave a fair idea of the organization of Public instruction in this Province.

It was the first exhibition of the kind held amongst us. I found that it deeply interested the public, and drew the attention of those who are concerned about the moral and intellectual progress of the people. A great number of educated men, who, however, thought that they could judge of the whole organization by certain facts that are always brought out for malevolent purposes, were surprised at the reforms inaugurated in our system of teaching in a few years.

If these exhibitions are repeated, they will stimulate the zeal of our schools, and there will happen to teaching what has taken place in regard to arts, industry, and agriculture: new methods and a perfected system will become common, to the great advantage of all.

The Judges of the Provincial Exhibition made the following Report:

“The Judges of the Provincial Exhibition held at Quebec in September, 1877, after, visiting by special invitation, the school exhibition made by the Honorable the Superintendent of Education, and considering that, as by the rules of this Exhibition, no price can be awarded therefor, deem it their duty to make the following Report:

“1. The Judges recognize with pleasure this school exhibition the first of the kind made in the Province, and congratulate the Honorable the Superintendent of Education.

“2. The judges note with pleasure that from this exhibition it appears that the Department of Public Instruction takes most efficient measures to give a practical turn to popular education, and make special honorable mention of the following articles:—Globes, geographical maps, tables of object and natural history lessons, boxes of elementary chemistry, Baillarge's stereometrical tables, telegraphic apparatus, anatomical models.

“The judges also wish to mention the desks, with seats having backs, whose use is prescribed by hygiene. In the collection of school books, the judges regret to notice a certain number that are faulty in printing, paper and binding, but they note with pleasure several others which are remarkable on all points, as for example, the manual which obtained the first prize in the sixth class, and the Superintendent is deserving of praise for the efforts made by him to furnish the schools with books whose material execution is irreproachable.

“3. The judges have only praise to give to that portion of the exhibition occupied by the Catholic Commercial School and Polytechnic School of Montreal, which allows one to study the system of instruction used by that institution in all its branches.”

“4. They give the same praise to the space in the exhibition occupied by the Jacques Cartier, Laval and McGill Normal Schools, and by the Brothers of the Christian Doctrine.”

## BOARDS OF EXAMINERS.

The inspectors, Mr. Alexander in particular, complain of the too great indulgence of the Boards of Examiners, who sometimes grant certificates to young girls who are neither of the age nor possess the acquirements necessary to teach in even an elementary school. My personal information leads me to think that these complaints are well founded.



At the commencement of our school organization the great difficulty was to secure male and female teachers, and when a young man or girl manifested a desire to enter the career of teaching we were too well pleased with his good will to discuss his competency, we hastened to grant a certificate. But times have changed; the number of those who wish to devote themselves to teaching is amply sufficient for the needs of the country, and, on the other hand, the means of becoming instructed and prepared to teach school are numerous and within the reach of every one. There is now no reason to be indulgent; there is no reason now to look for number, it is the quality that now must be looked to.

I take the liberty of drawing the attention of the Legislature to the regulations concerning examinations, adopted by the Protestant Committee of the Council of Public Instruction, at its meeting in the month of August last. I think they are of a nature to introduce a reform which is now found to be necessary.

#### TEACHERS' SALARIES.

I must again, this year, mention the question of teachers' salaries. It is admitted by every one that the teaching class is not sufficiently remunerated, but the difficulty is to find a means to remedy this evil. After having found from year to year that the municipalities are unwilling to increase the salaries, the Inspectors nearly all agree in saying that it is necessary that the *minimum* of salaries to be given to male and female teachers should be established by a law.

What will this *minimum* figure be? This question should be easily solved, once we were agreed that a figure should be fixed.

#### GENERAL INSPECTORS.

In 1873, when Minister of Public Instruction, I asked for the appointment of general inspectors, whose duty would consist in watching and directing the work of ordinary inspectors. This would be a true reorganization of the system.

The Legislature seems to have taken one step in this direction, by compelling the person wishing to be appointed inspector to pass an examination before a special board. I hope it will not stop there.

#### GRANT TO COMMON SCHOOLS.

The Council of Public Instruction again asks this year that the common school grant be raised to \$200,000. The intention of the Council need not be explained; it is to give all its attention to primary education, which has in the past been too much neglected for superior education.

Primary instruction is that in which the greatest number are educated, and I am fully persuaded that the Legislature is well disposed to favor, as much as possible, in the distribution of public money, the great mass of the people. It will thus be sufficient for me to mention the request of the Council to have it find favor with the Government and the members of the Legislature.

#### OUR NORMAL SCHOOLS.

The building of the new Jacques Cartier Normal School is about being completed. It will be, at least I hope so, an edifice worthy of the City of Montreal—worthy of the Province of Quebec.

Our McGill Normal School was considerably repaired;

but there is still much to be done before it will answer the intentions of its founders and the continual increasing wants of our age.

As to the Laval Normal School, the necessity of rebuilding it is being every year more and more felt. The pupils have no yard or garden; the garden which they cultivated and kept up was taken from them, and they are now obliged to take their recreation in public places. This state of things should cease, as it is no longer tolerable—if it must exist it will menace the existence of the school. The people of Quebec are interested in the maintenance of this school, but if there is nothing done to give it what is strictly required, they must not be surprised if other arrangements will be made which will deprive them of it.

#### CODIFICATION OF THE SCHOOL LAW.

The reforms which I mentioned above, and those which the friends of education have for several years required, will necessarily be a special study of the commission for the codification of the Provincial laws, which has now been some time at work.

If I may be allowed to express a wish on this point, it is this: that the commission should resolutely enter into the way of reform and should consequently strike at the root of all abuses, if I may be allowed the expression.

#### NEW INSPECTORS.

At its last meeting the Catholic Committee of the Council of Public Instruction recommended the appointment of six new inspectors, of whom four are for newly created districts, and the Government has made the appointments.

These six inspectors passed the preliminary examination.

The formation of new districts of inspection should have good results. It will allow of a more complete inspection and more frequent visiting of the schools, and thus contribute to make the law more efficient.

#### INSPECTORS' REPORTS.

I have now only to state that I have this year published the inspectors' reports, not by extracts but wholly and textually. I thought that by so doing I would comply with the desire of those who wish to have a clear knowledge of the work of the inspectors and with the intention of the law and the regulations of the Council, which required them to give many more details now of the schools than in the past.

I have the honor, &c.

GÉDÉON OUIMET,  
Superintendent.

#### MISCELLANY.

*A few words on female education.*—Give your daughters a thorough education. Teach them to prepare a nourishing diet. Teach them to wash, to iron, to darn stockings, to sew on buttons, to make their own dresses. Teach them to bake bread, and that a good kitchen lessens the apothecary's account. Teach them that one dollar is one hundred cents, that one only lays up money whose expenses are less than his income, and that all grow poor who have to spend more than they receive. Teach them that a calico dress paid for fits better than a silken one unpaid for. Teach them that a full

healthy face displays a greater lustre than fifty consumptive beauties. Teach them to wear strong shoes. Teach them to purchase, and to see that the account corresponds with the purchase. Teach them that they ruin God's images by wearing strong bodices. Teach them good common sense, self-trust, self help, and industry. Teach them that an honest mechanic, in his working dress is a better object of our esteem than a dozen haughty, finely dressed idlers. Teach them gardening and the pleasures of nature. Teach them if you can afford it, music, painting, and all other arts, but consider these as secondary objects only. Teach them a walk is more salutary than a ride in a carriage; and that wild flowers are a worthy object of admiration. Teach them to reject with disdain all appearances, and to use only yes or no in good earnest. Teach them that the happiness of matrimony depends neither on external appearance nor on wealth, but on the man's character. Have you instructed your daughters in these principles, and have they comprehended these principles? Fearlessly allow them to marry; they will make their way through the world.—Translated from the German by F. H. LEHMANN, Texas.)

*Webster's Taste in Dress.*—Daniel Webster had instructive sense of propriety in dress as well as language. He discriminated colours as accurately as thoughts, and wished to see both in their appropriate places. He was particular about the style and quality of his own apparel, and always appeared dressed to suit the occasion and the company. Seeing his little granddaughters dressed in white, he commended the taste that made the selection, observing that children should wear light and simple colours like the flowers of early spring. "In later life," he said, "we require gayers colours. In this respect we follow nature, which brings out its brightest colours at the close of the year, and tinges the forest in autumn with varied and brilliant hues."

*Brains on the Farm.*—A young man, a graduate of Dartmouth, and a noted law student in Ferrimac county, who had the misfortune to lose his hearing, having settled on a farm, writes thus of the occupation he has chosen:—"There isn't much glory on a farm, but you get a good, sure living. You are your own master; you can't starve, or be turned out of business; and as far as the work is concerned in these days of horse power, a man needn't kill himself farming any more than at any other business. It is brains that win on a farm as well as everywhere else, and the smart man is going to ride, while the stupid one goes on foot, in the cornfield as well as in the bar or pulpit. I should like to have my hearing again, but I wouldn't leave the farm again if I had it."—*Massachusetts Ploughman.*

*An Extinct Race.*—One of the most remarkable races that ever inhabited the earth is now extinct. They were known as the Guanches, and were the aborigines of the Canary Islands. In the sixteenth century pestilence, slavery, and the cruelty of the Spaniards succeeded in totally exterminating them. They are described as being gigantic in stature, but of a singularly mild and gentle nature. Their food consisted of barley, wheat, goats' milk, and their agriculture was of the rudest kind. They had a religion which taught them of a future state, of rewards and punishments after death, and of good and evil spirits. They regarded the volcano of Teneriffe as the place of punishment for the bad. The bodies of the dead were carefully embalmed and deposited in catacombs, which still continue to be an object of curiosity to those who visit the islands. Their marriage rites were very solemn, and before engaging in them the brides were fattened on milk.

*Catherinot.*—Catherinot was a French antiquarian of the seventeenth century; a very learned one, if learning means to have read many books without understanding. Catherinot printed—whether at its own cost or another's I can't say—a vast number of dissertations on matters of antiquity. David Clement, the curious bibliographer, has collected the titles of 182 of those dissertations, and adds there were more of them which he had not been able to find. Nobody wanted these dissertations of Catherinot. He wrote them and printed them for his own gratification. As the public would not take his *paperasses*, as Valerius called them, he had recourse to a device to force a circulation for them. There was then no penny post, so he could not, like Hermann Heinfelter, post his lucubrations to all likely addresses, but he used to go round the *quais* in Paris, where the old book stalls are, and while pretending to be looking over the books, slip some of his dissertations between the volumes of the *boutiquier*. In this way the 182 or

more have come down to us. Catherinot is a by-word, the typical case of scribbleomania of the *insanabile scribendi cacothetis*—but the malady is not unknown to our time, and account for some of our many reams of print. And even if pure scribbleomania is not a common complaint, there are a very many other motives to writing besides the avowed and legitimate motive of earning an income by the pen. Why do men make speeches to public meetings, or give lectures in public institutions? It is a great deal of trouble to do so. The motives of the labour are very various. Whatever they are, the same variety of motives urges men to write books.

*Trolope on the Negro.*—Anthony Trollope, in the course of a series of the lectures to the *Cardiff Times*, has something to say in regard to the future of the black races on their own continent. He complains that the very men who are the friends of the negro hold the theory but never entertain the practice of equality. He says that the staunchest discipline of Wilberforce and Buxton does not take the negro into partnership, or even make him a private secretary; but the convict on that the white man must remain in the ascendant is as clear in his mind as in that of his opponent; and though he will give the black man a vote in hopes of the happy future, he is aware that when black men find their way into any Parliament or Congress, that Parliament or Congress is to a degree injured in public estimation. In British South Africa, the majority of coloured men is so great that the country has to be compared to India or Ceylon, rather than to the Southern American States. When once the Kaffir shall have learned what voting means, there will be no withstanding him, should the system of voting which now prevails in the Cape Colony be extended over a South African Confederation. There can be no doubt that the condition of the race has been infinitely improved by the coming of the white man; but, were it to be put to the vote to-morrow among the Kaffirs whether the white man should be banished out of South Africa or retained, there can be no doubt that the entire race would go for banishment. This may be natural; but it is not the decision which the white man desires.

## ADVERTISEMENT.

### Wanted.

Wanted for the City of Hull Protestant Dissident Model School, a male teacher holding a first class certificate. Duties to commence after summer vacation. Apply stating salary and inclosing testimonials to

C. R. T. GARRIQUET.  
Sec. Treas. T. D. M.  
Box 490.  
Hull. 2.

## THE JOURNAL OF EDUCATION,

(FOR THE PROVINCE OF QUEBEC.)

*The Journal of Education.*—published under the direction of the Hon. the Superintendent of Public Instruction and Edited by H. H. MILES, Esq., LL. D., D. C. L. and G. W. COLFER, Esq.,—offers an advantage or medium for advertising on matters appertaining exclusively to Education or the Arts and Sciences.

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All communications relating to the *Journal* to be addressed to the Editors.

ABSTRACT FOR THE MONTH OF FEBRUARY, 1878.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY, HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				BAROMETER.				+ Mean pressure of vapor	† Mean relative humidity.	WIND.		SKY CLOUDED IN TENTHS.			Rain and snow melted.	Day.
	Mean.	Max.	Min.	Range	Mean	‡ Max.	§ Min.	Range			General direction.	Me'n velocity in m. p. hour.	Mean	Max	Min.		
1	11.65	15.0	5.5	9.5	30.144	30.230	30.110	.113	.0563	75.9	N. E.	24.7	7.1	10	0		1
2	8.66	6.8	2.5	14.3	30.306	30.344	30.233	.111	.0486	68.0	N.	10.4	0.7	3	0		2
3	.....	25.5	1.9	23.6	.....	.....	.....	.....	.....	.....	W.	10.0	.....	.....	.....		3 Sunday
4	26.30	31.8	21.6	10.2	29.889	29.990	29.840	.150	.1155	81.5	W.	20.1	5.6	10	0	Inapp.	4
5	24.25	34.5	12.7	21.8	29.9304	29.999	29.856	.143	.1122	86.1	W.	15.2	2.6	10	0	Inapp.	5
6	29.26	35.5	24.9	10.6	30.0614	30.130	29.991	.130	.1317	81.7	W.	17.0	7.5	10	0		6
7	33.40	42.7	22.9	19.8	29.9325	29.992	29.824	.168	.1420	74.6	W.	12.7	4.7	10	2		7
8	36.5	45.0	30.7	14.3	29.7099	29.790	29.643	.147	.1339	62.5	N. W.	7.2	6.2	10	4		8
9	22.00	33.0	16.0	17.0	29.8360	29.962	29.663	.309	.0777	64.1	.....	22.6	8.8	10	3		9
10	.....	17.1	11.6	5.5	.....	.....	.....	.....	.....	.....	E.	11.9	.....	.....	.....	0.32	10 Sunday
11	10.21	18.0	4.5	3.5	29.7859	29.893	29.634	.259	.462	66.1	W.	15.3	2.1	10	0		11
12	17.71	26.2	4.9	21.3	29.7886	29.902	29.698	.204	.0855	81.0	S. W.	19.9	8.4	10	4	0.05	12
13	22.94	30.8	12.0	18.8	29.8714	30.093	29.708	.385	.0846	66.5	N. W.	18.5	4.	10	0		13
14	9.99	20.6	2.5	18.1	30.1571	30.218	30.111	.10	.0409	59.1	N. E.	6.4	1.5	5	0		14
15	8.89	21.0	-2.0	23.0	30.0437	30.108	9.983	.125	.9416	63.6	E.	5.3	3.6	8	1		15
16	18.92	31.0	6.5	24.5	30.0056	30.031	29.989	.042	.0644	63.6	W.	11.3	4.9	10	1		16
17	.....	31.0	14.0	17.0	.....	.....	.....	.....	.....	.....	W.	11.2	.....	.....	.....	0.03	17 Sunday
18	9.21	16.8	1.5	15.3	30.1682	30.21	30.086	.127	.0379	57.6	N. W.	10.1	1.6	6	0		18
19	13.44	23.3	3.2	20.1	30.1824	30.248	30.130	.118	.0481	59.1	N. W.	9.7	4.9	10	0		19
20	20.64	26.2	11.3	14.9	30.0382	30.122	29.986	.136	.0806	79.0	E.	9.0	9.6	10	7	0.07	20
21	26.30	34.2	21.9	12.3	30.1012	30.163	30.030	.133	.1182	83.2	N. E.	11.0	8.6	10	2	Inapp.	21
22	30.00	30.0	21.6	12.4	29.9680	30.125	29.769	.356	.1411	94.7	E.	14.6	10.0	10	10	0.58	22
23	33.05	37.5	28.0	9.5	29.7091	29.731	29.696	.135	.1631	87.1	.....	8.8	10.0	10	10	0.22	23
24	.....	38.7	27.5	11.2	.....	.....	.....	.....	.....	.....	W.	15.7	.....	.....	.....	0.01	24 Sunday
25	24.94	29.2	21.0	8.2	29.8771	29.901	29.842	.059	.1062	79.4	W.	17.2	10.0	10	10	Inapp.	25
26	27.21	34.0	20.1	13.9	29.9484	30.010	29.888	.122	.074	72.4	W.	22.0	8.1	10	1	Inapp.	26
27	33.76	42.7	26.7	16.0	29.9192	29.973	29.862	.111	.1314	68.4	W.	24.5	0.7	3	0		27
28	30.16	37.2	13.7	23.5	29.9760	30.335	29.855	.480	.1242	69.7	N. W.	20.0	7.0	10	0	Inapp.	28
Means.....	22.058	30.71	14.41	16.30	29.9734			.1741	09352	72.25		15.12	57.5				Means.

\* Barometer readings reduced to sea level, and to temperature of 32° Fahrenheit, † Pressure of vapor in inches of mercury. ‡ Humidity relative, saturation 100. § Observed.

Mean temperature of month, 22.06. Mean of max. and min. temperatures, 22.56. Greatest heat was 45.0 on the 8th; greatest cold was -2.0 on the 15th,—giving a range of temperature for the month of 47.0 degrees. Greatest range of the thermometer in one day was 24.5 on the 16th; least range was 5.5 degrees on the 10th. Mean range for the month was 16.3 degrees. Mean height of the barometer was 29.9734. Highest reading was 30.344 on the 2nd; lowest reading was 29.634 on the 11th; giving a range of 0.710 in. Mean elastic force of vapor in the atmosphere was equal to .0935 in. of mercury. Mean relative humidity was 72.2. Maximum relative humidity was 100 on the 5th and 21st. Minimum relative humidity was 40 on the 18th. Mean velocity of the wind was 15.12 miles per hour; greatest mileage in one hour was 32 on the 27th. Greatest velocity in gusts was at the rate of 36 miles per hour on the 1st, 9th and 27th. Mean direction of the wind, west, north-west. Mean of sky clouded 57 per cent.

Rain fell on 3 days. Snow fell on 12 days. Rain or snow fell on 13 days.

Total rainfall, 0.28 inches. Total snowfall 10.2 in., equal to 1.00 in. water. Total precipitation in inches of water was 1.28.