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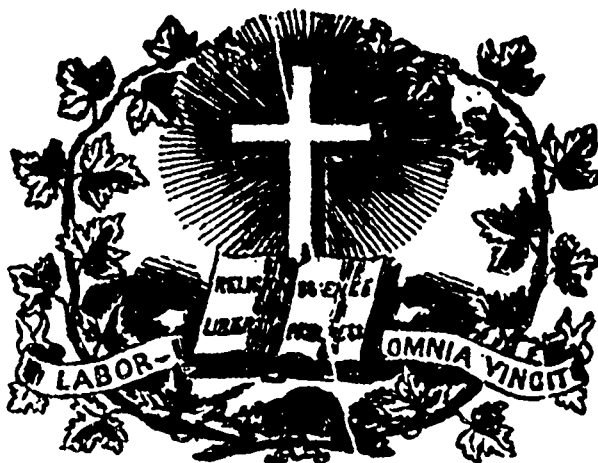
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SUMMARY.—**LITERATURE.**—Poetry: The Canadian Pioneers, by Miss M. M. Bothwell, McGill Normal School. — **EDUCATION:** School Discipline: Its Objects and Methods.—**OFFICIAL NOTICES:** Appointments of School Commissioners.—School Trustees.—Erections, Separations, Annexations, &c. of School Municipalities.—Diplomas granted by the Boards of Examiners.—**EDITORIAL:** Filling vacancies in School Boards.—Educational Features of the New Militia Bill.—Convocation of McGill University.—**OFFICIAL DOCUMENTS:** Apportionment of the Supplementary Grant to Poor Municipalities, for 1867.—**MONTHLY SUMMARY:** Educational Intelligence.—Scientific Intelligence.—Literary Intelligence.—Meteorological Intelligence and Tables.

LITERATURE.

POETRY.

THE CANADIAN PIONEERS.

BY MISS M. M. BOTHWELL.

McGill Normal-School, Montreal.

We are a nation, and we boast
A country fair and free;
Our fathers placed the landmarks here
When first they crossed the sea.

With willing hands and honest hearts,
Their purpose to fulfil:
To make the fields they tilled their own,
They worked with iron will.

They came from Severn's flowery meads,
From many a Highland home;
And Erin saw, with sorrowing heart,
Her children hither roam.

And oft the blackened ocean ships
Came struggling up the tide,
And left their living cargoes here
Along St. Lawrence' side.

'Mid Summer heat and Winter snows,
Through many a weary year,
The well directed woodman's axe
Laid hills and valleys bare.

How oft the wild beast missed the haunts
He never missed before!
How oft the wild bird left her nest,
And never found it more!

Returning Spring new life infused,
Where forests fled the plain;
And Autumn, year by year, looked forth
On widening fields of grain.

'Twas by their sweat, and not by blood,
They won our virgin soil,
And we shall still revere their names,—
Brave pioneers of toil.

We are a nation, and we boast
A country fair and free;
Our fathers placed the landmarks here
When first they crossed the sea.

We have no sins of pirate bands
To check our hopes with fears;
What honest toil procures for man
Will stand the test of years.

For Norman blood invigorate,
Still courses through the veins
Of those whose fathers' chivalry
Reclaimed Canadian plans.

The plough has turned the war-path up,
The wigwam's hearth is cold,
And culture decks with flowers and fruit
The hunting-grounds of old.

Two generations of a race
Alike are known to fame,
As history and tradition span
The stream which bears their name.

The first reclaims the wilderness,
And portions out the soil;
The last relinquishes the lands
Won by ancestral toil.

Our first have done their duty well,
And left a heritage;—
Oh! may the last lie far beyond
A long and glorious age!

We are a nation, and we boast
A country fair and free;
Our fathers placed the landmarks here
When first they crossed the sea.

EDUCATION.

School Discipline: Its Objects and Methods.

AN ADDRESS DELIVERED BEFORE THE AMERICAN INSTITUTE OF INSTRUCTION, BY HOSEA H. LINCOLN, PRINCIPAL OF THE LYMAN-SCHOOL, BOSTON, MASS.

Mr. President, and Ladies, and Gentlemen,—

Having accepted an invitation from the Board of Directors of the American Institute to open the discussion of the theme, "School Discipline: its Objects and Methods," by a paper occupying only thirty minutes, I must be brief in the presentation of my ideas, passing rapidly over those points wherein all agree, in order to argue those features of the subject about which great diversity of opinion exists.

The object of school discipline is to train up children in the way in which they should go; in other words, to make them good men and women; to so train their minds, educate their hearts, and discipline all the faculties of their natures, that they will become, in after years, blessings to themselves and to society. The object of all teachers should be to educate the moral nature of their pupils, as well as to develop their intellectual powers; and, in their efforts to manufacture human character out of human nature, to imitate as far as possible the divine government.

The methods of school discipline are numberless. After a quarter of a century's experience upon different plans and methods, I feel myself a learner still. I am always adding to my magazine of expedients. A lifetime of study, observation, and experience cannot exhaust the possibilities of this subject. When we consider a single child, his hereditary nature, his home education,—received, it may be, under antagonistic parental influences,—his propensities, faculties, disposition, tastes, habits, will, his out-door surroundings; then multiply these by a hundred or a thousand, bring them together into a school; their wills begin to cross, their disposition to clash, their propensities to project—what complexity is here! Who can bring order out of this chaos? who can so mould and guide and govern and direct that these wills shall be rightly disciplined, these dispositions harmonized, and these propensities turned in the right direction? Where is the pilot that can steer his barque safely and surely through all these conflicting waves and cross seas, when he is liable at any moment to have a parental flow strike him aback, or the popular breeze fail him in his hour of need? Under the most auspicious circumstances, is not the teacher's task a difficult one? What methods shall he adopt to round off the projections and irregularities of his pupils' natures, and make all things move smoothly and harmoniously? His action upon them must be as constant, as gentle, as forcible, as unyielding, as the action of the water upon the rocks and pebbles of the sea-shore.

A teacher's character, his self-possession, watchfulness, general bearing, expression of the eye, tone of the voice, his sympathy, patience, cheerfulness, charity, are all effective instruments of discipline. He should be just; if possible, pre-eminently just; reasonable in all requirements; never arbitrary, but always decided; gentle, but unyielding; firm but mild: in short the more of the Christian virtues he can embody, the better disciplinarian he becomes.

Love should be the main element in the discipline of every school. A teacher who cannot secure the affections of a very large majority of his pupils, is unworthy, in my estimation, of his position. There always will be some, however, in particular localities, who cannot in a limited time, under the adverse influences of the home and the street, be brought into subjection to the law of love. Many children in our midst are taught by their parents to smoke, chew, and drink; to lie, steal, swear, and bear false witness. An ancient philosopher, on being told that a

notoriously bad individual had been speaking well of him, asked, "What *ill* have I done?" evidently considering praise from such a source censure, and censure praise. When you find the vicious and morally depraved, as a class, praising their teacher, be assured that he is neglecting his duty towards them. When rowdies love policemen, culprits prisons, when evil good, and Satan Christ;—then will the vicious, self-willed youth, love the restraints of the school-room. Yet I have known teachers blamed for not securing at once the affections of all of this class. They cannot do this without compromising the truth and their own consciences. How, then, are these malicious, self-willed children to be governed in a school? Must the divine law of love in their case be suspended? By no means. Let us rather imitate it, if we can, and not ignore the element of *force* inherent in it. If we make the way of transgressors easy, we are not co-workers with God. While I fully believe in the force of love, I do not believe in the love of force for its own sake. Government implies law; law implies penalty for its violation.

Witness the operation of the divine law, whose maker, God, is love. Every law that He has made,—physical, mental, moral or spiritual,—if violated, brings its appropriate penalty; until by repeated suffering, for continued violation, we are forced, or, if you please, forcibly drawn into obedience. Some appear not to recognize any element of coercion in love; yet this principle in the divine economy is ever present, ever active. Love, rightly understood, is the only method requisite in the discipline of a school. All the inhabitants of the globe are at school; this earth is our school-house, and God our teacher. He disciplines us all in love! But what are its elements?—wisdom, justice, judgment, mercy, power,—all the attributes of the Deity are concentrated in his love. His affection for his offspring never degenerates into mere fondness. He always keeps in view the highest good of his children. He sees the future in the present; the end from the beginning. His love is always wise; his wisdom always loving. He is just, as well as merciful; even when he afflicts with trials, physical pain, and mental suffering, his love is ever active. "Whom the Lord loveth he correcteth, even as a father the son in whom he delighteth." Physical pain brought back the prodigal to his father's arms, and Christ himself was made "perfect through sufferings."

Some, and they seem at this time to be many, do not appear to see any of the principle of love in the chastisement of refractory pupils.

As all parents and teachers agree that kindness, persuasion, affection are the most effective elements in school discipline, but differ in regard to compulsion, let me, in the time remaining, confine myself mainly to the discussion of the topic,—*The necessity of physical force as a method of discipline in our schools.*

The very life of our nation has been so recently saved by force, that all, it would seem, should recognize its importance in a government; if in the government of a *nation* or *state*, why not in a *school*? For are not all our schools miniature republics? Should not rebels in schools, if they cannot be otherwise subdued, be forced to obey? Would the community long permit wild impulses, untamed passions, and undisciplined wills, to be let out upon society, when, by the exercise of a little judicious force, these impulses could be tamed, these passions checked, and these wills guided?

Why is it that so many parents permit "the expedition of their violent love to outrun the pauser reason" upon this subject? Three causes might be mentioned:—

- 1st. An unwise fondness for their children.
- 2d. A lack of confidence in teachers.
- 3d. Ignorance of the trials and perplexities to which teachers are subjected.

I contend that none but teachers are competent to decide whether physical coercion can be wholly dispensed with in their schools. The power and right to use it should always be in their hands; having this power and right, the necessity for its use is often prevented. Experience is a powerful educator. Let

any one who believes in the omnipotent power of moral suasion in school government, be placed in some of the public schools of this city, and his principles would not long stand the test of experience.

All teachers, as far as I have heard, very much regretted to hear some high in our State councils recently say that, in their opinion, the time had come for the abolition of corporal punishment in our schools, and that its use was injurious to both teacher and pupil. This is "one of those seeming truths that the cunning times put on to entrap the wisest," born of the feelings rather than the judgment; of the wish, not the experience. Oh! if they could abolish the necessity for its use, they would have the heartfelt thanks of all the teachers of the country. Could we kneel to any but the Almighty, we would thank them on our knees, with the profoundest gratitude, if they would abolish the necessity for its use; but they cannot. To abolish punishment, however, while the necessity for it exists, would be like abolishing the fire department during an incipient conflagration.

Is its use injurious to the teacher? If it be, then some of us who have taught so long, and been obliged occasionally to resort to it, must be by this time considerably demoralized. Hundreds of teachers, if they believed that punishment inflicted by them on rebellious pupils was demoralizing to their own natures, would immediately resign. It has always seemed to me that a disagreeable duty, conscientiously discharged, was elevating in its tendencies upon the moral nature. Teachers can never get riches or fame from their vocation; but they can get wisdom, patience, self-denial, charity, and many of the Christian virtues, that no other profession will so largely give. Physical pain, inflicted by a kind-hearted teacher, is always a self-sacrificing act. Actions performed for the good of others are always ennobling in their tendencies. Experience and observation have also shown that punishment, administered wisely and in the right spirit, is not injurious, but, on the contrary, beneficial, in its effects upon the character of children. Care must be taken not to confound the abuse of a thing with its proper use.

Our legislators, I apprehend, will not do so unwise an act as to abolish the use of force in our schools. Let them, if they can, institute the right kind of a home government in every family in the State, and the evil complained of will die a natural death.

Our representatives pass laws and appoint officers to force children to attend school. Will they pass a law that no force shall be used to retain them there? We take culprits to the lock-up, and criminals to the State Prison; if we pass laws that no force shall be used to retain them there, those that escape will soon be the only ones to applaud the wisdom of such legislation.

Can our legislators consistently abolish compulsory obedience in schools, sitting as they do under the very shadow of our State escutcheon, upon which is engraved the device of the raised arm and drawn sword, the scroll containing the inscription, "*Ense petit placidam sub libertate quietem?*" Ay! the enlightened State of Massachusetts seeks for quiet peace under liberty with the sword.

"The sword, extreme of dread!
Yet, when upon the freeman's thigh 'tis bound,
While for his altar and his hearth,
While for the land that gave him birth,
The war drum rolls, the trumpets sound,
How sacred is it then!"

Yes: the element of force in the government of nation, state, or school—if guided by a clear intellect and sound moral and religious principle—is always sacred.

Every State in the Union recognizes this axiom. So does the United States of America. The national gibbet in times of peace claims its victims, irrespective of sex. The gallows in

our own State is yet a recognized power. Would it not be well for government officials to ask themselves this question. Should we advocate a stricter home and school discipline, might not these terrible extreme penalties be dispensed with in state and nation?

When we are asked by those high in authority to give up the use of physical force in the government of our schools, we feel like saying in reply, United States of America, disband your armies, demolish your forts, sink your monitors! State of Massachusetts, destroy your coat of arms, abolish your prisons and constabulary force! City of Boston, pull down your jails and dismiss your police; when you, Nation, State, and City, can govern full-grown, reasoning men, without force, then shall we, school-teachers of America, promise to govern wayward, impulsive, unreasoning children, without force.

It is difficult to enumerate all the methods by which a school should be disciplined. Methods must vary in different schools, and in different teachers. Ask a man how he would play a game of chess, or a general how he would fight a battle! No two battles are fought exactly alike; no two games of chess are identical. Your methods must vary with the varying elements, and the ever varying movements of your opponents. Discipline exists in the man. He must be equal to all emergencies. He must have brains to comprehend all issues, and energies to meet them. School discipline, as well as war, is a science. Civilians did not succeed upon the battle-field as generals, neither could many who criticise teachers so severely, succeed in the school-room.

A teacher can seize upon the most trivial incident to aid him in discipline. A ray of sunlight, darting across the room, can be directed by the skilful teacher, so that it shall throw its cheering rays into the children's hearts. Teachers may refer to cloudy weather outside, to induce scholars to have pleasant weather within doors. Ever varying methods must be used to touch their hearts and stimulate their mental activities. Government must be fresh, spontaneous, out-gushing; always, however, under the control of a sound judgment; it must fit the man, the pupils, the hour, the occasion, all the existing circumstances. No rules or methods, studied and memorized, will ever make a good disciplinarian. Each teacher must study for himself the daily problems that arise. He will find—at least, in some schools—that the formula, Moral suasion equals success, will not solve all the disciplinary problems that arise. He will learn that he must have as many equations as there are unknown quantities.

While I believe in compulsory obedience, let me say, that we should never forget that physical chastisement is only a temporary expedient; it should never be regarded as an end. It is only a means to an end. The child is never really reformed by physical punishment, *per se*. It only puts him in such a condition that intellectual and moral forces can be made operative. This condition can never be secured in some natures, until they have been physically subdued. To subdue rebels, on the battle-field, is one thing; to reconstruct them, quite another: but the one must precede the other. So with some rebellious spirits in the school-room,—they must be subdued by force, ere they can be reconstructed. Some pupils consider their teachers' forbearance towards them as an evidence of their timidity. Hundreds of such children attend our schools to-day; and their number is rapidly increasing, under the stimulus of unwise parental influences and the seemingly growing distrust of the public in their teachers.

Why cannot parents and the community understand that, if they weaken the power of the teacher, and fill their children's minds with a disrespect for him and his authority, they thereby create the necessity for more punishment and severer discipline? If parents would save their children, they must sustain their teachers. When a great work is to be done, men must have power; they must be sustained by public sentiment. In the

dark and trying hours of our revolution, Congress gave Washington almost unlimited power. Did he abuse it? In our recent terrible struggle, did not President Lincoln use wisely and well the mighty powers placed in his hands? To be sure, power entrusted to our Presidents can be, and has been, abused; but in the long run you gain far more than you lose, by strengthening the hands and encouraging the hearts of those placed in offices of trust and responsibility. Teachers, to do their work effectively and well, must be trusted by parents, committees, and the community generally. All may not be worthy of trust, we know; let those that are not be at once removed, and competent ones put in their places. Personal vigilance by parents, as well as committees, over our schools, will do vastly more good than standing aloof and unjustly criticising them from the basis of transient rumors or isolated facts. An ounce of knowledge will be found to be worth a pound of opinion.

Employment is one of the best methods of disciplining a school. That teacher who can keep the minds of children constantly employed, will succeed as a disciplinarian with but little physical coercion. There never was a truer maxim for the school-room than this, "An idle brain is the devil's work-shop."

Let me urge upon teachers, if they would succeed as disciplinarians, a few ideas. No two schools can be governed in exactly the same manner; no two scholars exactly alike. To succeed, you must study the characteristics of the locality in which you labor; study the individual characters of your pupils, their homes and out-door habits, their mental and moral peculiarities, — in short, their idiosyncrasies of every name and nature. Avoid fixed arbitrary rules. Even at the risk of being unjustly called partial, you must not treat all pupils alike, even for the same offence. Some are not benefited by physical punishment; others are. Children should be governed according to their nature and temperament. Some can be subdued one way, some another. This matter of school discipline requires not only innate power and inborn adaptedness for the work, but patient and persevering study.

Time will not permit me to discuss the remedies for physical coercion. I will simply mention three of the most prominent.

1st. Judicious home government.

2d. Expulsion of refractory pupils.

3d. The establishment of Botany-Bay schools for the insubordinates.

Some year and a half ago, at the dedication of the Prescott School-house, a thought occurred to me, as the keys of that beautiful structure were presented to the master—a thought to which I will now, for the first time, give utterance. It will form, I think, a fitting close to the theme we have been considering. As I witnessed the ceremony of presentation, my mind ran forward to the time when thousands of youthful immortals would throng the spacious hall and commodious rooms of this magnificent edifice; and I said to myself, How little can city officials and school committees really do! They present us with splendid buildings and keys to unlock the various apartments, but who will give us the keys to unlock the chambers of these youthful intellects, and furnish them with rich thoughts and noble aspirations? Who will give us entrance into the various apartments of these young hearts, and aid us in their right development? Who will give us the keys to unlock the beautiful temple of these children's souls, and make them fit for His indwelling? No city authorities can give us these. No committees or government officials can give us more than the outward. We must go to the great Teacher for these spiritual keys. We must sit humbly and reverently at the feet of Him who took little children in his arms and blessed them, if we would unlock the inner chambers of their being, and develop their natures through their affections. While believing, therefore, that compulsory obedience is far better than no obedience, let us—educators—ever remember that we have not *saved* our pupils until we have firmly established in them habits of obedience to principle; until we have taught them to love knowledge, truth, virtue, and goodness, for their own

sakes; in fine, until we have so governed them that they shall have learned that best of all discipline—self-discipline.

We teachers, especially of Boston and vicinity, are living in trying times. In the present excited state of public sentiment upon the subject of school discipline, we are frequently misunderstood and misrepresented; but let us do our duty fearlessly and conscientiously, feeling far more our accountability to God than to man, and remembering that but a few short years, at most, will pass away, ere we shall reach that better land where all unjust human judgments shall be reversed, and righteous verdicts alone rendered.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency, the Lieutenant-Governor of the Province of Quebec, by an Order in Council of the 30th April last, was pleased to approve of the nomination of the following Gentlemen as School Commissioners for the hereinafter mentioned Municipalities:

County of Bagot.—St. Théodore d'Acton: Mr. Louis Vadensis, in place of Dosité Bérard. The election did not take place within the legal time.

County of Beauce.—St. François: Messrs. Ignace Poulin, Louis Fac-teau, Féréol Poulin, François-Xavier Dulac, Jr., and Romain Marion. The elections having never been regularly made.

County of Charlevoix.—Sto. Agnès: Messrs. Guillaume Bailly, Eusèbe Martel, Joseph Simard, Edward Gobeil, and Thomas Tremblay. The elections not having taken place regularly.

County of Chicoutimi.—Notre-Dame de Laterrière: Mr. Germain Goudreau, who has consented to act for another term of three years,—his former term of office having expired in the month of July, and his reelection not having then taken place.

County of Lotbinière.—St. Sylvestre (North): Messrs. John Doonan and John Lowry, in place of Messrs. William Monaghan and James Magee, absent from the Municipality for more than six months.

County of Yamaska.—St. Zéphin: Mr. Moïse Lampron, in place of Etienne Beauchemin, who has finally quitted the Municipality.

His Excellency, the Lieutenant-Governor of the Province of Quebec, was pleased, by an Order in Council of the 8th June, 1868, to approve of the appointment of the following Gentlemen as School Commissioners for the hereinafter mentioned Municipalities:

County of Gaspé.—Mont Louis: Messrs. Jean-Baptiste Mimeaux and Michel Laflamme, in place of Messrs. Edouard Blanchet and Louis Laflamme. The election not having been legal.

County of Argenteuil.—Harrington, No. 1: Messrs. Alexander Milway and William McLeod, in place of Messrs. Duncan Ferguson and James Milway. The election not having been held within the legal time.

County of Argenteuil.—Harrington, No. 2: Messrs. William Fraser, Alexander Bethune, Donald Cameron, Farquhar McCrimmon, and Archibald McCrimmon. The elections having been irregular since the first nomination.

County of Arthabaska.—Chénier: Messrs. Louis Morin, James Williams, Joseph Paradis, Denis O'Brien, and Joseph Desjardins. The preceding elections having been irregular.

County of Charlevoix.—St. Fidèle: Mr. François Tremblay, in place of Mr. Jean Brisson, deceased. The election not having been held within the prescribed time.

County of Chicoutimi.—Grande Baie: Mr. John Kane, in place of Mr. Joseph Kane, who has left the Municipality; the election not having been held within the prescribed time.

Two Mountains.—St. Augustin: Mr. Antoine Payment, in place of Mr. Moïse Charbonneau (whose term of office has expired) and Mr. Pierre Vanier. The election not having been held within the prescribed time.

County of Dorchester.—Standon: Mr. Daniel Moyles, in place of Mr. George Smith, whose term of office has expired. The election not having taken place within the legal time.

County of Gaspé.—Ste. Anne des Monts: Mr. Pierre Lefrançois, in place of Mr. Charles François Roy, reelected but refused to act.

County of Joliette.—St. Charles Borromée: Messrs. Agapit Peltier, Jean-Baptiste Malhiot, Alexis Ratelle, Narcisse Miron, and Olivier Robillard. The elections having been irregular for a long time.

County of Kamouraska.—Notre-Dame du Mont Carmel: The Revd. Mr. Ludger Blais, in place of the Revd. Mr. Joseph Hoffman who has left the Municipality. The election not having been held within the prescribed time.

Lotbinière.—St. Apollinaire: Mr. Rémi Croteau, in place of Mr. Joseph Masse, who has left the Municipality. The election not having been held within the prescribed time.

County of Ottawa.—Hartwell: Mr. Isidore L. Vinette, in place of Mr. Julien Farrant, who has left the Municipality; the election not having been held within the prescribed time.

County of Pontiac.—Litchfield: Messrs. Norman McCuaig and Asahel Smith. There was no election in eighteen hundred and sixty-seven.

City of Quebec.—Protestant: Messrs. John Gilmour, Christian Wurtele, Andrew Thompson, John Laird, William Hossack, and the Revd. Charles Hamilton. The nomination, by the City Council not having been made within the prescribed time.

County of Sagouay.—Tadousac: Messrs. William Manaing, Eugène Tremblay, Epiphane Brisson, Luc Maltais and François Bourgoin. The election not having been regular nor held within the legal time.

County of St. Maurice.—Pointe du Lac: Messrs. Léon Gauthier and Oursime Biron, in place of Messrs. Félix Chevalier and Olivier Guilbert, whose term of office has expired. The election not having been held within the legal time.

County of Shefford.—South Stukeley: Mr. Moïse Bambeau, in place of Mr. Louis Lavigne, removed into the Municipality of North Stukeley. The election not having been held within the prescribed time.

County of Sherbrooke.—Oxford: Mr. Thomas Taffe. The election not having been held within the prescribed time.

Temiscouata.—St. Antonin: Messrs. Pierre Ouellet, Eugène Levesque, Joseph Lebel, George April, and Joseph Bélanger. The preceding elections having been irregular.

SCHOOL TRUSTEES.

His Excellency, the Lieutenant-Governor of the Province of Quebec, was pleased by an Order in Council of the 8th June, 1868, to approve of the appointment of the following Gentlemen, as School Trustees:

County of Chateauguay.—St. Malachie d'Ormstown: Mr. Arthur Cunningham, in place of Mr. John Maloy. The election not having been held within the legal time.

County of Two Mountains.—St. Eustache: Mr. William Collins, in place of Mr. Robert Addison. The election not having been held within the legal time.

County of Two Mountains.—St. Joseph du Lac: Mr. Robert Walker. His election not having been held within the prescribed time.

County of Hochelaga.—Longue-Pointe: Mr. William Thompson. His election not having taken place within the prescribed time.

County of Hochelaga.—Pointe aux Trembles: Mr. Singleton Sinnamon, in place of Mr. James Allan. The election not having been made within the legal time.

County of Richmond.—Cleveland: Messrs. James Miller, James Murphy and Charles Bédard. The preceding elections not having been regular.

County of Chambly.—Chambly: Messrs. Archibald Stoddart, John Yule and the Revd. Mr. George Dudwell. The elections having always been irregular.

ERECTIIONS, SEPARATIONS, ANNEXATIONS, &c., OF SCHOOL MUNICIPALITIES.

His Excellency, the Lieutenant-Governor of the Province of Quebec, was pleased by an Order in Council of the 8th June, 1868, to direct:

1. That the Township of Arundel in the County of Argenteuil, be erected into a School Municipality, with Township limits.

2. That No. 1 District de Ste. Anne du Bout de l'Île, in the County of Jacques-Cartier, bound on one side, partly by the Lot of Mr. François Meloche, and partly by the Land of Mr. Léon Légal; on the other side, partly by the Lot of Mr. Joseph E. Robillard and the Land of Mr. Nicholas Glaude, representing Mr. Jean-Baptiste Prevost; in front by the Ottawa River, in rear by Chemin de Basse de la Côte Ste. Marie, and partly by the Land of Mr. Eustache Brunet, be erected into a separate School Municipality:—Said Municipality to be called "Village de Ste. Anne de Bellevue."

3. That the Scholastic Municipality of Madawaska in the County of Temiscouata, be divided into three separate Municipalities, to be known respectively under the following names:

1st. Notre-Dame du Lac Temiscouata, having a boundary line in front of nearly nine and a half miles, with a depth of about six miles, bounded entirely on the South West by the Land of Mr. Cléophas Carrier, and on the North East by that of Mr. Israël Koubichaud.

2nd. St. Louis de Ha! Ha! bounded on the South East by Notre-Dame du Lac Temiscouata, and on the North East by the Mission of St. Honoré, with a front line of about ten miles.

3rd. Ste. Rose de Degely, bounded on the North East by Notre-Dame du Lac Temiscouata, and on the South East by the Provincial Line between Canada and New Brunswick.

4. That the first and second ranges of the Townships of Colbert, in the County of Portneuf, be annexed to the Parish of St. Raymond for scholastic purposes.

DIPLOMAS GRANTED BY THE BOARDS OF EXAMINERS.

MONTREAL PROTESTANT BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Misses Eliza Maria Johnson, Leonora Lay Morrison, Isabella McD. Muir, and Mahala Diana Voburgh.

2nd Class.—Misses Mary Elizabeth Hall and Georgina Charlotte Rosenstein.

T. A. GIBSON,
Secretary.

• Session of May 5th 1868.

Academy Diploma, (Eng.) 1st Class.—Mr. C. E. C. Brown.

Model School Diploma, (Fr.) 1st Class.—Mr. Jean Roy.

Elementary School Diploma, (Eng.) 1st Class.—Misses Annie Jane Caldwell, Mary L. Caverhill, Susan Deen, Adelaïde Garraty, Phoebe Golden, Catherine E. Jackson, Jessie McGibbon, Christina McIntosh, Janet Muir, Sarah Muir, Mary Speck, Jennie Struthers, Mary J. Vart, Mrs. Myra A. D. White, and Mr. William G. Chrickshank.

2nd Class.—Misses Lydia Bullis, Jane Caverhill, Annie Deen, Emily Graham, Jane King, Margaret Muir, Jessie Robertson, Amanda Sullivan, Mrs. Noël Tétraut, and Mr. Reuben Hawley Naylor.

T. A. GIBSON,
Secretary.

MONTREAL CATHOLIC BOARD.

Session of February 4th 1868.

Model School Diploma, (Fr.) 1st Class.—Miss Sophie Franche dite Laframboise, and Mr. Joseph Stassardt.

Elementary School Diploma, (Fr.) 1st Class.—Misses Céline Barsalou, Esilda Léocadie Bélanger, Aurélie Bessette, Angèle Coursole, Georgina Devaux, Hermine Désaulnier, Valérie Dumouchel, Emélie Francho dite Laframboise, Léocadie Godin, Hermine Légault, Arthémise Laurin, Joséphine Piché, Philomène Rousselle, Euprosine Thibaudeau, and Eléonore Thibaudeau.

2nd Class.—Misses Alphonsine Giroux, Angelina Legault, Madeleine Vallée, and Eliza Villiot.

(The Misses Godin and Villiot were admitted in August 1867.)

F. X. VALADE,
Secretary.

Session of May 5th, 6th and 7th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Misses Marie Elodie Adams, Malvina Alix, Rosilda Angers, Céline Ayet, Rose de Lima Beaupré, Françoise Beauregard, Elodie Bessette, Lia Bonneau, Julie Boursier, Méline Bousquet, Matilda Briet, Adéline Chagnon, Adéline Chapedelaine, Alphonsine Chartier, Mathilde Cousineau, Rose Joséphine Desaulniers, Marie Louise Desautels, Euphémie Perome, Marie Adéline Dion, Thérèse Deschênes, Alphonsine Dubois, Exulma Dufault, Marguerite Dufilly, Hersélie Dulmaine, Malvina Dumouchel, Mathilde Duvernay, Adéline Ferté, Adéline Galipeau, Unice Eliana Gauthier, Julie Adèle Gendron, Scholastique Gendron, Octavie Gendron, Henriette Guimond, Céline Hénault, Marie Hervieux, Salme (Devaux) Jolicœur, Virginia Ellen Kelly (Eng.), Josephine Aurélie Lebel, Rosalie Lecuyer, Adéline Lefebvre, Odile Leriche, Alphonsine Lusier, Sophie Olivine Mallette, Marie Agnès Massé, Octavie Ménard, Adéline Messier, Constance Ménard, Marie Louise Milard, Ludovine Millette, Céline Monet, Léopoldine Mongeau, Joséphine Moreau, Malvina Morin, Cordelia Ostigny, Marguerite Pêloquin, Marie Bian, Marie Céline Provost, Marie Louise Provost, Philomène Proulx, Mélanie Raymond, Aurélie Robergo, Marie Dina Sapeville,

Rachel Seguin, Victorine Sylvestre, Marie Louise Theroux, Viginio Viau, Rose de Lima Vigeant, and Monsieur Philorome Giroux.

2nd Class.—Henriette Bergeron, Marie Louise Blondin, Luco Boivin, Virginie Félonise Cadieux, Mélanie Charbonneau, Maximilienne Charest, Catherine Dandurand, Delphine Fafard, Euphémie Larochelle, Virginie Lovéque, Mathilde Meloche, Joséphine Morin, Olive Perrier, Obéline Quesnel, Angèle Richer, Arméline Rivais, Elzéarino Schotté, Célaude Tremblay, Elizabeth Touchette, Madeleine Vallée; Mrs. Francis Oartier (née Mandeville), Messrs. Pierre Gaudreau and Amable Porcheron.

F. X. VALADE,
Secretary.

Special Session of June 2nd 1868.

Model School Diploma, (Fr.) 2nd Class.—Misses Marie Rosalie Adéline Dion, Unice Eliana Gauthier, Julie Girard, Mélanie Marcoux, Adéline Messier, Rose de Lima Vigeant, and Mr. Philorome Giroux,

F. X. VALADE,
Secretary.

BRADFORD PROTESTANT BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Misses Catherine Gillespie, Alice Crossfield, Katie Cusack, Vilora Martin, Lizzie Reynolds, and Mr. Thomas Wheeler.

2nd Class.—Misses Clara Chitton, Albertino Hoskins, Ellen Kent, Isabella McKinlay, Messrs. Willard Eldridge, Nathan H. Green, and William F. Wilkins.

W. GIBSON,
Secretary.

Session of May 5th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Misses Addie S. Ball, Lucia E. Clark, Viola E. Fuller, Jane Kraus, Rosa Pickle, Kate L. Parsons, Emily J. Stevenson, Lorinda E. Wells, and Mr. George E. Woodward.

2nd Class.—Misses Isabella Armstrong, Edwina McAlister, Carrie Boright, Elizabeth Jane Badger, Margaret Clark, Harriet Downing, Ada England, Louise M. Eastman, Sophia E. Gorham, Catherine V. Hoskin, Annie Kennedy, Lydia Morgan, Alice J. Marshall, Lora Phelps, Mary Peabody, Harriet Pettes, Mary Jane Sweet, Aurelia M. Smith, and Mr. William Carruthers.

W. GIBSON,
Secretary.

SHERBROOK BOARD.

Session of February 4th 1868.

Academy Diploma, (Eng.) 2nd Class.—Messrs. Edward Archibald and Robert Robinson.

Model School Diploma, (Eng.) 1st Class.—Messrs. Edward Archibald and Thaddeus O. Ives.

Elementary School Diploma, (Eng.) — Misses Catherine McKay, Ellen McCafferty, Maria C. Rice, and Eldorah Williams.

S. A. HURD,
Secretary.

Session of May 5th 1868.

Model School Diploma, (Eng.) 1st Class.—Mr. William John French and Miss Alice French.

Elementary School Diploma, (Eng.) 1st Class.—Mr. Homer G. Bishop; Misses Catherine Beattie, Jane Blaylock, Jane Hepburn, Isabella Jones, Elizabeth Lowe, Amy Rankins, Cynthia True and Mary Wadleigh.

2nd Class.—Misses Maria Davis, Jane Lothrop and Laura McCurdy.

S. A. HURD,
Secretary.

RIMOUSKI BOARD.

Session of February 4th 1868.

Elementary School Diploma (Fr.) 2nd Class.—Miss Marie Marceaux.

P. J. DUMAS,
Secretary.

Session of May 5th 1868.

Elementary School Diploma (Fr.) 2nd Class.—Misses Octavie Chou-

nard, Victoria Martin (F. & E.), Joséphine Parent, and Geneviève Rousseau.

P. J. DUMAS,
Secretary.

RONAVENTURE BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Miss Ann M. Harper and Mr. Charles Ingram.

J. A. LEBEL,
Secretary.

Session of May 5th 1868.

Elementary School Diploma (Fr.) 1st Class.—Misses Louise Cyr, Marie Olive Hébert, Helen Fritchard (F. & E.), and Ebenezer Libby (Eng.)

J. A. LEBEL,
Secretary.

RICHMOND CATHOLIC BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Fr.) 2nd Class.—Miss Marie Olive Eulalie Nourri.

F. A. BRIEN,
Secretary.

Session of May 5th 1868.

Elementary School Diploma, (Fr.) — Misses Philomène Auger, Valérie Bourque, Marie Emma Blais, Mary A. Blanchette, Marie Héon, and Mary Ann Mulvena (Eng.)

F. A. BRIEN,
Secretary.

BRADFORD CATHOLIC BOARD.

Session of November 5th 1867.

Elementary School Diploma, (Eng.) — Misses Sarah Monaghan, and Elizabeth Racicot, and Victorine Ponton (Fr.)

J. F. LEONARD,
Secretary.

Session of May 5th 1868.

Elementary School Diploma, (Eng.) — Misses Mary Fay, Aurelia O'Brien, and Julia Dion (E. & F.)

J. F. LEONARD,
Secretary.

AYLMER BOARD.

Session of March 3rd 1868.

Elementary School Diploma, (Eng.) 2nd Class.—Misses Johanna Morgan and Sarah Pringle.

JOHN R. WOODS,
Secretary.

Session of May 5th 1868.

Elementary School Diploma, (Eng.) 1st Class.—Misses Mary Currie, Hattie E. Greenleese, Ellen Gorman, Elizabeth McCallum, Catherine McDonald, Annie McDougall, and Mr. Horner Farrer.

JOHN R. WOODS,
Secretary.

CHARLEVOIX AND SAGUENAY BOARD.

Session of May 5th 1868.

Elementary School Diploma, (Fr.) 1st Class.—Misses Marie Louise Tremblay, Marie Boivin, Marie Gaubreault and Marie Joséphine Leclerc. 2nd Class.—Miss Joséphine Simard.

CHARLES BOIVIN,
Secretary.

QUEBEC CATHOLIC BOARD.

Session of May 5th 1868.

Elementary School Diploma, (F. & E.) 1st Class.—Miss M. Gertrude Urquhart.

2nd Class (F.)—Misses Olivia Audet, Olivia Agnes Bernier, M. Angèle Blais, M. Joséphine Odilo Bussière, M. C. Adélaïde Dallaire, M. Angèle Fortier, Marie Fradette, M. Délima Gosselin, M. Sara Labbé, Scholastique Naud, M. Salomé Olivier, M. Malvina Roy, and for English Miss Ellen Heatly.

N. LACASSE,
Secretary.

Adjourned Session of June 2nd 1868.

Elementary School Diploma, (Fr.) *2nd Class.*—Misses M. Elizabeth Abbott, M. Joséphine Delisle, M. Céline Gagnon, Joséphine Guénard, Mary Johnson, M. Elizabeth Labbé, Rose de Lima Richard, M. Emélie Savard, and M. Adélaïde Tanguay.

N. LACASSE,
Secretary.

QUEBEC PROTESTANT BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Eng) *1st Class.*—Mr. Gilbert Ferguson.

D. WILKIE,
Secretary.

Session of May 5th 1868.

Elementary School Diploma, (Eng.) *1st Class.*—Misses Catherine Cox, Isabella McVety, and Sarah Watkins.

2nd Class.—Misses Harriet Craig, Emma E. Craig, and Ellen Craig.

D. WILKIE,
Secretary.

KAMOURASKA BOARD.

Session of May 5th 1868.

Elementary School Diploma, (Fr.) *1st Class.*—Misses Marie Georgina Drapeau, Octavie Dubé, Marie Malvina Gagnon, Louise Hudon, Marie Euphémie Langlais, Démostro Lajoie, Marie Elmire Pelletier, and Marie Catherine Pelletier.

2nd Class.—Misses Julie Caron, Marie Anisée Dévost, Malvina Gagnon, Elise Levasseau, Marie Eloïse Morin, Sara Pelletier, Marie Aurélie Sirois, Louise Simon, and Obeline St. Pierre.

P. DUMAIS,
Secretary.

STANSTED BOARD.

Session of February 4th 1868.

Elementary School Diploma, (Eng.) *1st Class.*—Messrs. S. F. Grady, Fritz Baldwin, and William J. Richardson.

2nd Class.—Misses Mary J. Robinson, Sylvia H. Irish, Sarah H. Jowell, Emma Brown, and Ellen E. Blake.

C. A. RICHARDSON,
Secretary.

Session of May 5th 1868.

Elementary School Diploma, (Eng.) *1st Class.*—Misses Elma Thayer, Clara Humphrey, Alberta Foss, Mary B. Collins, Esther A. Taylor, Mary E. Gaylord, Sarah McCoy, Corilla Cleveland and Ellen M. Sweeny.

2nd Class.—Misses Maria Clark, Emma J. Gould and Martha A. Alexander.

C. A. RICHARDSON,
Secretary.

RICHMOND PROTESTANT BOARD.

Session of May 5th 1868.

Elementary School Diploma, (Eng.) *1st Class.*—Mr. George Reed.

2nd Class.—Misses Mary A. Denison, Martha B. Lynch, Mary A. McLean, Isabella Goodfellow, Anna Ross, Mary Blake, Hattie Wrighte, Janet Torrance, Elvina Lawrence, and Lydia Laroche.

HENRY BURNHAM,
Secretary.

JOURNAL OF EDUCATION.

QUEBEC, PROVINCE OF QUEBEC, JUNE, 1868.

Filling Vacancies in School Boards.

As much confusion sometimes ensues in the organization of school Boards, with reference to the time at which members are required to go out of office and the manner in which vacancies should be filled up, we would impress upon parties concerned, the necessity of paying strict attention to the following requirements of the law.

1st. After a first or general organization of a Board of School Commissioners in a municipality, whether by election or through appointment by His Excellency the Lieutenant-Governor in Council, two of the five commissioners so elected or appointed are to be balloted out of office during the ensuing month of July (in the way pointed out in Chapter 15, section 50, of the Consolidated Statutes of for Lower Canada), no matter at what time the Board may have been organized; two of the remaining three are in like manner to be balloted out of office during the month of July in the following year; and the fifth or remaining commissioner retires (of course without balloting) during the month of July next following. Thus, two of the five original members of the Board are bound to remain in office during one year only (the time which shall have elapsed from the date of organization to the date at which their retirement takes place in July, as above specified, being reckoned as the first year), two remain in office two years, and one (the fifth member) remains during the full term of three years. The chairman is liable to be balloted out of office in the same way as the other commissioners.

2nd. After the expiration of the first three years, each of the five members of the Board remains in office during the full term of three years and retires without balloting; those who are to retire being indicated by the time during which each shall serve (reckoning from the first Monday in July of the year within which he shall have been elected.)

3rd. The regular annual vacancies thus occurring, from the first or general organization of the Board, must be filled immediately in the manner prescribed in the statute (Cap. 15, sec. 35.)

4th. All the provisions of the law above referred to apply equally to the Trustees of Dissident Schools, except that, as regards the first three years, from and after the original or general organization of their Board, in each municipality, one only of the three members constituting such Board is balloted out of office at the end of the first year (or term reckoned as the first year, that is, in July then ensuing), one more is balloted out at the end of two years, and the third or remaining member at the end of three years. The vacancies are to be filled regularly as they occur, as with the Commissioners. After the first three years above specified, each Trustee is bound to serve during the full term of three years from the first Monday in July of the year within which his election shall have taken place.

5th. When the elections have not been held in accordance with the provisions of the law, or when the retirement from office has not taken place, or when the vacancies have not been filled as prescribed, it is necessary that the School Commissioners or Trustees, or their Secretary-Treasurers, should report the fact to

the Ministry of Public Instruction, and they should at the same time recommend the person or persons to be appointed by the Executive in order to legalise the organization of the Board.

6th. As to any casual vacancy which may be occasioned by the death of a School Commissioner or Trustee, or by his *permanent* absence from the municipality, or when he becomes incapacitated through illness or infirmity, it should also be filled up immediately as it occurs, in the manner required in section 47 of said chapter 15; but when there has been no one elected by the ratepayers to fill such vacancy within one month of its occurrence, the fact should at once be reported to the Department and a fit and proper person recommended for appointment; and the cause which led to the vacancy should be stated.

7th. Commissioners and Trustees appointed to fill casual vacancies—that is, vacancies occurring under the provisions of section 47 of said Chapter 15—and also vacancies within the meaning of section 42 of the same chapter, remain in office only during the time which those whom they were appointed to replace should have served.

8th. In reporting vacancies it is important that the dates at which they may have respectively taken place should be given, with the name and surname of each out-going member and of his successor, or of the candidate recommended to succeed to the office, as the case may be.

9th. Names and qualifications should always be given in full.

10th. The election returns should be transmitted to the Department before the 1st. of September of each year.

11th. Secretary-Treasurers are held to give notice, to the Department, of any charge which has taken, or may take place in the composition of the Boards of Commissioners or Trustees.

12th. By order of the Minister of Public Instruction the Grant will be withheld from any Municipality not complying with articles ten and eleven.

Educational Features of the New Militia Bill.

In an Act respecting the Militia and Defence of the Dominion of Canada, assented to 22nd May 1868, and to come into force on the First day of October next, or on such earlier day as may be appointed for that purpose in a proclamation to be issued by the Governor General, we find the following features which are of interest in an educational point of view:—

1st. *Exemptions.*—Professors in any Colleges or University and all Teachers in religious orders, shall be exempt from enrolment, and from actual service at any time.

Masters of Public and Common Schools actually engaged in Teaching, though enrolled, shall be exempt from actual service at any time *except* in case of war, invasion or insurrection.

2nd. *Educational Rifle and Drill Associations.*—Her Majesty may sanction the organization of Rifle Associations, and of associations for purposes of Drill and of independent Companies of Infantry composed of Professors, Masters or Pupils of Universities, Schools or other Public Institutions, or of persons engaged in or about the same, or of Militia Officers, or of men on the Militia Rolls, under such regulations as may, from time to time, be approved by Her Majesty; but such associations or companies shall not be provided with any clothing or allowance therefor.

3rd. *Military Instruction in Schools and Colleges.*—There shall be furnished to every Normal School, University, College or School in Canada, in which there shall be instituted classes of instruction in Military Drill and Exercises under regulations prescribed by Her Majesty, arms and accoutrements necessary for the instruction of the pupils thereof over the age of twelve years.

Convocation of McGill University.

On Tuesday afternoon, at three o'clock, the Annual Convocation of McGill University was held in the William Molson Hall, which was well filled on the occasion, the ladies being particularly numerous. William Molson, Esq., the senior Governor, presided.

The Vice-Chancellor and Principal of McGill College, the Vice-Principal Dr. Leach, The Fellows, Professors, and a number of graduates were on the dais. The Reverend Doctors Jenkins, Taylor and Wilkes were also present.

The proceedings were opened with prayer by the Ven. Archdeacon Leach.

The Registrar, W. C. Baynes, B.A., then read the minutes of last Convocation.

The election of Fellows in the different faculties was announced as follows:—

Faculty of Law.—James Kirby, M. A. B. C. L.; D. Girouard, B. C. L.

Faculty of Medicine.—Robert T. Godfrey, M. D.; J. Leprohon, M. D.

Faculty of Arts.—Brown Chamberlin, M. A., B. C. L.; Robert A. Leach, M. A., B. C. L.

The Venerable Archdeacon Leach, Dean of the Faculty of Arts then read the honors and class list.

FACULTY OF ARTS.

The following gentlemen received the degree of B. A.

Viz. *First Rank, in Honours*, Charles Brooks, Lennoxville; Geo. F. Kennedy, Montreal; Robert Laing, Buckingham; Wm. de Marler, Montreal.

Ordinary.—Wm. J. Dart, Montreal; F. X. Moore, Vincennes, Ind.; John Hindley, Eramosa; George Slack, Bedford, Q.; Elbert G. Fowler, Richmond, Va.

The Ven. Archdeacon Leach, Dean of the Faculty of Arts, said that this session neither the Chapman nor Shakespeare gold medal had been awarded, as there was no competition, next session, however, they would be open for competition.

Mr. Laing, B. A., now delivered a terse and sensible valedictory, happily portraying the feelings and anticipations natural to his fellow students on such an occasion.

The Dean of the Faculty of Arts (the Ven. Archdeacon Leach), then presented the following gentlemen for the degree of M. A.;

S. P. Robins, B. A.; Jas. McGregor, B. A.; McLarin, B. A.; Jas. Bothwell, B. A.; James D. Morrison, B. A.

The Degree of M. A. having been duly conferred.

Professor Johnson, L. L. D. now delivered a practical address to the following effect.

After some preliminary remarks, the speaker said the Degree which had been conferred on many of the under graduates that day was often regarded as the sole object of years of study instead of the mark of the university's approval of their diligence and progress. Among the public at large the advantage of the education involved in a Degree was often doubted, and many questioned the use of a degree. Most people however while professing to reject this idea practically acted upon it, and relaxed their efforts on having attained their Degree, throwing aside all severer studies except those of their profession, instead of regarding what had hitherto been done as preparatory. The speaker next alluded to the controversy on the subject of education which was now raging in the old country. His own opinion had on its side John Stuart Mill and other leading thinkers, who rejected extreme views which would sacrifice everything to training; and they would neither reject the physical sciences and modern languages or Greek and Latin. If the ideas of one party prevailed the connection with the past history of human progress would be severed, and to maintain this was one of the most important objects of universities, to which much of the steady progress of mankind was due; they were dykes erected against the ocean of ignorance constantly threatening to engulf us. They were also to no small extent the sources of origi-

nal knowledge themselves, and the inventors of the steam engine and electric telegraph owed much to the encouragement received from this source. The graduates of Universities moreover formed a large and most influential portion of what might be termed the enlightened public, although their numbers in proportion to the population might be small. The speaker again urged the graduates not to relax their efforts on leaving the University, as their knowledge began to fade away the moment they closed their books. He would therefore recommend that some attractive study should be persevered in as a corrective to the narrowing tendencies of the exclusive professions of every day life. The University was still young, and they could as yet point to few who had left its walls to become eminent in the different walks of life. But there was a stimulus in the thought that they, the graduates themselves, must make examples for the future, to incite hope and ambition among their successors, and so ensure the success of their University. One of the greatest difficulties the student in Canada had to encounter was a want of libraries, and the want of such aids was all that prevented the inauguration of a literature of permanent value. He contended that in ancient times literature had its very origin in colonies, especially history. Herodotus was a colonist, and the most eminent literary men in the United States were historians, and probably Macaulay's New Zealander, standing on the broken arch of London Bridge, would also be a colonial historian, come to visit the scenes of which he had written; and it was remarkable that a collection of historical works bearing on the history of England were the first books presented to the library of that University.

Principal Dawson announced that the honorary degree of Doctor of Laws had been granted to Rev. H. Wickes, M. A. Principal of Huron College. He then proceeded to say:—

Mr. President and Gentlemen of Convocation,

At the close of this the thirty-fifth year of the existence of this University, the fifteenth of its revived activity under its amended charter, we have again to congratulate ourselves that the enlightened foresight which prompted the endowment of this University and the wise and liberal policy on which its courses of study and regulations have been framed, have borne good fruits. In the past session the number of students enrolled in our three faculties has been 273, and if we add to these the teachers in training in the Normal School, who may fairly be reckoned as professional students, the whole number amount to 325. In addition to these the High School has 232 pupils and the Model Schools attached to the Normal School 329. Of the students in the College and the Normal School about 220 are persons not resident in this city, but resorting to it for education. Our lists will show that the number of students has been swelled not only by persons from all parts of the Dominion of Canada, but from places far beyond its limits. The additions made to our roll of graduates at this time will raise it to about 750, of whom the greater part are now professional men in the prime of life, and actively engaged in the useful departments of exertion for which they have been fitted here, and we trust doing good to their country and credit to their *alma mater*. I was present some years ago, at the annual social gathering of the *alumni* of Harvard University, and witnessed the very impressive spectacle of the formation of their procession by the calling of the graduates' roll from the earliest years in which it contains any living members. Several years called without any response. Then one or two very aged men tottered forth, the survivors of classes of the years near the beginning of this century. They were followed in larger numbers by others scarcely less bowed with age. Then, as year by year was called, men in middle life and the prime of young manhood crowded briskly forward to take their places, and lastly, marching in the rear, were the graduates of the last commencement. It was a striking epitome of the progress of the generations of men, and in connection with the names of the senior members of the procession, and the work which many of them had done, a remarkable evidence to the eye, of the nature and extent of the work of the University. Our roll of graduates is not yet so long, but its earlier members are becoming old men, and are being thinned by the hand of death; and one can see in imagination the stream of young men constantly issuing from the doors of this University, climbing the hill of life and falling in its high places, or descending in thin and straggling ranks into the vale of years beyond. The picture has its features of encouragement, of guidance, and warning for us all, and every individual history comprised in it, is in itself a word of profitable thought, more especially to young men. I cannot refrain here from referring very shortly to three names stricken this year by the hand of death from our list of graduates and students. The first is our late visitor, Sir Edmund W. Head, a man as able, true, and noble as any who ever represented our beloved Queen in this country. He was emphatically a University man, one who throwing aside the adventitious

aids of birth and connexion, worked his own way to the honours of his University, and made these his fulcrum whence to raise his own fortunes. He was a thorough scholar in the departments of ancient learning to which his University has, perhaps, too exclusively devoted its attention; but added to these a thorough acquaintance with modern literature, and with several departments of art and science, and a large knowledge of the world. Thoroughly earnest and honest himself, he had little patience with meanness or evasion of duty, but was ever ready to aid and stimulate any well-meant effort for good, however humble or imperfect; and while ready to take on himself the full burden of care, responsibility or labour in any useful effort, was equally willing to allow others to have the credit which might attend success. To this University, and to the cause of education in this country, he was a zealous and true friend; and I have had occasion to know that many important improvements of permanent advantage to education in Canada were due to his personal influence. His matured and well considered opinions on the higher education were of immense service to us here, for while he sympathized and aided the efforts of those who sought to extend and enlarge and render practical the courses of the old Universities of the Mother Country, he was equally impressed with the necessity of maintaining classical and mathematical scholarship. His views on these subjects were identical with those recommended in the Report on King's College, Fredericton, in 1854, and with the principles on which the Course of McGill College was organized in 1855, and since that time they have been constantly securing a wider acceptance both here and in the Mother Country. Our younger graduates may see in Sir Edmund an example of the pursuit of learning for its own sake, and also of its practical results in life. I would mention, in the second place, one of our graduates, suddenly and terribly removed within the last few weeks; and this not so much to add to the many eulogiums which have been pronounced upon him as to point to some striking lessons of his career. And first I would, by his example, warn young men against the illusive enticements of social enjoyment, falsely so called, and against the destructive influence, especially to men of superior gifts, of unworthy companionship. The influences which Mr. McGee had the manliness to cast behind his back are daily robbing our schools and colleges of their noblest sons, and consigning them to the vilest slavery. On the other hand, I would stimulate young men, by the example of Mr. McGee, to self culture and the pursuit of learning even under the most unfavourable circumstances. His battle in life was a most hard and trying one. Probably few of us can realize the cares, perplexities and griefs which a nature such as his must have endured in the stormy and uneven path which he trod. Yet he could keep bright and clear his love of literature, his studies of history, and the culture of his own natural gifts, and could liberally scatter by the way the flowers of eloquence and the fruits of wisdom, to delight and strengthen other men. Again, let me point to the deep feeling which stirred the hearts of all men when the news of his untimely end was flashed through the land. Cold and hard though the world may seem, it can feel such shocks, and, even when it has shewn little kindness to the living, can honour the illustrious dead. Here let me point my last lesson to young men. You must not labour merely for the world's applause, that is too often wasted on the undeserving, or may follow the wise and good man only after he has passed away beyond the reach of praise or blame. If we would be happy we must constantly remember that the rivalries, the differences and the strifes of this world, necessarily obscure the great deeds of men and prevent the recognition of their value until the time when in sadness we have to say:—

“ Now, thy brow is cold
We see thee as thou art, and know,
Thy likeness to the wise below,
Thy kindred to the great of old.”

Lastly, many of us looked with sorrow upon the features stilled in death, of one who had hoped to be with us here to-day, and whose name might have figured honourably in our class-lists of the first year. One who alike, from his own intrinsic worth, and his external advantages, gave promise of a high and useful career. But, such was not the will of God concerning him, and his early removal teaches us to be ready for the change which now awaits us all from the pupilage of this world to another and higher sphere. But I must return to the affairs of the University in its past session. It has been from the first our policy to recognize in our training the more modern and practical subjects as well as those which have always formed the basis of a liberal education, and to endeavour to gather around us the material of scientific culture and general learning, as well as of the more elementary education of young men. In this respect our library is a cause of solicitude with reference to its slow increase. We have, it is true, received several donations in the past year, but have nothing to

recount worthy of comparison with Mr. Redpath's liberal gift of the previous one. In the past year our philosophical apparatus and our museum have had their turn of favour. The apparatus for experimental physics has for a long time required additions, more especially with reference to the more recent departments of scientific research. Last year seven of the members of the Board of Governors subscribed the sum of \$1,950 to remove this deficiency; and we now have in care of Prof. Johnson, or is shortly to arrive, a number of most valuable instruments which will place the means of illustration in this department ahead of the requirements of the time. Our museum has been enriched by the liberal donation on the part of Dr. P. P. Carpenter of his general collection second to none on this continent in scientific value, and which, when arranged, will be of inestimable utility to the student, alike with reference to modern Mollusks, and to the fossil remains of these creatures which constitute so important a part of the "Medals of Creation." To render the collection fully available we require a fire-proof room for its accommodation, and a sum of \$2,000 for the expense of its arrangement. The sum necessary for the former purpose I have already collected from a few friends of the University, whose names will be announced in the forthcoming calendar; but we still require the last mentioned sum, which, however, may perhaps be secured before the next meeting of Convocation. I would close these remarks by a reference to a circular which will shortly be issued privately by the Board of Governors, and which specifies some of the objects which they wish to attain to in the further growth of the University. I would remind our friends that it is not a begging petition, but simply a suggestion as to the means in which a great public interest may be advanced by those who can afford to be public benefactors. They will also find that our aims are very modest in comparison with the noble educational endowments of Great Britain, or with the sums which our neighbours of the United States, with their usual liberality and practical sagacity, give to such objects. In the past year it is stated that the private benefactions to institutions of higher education in the American Union amount to no less than three millions of dollars. At such a rate of increase the United States may soon excel the Mother country in its educational endowments. We are far behind either; but we have made good beginnings, to be followed, I hope, in due time, by still greater things.

The Benediction having been pronounced the Convocation was declared adjourned till to-morrow, when degrees in law and medicine would be conferred.

SECOND DAY.

On Saturday the adjourned proceedings of the Convocation of the University were resumed in the William Molson Hall, which was even more crowded than on the first day.

The Hon. Charles D. Day, LL.D., Chancellor and President of the University presided.

The proceedings were opened with prayer by the Vice-Principal, the Ven. Archdeacon Leach.

Dr. Campbell the Dean of the Faculty of medicine then read the award of prizes and honours to students of medicine.

The total number of students in the past session was 150—of these there were from Quebec, 61; Ontario, 74; Newfoundland, 2; Nova Scotia, 3; New Brunswick, 2; Prince Edward Island, 1; Bermuda, 1; United States, 3.

The number of Students who passed their primary examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, and Botany or Zoology, was 39.

PRIZES.

The Medical Faculty Prizes consist of the Holmes Gold Medal, founded by the Faculty in honour of their late Dean, and two prizes in books for the best Primary and best Final Graduation Examination.

The Holmes Medal was gained by Thomas George Roddick, of Newfoundland, after a close competition with Guy D. F. Daly, of St. Paul, Minnesota, and Clarence Chipman, B.A., of Montreal.

The prize for the best examinations in the Final Branches was awarded to Thomas George Roddick; and in the Primary Branch to Andrew Harkness, of Matilda, Ont.

The gentlemen whose Theses and Examinations were considered sufficiently meritorious to entitle them to compete for the Medal were Messrs. Daly, Wilcox, Chipman, Burgess, Ault, Stanton, Quarry, Perrier, and Gilmour.

The gentlemen who deserve honorable mention in the primary examinations were Messrs. Lucas, Cherry, Reid, Stewart, Bull, MacLaren, and Kittson; the names in the above list are arranged in the order of merit.

The prizes of Natural History were awarded as follows:—

Botany.—Austin T. Pegg, prize. G. H. DeWolfe, F. W. Faulkner, W. Youker, certificates of very creditable answering.

Zoology.—T. M. Clum, prize. Sidney P. Cook, prize for collection of shells.

IN PRACTICAL ANATOMY.—DEMONSTRATOR'S PRIZES.

Senior Class.—For general excellence as a practical anatomist, prize awarded to William Sutherland.

Junior Class.—Prize divided between A. J. Cattanaach and R. A. Clarke.

The degrees having been conferred on these gentlemen. Mr. Thomas G. Roddick, on behalf of the graduates in medicine, delivered a very good valedictory.

Prof. Wright, M. D., now addressed the graduates in medicine at some length, congratulating them on having obtained their honours, and expressing a hope that they might bloom on their brows, and that useful fruit might succeed to flowers. The question was how to develop that fruit. Their books they had at home, but the doctor must be a ready man; he was called on at once, and could not in every case consult his library, and must therefore fall back on his own resources. He urged the graduates not to be content with the knowledge of the past, as medicine was progressive. If they only examined the medical periodicals of the day, they would see the vast number of new things brought to light in inventions and discoveries which was sufficient to prove that the science of medicine was not of a stationary character, and these were but the earnest of further advantages. Hitherto they had been under the nurture of professors, but now they had to instruct themselves and learn how to apply what they had learned. The requirements were those of a correct judgment, and celerity, skill and experience made up the qualifications of the physician. They need not think that all before them was beaten ground; if the science of medicine was progressive it was also incomplete; if they were anxious to contribute to the perfection of the science the distinction was open to them, and by untiring perseverance they might be gathered in the roll of its eminent men. The peculiar nature of the physician caused him to frequent alike the hovel and the palace, and he had the most chances of success who could best adapt himself to both. But while they were fulfilling the duties of their profession let them consider themselves pupils of the great Physician and act up to their oaths avoiding every thing disreputable. The University had endeavoured to preserve the efficiency of its schools of medicine, and let them not endeavour to debase the standard. After some further advice to the students the Professor sat down amid applause.

Professor Torrance, M.A., B.C.L., read the award of prizes to students in honour.

Mr. Power on behalf of the graduates in law read the valedictory.

Professor Carter, B.C.L., now addressed the Students in Law. After some preliminary remarks in relation to the importance of the study of the law even as a portion of the education of a gentleman, and still more to those who adopted the science as a profession and a means of distinction, he urged that to attain this end an accurate acquaintance with the principles on which it was founded was necessary. He then observed:

Hitherto, the study and practice of the law in Lower Canada has been beset by many difficulties, arising in many instances from the conflicting opinions of authors upon many points, and the want of uniformity in the decisions of our Courts, creating uncertainty in the administration of justice. But this uncertainty, although an evil seriously felt, has been productive of much good, inasmuch as it has led our statesmen to feel the necessity of adopting some mode of simplifying and reducing to more certainty the jurisprudence of the country. This, happily, has been accomplished by the recent promulgation of our Civil Code and Code of Procedure, calculated as they are to secure uniformity of jurisprudence, and to inspire confidence in the administration of Justice. Sufficient time has not yet elapsed since their promulgation to enable us fully to appreciate the merit of these achievements of legal erudition; but is gratifying to know that already attention has been given to our Code by jurists in France, who have eulogized the manner in which it has been executed, and especially the judicious introduction into it of certain subjects not included in the Code Napoleon. M. G. Debarq—Docteur en droit—avocat à la

cour Impériale de Paris, expresses himself in the following flattering terms of our Code—"Mais l'esprit général du Code du Bas-Canada est plus large, plus libéral que celui du Code Français."

Some members of the profession may be disposed to think that the value of our Code may be diminished, by decided cases being allowed to prevail against its text. But no more appropriate answer could be given to those who may entertain this view, than the opinion relating to the Code Napoleon, expressed by M. Dupin in answer to a question expressly put to him by one of the learned digesters of the law in America, as follows: "The assertion is not true that the proportion of decided cases has prevailed in any way against the text of our codes; nor are we in any way threatened, even at a distance, with the danger of seeing the letter of our laws disappear under the load of interpretations. In every discussion the text of the law is first looked into, and if the law has spoken, *non exemptis sed legibus judicandum est.*" If the law has not already decided the point in question, its silence or its error is endeavoured to be supplied. But what country is there where decisions have not thus been used to supply the defects of legislation. It is well known that Lord Brougham, in two published letters to Sir J. R. Graham, Secretary of State for the Home Department, recommended the appointment of a commission for the purpose of framing a Civil Code analogous to that of France. Lord Brougham said:—There cannot be any doubt that the providing of a code brings us nearer to this perfect, though ideal, state of the law, that in which the rule being quite fixed and absolutely clear, no question can ever be raised except upon its application to the species of facts daily unfolded. The first code that is prepared may not make a very close approach to this state of ideal perfection. Its amendment, upon further experience, will bring us nearer that happy mark. It is too much to affirm that by successive improvements with the light of experience, we shall even come so near perfection as to be less remote from it than any assignable distance. But this we may at least assert, that there can no limits be fixed beyond which we may not improve our code." He then proceeded to illustrate his proposition by referring to the objection made in the first instance, by political economists, to the attempt to ascertain the population of any large country by actual enumeration, and that so many sources of error were pointed out, that the task was deemed hopeless. He concluded by shewing the fallacy of these objections, and that after five enumerations had been made in England, no one could have any doubt that a very near approximation to truth had been effected.

The opinion of Lord Brougham thus expressed met with little favour, however, and was severely criticized at the time by an English reviewer, who, referring to this opinion, and the comparison made by Lord Brougham in support of his views, said: "There is not the most remote analogy between the two. Comparatively little harm could be done by an imperfect census which upset nothing, but a code would upset everything. The best, that it is well possible to conceive, would triple and quadruple litigation for many years; and a bad or fluctuating one would unsettle property and disturb domestic peace for a century. A nation undergoing Lord Brougham's 'successive improvements,' would be in the condition of one of Dr. Majendie's dogs with the nerves of his head laid bare for the advancement of surgery."

This prejudice to anything new, or which savours of innovation, seems to have been inherent in those who have regarded England as the "paradise of customary law," and can be traced back to the days of Lord Coke, who is reported to have said, "In all my time I have not known two questions made of the right of descents of estates by the common law, &c., so certain and sure the rules thereof be, &c." It was from the statutes he said, "overladen with provisos and additions, and many times on a sudden penned, or corrected by men of none or very little judgment in law," that the great mass of litigation arose in his day.

Fortunately for us; we do not partake of these narrow prejudices, and we must all regard our Civil Code as a great acquisition, calculated to dispel doubts which formerly existed on many important points affecting our civil rights, and to remove to a considerable extent the uncertainty existing in the administration of justice. Published in both languages—clear and terse in its style, this Code presents our civil law to the easy comprehension of every one.

Professor Carter then closed his address with some excellent advice to the graduates and a high compliment to the Chancellor, Judge Day, whose career had been rendered more brilliant from the prominent part he had taken in the codification of the laws. (Loud applause.)

The Hon. Charles D. Day, President and Chancellor of the University, said he yielded somewhat unwillingly to the request that he

would say a few words upon topics which had been touched on by the Vice-Chancellor in the previous day's proceedings. In reference to the names of those who were numbered with the dead. One of those was Charles Brydges, called away by an early death from among his youthful companions and fellow-students, and promises of successful life within him. He would add nothing further to what had been already said; the next was a name deserving of their respect and gratitude, that of Sir Edmund Head, one of the visitors of the University, a steady lover of learning and anxious for its extension. From the first he had interested himself with reference to applications for pecuniary grants on its behalf, and in council his good advice had been of the greatest service, and his large experience most valuable. One service, however, stood out most conspicuously. They had applied to him in reference to the choice of a Principal, and to his wise counsel they were indebted, in having the gentleman who now occupied that position. Without saying how much they owed to their Principal, he would state that Sir Edmund Head was entitled to their lasting gratitude in giving them such a man. He had moreover done much to bring the University up to its present condition, and never ceased to feel an interest in it. He (the Chancellor) could wish that his spirit had been left behind to persuade our men of wealth and influence of the importance of devoting the early lives of their sons to the cultivation of their intellectual faculties, instead of hurrying them too soon into the pursuits of business. He did not undervalue such learning, but it was a mistake to throw boys under such hardening influences without giving them time, to acquire those broad and generous views necessary to counteract them. They had much to thank the citizens of Montreal for, but they would be glad to thank them for something more; the University wanted money and it wanted the sons of the citizens to educate, and until they were persuaded of the importance of this duty the University would not allow that amount of usefulness which it ought. He the Chancellor was led to make these remarks because he had observed that the classes had not increased this session; he trusted those who had influence and wealth would consider it their bounden duty to try and raise the standard of education, and give their sons the training and discipline necessary to fit them for the higher duties of life. He must now add one word in connection with another name which was not to be passed over lightly—that of the lamented Mr. McGee, a graduate of this University, who, had he been living would have been invited to have addressed them on that occasion. He did not wish to add anything to the many tributes that had already been paid to his memory, the deep wail of lamentation through the Dominion, and which had vibrated to distant lands, shewed how his work had been appreciated, and his loss deplored. To this his kindness of disposition had doubtless contributed much; he was a representative man, and in the agitations of his own countrymen had controlled them beneficially. His influence had always been on the side of law and order, not feebly, but as that of a man wise in counsel, just in views and bold in action. They would not easily fill his place—it would be difficult to find another man in the Dominion to take up the mantle of the lamented statesman; he had his failings, his weaknesses, his follies, and his triumphs, and the greatest of his triumphs was his last. It was the conquest of a habit which had grieved his friends and marred his fame, and the victory was conscientious and complete. He had reached a point from which the nobler elements of his character would have become developed, for he who ruleth his own spirit is greater than he who taketh a city. He died after having attained this victory and the scene of his labours, his trophies and his success, and the swift messenger that extinguished vitality in the capacious brain, sent a shudder through the length and breadth of the land. But this was not the time to enlarge upon the points of his character; his happiest expression was his oratory which was at once solid and profound. Under the light shield of wit there was a higher and truer eloquence, an instructive thought. He was a statesman, an orator, a poet and a scholar, and he wore these jewels in the setting of a grave and honest man. Peace be with him; all ranks, nations and creeds united in a common sorrow. His labour was not in vain it had ever been to foster and extend the cause of unity, and the best wish that he (the Chancellor) could give them was that they might emulate the virtues of Thomas D'Arcy McGee.

The Convocation was now closed with a benediction.

Condensed from Report.

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, FOR 1867.

COUNTIES.	MUNICIPALITIES.	Reasons for granting aid to certain municipalities.	Amount of usual grant.	Amount of assessment levied.	Amount applied for.	Amount granted.
Argenteuil....	Harrington, No. 1.....	Built two school-houses.....	28 82	135 00	40 00	18 00
"	Ste. Angélique de Milles					
"	Iles, No. 1, 2, 3.....		63 56	207 00	40 00	26 00
"	Gore & Wentworth.....		128 42	312 00	50 00	26 00
"	Greenville, No. 3.....		45 00	77 00	40 00	18 00
Arthabaska....	Chénier.....		160 05	674 00	26 00	26 00
"	St. Valère de Bolstrode.....		55 23	237 00	40 00	26 00
"	St. Albert de Warwick.....		20 58	231 00	40 00	18 00
"	Ste. Clotilde.....	To finish a school-house.....	21 36	109 00	100 00	26 00
"	Chester East.....		83 98	489 00	40 00	26 00
"	Arthabaskaville.....	Has doubled the number of its schools.....	68 74	305 00	40 00	26 00
"	Warwick.....		121 80	650 00	40 00	26 00
"	St. Norbert.....		139 30	200 00	30 00	26 00
"	Chester Ouest.....		84 90	420 00	80 00	26 00
"	St. Louis de Blandford.....		57 42	114 00	40 00	26 00
Beauce.....	St. Ephrem de Tring.....	Maintains four schools.....	104 00	265 00	40 00	26 00
"	St. Victor de Tring.....	Building a school-house.....	130 79	240 00	40 00	26 00
"	Aubert Galion.....		200 10	315 00	40 00	26 00
"	St. Côme.....					26 00
"	Lambton.....		99 48	400 00	50 00	16 00
"	Aylmer.....		97 78	280 00	40 00	26 00
"	St. Evariste de Forsith.....	Building a school-house.....	76 48	96 00	30 00	16 00
Bonaventure....	Rustico.....		21 53	208 00	60 00	38 00
"	Carleton.....		108 30	235 00	40 00	26 00
"	New Richmond.....		90 55	154 00	50 00	26 00
"	Port Daniel.....		130 00	140 00	80 00	26 00
"	Restigouche.....	Building a school-house.....	58 90	117 00	80 00	26 00
"	Maria.....		206 10	303 00	50 00	26 00
"	St. Bonaventure (Diss.).....		120 00	120 00	80 00	18 00
"	Matapédiac.....		35 00	35 00	60 00	26 00
"	Cox.....		120 00	338 00	30 00	26 00
"	Restigouche (Indian).....					40 00
Bellechasse....	St. Cajetan.....	School-house in erection.....	73 20	160 00	100 00	26 00
Bagot.....	Acton Vale.....		138 04	1168 00	40 00	26 00
"	St. André.....		47 19	621 00	40 00	26 00
"	St. Ephrem d'Upton.....	Building three school-houses.....	108 86	300 00	150 00	26 00
Brome.....	St. Etienne de Bolton.....		18 00	185 00	100 00	26 00
Charlevoix....	De Sales.....					16 00
"	St. Agnès.....					26 00
"	Petite Rivière St. François.....	Repairs of school-house.....	82 30	150 00	40 00	20 00
"	Settrington.....	To build a school-house.....	61 02	160 00	40 00	26 00
"	St. Irénée.....	Repairs of school-house.....	56 80	240 00	40 00	26 00
"	Iles-aux-Coudres.....		79 50	214 00	40 00	26 00
"	St. Urbain.....		86 01	255 00	40 00	16 00
"	Callière.....		30 86	24 00	40 00	20 00
"	St. Placide.....		50 26	100 00	30 00	26 00
"	St. Fidèle.....					26 00
Compton.....	Hereford.....		41 38	41 38	40 00	26 00
"	St. Romain de Winslow.....		40 31	223 00	40 00	26 00
"	Westbury.....		16 75	240 00	40 00	26 00
"	Witton.....		28 94	80 00	30 00	26 00
"	Clifton East.....	Maintains six schools.....	61 50	260 00	55 00	26 00
"	Newport & Auckland.....		45 78	285 00	50 00	26 00
"	Lingwick.....		63 60	470 00	40 00	26 00
Chicoutimi....	Harvey.....		43 40	128 00	40 00	20 00
"	Grande Baie.....		73 93	208 00	40 00	26 00
"	St. Jean.....		39 34	60 00	40 00	20 00
"	Bagetville.....		152 00	461 00	28 00	20 00
"	St. Joseph.....		69 04	156 00	36 00	26 00
"	Laterrière.....		92 26	325 00	26 00	26 00
Amount continued.....						\$1458 00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, FOR 1867.—(Continued.)

COUNTIES.	MUNICIPALITIES.	Reasons for granting aid to certain municipalities.	Amount of usual grant.	Amount of assessment levied.	Amount applied for.	Amount granted.
		Amount continued.....				1458 00
Chicoutimi.....	Chicoutimi (Village).....		90 66	288 00	40 00	26 00
Champlain.....	St. Tite.....		107 12	147 00	30 00	26 00
"	St. Narcisse.....		110 66	282 00	80 00	26 00
Deux Montagnes	St. Columban.....	Repairs of school-house.....	101 30	131 00	40 00	26 00
"	St. Canut No. 1.....		50 34	194 00	40 00	26 00
Dorchester.....	Cranbourne.....	Erection of two school-houses.....	60 04	114 00	30 00	16 00
Drummond.....	Wickham.....		71 04	347 00	30 00	20 00
"	St. Pierre.....	Maintains twelve schools.....	198 40	747 00	40 00	26 00
"	St. Fulgence.....		20 00	61 00	25 00	26 00
"	St. Bouaventure.....		105 24	148 00	30 00	26 00
"	Wendower & Simpson.....	Maintains five schools.....	65 00	480 00	30 00	26 00
"	St. Germain de Grantham.....		177 80	736 00	40 00	26 00
"	Grantham.....		85 90	320 00	100 00	26 00
Gaspé.....	Newport.....		46 96	200 00	40 00	20 00
"	Barre-à-Choir.....		27 43	64 00	40 00	20 00
"	St. George de Malbaie.....	School-house destroyed by lightning.....	14 56	61 00	50 00	20 00
"	Cap-des-Rosiers.....		40 00	110 00	40 00	20 00
"	Montlouis.....		22 60	96 00	32 00	20 00
"	Dougluss.....		111 68	230 00	40 00	20 00
"	Clardorme.....	Wants a school-house.....	25 20	120 00	40 00	20 00
"	St. Anne des Monts.....	Have had two destructi ⁿ fires.....	98 24	343 00	60 00	26 00
"	York & Haldimand.....		32 34	143 00	40 00	20 00
"	Pabos.....		42 00	328 00	30 00	26 00
"	Grande-Rivière.....		149 00	425 00	40 00	20 00
"	Rivière-aux-Renards.....	Maintains three schools.....	69 00	270 00	40 00	26 00
"	Cap Désespoir.....		105 46	208 00	40 00	38 00
"	Ile Bonaventure.....		32 00	80 00	40 00	16 00
"	Percé.....	Have just erected three shool-houses.....	169 94	376 00	40 00	26 00
Hochelaga.....	Côteau St. Louis (Diss.).....		30 00	240 00	100 00	16 00
Huntingdon.....	Huntingdon (Dissentients).....		15 00	32 00	30 00	20 00
L'Islet.....	St. Cyrille.....		72 00	128 00	120 00	20 00
"	St. Aubert.....		149 86	189 00	40 00	26 00
Joliette.....	St. Ambroise (Dissentients).....		24 62	100 00	20 00	16 00
"	St. Côme.....	To build a school-house.....			40 00	26 00
"	Ste. Mélanie.....	Maintains six schools.....	158 10	430 00	40 00	26 00
"	Ste. Béatrix.....	New municipality—three schools in operation.....	101 18	166 00	40 00	26 00
Kamouraska.....	St. Alexandre.....		171 62	292 00	80 00	26 00
"	N.-D. du Mont Carmel.....		67 60	94 00	40 00	20 00
"	Ste. Hélène.....		143 57	203 00	40 00	20 00
"	St. Onésime.....		88 60	88 60	40 00	26 00
Lotbinière.....	Ste. Agathe.....		51 12	52 00	15 00	16 00
"	St. Flavien.....		88 00	240 00	36 00	26 00
"	St. Agapit.....	Wants a new school-house.....	63 34	172 00	32 00	20 00
Lévis.....	Etchemin.....		90 66	138 00	40 00	26 00
"	St. Lambert.....	School-house is being built.....	196 04	250 00	50 00	50 00
Maskinongé.....	St. Didace.....	Five schools in operation.....	157 00	228 00	40 00	26 00
"	Ste. Ursule (Dissentients).....	Six do do.....	12 00	22 00	80 00	26 00
"	St. Paulin.....		120 40	200 00	40 00	26 00
Megantic.....	St. Pierre de Broughton.....		174 40	174 00	40 00	26 00
"	Ste. Julie.....		158 04	500 00	50 00	26 00
Montcalm.....	Ste. Julienne.....	New district established.....	158 00	389 00	60 00	26 00
Montmagny.....	Ile-aux-Grues.....		68 28	74 00	36 00	26 00
Nicolet.....	Ste. Gertrude.....		80 64	262 00	80 00	26 00
Ottawa.....	Ripon & Partwell.....		48 00	200 00	80 00	26 00
"	Notre-Dame de Hull.....		140 10	400 00	40 00	26 00
"	Templeton.....		204 80	934 00	40 00	26 00
"	Ste. Angélique (Diss.).....		28 58	29 00	40 00	16 00
"	Montebello.....	Municipality newly separated—building a model school.....			40 00	20 00
		Amount continued.....				\$2846 00

APPORTIONMENT OF THE SUPPLEMENTARY GRANT TO POOR MUNICIPALITIES, FOR 1867.—(Continued.)

COUNTIES.	MUNICIPALITIES.	Reasons for granting aid to certain municipalities.	Amount of usual grant.	Amount of assessment levied.	Amount applied for.	Amount granted.
		Amount continued				2841 00
Portneuf	St. Bazile	Two school-houses being built	226 00	280 00	200 00	26 00
"	Cap Santé	One do do	104 03	296 00	40 00	26 00
Pontiac	Waltham		45 22	196 00	80 00	26 00
"	Bristol	Maintains six schools	228 48	804 00	50 00	26 00
"	Sheeu		43 98	43 98	40 00	24 00
"	Ile du Calumet		49 35	400 00	60 00	26 00
"	Mansfield		56 90	56 90	40 00	20 00
"	Franktown	School closed through want of means	61 93	212 00	27 00	26 00
"	Clarendou	Six schools	263 40	432 00	40 00	26 00
Quebec	Stoneham		60 00	60 00	40 00	20 00
"	St. Dunstan		57 08	100 00	40 00	26 00
"	Ste. Foye	To built a school-house (\$480)	88 00	280 00	40 00	26 00
"	Ancienne Lorette	To aid in paying for building a school-house the cost of which exceeded the sum authorized by law	246 00	572 00	60 00	30 00
"	Cap Rouge		67 50	94 00	50 00	26 00
"	Tewkesbury	Very poor municipality				20 00
Rimouski	Ste. Félicité	To enlarge a school-house	128 46	132 00	44 00	26 00
"	St. Mathieu de Rioux		84 10	118 00	36 00	26 00
"	McNider		139 62	140 00	40 00	26 00
"	Métis		180 32	323 00	40 00	26 00
"	St. Fabien		137 50	252 00	80 00	26 00
Richmond	Stoke		70 40	529 00	40 00	26 00
"	Cleveland (<i>Dissentients</i>)					24 00
Saguenay	Ste. Marguerite		22 60		40 00	26 00
"	Saguenay					26 00
"	Tadoussac					26 00
"	Escoumain					26 00
"	Bergeronne					26 00
Shefford	St. Valérien	Maintains five schools	107 40	424 00	50 00	26 00
"	Granby (Village) (<i>Trustees</i>)		30 62	31 00	40 00	26 00
"	Granby (<i>Trustees</i>)		33 54	154 00	40 00	26 00
St. Maurice	Shawenegan		104 18	300 00	50 00	26 00
"	St. Sévère		105 82	174 00	80 00	26 00
Stanstead	Hatley (<i>Dissentients</i>)		17 04	30 00	40 00	26 00
"	Barford		79 14	300 00	40 00	26 00
Temiscouata	St. Eloi		157 92	158 00	40 00	26 00
"	St. Modeste	Embarrassed on account of the burning of the church	70 10	120 00	40 00	26 00
"	St. Epiphane					26 00
Terrebonne	Ste. Marguerite	New municipality			40 00	26 00
"	Abercrombie		55 96	60 00	26 00	26 00
"	Ste. Agathe des Monts		90 44	98 00	60 00	26 00
Wolfe	Weedon		12 69	160 00	30 00	26 00
"	Wotton		173 32	402 00	50 00	26 00
"	Garthby		31 08	36 00	40 00	26 00
"	Ham, North		68 96	400 00	40 00	26 00
"	St. Camille		54 94	200 00	40 00	26 00
		Total				\$3993 00

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The vote proposed for public education in Great Britain for the year ending with March, 1869, is 842,554*l.*, an increase of 136,689*l.* over the vote for the fiscal year just expired. The calculation based upon the number of scholars in average attendance in schools inspected in the last school year in England, with the per centage added for the ordinary increase, gives 985,200 as the estimated average attendance in 1868; but an addition of 45,000 is made for half-timers under the Workshop's Act, and of 16,000 for scholars in congregational and other schools newly admitted to aid, raising the estimated number of day-scholars to 1,046,200. The rate of grant is estimated to be raised, under the Minute of February, 1867, to 9*s.* 10½*d.* per scholar. Hence the education vote of this session will make provision for 1,046,200 day scholars at 9*s.* 10½*d.* in elementary schools fulfilling the article requiring certificated teachers, the amount reaching 516,561*l.* instead of the 427,345*l.* of last Session's vote, and 56,340 evening scholars at 6*s.* 6*d.*, requiring 18,310*l.* To this has to be added an estimate for the present year for scholars, under the new system, in schools not fulfilling the article requiring certificated teachers. It is calculated that if, on annual average, a million scholars be attending aided schools, there remain 500,000 attending unaided schools of the same class, and that 100,000 of them are in schools with an average attendance not exceeding 65—the limit proposed; of the 100,000 a certain number were inspected last year, and adding to these one-half of the remainder as the number likely to be at once brought under inspection by the offer of the 8*s.* grant, the total increase to be provided for in the financial year 1868-9 will be 52,500 day scholars. The grant for these, taken at 5*s.* 5*d.*, will be 14,218*l.*, and for 3,000 more evening scholars, at 3*s.* 8*d.*, 550*l.* The total of annual grants for scholars in England, therefore, which was 443,345*l.* in the year 1867-8, will be 549,639*l.* for the year 1868-9. The vote of this session will also provide for ten more inspectors than the vote of last year, making 78, and for three new assistants, making 23 inspectors' assistants. This is caused by the anticipated increase in the number of schools and children to be visited and examined. Two of the additional ten inspectors represent temporary appointments only—viz., substitutes for two of the senior inspectors withdrawn to serve on the commission of inquiry into education in Ireland. Briefly, the education vote for Great Britain to be proposed the Session stands thus:—Office in London 29,482*l.*; inspectors, 64,103*l.*; normal schools, 74,250*l.*; buildings, 45,000*l.*; annual grants, England and Wales, 549,639*l.*; grants to teachers in Scotland, 79,500*l.*; unexpired pensions, 580*l.* Total, 842,554*l.*

—Modern Languages and Physical Sciences have at last been introduced into the famous preparatory school at Eton.

—*Education in Ireland.*—The *London Gazette* has published the names of the commissioners appointed to inquire into matters relating to education in Ireland, and also the instructions issued to them.

These commissioners are to inquire into the nature and extent of the instruction afforded by the several institutions established in Ireland, and maintained either in whole or in part, from the public funds, or by private individuals, voluntary societies or subscribers, or religious orders, for the purpose of elementary or primary education; to inquire also into the practical working of the system of National Education in Ireland; to ascertain whether any and what rules now in force in the schools under the management of the commissioners of National Education in Ireland may be altered or repealed with advantage to the public; and whether any and what regulations may be established in their stead with respect to schools, and to report as to the measures which can be adopted for the further extending of the benefits of education to the people. They are also to inquire and report how far the said National Board has fulfilled the objects for which it was established.

SCIENTIFIC INTELLIGENCE.

—In the middle of August next there will be a total eclipse of the sun of almost the longest possible duration, which will be visible in India, where preparations are being made for a careful observation of this interesting phenomenon. The Indian Government has taken steps to obtain a photographic record of the phenomena presented during the obscuration, in order to gain still farther information as to the physical constitution of the sun. Major Tenant and a party of sappers have spent some days at the Observatory of Mr. Warren De la Rue, at Cranford, in order to perfect themselves in astronomical photography before they attempt the work before them, next August, in India. The telescope to be employed upon the occasion is now in course of construction by Mr. Browning, F. R. A. S., and it is almost an exact copy of the one used at Cranford by Mr. De la Rue.

A new French invention, the Bourbonze Lamp, is exciting some attention from the brilliancy of the light which it produces; equal, it is said, to the

Drummond light, but very much less costly. The combustible is coal gas intimately mixed with air. The mixture, says the "Scientific Review," enters a tube, and then passes through a metallic plate pierced with a great number of small holes, so that the gas is diverted into an infinite number of small jets. These play upon a tissue of platinum wire, and it is not until the gas has passed through this tissue that it is lighted. Under the influence of the heat produced, the platinum soon becomes white-hot, and it is then impossible to look at it with the naked eye. The gaseous mixture is forced through the system by a slight pressure; about one cubic metre of gas is consumed per hour.

Dr. Hofmann announces the discovery of a new acid which bears the same relation to naphthaline that acetic acid bears to marsh gas. A few weeks ago the same eminent chemist communicated to the Royal Society the discovery of "the mustard oil of the ethyl series."

—*Manufacture of Charcoal, by C. Dromart.*—On account of the value of wood, an economical method of converting it into charcoal is very desirable. The advantage of M. Dromart's method over the old system of burning in heaps is very great, he effects a saving of at least 30 per cent of wood at a comparatively less cost. The apparatus he employs is of a dome-shape, the diameter of its base being 5.25 metres, and its height 4.50 metres. At the top it has a chimney a metre high, and 0.7 metre diameter; this chimney is tubulated, so that a fire can be lighted in it to cause a draught. The framework of the dome is formed of an iron ring, with curved ribs of iron attached to it, and which give the top its dome-like shape; they are connected above by an iron ring, to which the chimney is fixed; the intervals between the ribs are closed hermetically by thin iron plates. The whole iron would not weigh more than two hundred kilogrammes, so that it can be moved about easily. A second iron covering serves as a protection against rain; and to prevent the escape of heat, the apparatus is covered with earth to the thickness of two metres. The holes for the draught and two doors are made of wood curved to the form of the iron-work. For heating the chamber, an apparatus is made of cast iron and Stourbridge clay, and is placed beneath it; to this are connected ten tubes, arranged in the form of a fan, so that the heat may be equally distributed to the whole; by opening and closing these tubes the heat is regulated. The wood is then carefully packed within the chamber in the usual manner, a strong fire is made on the hearth, which is kept burning during the operation, that in the chimney being only used for a short time to create a draught. In ten hours the temperature of the stove is 100° C.; the water then goes off; at 150° C., dark fumes pass out; these are caused by volatilization of the tar; at 330° C., no smoke is seen, and then the process is completed. To obtain a stronger charcoal from denser wood, the temperature should reach 450° C., and should be continued for an hour and a half. The temperature is determined by melting metals. The advantages of this method, beyond the greater yield obtained by it, are, that there is no fear of loss from explosions, men easily learn to work it, and the time occupied in making the charcoal is much less than that required by the common process.

LITERARY INTELLIGENCE.

The Late Peter Force.—Peter Force, who died at Washington on the 23rd, was remarkable as a collector of books and autographs. He went to Washington in 1815 as a journeyman printer from New York, and commenced life at the National Capital by writing for the *National Intelligencer*. In 1820 he commenced the publication of an annual volume of national statistics, which he named the *National Calendar*. This was continued until 1866. He also published, during the years from 1823 to 1830, the official journal during the administration of John Quincy Adams. In 1833 he commenced the publication, under the patronage of the Government, of a documentary history of the American Colonies, of which nine large folio volumes were published, bringing the history from 1774 down to 1779. The plan of the *American Archives* was to publish all the important State papers, letters, narratives and other documents relating to the settlement and history of the United States, from the discovery of America in 1492, to the establishment of the present Government in 1789. In the nine volumes published, there is no comment or opinions of the editors; but the documents presented give a complete and connected narrative of each year's history. Mr. Force spent over fifty years in prosecuting this work, and its publication was finally suspended for want of means. When Mr. Force's library was transferred to the Government last year a large quantity of manuscript prepared for this work was transferred also and the Government may sometime resume the publication.

The Government paid Mr. Force \$100,000 for his library, and it comprised such a collection of rare and valuable books and manuscripts relating to America and American history as could not now be gathered together by the use of unlimited means. The oldest book in his library was printed in 1475, and there were 245 bound volumes of newspapers printed during the Revolutionary war and prior to 1800, and 700 volumes of journals printed in the present century. There were also some 30,000

pamphlets, and forty-eight folio volumes of historical autographs, embracing a vast collection of revolutionary and other letters connected with our military and political history. The purchase of the Force library by the Government gave a completeness to the Congressional library which it would never have had otherwise, and Mr. Force's efforts in collecting so large and so curious a library of books, pamphlets, letters and manuscripts were certainly not spent in vain. After the sale of his library had been made, Mr. Force said to a visitor: "Well, I've worked hard up there (pointing to his library) and I have been hopeful. Whatever I have done I have done with great self-denial, I have been very poor all my life. If I had known the world more I should have accomplished less. For thirty years I have worked from four to eighteen hours up there, and a hundred thousand dollars is not much to a dead man, after all. Few men have ever lived in this country, or indeed in any other, who were such marvels of industry in that direction as was Peter Force in gathering facts and books.—*Boston Journal*.

— The University of Cambridge, on the 10th inst, conferred the degree of Doctor of Laws upon Hy. W. Longfellow. A large number of distinguished ladies and gentlemen were present, while but few of the students of the University attended. On receiving his degree, Longfellow met with an earnest demonstration of welcome from the assemblage. The Vice-Chancellor delivered an address in Latin, in which he alluded in suitable terms to the Poet's character and works; and also to the generous reception given to Mr. Dickens, by the Americans, and concluded with expressing a hope for the enduring friendship of the two nations.

— Mr. Alexander Somerville, the "Whistler at the Plough," intends proceeding to England shortly, with the design of publishing a book on Canada, calculated to influence emigration.

The funeral of the late Mr. Charles Kean took place at Catherington Church, Hants. It was strictly private. Mrs. Kean had summoned fortitude enough to be present, and was accompanied by her daughter and Miss Chapman. The funeral service was read by Dr. Gatty, sub-Dean of York, one of the oldest friends of the departed. The Queen has sent to Mrs. Kean a letter sympathising with her in her severe bereavement.

— *International copyright.*—The *Boston Advertiser* says: The friends of international copyright, and of the interests of American authors, will be gratified by a recent English decision on that question, in a case that had been carried up to the House of Lords. The case is briefly this: Miss Cummins, a citizen of the United States, went to Canada, and, while residing there, her work "Haunted Hearts" was published in England. Copyright was claimed, and the case was a prosecution for violation of it. Lord Cairns, who delivered the opinion, concurred in by the other Law Lords who were present, said there were three questions to be determined: 1. Where, in order to obtain a title to a copyright, must publication take place? 2. What is the area over which the protection of this copyright extends? 3. Who is entitled to the protection of this copyright?

In answer to these three questions, Lord Cairns said:

"Firstly, it is clear that to obtain the benefit of the act the publication must take place in the United Kingdom. Secondly, I have no doubt that the area over which the protection extends is the whole of the British Dominions. Thirdly, which is the most important, I hold that every author who publishes in the United Kingdom is entitled to the protection of copyright, wheresoever he may be resident, and to what sovereign soever he may be subject. The aim of the Legislature was to increase the stock of literature in the country; and if an alien publishes in this country, and so adds to that stock of literature, he is entitled in return to the benefit of this act." The liberality of this decision is the more noticeable from the fact that it concedes more than was claimed in the case pending, and extends the protection of the act of Parliament over every author whose works are deemed worthy of reproduction in Great Britain, wheresoever the author himself may reside. It is no longer necessary for an American writer to pitch his tent in Canada while the process of publication abroad is going forward. He can remain undisturbed by his own fireside with the assurance that the book he has chosen to publish in England will be as safe under the protection of English law as if his own personal allegiance were there also."

It is an important step towards the solution of the copyright question; the next step is to protect from piracy the author who has not published his work abroad; and that step will doubtless be taken as soon as our Government is disposed to extend reciprocal protection.

METEOROLOGICAL INTELLIGENCE.

Abstract of Meteorological Observations.—From the Records of the Montreal Observatory, lat. 45°31 North; long —4h. 54m. 11 sec. West of

Greenwich, and 182 feet above mean sea level. For May, 1868. By Chas. Smallwood, M.D., LL.D., D.C.L.

DAYS.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	10 p.m.	7 a.m.	2 p.m.	10 p.m.	
1	29.763	29.762	29.800	29.7	49.9	40.0	NE	NE	NE	82.24
2	.750	.683	.662	37.0	63.7	43.0	NE	SW	W	80.00
3	.725	.701	.690	46.0	73.3	53.0	N	NE	NE	71.11
4	.682	.611	.500	41.1	75.3	59.0	NE	W	W	81.24
5	.498	.462	.407	46.0	48.7	42.9	NE	NE	NE	17.10 a
6	.393	.351	.460	41.7	43.2	42.0	NE	NE	NE	86.20 b
7	.450	.414	.352	40.3	48.4	41.1	NE	NE	NE	91.11
8	.261	.247	.303	39.2	44.7	41.1	NE	NE	NE	77.24
9	.364	.449	.550	40.2	54.7	46.2	W	N	N	66.12 c
10	.711	.797	.869	41.7	49.3	43.4	NE	NE	NE	124.10
11	.989	.954	.910	40.2	61.7	52.2	NE	E	E	101.00
12	.999	.887	.865	46.0	72.4	62.0	W	W	W	81.12
13	.864	.800	.710	53.4	74.4	56.2	S	S	S	101.10
14	.499	.498	.500	54.3	60.0	53.4	NE	NE	NE	91.12 d
15	.687	.694	.710	54.1	66.3	57.4	NE	NE	NE	124.10 e
16	.662	.611	.601	55.1	72.4	54.1	NE	NE	NE	91.11
17	.574	.563	.550	52.7	74.7	50.2	NE	E	NE	64.24 f
18	.601	.500	.661	46.9	81.0	43.1	NE	NE	NE	124.10 g
19	.747	.790	.809	42.6	44.0	44.0	NE	NE	NE	109.29
20	.850	.811	.789	44.0	53.1	42.4	NE	NE	NE	97.74
21	.544	.352	.331	53.7	56.1	50.3	NE	NE	NE	66.21 h
22	.397	.564	.600	51.7	53.1	50.0	NE	NE	NE	177.10 j
23	.650	.651	.698	52.7	60.6	53.0	NE	NE	NE	101.12
24	.500	.460	.451	53.2	56.7	52.1	NE	NE	NE	109.10 k
25	.501	.579	.654	51.7	54.4	53.2	NE	NE	W	114.10 l
26	.711	.644	.560	52.2	80.1	62.1	NE	W	W	121.10
27	.589	.480	.400	60.0	82.3	63.0	WSW	S by E	S by E	84.20
28	.442	.464	.516	63.4	81.2	65.1	S by E	S by E	W by S	74.21 m
29	.551	.550	.549	59.7	70.2	62.1	N by E	NE	NE	114.10 n
30	.447	.430	.450	56.2	66.0	61.0	NE	S by E	W	101.24 p
31	.550	.575	.650	55.1	64.2	53.4	W	W	W	20.10

RAIN IN INCHES.—a, 0.524; b, 0.691; c, Inapp.; d, 0.291; e, 0.941; f, 0.484; g, 0.110; h, 0.172; j, 0.097; k, 0.474; l, 0.424; m, 0.055; n, 0.048; p, 0.100.

The mean temperature of the month was 53.89 degrees, which was 3.64 higher than the mean temperature of May, 1867, but 4.31 degrees lower than the *Isothermal* for May, reduced from a long series of years.

The highest reading of the barometer was on the 12th day and indicated 29.999 inches; the monthly range indicated only 0.752 inches.

The amount of rain which fell during the month was 3.462.

— *Meteorological Report for month of May, 1868, Quebec, Latitude 46°48'30" N.; Longitude 4h. 44m. 49s. W.; height above the St. Lawrence, 230 feet; By Sergt. John Thurling, A. H. Corps, Quebec.*

Barometer, highest reading on the 12th.	30.084 inches.
lowest	29.282
range of pressure	.802
mean for month reduced to 32°.	29.691
Thermometer, highest reading on the 28th.	88.0 degrees
lowest	23.2
range in month	64.8
mean of all highest	60.3
lowest	39.2
daily range	21.1
for month	49.7
maximum in sun's rays, black bulb, mean of.	93.7
minimum on grass	37.9
Hygrometer, mean of dry bulb	53.2
wet bulb	49.9
dew point	46.2
Elastic force of vapour	.273 inches.
The weight of vapour in a cubic foot of air	3.1 grains.
Weight of vapour required to saturate do	1.4
Mean degree of humidity (Lat. 100)	67
Average weight of a cubic foot of air	524.7 grains.
Cloud, mean amount of cloud (0-10)	7.01
Ozone, mean amount of (0-10)	1.16
Wind, general direction of.	East.
mean daily horizontal movement of.	158.8 miles.
Rain, number of days it fell	19
amount collected on ground	4.01 inches.
" " 10 feet above ground	3.86 "
Snow, number of days it fell	1