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School Discipline.

Read by W. WELCH, Esq., M. A. before the College of Preceptors.

Mr. Chairman, Ladies, and Gentlemen,—I have been asked to read a paper before you to-night, similar to the one I had the pleasure of reading at the Conference of Teachers held at King's College; and, presuming that there are some present who heard that paper, I may perhaps be allowed to point out that, whereas I then touched upon only one point in reference to discipline, I now propose to take a somewhat wider view. The point on which I then laid stress was not the use of externals in the maintenance of discipline, but the power of sympathy between the teacher and the taught.

Professor Laurie, in his recent address, told us that "The aim of the educationist is mainly discipline, and the aim of discipline is the production of a sound mind in a sound body, the directing and cherishing of the growth of the whole nature, spiritual and physical, so as to make it possible for each man, within the limits of the capacity which God has given him, to realise in and for himself, with more or less success, the type of humanity, and in his relation to others to exhibit a capability for wise and vigorous action."

Now, though I propose to touch but little on this side of the question, it is a side which after all is most important, and which must have due weight in the mind at all times when we are dealing with School

Discipline. This description tells us that the aim of discipline is the training of the individual; but to practical schoolmasters the word will suggest another idea as well.

Discipline, then, being a word of somewhat wide import, I will at once state that by School Discipline I wish to imply one or both of two things :

1. The mode or modes by which those at school are brought to conform to certain regulations and forms.
2. The state into which they are brought.

And here I must guard myself, by saying that my remarks have reference to boys' schools only, my knowledge of schools for the other sex being very limited. I may, however, be allowed to add that, as far as my experience extends, my estimate of their discipline is not very high, though I hear of golden opinions which are now being won by the schools lately established by the Girls' Public Day School Company.

Before, however, we enquire as to what this state of discipline should be, and how best it may be obtained, it is necessary for us to have clearly in our minds the objects of discipline. They are, I think, two :—

1. The training of the individual,
2. The maintenance of order.

And whereas the theorist will tell us that the former is the more important, we know very well that in practice it is the latter which we make our primary object; or, to put it more pleasantly and perhaps correctly, the latter, viz., the maintenance of order, will be the object of discipline, while the former, viz., the training of the individual, will regulate the means whereby the discipline is enforced.

In speaking thus I am contemplating large schools, for it is among such that what little experience I have has been mostly gained, and in these absence of order would mean hopeless chaos. In schools of small size more attention may be paid by the teacher to the training of the individual than is possible with large numbers. I do not say that it is so, but I presume it is possible. And do not understand me to mean that the training of the individual is carried out better in a small school—I believe it is very much the reverse; the truth being that the training of a boys lies much

more in the hands of Nature and of the boy's school-fellows than in that of his masters. Boys are not born good: they are born ignorant, and are ready to learn both good and evil. We do not believe, I am sure, that the majority of boys are morally bad; but we do know that evil counsels spread much more rapidly than good counsels in a school, and one or two black sheep in a small flock work infinitely more harm than a greater number do in a larger flock; in fact, in the latter case they are occasionally, if not trampled out, at least silenced, by their opponents. A boy, then, at a small school has a possible chance that more attention will be paid to his individual training on the part of his masters (I am supposing the small school to be well mastered); but he loses much that Nature unchecked and his numerous companions, from whom he can pick his set, will do for him in the way of training; and he will surely run a much greater risk of coming into contact with the black sheep, which I fear are never entirely absent for any length of time from any, even the smallest school.

There are, then, two things to be considered: (1) the individual, (2) the aggregate of individuals—the school. Neither must be sacrificed; both are equally important; for, such as the one is, such, to some extent, will be the other.

Now discipline, like all other arts, has its theoretical and practical sides, and in this world of imperfectibility the two will not always coincide. "The general practice of any ideal system of education is hopeless," says Mr. H. Spencer, "we are not good enough." But I suspect it is equally impossible to lay down a good theory of discipline. It is so complex a subject, so much depends on the character and temper of the master, the character of the boys, their ages, their numbers; that unseen power, sympathy, plays so important a part, and yet is so variable.

We, of course, all admit that a school ought to be in a good state of order, but our opinions differ widely still as to how it should be effected and maintained. I imagine that there may exist one of two kinds of discipline in a school:

1. A sort of formal discipline, where everything is done with clock-work precision and uniformity, and the boys are always under the master's eye. There are, of course, various modified forms of this species.

2. The second species is informal in its nature. It is not absolute order, but there is enough order to allow of the carrying out the work of the school without inconvenience.

Of the two, the first is infinitely the easier to maintain, but in my opinion the latter is preferable by far. The clock-work discipline is, I think, neither necessary nor advisable.

The essence of the formal, or, as one might call it, military discipline, is the total absence of freedom, and consequently of the opportunity for self-government, and the almost total absence of sympathy. A system which necessitates such a terrible position as that held by the "pion," as the French boy calls him, must surely be hostile to English notions of freedom. To this some perhaps may be inclined to answer, that no such position exists in an English school. Does it not? Perchance not to quite such an exaggerated degree; but an assistant, or rather subordinate, in many a private school, is but little above the rank of a "pion." More than once have I heard "Principals" bewail their unrecognised profession, their position in society; and yet these very men, I know of a truth, themselves fail to recognise the profession when their assistants, and not themselves, are the individuals in question. Away

with this system of military discipline,—an army with only one commissioned officer, a military discipline which culminates in a despotism,—where freedom is withheld from the teacher as well as from the taught,—where the teacher is expected to do so much work for so much pay, and there the contract ends,—where he has no more to do with the government of the school than a sergeant with the command of a regiment,—where he is, in fact, a non-commissioned officer, whose opinion and advice in the daily campaign is never taken or even asked.

In connection with this form of discipline, we have sometimes a system of drill in the schoolroom. It is met with commonly in primary schools, but it is not confined to them. To a stranger the sight of a large number of boys going through all the common-place actions of schoolroom life with uniformity and precision is somewhat striking, but it becomes monotonous; though with quite young children, I fancy the plan succeeds—they seem to find some sort of pleasure, or even amusement, in acting in concert, and it thus makes it easier for them to keep in order.

A friend of mine once went to visit a very large day-school where the formal system prevailed, and so much impressed was he with the appearance of the rooms and with the schoolroom drill, that he appeared to think that numberless blessings arose therefrom, and to wish that his own school, a boarding school, were in a similar state. I visited the school myself shortly afterwards, and was equally struck at first, but I had no wish to see the system introduced into any school with which I was connected. Moreover, when I came to consider the matter, I remembered that this was a day-school, and therefore it was natural that the classrooms, not being living rooms, should present a much more tidy appearance than classrooms in which boys lived from morning to night; the work too seemed to be done entirely on the paper-work and lecture plan; the rooms were filled with desks and seats; and there was, I believe, but one lesson going on in a room at once, and therefore there was absent that necessary amount of disorder and noise which is unavoidable when forms are coming up and going down; for I most emphatically protest against a form being regularly kept standing for a full hour.

One obvious objection to schoolroom drill is, that it inevitably comes to be looked on as an end instead of a means, and there consequently ensues a good deal of waste of time in order duly to attain an end which is no end. Moreover, it does not leave a boy to act for himself at all; it deprives him of all training in self-restraint during school, since the authority of the master is interposed at every point.

In connection also with this form of discipline, we have silence at meals, and silence with supervision in the dormitories; but of that I propose to speak further on. I need hardly refer to the baneful plan of inspecting correspondence between boys and their friends, as such a piece of despotic surveillance is, I suppose, quite out of date.

But let us take a glance at the other form of discipline which I have mentioned. The general spirit of this is freedom, and self-government. It is the form which exists in most, if not all, Public Schools. Too often, under the other system, the boys regard their masters in the light of natural enemies; but here there is such freedom of intercourse between masters and boys,—the former frequently taking part in the games of the latter,—that such a view would be untenable. This intimate association does not in the least diminish a boy's respect for a master, nor does it impair

a master's authority, unless he unwisely permits that excess of familiarity which breeds contempt; for there are men, we must remember, who would fail under any system. Here we find subordinates, who are called Assistant Masters, actually considering themselves the colleagues of the Head Master, and actually addressing him openly without the title Mr. or Sir. I have said that the general spirit is freedom and self-government; and, as regards the individual, what is the object of discipline if not to produce beings imbued with a spirit of obedience, beings capable and ready for self-government? Hedge your child round about with numberless rules, put him under a constant espionage; and, as I have said, you deprive him of all opportunity of self-restraint, you neglect the whole aim of discipline as regards the individual, you do not even teach him how to submit to the government of others, as the world will count government. Let the rules of a school be few, broad, and traditional. Our boys sent forth into the wide world will find that there is no elaborate code of petty and detailed regulations read out three times a year for their moral guidance.

In the class-room as much freedom is allowed as is consistent with good work. There is no attempt at drill; but, of course, freedom must not be allowed to degenerate into licence. M. Jules Simon says that he thinks a quarter of an hour of liberty between each lesson would do children much good, and would do no harm to discipline. In English schools, where our hours are comparatively short, we can hardly afford so long an interval; but I quite agree in the principle, and I think it a good thing to let boys "kick up a row," as they call it, for four or five minutes during changes of lessons. This freshens them up, and puts a little more life into them. I have, at times, on a hot summer's afternoon, proposed to the boys a short interval in the middle of a lesson for forty winks, to which they have graciously acceded; and after a few minutes we have jumped on our legs again to wake ourselves up, and have continued our lesson with far more vigour than we betrayed before. This may shock those who consider themselves stern disciplinarians; but it is infinitely better than that the master should fall asleep by himself, and, as a friend of mine did once, fall back off the stool, and in his effort to save himself pull the desk over on the top of him.

In most instances, as soon as a master enters a class-room in lesson hours, there is silence; though, perhaps, through having to get books out of his desk, or what not, he is not ready to begin work for a minute or so. It is a question, in my mind, whether it is not as well to wait till one really wants silence, and then call for it by voice or other signal. Boys will thus understand that the reason for silence is not the presence of the master, but the desire for work. Some men, I believe, feel it derogatory to their dignity if boys continue their games and noise in their presence; for my own part, I cannot endure to think that their pleasure is to be checked simply because I happen to be present. During preparation silence is no doubt imperative, unless it take place under the eye of a master, in which case he can safely use his discretion. I have more than once tried to adopt Dr. Andrew Bell's system of boy teachers in my form; but I found that, in my absence, it was often the cover for much illicit conversation, and thus brought a good deal of extra trouble and annoyance on the prefect in charge of the form.

During meal times, and in the dormitories, the same spirit of freedom should prevail; but, as in a class-room boys cannot be allowed indiscriminately to leave their places, or absolute disorder would soon be the consequence, so it must be here. I know few things more

painful than to be for any length of time in a large dining-hall full of boys, where the silent system is enforced. A meal with one's friends in constrained silence loses, all its pleasure and half its digestibility. Better a dinner of herbs where conversation is, than a silent banquet off the fatted calf! Some may think that I should not argue thus if I had ever tested the plan practically. I am going to make a confession. I have had experience of the plan, to no small extent—the numbers under our charge being over 300; and I have, at times, suffered more dyspepsia from the worry of it than I care to say. But what then? It has probably been my own fault. I have not shown sufficient vigour and firmness, freedom has been allowed to verge on licence, and then one's troubles begin. It is merely a salutary visit of the goddess Nemesis, it is not fair to blame it on the system.

I have already said that the formal system of discipline is far the easier to maintain; but in every action of life is not the extreme more easy of accomplishment than the mean? In the former, no exercise of judgment is necessary; in the latter, how great! Reading during meals is a moot point. There are many arguments against it—it is not good manners, and does not conduce to health; and, as far as I know, only one for it—expediency. But we know what weight that argument has. Where there are large numbers, it is not always possible for them all to be served at once; and, in addition to that, boys vary as regards appetite—some eat much, some eat little (unhappily for the purveyors, the latter of class of boys are in a decided minority!)—and yet they cannot be allowed to leave the dining-hall irregularly as they finish—the disorder would be too great; besides there is a lesson to be learnt of sacrificing self to society by waiting contentedly till all have finished. Conversation will not always command. What is to be done? Admitting the necessity, I think the matter may be regulated thus:—Where the meal is of fixed length, such as half-an-hour for tea or breakfast, books might be allowed; but at meals, where the boys are dismissed as soon as they have finished, I am of opinion that they should be forbidden. Their presence, too, is apt to disorder the arrangements of the table, which at dinner is more extensive than it is at other meals. These you will perhaps say are minor details, but you will admit that these details have much to do with the subject of my paper.

The discipline in the dormitories is of great importance. As I have already said, I would here have the same freedom as in the hall. The minimum number of beds in a room I place at three; but I think twenty a much better number. The order of the dormitory should be in the hands of some senior boy or boys—call them monitors, prefects, præpostors, or what you please. By this means there is always some one present in authority, whereas, when a master only is responsible for the order, "high jinks," at least, are sure to go on in his absence.

It may be taken as a general rule, that there is more chance of mischief being in progress when boys are silent than when they are making a noise. I am, therefore, an advocate for freedom of speech in the dormitory, though a silence of some few minutes should be enforced, both to show that boys are expected to say their prayers, and to give them an opportunity of saying them in peace; for, strange as it may be thought, there still exist schools where boys are pelted with slippers if they dare to kneel at their bed-sides; at least a boy friend of mine tells me of one with 40 or 50 boys where this used to happen when he was there a couple of years since. A light in the dormitory throughout the night is a great safeguard of order.

Before I leave this part of my subject it will be well to say a few words on a very important point in school discipline—punctuality. It is very necessary that we masters should set a good example in this particular. An unpunctual master makes unpunctual boys; and the worst of it is, that it is not he who really has to suffer for his fault, it is his colleagues who *are* punctual who suffer; for the boys become demoralized, and get into a habit of being just behind time, and the master who is always on the spot for his Form or Roll-call feels naturally irritated thereat, whereas in all probability the man who is really at fault does not from his nature receive any irritation. A habit of unpunctuality in boys should, I am inclined to think, be nipped at once by very strong measures. No one can possibly foresee the damage it may cause in after-life. Let a high standard of punctuality, then, be an important item in school discipline. In looking through the prospectus of one of the upper middle-class schools of late foundation, I find this paragraph, "A whole holiday is also given once a month to those boys who have passed a satisfactory examination at the Warden's review, and who have not missed roll-call more than six times during the month." Now this I call a very low standard. In my opinion, a boy to be so rewarded ought not to have missed a single Roll-call during the month, or, perhaps, allowing for accidents, but one. In connection with this subject of punctuality, another difficult question occurs to me. How about taking boys' excuses? I have heard men say, "Oh, I never take any notice of excuses." I really think it would not be a bad plan never to receive them—it would save a great deal of trouble, and, perhaps, much lying; but was anyone ever able to carry out the plan? I have made a determination more than once to try it, but have had to give in, because fear of doing an injustice has been too strong for my resolution. "Weak man," whispers some one, "Nature listens to no excuses." True; but, did I always follow Nature, I should be unnatural.

And now I must pass on to another part of my subject, and inquire by what means this school order can be best produced and maintained. It is, indeed, a very difficult question, and I approach it with considerable diffidence; indeed the whole question of discipline is an unpleasant one for a practical school-master to treat of in public, since most of us are standing examples of failure of plans. Moreover, the writing thus in the middle of a busy school Term, seems to me like an attempt to write a description of a battle on the field, while the fight is going on around. One's ideas and feelings are dragged first to one side and then to another, and one feels inclined to crowd the page with details and incidents which, however instructive and interesting—for nothing interests like personal anecdote—might here be in as questionable taste as the recent publication of the Greville Journals. I well remember how on a similar occasion, some time since, I introduced an anecdote to illustrate some remark I had made in which a proper name should have appeared. I ran over the whole alphabet in my mind, and at last fixed on a letter for an initial which I thought was safe from misconstruction. What was my horror on being reminded, after I had read the paper, that the name of a friend, whom I had not in my mind at the time, but to whom my anecdote might have applied, began with the unfortunate initial I had chosen. Luckily the paper did not fall within his reach, or, doubtless, he would have fitted the ready-made cap.

I have said that the training of the individual will regulate the means by which the discipline is enforced.

And here let me pay a passing tribute to Mr. Herbert Spencer. His chapter on Moral Education I consider to be most valuable,—not perhaps because it contains anything new, but because it lays down clearly the principles on which we ought to act, if we wish to produce self-governing beings. "To educate rightly is," he says, "a complex and very difficult thing." Well, if it is so with the individual, how much more with a large body. We must take into consideration, too, the fact that the majority of children who come to school have not been educated by parents who have studied and striven to copy Nature's method. It is my opinion that parents, generally speaking—and I by no means exclude schoolmasters themselves—are bad educators of their own children. Their affection warps their verity. Weak love impels to the former; love, mingled with disappointment at unrealized hopes which ought never to have been indulged in, produces the latter.

Those who have read Mr. Spencer's Essay will remember that all his examples are drawn from home life. Had they been taken from school life, I think we should have seen the impossibility of carrying out to the letter his dictum, that the natural reactions, the true consequences of children's conduct, must be neither warded off, intensified, or have artificial consequences put in place of them. Now, that this dictum is pleasant, is admirable, is theoretically correct, few may perhaps deny; but will any master in a large school tell me that it can be worked? Of course it is not very probable (to use Mr. Spencer's examples) that a mania would seize a hundred boys to lay hold of fire-bars, thrust their hands into candles, or spill boiling water over themselves; but one can imagine a rage for gunpowder, tobacco, or even gin and water. Nature says, "Let them be burned, let them be sick, let them have headaches and other pains." By all means, I say. Nay, let Ossa be piled upon Pelion; let them have all these consequences at once; and yet we must still further intensify the consequences, because not only have the individuals themselves to suffer for their sins, but it is necessary that the safety of the community be consulted; it is necessary, moreover, that an example be set to deter others from following in the steps of the offenders. We know how hard a thing it is to learn from the experience others, and we recognise how much we lose by our inability so to learn. I think boys may be assisted by putting an example before them of intensified consequences, though the natural consequences should not only be disguised, but should be carefully pointed out.

I have at times looked into a journal, boasting the largest circulation in the world, which deals in the romantic, the sensational, I might even add the fictitious—a journal which delights in the wonderful, whether at the distant Khiva, or on our own shores; and there I have learnt that there exist schools in which punishments are unheard of. Besides feeling rather doubtful as to the fact, I do not think such schools are to be commended. I am certain that large boarding schools cannot be carried on without punishments; nor do I think it advisable that one of the most valuable means of education should be ignored. Of course, I admit that the better the school, or the master, the less the punishment; but, before punishment should disappear, both should be perfection.

Among some of my early notions on discipline was one that it is much better to prevent a boy breaking a law, than to punish him for breaking it. In most cases I hold the reverse now. Moreover, I used to think that it was quite sufficient to tell a boy not to do a thing again, and quite unnecessary to punish him for

s first offence. I have since discovered that telling a boy not to commit a certain act again, may, if one's influence is sufficient, prevent him from repeating it; but it has very little effect on his 300 companions. I see two or three boys lying on the damp ground; I tell them to get up and not to be so foolish again. Ten minutes later I come by and find three or four others doing the same. But suppose, on the other hand, instead of telling the first offenders to get up, I make an endeavour by means of my walking cane to counteract the chill which I fancy is creeping over their foolish limbs; I know that boys have so much sympathy with one another, that these will give a warning to their companions about to commit the same offence, of the unpleasantness of the reaction. No, we cannot always leave the punishment in Nature's hands, because of our own imperfections. Nature is patient, and can afford to wait; we are impatient, and demand retribution at once, as a warning to others. Thus we intensify the natural consequences in some cases, while in other cases, as M. Spencer allows, where there is a risk of broken limbs, or other serious injury, forcible prevention is necessary, and this, in many cases, can only be done by interposing artificial consequences at once. Let us take a case of habitual idleness. Nature's own punishment for this is not felt till years after. This will not do for us, because of the seriousness of the consequences, and because of the delay; we accordingly impose a penalty founded on Nature's principle, and declare that the inevitable shall not be avoided: if an allotted task is not done at one time, it must be performed at another. But this course of action cannot long be continued with the same boy, and artificial punishments must be had recourse to. The objections to artificial punishments I quite feel. They irritate both sides: the boy fails to see the connection between cause and effect, and feels aggrieved; the master is irritated because the result produced is so slight, and because he perhaps feels that he is not quite sure he has punished wisely.

But there is a more important objection to them, for they do little permanent good, and when the power of imposing them is removed, the check is at end. There are some perhaps who would raise the same objection to personal influence, in a slight degree, and it must be allowed to have some weight. Our duty, of course, is to teach our boys a rule of action which will guide them when all domestic and school restraint is removed.

Having, then, arrived at the conclusion that artificial punishments are necessary in a school, I would enquire how they can be made most effective and least objectionable. I think the true principle is that they should be as near as possible akin to the offence. Many actions which are a pleasure when indulged in voluntarily, are a punishment when enforced. I remember being told by a Captain of a Training Ship in the Thames, that when he caught any of the boys chewing tobacco, he punished them in kind. On one occasion, a boy declared that he had rather go without his meals than give up the practice, the Captain took him at his word, supplied him with strong Pigtail, instead of food, and saw that he chewed it. The culprit ultimately changed his mind. So I have at times found boys chasing one another up and down staircases, out of bounds, and have made them stand where I have found them for a couple of hours. I have never seen other boys playing thereabouts, so long, at least, as my scarecrows have had to remain; and I think the said scarecrows have appreciated the quasi-natural form of the punishment, and have felt that I was not unfair.

Severity is no essential part of a good punishment.

but certainty and quickness is. A punishment which is spread over a long period is more irritating, but not nearly so effective as one which is soon over; and this is, to my mind, one great argument for the use of the cane. My experience is that boys dislike the pain inflicted by that weapon, but that they do not dislike it as a form of punishment; and on more than one occasion, when I have had to set an imposition of some kind, boys have asked me if they might not have so many cuts with the cane instead. The journal to which I have before referred, is, I am told, most strongly opposed to all corporal punishments, as being degrading and brutalizing. I must confess to thinking that there is a great deal of sentimental nonsense talked and written on this score. If I were not a school-master, I could, I imagine, build a very pretty rose-water theory of discipline, in which the rod and other such punishments would entirely disappear; but my experience leads me to think that I should violate my principles as soon as I came to put them into practice. Not that I approve of the indiscriminate use of the rod in the class-room—the effect in the hands of most men is very pernicious, though the patient temper of the few may well be trusted. There *are* boys to whom the rod does a moral injury, there are others whose natures seem to require it. To discriminate wisely is our difficult but imperative duty; and this duty is rendered doubly difficult by the necessity we are under of both being and appearing just. If half-a-dozen boys have committed the same offence, they will think it very unfair if the same punishment is not given to all; and yet the punishment set, say it is so many lines, may take one boy four times as long to learn as it will another. In such a case it is wise to be unfair in order to appear fair; but with single cases the boy's nature and capabilities should be taken into account. A disgrace which will cause one boy's amusement, will break another boy's heart. I can call to mind a remarkable and somewhat amusing instance of the ignoring the differences of natures. Some 20 years ago I was at school at a fashionable watering-place in the south of England, and in the same town some near relatives were being educated at an "Establishment for Young Ladies." On more than one occasion I spent the evening with them, and I recall with singular pleasure—for now, even as then, I love this world's sweets—the brimstone and treacle which came round at prayers for the moral and physical improvement of all. I say "moral improvement" advisedly, because such was the simplicity of the *régime* which obtained in this school, that when a girl was fractious or had scored a certain number of bad marks during the week—I believe the cause was not taken into consideration—a dose of Gregory Powder was prescribed for the delinquent. One smiles when one thinks of this piece of quackery, though for my own part I suspect that, from the quantity and quality of the exercise then in vogue at girls' schools, in nine cases out of ten the supposed cause of the misbehaviour was the true one.

Let me now say a few words on a more serious form of punishment—expulsion. The question as to whether a boy ought to be expelled from a school or not, is often a most difficult one to decide. The gain and loss to the school have to be weighed against the gain and loss of the individual. It is so important a matter from all points of view, that I think in most cases the Head Master will do well to consult his Assistants—his own conscience will thus be set at rest, and a mistake will seldom be made. A despotic Tory friend of mine used to a very summary mode of procedure. If a boy came to him who seemed inclined to break the rules of his

house occasionally, and to be a somewhat idle disposition, he used to say that his school was not a reformatory, and that the offender had better go. I cannot reconcile myself to the belief that the Sage quite did his duty.

To find really good artificial punishments, is no very easy matter. Detention, learning by heart, writing lines, and such like impositions, are all open to the objection, that they deprive boys, and sometimes masters, of exercise, and therefore often increase the evil which they are designed to remedy; for worry and over hours of work produce dulness and nervous irritability, in both master and boys. Writing lines is open, too, to the objection that it spoils the handwriting. This may be obviated by letting the quality of the writing count as quantity—a plan I have heard suggested by Mr. Quick. Suppose, for instance, 500 lines have been set as an imposition; it is given up in batches of 50, and, according to the style of writing, each batch is valued at a greater or less number than the actual quantity. Another plan which is sometimes adopted, is to set so many pages of roundhand in a copy-book—this cannot very well be scamped. If the system of detention *pur et simple* be adopted, I am of opinion that it is most effective when a number of boys are kept in silence without the consolation of even a lesson book; the being compelled to sit perfectly idle without a chance of going to sleep, is most irksome to boys. I mention this plan without recommending it. There is, however, one form of punishment to which the preceding objections do not apply, and that is drill under a sergeant for an hour or half-hour, as the case may be. This has all the advantages of detention without depriving boys of their exercise; indeed it is physically advantageous.

And now let me add a few words regarding ourselves. Let us take care that all our orders are reasonable, and not lay on our boys' shoulders burdens greater than they can bear. Let us be firm, consistent, and unflinchingly just. Let us, if we would have a mastery over others, have a perfect mastery over ourselves—not only over our tempers, but over our tongues. One ill-advised sarcasm may cause more ill-feeling than any amount of impositions. Let us, at all times, beware of behaving as passionless instruments when punishing the wrongdoer; by so acting we deprive the punishment of more than half its sting. Let us be kindly affectioned to all; but while affection alone is our true guide for younger children, unwavering politeness is a never-failing check with elder boys.

In conclusion, I would claim your indulgence for a somewhat rambling paper, which of necessity has been put together at odd times. But for an event, which we all alike regret—the death of our friend, Professor Payne—I should, I am sure, have been able to have offered you something more worthy of your consideration. It was his intention to read a paper himself on School Discipline, had not illness prevented him; and after I had been asked to undertake the subject, I was contemplating a visit to him to learn his views, when I heard that he was no more. I share with you the feelings of regret at the loss of so carefull a thinker and so earnest a man; but, as an old pupil of his, I claim to feel a greater loss. To me he was ever all kindness, all gentleness, and by his death has been snapped a tie of such sort as can never be re-woven into my life. His example of persevering industry, of burning enthusiasm, stands brightly before us; and so firmly has he impressed on the minds of those who knew him the maxims of the science he so dearly loved, that of no man more truly can we say, "He being dead yet speaketh."—*The Educational Times*.

SCHOOL EXAMINATIONS.

School of the Protestant School Commissioners— The Model School, Catholic Commercial Academy, &c., &c.

Yesterday (29th June) was a busy day for those in charge of departments in the various city and suburban educational establishments. The schools of the Protestant Board of School Commissioners have taken a new departure from the time-honored system of examinations and taken the time-saving plan of holding the exercises *en bloc*. Victoria Skating Rink was engaged for this purpose, seats were provided, a platform raised at the far end, and altogether the preparations were on a large scale, more than three thousand young pupils being present. In the Model School, the Catholic Commercial Academy, and other institutions reported below, the proceedings were of the ordinary character, but characterized by increased interest shown in the large attendances.

PROTESTANT COMMISSIONERS' SCHOOLS.

Nearly Four Thousand Children Assembled—Dorchester Street, the French, Sherbrooke Street, Panet Street, British Canadian, Point St. Charles, Mill Street, Royal Arthur, Grace and Ann Street Schools take part in the Distribution of Prizes.

Yesterday morning, between the hours of nine and ten o'clock, the children under the jurisdiction of the Protestant Board of School Commissioners assembled at their respective schools, prior to proceeding to the Victoria Skating Rink, to take part in the distribution of prizes. Each school, under control of its head master and teacher, was provided with vehicles to convey the children to the Rink, and the sight *en route* was an exceedingly interesting one. On arriving at the Rink, the scholars filed into the places allotted to the schools, temporary seats having been erected for the purpose, and the name of each school indicated on large placards, enabling the teachers to find their places without any confusion. Shortly after 10 o'clock the chair was taken by Principal Dawson, LL. D., F. R. S., &c., and on the platform were Professor Robins, Superintendent of the Protestant Commissioners' schools, the Rev. Messrs. Welles, of the American Flock of Knox, and Garden of Olivet churches, Mayor Hingston, Aldermen Stephens, Holland and Clendinneng, Mr. Dunkin and Mrs. Dunkin, of Point St. Charles school, Dr. P. Kelly, Mr. Lunn, Mrs. Scott, and many others.

The Rev. Mr. Welles, of the American Presbyterian Church, opened with prayer of thanks to the Almighty for the many blessings enjoyed by the children, and expressive of a desire that their after lives should be now moulded in the schools in a direction that would be to Him a glory and thanksgiving for His tender mercies.

Principal Dawson's opening remarks placed the number of schools, inclusive of three High Schools, two Hebrew Schools and the Art Schools at 16; number of teachers in High School 9, Preparatory High School 6, High School for Girls 13, Hebrew Schools (paid for by the Protestant Commissioners) 2, Art School 1, and City Schools 81; total, 112. The number of pupils he stated as follows;—High School 179, High School for Girls 162, Hebrew Schools 87, Art School (variable) say 75, City Schools 3,114; total, 3,825. Commenting upon the numbers in the City Schools, the speaker hoped

next year the number would reach 4,000. He went on to speak of the organization of the schools in complimentary terms, alluding to Mr. Lumas, one to whom the children and friends of education owed much for the success of the school system, and whom they had therefore reason to thank. Ald. Stephens' presence on the Board of School Commissioners, he was sure, augured well for still greater success. Dr. Jenkins, another member of the Board, was absent in England working for their interests, and another of the Commissioners, the Rev. Dr. McVicar, was absent attending to the business of the church, but not unmindful of them in doing so. In this connection Dr. Dawson alluded in the strongest terms to Dr. McVicar's untiring zeal and energy in his duty as a member of the Board, but for whose labors the Commissioners' schools could not have reached their present efficiency. He had heard a fortnight ago that there was to be a change in the Board, and that Dr. McVicar was to be removed. He trusted that such was not the case, as Dr. McVicar would be a great loss to the Board if taken from it. His great experience and devotion to the cause of education could not well be done without. Alluding to the system and organization of the schools he pronounced Professor Robins as one of the foremost managers of education in Canada or any other country (prolonged applause), and the pupils owed him a debt of gratitude they could never repay. And then the noble army of teachers. To their efforts was due the fact that scholars in Montreal had in their possession elements of an elementary education that no other country could surpass. The prizes that were to be given away were a gratifying exhibit of the success of the teachers' efforts, and were a uniform test of the year's work done. He did not wish it to be supposed that the prizes were the main thing in the exhibition. They were subordinate to the showing that another year's work in the grand educational system of our Canada had been done, and done well, as the exhibit showed. Applause. Dr. Dawson then presented the prizes to the successful children filing along the front of the platform, and being introduced by the head master of their respective schools, commencing with Dorchester Street School and ending with the Art School. During the process of giving prizes the children united in singing "We Are Coming, Happy Children," and other school songs.

THE PRIZE LIST

is a long one, and the scholars came filing past the chairman, who gave each little one the prize allotted to him or her as the case occurred. The following is the list:—

NOTE.—To avoid repetition the names of subjects of study are abbreviated as follows: A for arithmetic, g p for general proficiency, r for reading, sc for Scripture, punc for punctuality, wr for writing, dic for dictation, geog for geography, Fr for French, geom for geometry, alg for algebra, gram for grammar, mor for morals, Lat for Latin, h for history, mu for music, men for mensuration.

DORCHESTER STREET SCHOOL.

FIRST PRIMARY.

Ellen Mortimer, R; George Donaldson, Wr; Robert Donaldson, Sp and G P; E Arless, A, Punc; A McShane, Se.

SECOND PRIMARY.

G Arless, R, G P; Henry Cohn, Wr, Sp and Fr, G P; Flora Brown, Se; Fan Le Messurier, G P; F Pridham, Punc; A Sutherland, Punc.

FIRST INTERMEDIATE.

Elizabeth Pridham, R; Ida Graham, Wr; A Taylor, Sp, A, 1st G P; C Sutherland, Punc; A Hillman, Punc.

SECOND INTERMEDIATE.

Josephine Belair, R; Jno Darling, Wr, Punc; Isabella Dodd, Gram.

SHERBROOKE STREET SCHOOL.

FIRST PRIMARY—BOYS.

John Ringland, R, A, Sc, G P; J Parker, A; J Robertson, Sc, and second G P; A McDonald, Punc; J Burrows, Punc; H Rogers, G P, first.

FIRST PRIMARY—GIRLS.

Euphemia Ritchie, R; Martha Carswell, Wr and Sp; Augusta Austin, Wr; Agnes Kempt, Sp, G first; Laura Labelle, Punc; Ella Brown, Punc; Fanny Wiggins and Margaret —, G P, first; Carrie Higham, G P, second.

SECOND PRIMARY—BOYS.

Charles J Robertson, A, G, P, first; W Bennett, A; D Phillips and G Fletcher, Sc; Thos McGuire and Alexander McKeown, Punc; F Thompson, first G P; D Phillips and Thos Carlyle, second G P.

SECOND PRIMARY—GIRLS.

Sara McLaren, R; Alice Wilson, G P, second; Margaret Cassidy and Nellie Gibson, Wr; Esther Clarke, Sp, Fr, G P, first; Ada McGown, Sp; Margaret Cowan, A; Margaret Darling and Nellie Collins, Punc; Laura McLaren, G P, first; Jane Bremner, G P, second.

FIRST INTERMEDIATE—BOYS.

W Mussen, Sp; E Barlow, A, Sc, Punc; E White, Punc; George Flannigan, G P, first; G Armour and A Martin, G P, second.

FIRST INTERMEDIATE—GIRLS.

Rachel Heron, R; Mary Riva, Sp; Eliza Gregg and Annie Dillon, Wr, Ellen Kempt, Sp, Geog, Punc, G P, first; Elsie Philbin, A; Ella Lancaster, Sc; Eugene Gallet and Eveline Hone, Fr; Catherine Pete, Punc; Mary Robinson, Punc and G P, second; Louisa Phymister, G P, second.

SECOND INTERMEDIATE—BOYS.

W Lavers, Punc; K Falconer, G P, second.

SECOND INTERMEDIATE—GIRLS.

F Higham, R; Annie B Denovan, Wr; Eliza Graham, Sp; Grace Darling, A, Fr, Gram, G P; E Kemp, Sc, Punc, G P, first; Sarah James, Geog.

FIRST SENIOR—BOYS.

Alfred LeMesurier, Sp, H, Alg; Urquhart Colquhoun, Lat, G P, second; W Peat, Punc.

FIRST SENIOR—GIRLS.

Elizabeth Connor, R, Sc; Margaret Blair, Wr, Geog, Geom; Carrie Roy, Punc.

SECOND SENIOR—BOYS.

John G Campbell, R, Wr, Sp; Geo Falconer, A, Mens, Fr, Geog, Lat, Alg, Geom, Punc, G P, first; Hugh Cowan, H; Isaac Hargrave, Punc and G P, second.

SECOND SENIOR—GIRLS.

Jessie LeBeau, Mor, Gram, Physiology, Mu, G P, first; Agnus Gilmour, Punc.

PANET STREET SCHOOL.

SECOND SENIOR CLASS.

Jessie Reid, A, S, Mens, G P, Geo; Flor Ritchie, R, W, Botany, Mu; Catherine Tyrell, Sc; Corina Coursolle, Fr, Gram; Elizabeth Reid, H, Lat, G P; A E Taylor, R, Sc, Geom, Mech, G P, Punc; Louis Richard, W, Sp, Alg; Stewart McNaughton, Punc.

FIRST SENIOR.

Jemina Roger, A, Sc, Alg, Geom, H, Gram, Lat, G P; Sarah Little, W, G P, Geo; Katie Ried, Sp, Punc; Rachael O'Connor, R; Herbert Thompson, R, Punc; A McNaughton, Sp; A Wickens, second G P; E Charton, W, Fr, G P, Geog; John Trudeau, Sc.

SECOND INTERMEDIATE—GIRLS.

Annic Kennesten, Fr, Geo, Gram, G P; Jennie Whiting, R, Sc; Louisa Philips, A; Mary Nelson, W; Anna Bulling, Sp; A Roberts, G P; Mary Ennis, Punc.

BOYS.

John Hatton, Sp, Sc, Gram, G P; W J Kyle, W, A, Fr, G P; A C Bulling, Geo; C E F Bennett, R; J O'Connor, Punc.

FIRST INTERMEDIATE—GIRLS.

Emma Rodgers, Fr, G P, Punc; C McDonald, Sc, Geo, G P; Alice Sims, A; Florence Warren, W; E Robinson, Sp; M Taylor, R, Punc.

BOYS.

Allan Gohnson, A; Albert Mason, Geo; W Skelly, W, G P, second; E Gallagher, Punc.

SECOND PRIMARY—GIRLS—FIRST CLASS.

Ida Ward, Hunc; W Houghton, Punc; W Spooner, Fr, G P; Florence Taylor, A; Annie Littlehales, Sp, G P.

BOYS.

Lavid Kyle, R; Geo Peachy, W; W Dyer, Sc, G P; Geo Tester, Punc; F Barlow, G P.

SECOND CLASS—GIRLS.

Mary Richardson, R; Sara Peatman, W, Sc, G P; Eliza Smith, Punc; Nelli Hatton, G P.

BOYS.

Joseph Plomendon, Punc; John Lowe, G P; W Smith, G P.

FIRST PRIMARY—FIRST CLASS.

Eva Greaves, R Sc, G P; Rachel Neill, Sp, G P; Maria Ship-pel, Punc; F Saville, W, A, G P, Punc; J Tyrrell, G P.

SECOND CLASS.

Jennie Ritchie, R; Mary Larue, A; Emma West, Sp; Maggie McAllister, Punc; Florence Sewell, G P; Maud H Daves, G P; H Kollmy r, Sc; J Cunningham, Wr, G P; Chas Holmes, Punc; Fred Gslibert, G P.

BRITISH AND CANADIAN SCHOOL PRIZE LIST.

FIRST PRIMARY—GIRLS.

Ellen Cairns, prize in A and G P, 1st; Janet Johnson, A and G P, 1st; Charlotte Pearcey, R and G P, 2nd; Elize D'Olier, G P, 1st; Evelyn Orr, G P, 2nd; Mary Simmonds, Sc; Annie Jamieson, Punc; Catherine Simmonds, Wr; Alice Hankins, Sc; Margt Hudson, Dic; Margt Rankin, Punc; Maria Ferguson, G P, 2nd; Fannie Wiggins, Punc.

FIRST PRIMARY—BOYS.

Aubrey Eneas, A and G P, 1st; Wm Cunningham, R, Sc, Dic, Punc and G P, 2nd; Colin Cathels, G P, 2nd; Jas Sutherland, R Geo Matschke, Wr; Malcolm Ross, Dic; Samuel Usherwood, Punc; Henry Hubbert, Wr; John Manuel, Punc; John Smyth, G P.

SECOND PRIMARY—GIRLS.

Mary Agar, Sc, A and G P, 1st; Alice Fonter, A and G P, 1st; Henrietta Shepard, G P, 2nd; Harriet Snepard, G P, 2nd; Georgina Stanfield, R.

SECOND PRIMARY—GIRLS.

Martha McGowan, Wr; Emily Pelland, Fr; Ellen Jay, Punc; Isabella Craib, R; Ellen Henderson, Wr; Elizabeth Bishop, Sc; Mary Lawrence, Dic; Ellen Law, Punc.

SECOND PRIMARY—BOYS.

Wm Schofield, Sc, Wr, and G P, first; Thos Walster, Dic and G P, second; Wm Bell, A, Dic and Punc; Edwd Foote, R and Punc; Robert Foster, G P, second; David Murdoch Punc.

FIRST INTERMEDIATE—GIRLS.

Eliz Lawrence, Sc and Dic; Louisa Sexton, G P, second; Emily Cunningham, R; Florence Radford, Wr; Florence Dowling, A; Hannah Robinson, Punc.

FIRST INTERMEDIATE—BOYS.

Frank Crossley, Sc, Geo and G P, second; John Lane, Wr and Punc; Edward Lamb, A; Eas Miller, R; Wm Watson, Dic.

SECOND INTERMEDIATE—GIRLS.

Ellen cole, A, Dic, Geog, Gram and G P, first; Eliz Cook, R, Fr, Punc and G P, second; Jane Peacock, Sc and Wr.

SECOND INTERMEDIATE—BOYS.

James Suttle, Geog and G P, first; Alex Tolmic, Dic and G P, second; Joseph Barek, A and Fr; George Hunter, R; John Boyd, Sc; Edward Broders, Gram; Alex Thomas, Punc.

SENIOR—GIRLS.

Louisa Cole, A, Mor, Punc, Wr, Geom, Alg and G P, second; Eliza Cathels, Gram, Lat and G P, first; Mand Herring, R.

FIRST SENIOR—BOYS.

Charles Withycomb, Dic, H and G P, first; Charles Ross, Punc.

SECOND SENIOR—GIRLS.

Christina Galt, Gram, Lat, Punc and G P, second; Helen Rorke, Mu; Matilda Wilson, Wr.

SECOND SENIOR—BOYS.

William Studer, R, Dic, Geog, H, Alg, Mens, Punc and G P, first; George Rorke, Physics and Physiology, Mor and G P, second; Rudolph Raphael, Frand Punc; Wm Thompson, A.

POINT ST. CHARLES.

FIRST PRIMARY—BOYS.

Charles S Corne, R W, Sp and G P, second; John M. Turnbull, Punc.

FIRST PRIMARY—GIRLS.

Mary Walton, R; Emily Goudie, W; Minnie Matthey, Sp; Maud Patterson, Sc; Euphemia Law, Punc and G P, first; Rachel Anderson, Punc; Susan Price, G. P, second.

SECOND PRIMARY—BOYS.

George B Currie, R; Robert Abraham, W; John J. Cuthbert, Sp; Wm Robertson, A; Michael O'Brien, Punc; Jno Wm Clarke, G P, second.

SECOND PRIMARY—GIRLS.

Mary A Kinnister, R, S, A; Elizabeth Morton, W, G P, first; Elizabeth Bean, A; Christina K Turnbull, Punc; Mary A Myers, G P, second.

FIRST INTERMEDIATE—BOYS.

Arthur W Hostler, R, W, G P, first; James Anthony, Sp, G P, second; Wm Sprinklin, A; Wm K Turnbull, Punc.

FIRST INTERMEDIATE—GIRLS.

Sarah Powles, R; Alfreda E Bacer, Wr, Sp; Eliza Deig, A; Sarah Robertson, Sc, Fr, G P, first; Annie Dickson, Geog, G P, second; Elizabeth Wry, Punc.

SECOND INTERMEDIATE—BOYS.

Alfred W Hayden, R, Sc, Grm, G P, second; Alex Gibson, Wr; Wm G Rainsford, Sp, A, Geog, G P, first; Samuel Hall, Punc.

SECOND INTERMEDIATE—GIRLS.

Janet B Carmichael, R, Sc, G P, second; Henrietta Wood, Wr, Sp, A, Gram, G P, first; Mary E Laing, Geog, Jennie Ogilvie, Punc.

FIRST SENIOR—BOYS.

Wm J McGuire, Wr; Thos Moisey, Sp; Thos Patterson, H; Wm J Marks, Alg and Punc; Albert H Ellis, Punc.

FIRST SENIOR—GIRLS.

Maggie Currie, R, Punc.

SECOND SENIOR—BOYS.

Henry Cockfield, R, Sp, A, Fr, Gram, H, Alg, Geom, Mu, Punc, G P, first; Samuel Upton, Wr and Botany.

MILL STREET SCHOOL.

FIRST PRIMARY.

Charles Smart, R, Wr, Dictation, A, Punc, G P, first; Stephen Jones, Sc, G P, second; Mand Lewis, Sc H, G P, second.

SECOND PRIMARY.

Charles Ellicott, Dictation, A, Sc, H, G P, first; Robert Jones, R, Wr, Fr G P, second; Robert McIndoe, Punc; Editt Jones, R, Wr, Dictation, A, Punc, G P, first; Isabella Robinson, G P, second; Libby Basham, R, Wr, Dictation, A, Sc, G P, first; Jessie Imrie, Punc.

FRENCH SCHOOL—FIRST YEAR.

Augusta Castier, Octave Mollet, Alphonse Fournit, Pierre Caraulette, Antoinette Caraulette, Marie Hutton, Jeanne Durand.

SECOND YEAR.

Dominique Viatons, Emile Ste Marie, Joseph Rouke, Eliza Corneau, Valerie Girardin, Leopold Caraulette, Alice Doudiet, Eva Ste Marie. All the above, prizes for general proficiency.

ROYAL ARTHUR SCHOOL.

FIRST PRIMARY—FIRST CLASS.

Annie Brown, 1st G P; Ellen Spellsey, Punc, second G P; Esther McQueen, Sc; Howard Noble, R, 1st G P; Jas McKinnon, A, Sc, second G P; William Wilson, Wr, Sp; W Nich, Punc.

FIRST PRIMARY—SECOND CLASS.

Julia Helland, Sp, Punc, 1st G P; Abigail Hazely, Wr; Florence Tester, A; Chas Punzier, A, Sc, 1st G P; Geo Perkins, R, 2nd G P; Thos Denovan, Sc; Eric Hovey, Punc.

SECOND PRIMARY—FIRST CLASS.

Maggie McNonald, 1st G P; Sarah Stentson, 2nd G P;

Maggie McKay, Punc; Chas Walsh, 1st G P; Samuel Cunningham, R, Sc and G P; Ingle Hovey, Wr, A; Patrick Treleven, Punc.

SECOND PRIMARY—SECOND CLASS.

Louisa Punnier, Wr, Fr, A, 1st G P; Jessie Houston, R, Sp, A and G P; Kate McKinnon, R, Punc; W Barber, 2nd G P; H Brown, Punc; Thomas Akin, A; Alfred Howell, A.

FIRST INTERMEDIATE—GIRLS—FIRST CLASS.

Nellie Nosworthy, Fr, A, Punc, first G P; Carrie Cleany, Wr, Geog, second G P; Lizzie Jackson, Sp, Sc; Maud Mathews, R.

FIRST INTERMEDIATE—BOYS—FIRST CLASS.

Sidney Smiley, R, Sp, Fr, A, Punc, and first G P; H Vincent, second G P; Henry Daoust, Wr, Fr; Arthur Horsfell, Sc.

FIRST INTERMEDIATE—SECOND CLASS—GIRLS.

Victosia Smily, Wr, Sp, Geog, Sc, Punc, first G P; Ida Morrison, A, second G P; Jessie [McFarlane, R, Sp; Lilly Smily, Fr.

SECOND INTERMEDIATE—GIRLS.

Isabella Corner, Sp, Gram, Fr, Sc, Punc; first G P; Maggie Niblo, R, A, Punc, second G P; Jessie Mitchell, Wr.

SECOND INTERMEDIATE—BOYS.

Joseph Brown, Geog, first G P; Neil McKenzie, Sp, Sc, 2nd G P; A Cople Wr, Fr; F Selway, R, Punc.

FIRST SENIOR—GIRLS.

Lilly Clark, Gram, A, Geom, Mor, first G P; Maggie Bower, second G P; Kate Waldie, Lat; Viola Hollann, Punc, and fourth Drawing; A Swift, R; A Stephen, Sp, Geog, H.

FIRST SENIOR—BOYS.

William King, R; James Currie, Punc; Alex Mitchell, Geog, Wr; F Kay, Sp.

SECOND SENIOR—GIRLS.

Kate Rrikman, R, Wr, Sp, Gram, A, Geog, Punc, first G P; Sarah Turner, Botany; Alice Stafford, fourth Drawing.

SECOND SENIOR—BOYS.

J Barry, Mor and Punc; H Smith, R, Sp; D Brooks, Geog and Botany; J Ramsay, Wr.

GRACE CHURCH SCHOOL.

FIRST PRIMARY—BOYS.

G P, George Heartly; R, M Rutherford; Sp, James Ford; Sc, John Lowe; Punc, Jno Rutherford; G P, John Thompson.

FIRST PRIMARY—GIRLS.

G P, M Findlay and Jessie Pryde; Wr, Margaret Webster; A, —Cocker; Punc, Fliza Miligan.

ANN STREET SCHOOL.

FIRST LIST—FIRST PRIMARY—GIRLS.

Maggie Dixon, R, Sp, Sc, first G P; Elizabeth Brown, Wr and first G P; Marion Allan, Wr, A, and second G P; Emilie Crowley, Punc and first G P; Mary A Jones, A and second G P; Jessie Dansey, R; Mathilda Reid, Punc; Barbara Carson, Punc; Mary Hamilton, second G P.

FIRST PRIMARY—BOYS.

Wm Dodds, R and first G P; Wm Harvey, R, Sp, A and second G P; Alex Bowles, Wr and G P; George Hamley, first G P; Frank Currie, Wr; James Roxborough, Sp; Arthur Cunningham, A; Ernest French, Sc; Angus McQueen, Sc; Chas Smith, Sc; Andrew Elliott, Punc; Franck Norman, G P; John Lindsay, G P.

SECOND PRIMARY—GIRLS.

Mary Robinson, R, A and first G P; Elisabeth Hazely, Wr; Lydia Faulks, Sp; Jennie Pagan, Punc; Nina Rennie, second G P.

SECOND PRIMARY—BOYS.

Wm White, R S. and first G P; Jas Smith, A, Sc; Chas Crofts, Wr; James McKenzie, Punc; Orlando Norman, second G P.

FIRST INTERMEDIATE—GIRLS.

Marie Thepault, Wr, Fr, Geog, and first G P; Augusta Fabien, A and second G P; Euphemia Allan, R; Elizabeth Pitts, R; Jessie Duncan, Wr; Emily Brown, Sp; Edith Cressard, Punc; Catherine Lappin, Punc; Mary Herron, Punc.

FIRST INTERMEDIATE—BOYS.

Albert Nicholson, Wr and second G P; James McDougall, Sp and Punc; Alexander Pringle, R; Frank Holiday, Sp; John Holiday, A; Hugh Convey, A; Geo Mountain, Punc.

SECOND INTERMEDIATE—GIRLS.

Isabella Finlayson, A, Sc, Geog and first G P; Eliza Currie, R;

Mary Duncan, Wr; Maria Sharp, Sp; Mary Mitchell, Fr; Lena Millan, Punc; Quenten Muir, G P.

SECOND INTERMEDIATE—BOYS.

Joseph Tees, Gram, first G P; John Gordon, Punc.

FIRST SENIOR—GIRLS.

Martha McMurdy, Wr and Sc; Georgiana Hes, Punc.

FIRST SENIOR—BOYS.

Donald Fraser, R, Alg, Geom, first G P; Duncan Finlayson; Sp; Henry Stephen, Punc.

SECOND SENIOR—GIRLS.

Elizabeth Cuttle, A, Sr, Gram, and second G P; Catherine Gardner, R; Elizabeth Goodfellow, Sp; Christina Ross, Punc.

SECOND SENIOR—BOYS.

Hugh More, Wr, Fr, Geog, Alg, Geom, Mens, Botany, Punc and first G P; Alfred Barlow, Mens, Geog, Gram, Lat, H, and first G P; James Rutherford, second G P.

THE JOHN FROTHINGHAM MEDALS

were then awarded to the two highest pupils of the British and Canadian School, Miss Christina Galt and William Tudor being the successful candidates. As they came on the platform they received a burst of applause from their schoolfellows. The money prizes for drawing were then given by Mr. Lunn.

MAYOR HINGSTON

delivered a brief address, congratulating the teachers and scholars upon the gathering, he saw before him. As far as his eye could reach, he saw numbers of well dressed, healthy and happy children, and no one could look upon them without acknowledging the sight of a complete refutation of the charge of unhealthiness laid against our city. He assured the children also that they ought to be thankful for the circumstances in which Providence had placed them in that they had an opportunity for a capital education thrown open to them but a few steps from their houses. In his (the Mayor's) younger days, schools were not so plentiful, and a walk of three or four miles was often the portion of the scholar of that time. He closed by wishing them one and all—teachers and scholars—a hearty enjoyment of the holiday season.

Dr. Dawson then announced a holiday in all the Commissioners' schools, in order to allow the children and teachers to attend the McGill Normal School examinations to-day. He also thanked the C. P. R. for the free use of their cars in carrying the scholars to the Rink.

The national anthem then concluded the day's programme. The arrangements throughout were carried on successfully, and the vehicles provided for the conveyance of the children from their respective schools to the place of gathering were admirably managed. The accommodations for the press were not thought of, however, and it was only through the thoughtfulness of Ald. Stephens that seats were provided on the platform in rear of the speakers, where hearing was next to impossible. The gathering on the whole, however, was surprisingly successful, when the large number of children is considered, and Professor Robbins and his staff have reason to be congratulated that everything passed off so well in this experimental and inaugural gathering of the city schools.

Model School.

The examination of pupils took place yesterday morning, and in the evening the prizes were distributed in the upper hall of the McGill Normal School.

The hall, as is usual on such occasions, was filled to overflowing with visitors interested in the occasion, and there were present Principal Dawson, LL. D., F. R. S., &c., Professor McGregor, T. Hicks, head master, and Professor Fowler in charge of the musical department.

Principal Hicks delivered the opening address briefly congratulating the children and teachers upon the work of the past year, and suggesting increased efforts and the necessity of enlarged accommodations for carrying on the work of education in that department to meet the constantly increasing demands which an ever increasing and prosperous population demanded.

The prize list of the primary department, under Miss Sloan, was then called up, each pupil receiving his prize, after which singing was led by Professor Fowler. The girls' primary Department under Miss Swallow was then called upon to receive prizes, each pupil filing up and receiving her prize amid the applause of her classmates. Some more singing and then the prizes for the advanced classes of boys under Mr. T. Hicks were given. After more vocal music from the whole school.

Principal Dawson made a few remarks dwelling upon the early history of the school and the remarkable speed in the elementary branches of education that had taken place since it opened. He was glad to see the proficiency attained by the school in general, and directed the scholars never to forget the debt of gratitude they owed to the teachers and Professors in charge of them. The following are.

THE PRIZE LIST.

NOTE.—The following explains the abbreviations necessary to condense the list:—R, Reading; F, French; G H, General History; E H, English History; E, Etymology; E C, English Composition; Cr, Credit Marks; G, for Geography; Gm, for Geometry; A, for Arithmetic; H C, for History of Canada; Gr, for Grammar; Sp, for Spelling; Al, for Algebra; L, for Latin; W, for Writing; P, for Physics; M A, for Mental Arithmetic; P, for Punctuality; T, for Tables; C, for Conduct; R, for Regularity; D, for Drawing; G I, General Improvement.

Primary department—Senior section.

Fifth Class—W, G, C, R, P and A; Susan Bastian, T, Fr and C; Lizzie Lawrie, R, S and C; Minnie Cooper, W, D and C; Thos Cooper, P, and C.

Fourth Class—Annie Baylis, W and C, Florence Linton, R and W; Willie Walkley, R, A, T, H, G and F; Zilla Clyde, P and G I; Eddie White, P; Jas Boyd, D, A, W and C.

Third Class—Johnnie McDougall, A, G and H; Miles Grant, W and D; John Myers, S and P; Horace Duval, P; Chas King, P.

Second Class—Joseph Barlow, D, A, T, G, H, P and C; Annie Murray, R, W, F, P, D, A, C, R and P.

First Class—Lily O'Grady, W, D and H; Nancy Michaels, S, T, F, F, and R; Willie Nichols, S, T, G, F, C and R; Jessie McBratney, S, R and C.

Junior section.

Fifth Class—Thos Weir, S, W and R; Fred Cooper, T, C and P; Willie Duke, A and R; Harry Cleghorn, S, T, G and R.

Fourth Class—Clara Bastian, S, T, A, G and C; Lillie Hart, S, T, C and P; John Starke, S and T; Lizabelle Graber, S, P and R.

Third Class—Alice Barlow, T, A, G, W and P; Isabel Cameron, S and T; Samuel Linton, S and T.

Second Class—David Grant, S and A; Tommy McMann, T and R; John Randolph, C and P; Jessie Greer, S and C.

First Class—Henry King, S, T, A, W and P; Fred Gross, S and A.

Boy's advanced Department.

Advanced Class—James Allan, R, F, G H, E H, Ety, E C, Abraham Greenberg, P, A, G, Gm, Book-keeping, Walter Turner, Th, A, P, G, H of C, Dunbar Browne, Gr, E H, Al, L, Edward H Hamilton, W, D, Physics, Duncan D McTaggart, M A and Al.

Senior division.

Tenth Class—McLeod, S, Ph, Pr A, P, G, E, H and G, Olsen, R, Th A, M A, Phys, G, Swan, D and M D, Baker, C M in Prac A, Cooke, G and F.

Ninth Class—McPherson, Th A, M and Pr A and G, Ruston, R, S, P, P G, E H, Lloyd, C M and M D, Chadwick, F and C.

Eighth Class—Bowles, R, E, C, P, Th A, M A and Pr A, J Ogilvie, Sp, W, E C, P G, Gr, E H, G and M D, D Ogilvie, R, D and C.

Intermediate division.

7th Class—Barlow, G and C; Michaels, D and G; Dresser, Sp, W and Map drawing; Brady, M, A and G; Deles Ddniers, C, and H of C.

4th Class—D Friedman, R, W and Map drawing; Murdoch, E, C, A and G; F Brawn, G, H of C, and C M; A Friedman, R and S.

5th Class—Lee, D, A and G; Murray, G and Map drawing.
4th Class—Thompson, D and G; Warrick, W, Map drawing and C M; Hasley, R, H of C and F; Hersch, A, G and C.

Juniors.

3rd Class—McCrudden (S J), A and C M; T McCaw, R, Sp and G; V Martin, M, A; G and F.

2nd Class—Wm Bristowe, G and G; Wm Greer, W and D; Wm Marchbank, Sp and F; R Cooke, C M and A; Meyers, Sp and G; Ogilvy, M A, A and C M.

1st Class—Myers, Sp, Gr; John Ogilvy, M A and Cr.

Girls' Department—Junior division.

Class 1—A Kydd, Wr, C and sewing; Maria Graber, P.

Class 2—Susie Welsh, Wr, C and G; Isabel Reed, M A, C M, C and P; Maggie Longmore, D and Sewing; Annie Maltby, S and Arithmetic.

Class 3—Ada McCreadie, D and P; Rosa Silverstone, R, Wr, C, M and P A; Annie Henry, Sc, H, C; Grace Thompson, G, G and sewing; Mary Jane Murray, S, Fr, C M and Punctuality.

Intermediate division.

Class 4—Ida Robins, Sewing Diligence and C; Wilma Baltzly, R, C, G; Lizzie Hamilton, M and Practical Arithmetic and C; Maggie Donovan, Sp, D and Map drawing.

Class 5—Dora McMann, Sp, D, Theoretical Arithmetic, Sewing and C; Mary Cox, G and G.

Class 6—Ella Sandham, F, Map drawing and Sewing; Alice McWatters, M A and improvement; Bertha Gross, D, C H, Sewing and C; Martha Cooper, M and P A; Matilda Anderson, Sp and C; Alexandra Dawson, W and P A; Annie McBeath, R, C, T A, G, G and C.

Class 7—Helena Hart, Fr, Punc and C; L Baylis, M A, C H and Map Drawing; S Thurston, Map Drawing and Sewing; Lizzie Lyster, C, T A, C, and Punc; Emily Buchanan, R, Sp and D; Mary Hurst, G, Gr and Credit Marks.

Senior division.

Class 8—Eliza Boyd, Wr and Theoretical Arithmetic; Amelia Smith, Sp and Fr.

Class 9—Jessie Greenshields, R, Practical Arithmetic and Sewing; Louisa Cowan, Wr and Fr; Mary Weir, E H, C, Theoretical Arithmetic and Punc.

Class 10—Jane Robinson, Punc and Co; Maud Martin, R, C, Physiology; Bella Laidlaw, R, Cp, Wr, Dr; Jessie Gardiner, Fr, Punc and C; Marion Russell, Theoretical, M and Practical Arithmetic, G, Gr, E H and Political Geography.

Advanced Class—Barbara Neill, W and Al; Julia Hurst, D and Punc; Minnie Greenshields, Sp, T and P A, C H and book-keeping; Katie Taylor, Sp, Fr and Al; Sarah Misell, Hygiene and T A; Eliza Beyd, D, book-keeping, Cr, Punc; Ella Hilton, P and T A, C, G H, and Punc.

Primary Department—Senior section.

Class 4—Annie Baylis, W, C; Florence Linton, R, W; Willie Walkley, R, A, T, H, G, F; Zillah Coyle, P, G I; Eddie White, P; James Boyd, B, A, W, C.

Class 5—Edith Turner, W, G, C, R, P, A; Susan Bastian, T, F, C; Lizzie Lawrie, R, Sp, C; Minnie Cooper, W, D, C; Ellen Elliott, P, C; Philip Pearson, D, G, C; Thos Cooper, P, C.

The Catholic Commercial Academy and the Polytechnic School.

In November, 1873, as our readers may remember, the Catholic School Commissioners of this city, with the support of the Provincial Government, established, in the same place and under the same direction as the Commercial Academy, a Polytechnic School, for the education of young men preparing themselves for the industrial professions. The institution of such a means of instruction cannot but be regarded as a great advantage to the country and ought to be welcomed by the public generally as affording an excellent opening for the ambition of those young people, the bent of whose mind does not lead them to adopt the already too overcrowded professions of law and medicine. Quite recently the school has been endowed with the privilege of granting diplomas in Surveying and Civil Engineering, like the McGill and Laval Universities. A suggestion was made some time ago by the Principal (Mr. Archambault) to the intent that one pupil should be admitted *gratis* from each county—a system which has been found to work admirably in the United States. It is to be hoped, in the interest of the Province, that the

Legislature will authorize this movement, which the Minister of Public Instruction has already sanctioned. The success which has attended the Polytechnic School since it has been in operation gives promise that it is destined to do a great work in the cause of the higher industrial education, and renders reasonable any desire on the part of those in charge of it to extend its usefulness.

Yesterday forenoon a public examination was conducted, under the superintendence of the Principal, by Professors Balate, MacDonald, Pfister and Haynes, in the various branches pertaining to the course of study, including mathematics, pure and applied, physical science and linear and ornamental drawing. The results were most satisfactory and highly creditable to both teachers and taught. Among those present were the Hon. Mr. Guibaud, S. S., the Rev. Mr. Desmazure, Mr. Martin, M. P. P., and Edward Murphy, Esq., Commissioner of Education. The questions employed to test the progress of the students were by no means elementary, and they were answered by the students with a promptness, intelligence and lucidity which fully proved that their acquaintance with the subjects was thorough. The examinations in trigonometry, geodesy, and in several departments of natural philosophy, especially chemistry, were exceedingly interesting, and were evidently enjoyed by the visitors present. The time was too short, however, to admit of all the subjects being taken up, but, if they had been entered on, we have no doubt that there would have been displayed equal evidence of proficiency. Some of the drawings which we had the pleasure of seeing were executed with remarkable accuracy and finish. Want of space unhappily prevents us from appreciating them as they deserve, but we cannot refrain from mentioning a plan of Mount Royal, with the different elevations lately elaborated; plans of bridges, of various systems, English and American; of the Pacific Railway, with elevations, reduced from an original plan, 25 feet in length; of the Fourth Avenue Tunnel, and of the Eddystone Lighthouse. This last is really a most praiseworthy piece of work. Of free hand and perspective drawing, the specimens noticed were good, and we were shewn some pretty essays in chartography.

One great advantage which the students both of the Commercial Academy and the Polytechnic school possess, is the excellence of the apparatus of all kinds belonging to the establishment. The chemical laboratory has, perhaps, few superiors in Canada, and the instruments and other material for the illustration of natural philosophy, natural history (though, in some respects, as yet incomplete) are also excellent. The deficiencies, which exist chiefly in the department of geology, will soon, we understand, be supplied.

In the afternoon the examination was very pleasantly supplemented by another event—the distribution of prizes not only to the deserving students of the Polytechnic School but to the pupils of the Commercial Academy. The total number in the latter at present is 291, and in the primary school attached to it, 172: these, with 12 students in the Polytechnic School, make a total of 475 persons receiving instruction at the institution. To a fair proportion of these prizes were awarded. A full list of these prizes is contained in the printed report of the Academy, considerably given by its authorities to those persons who are or ought to be most interested in its work. We may mention, however, the following special prizes: the “Edward Murphy” prize—a gold medal and \$50,—was awarded to Napoleon Giroux, a pupil of the Commercial Course; the “Comte” prize—the sum of \$50—was adjudged to Leopold Girard,

of the same course; the “Jodoin” prize—\$50—to Olivier Dufresne, of the same course; and the “Mayor’s Prize,” (the gift of his Worship Dr. Hingston), was awarded to Peter McCaffrey, of the same course. This is the first year that this last prize has been awarded. Seventeen pupils of the Commercial Course received diplomas of capacity, with varying degrees of distinction.

Of the students of the Polytechnic School, Mr. Emile Vanier won the first, Mr. Stanislas Pariseau the second, and Mr. Gustave Papineau, the third prize in the second year of the engineering course; Messrs. Noel Gauthier and George Languedoc obtained prizes in the first year, and Messrs. George Desbarats and Joseph Tessier were awarded prizes in the preparatory course.

The distribution of prizes was witnessed by a large number of the parents and friends of the recipients and of those favorable to the progress of sound education. The pleasant task of awarding them fell to the lot of the Hon. Mr. Ouimet, who performed the duty with grace of manner, made more gracious by kindly words. The prizes were all works of beauty and value—consisting, for the most part, of choice selections from French and English literature.

Pensionnat du St. Nom de Marie, Hochelaga.

The annual examination of the school attached to this Convent was held before a large and highly fashionable audience. The pupils, 156 in all, ranging from 5 to 15 years of age, were attired in white dresses, trimmed with blue sashes, and presented an exceedingly pretty appearance. Space, will only permit us to touch upon the more practical and useful character of the proceedings, otherwise we might have enlarged upon the beautiful and varied scenery, grounds, and excellent interior arrangements of the school.

Before proceeding to note the programme of the day, it will interest our readers to know something of the various art studies, examples of which were submitted in one of the lower rooms for the inspection of visitors. There were at least 200 of exceedingly elaborate specimens of painting, needlework, embroidery, writing, etc. Conspicuous among them was a large lace antimaccassar worked in lace, in lozenge pattern, upon a scarlet satin ground, the handiwork of Miss Newman, 17 years of age, of Brooklyn, N. Y., one of the present year. A water color drawing by Miss Parsons, of New York, also a graduate, is worthy of mention on account of the general harmony and thoughtfulness of her subject. “David” playing upon the harp, an elaborate sample of needlework, containing all the different stitches, from the plain samples to the gold bullion, is worthy of special mention on account of the skill shown in the work. This, we believe, is the effort of Miss Minnie Cooke, 17 years of age, of New Haven, Conn. Passing on, we come to a similar piece of needlework, by the Misses Wurtele of Montreal, entitled “The Death of Douglas.” The subject is extremely superior in its general effect. It is $4\frac{1}{2} \times 5\frac{1}{2}$ feet in size. An oil painting, “The Falls of Reichenberg,” by Miss Estelle L. Ensworth, of Elmira, N. Y., is carefully and well painted; the perspective being correct in its detail, and the truthfulness of the water effect highly commendable to the young lady. A Shakesperian study from King John (5ft. x 4ft.) in wool work, contributed by Miss O’Meara, was noticeable for the brilliant harmonious grouping of the figures, which possess a more real appearance than is usually found in works of this kind. A crayon drawing, “The Watterhorn,” by Miss Mortarty, aged 16, of Boston, is one of the best specimens of crayon

drawing we have ever seen in so young a pupil. A scene from Lake George, by Miss Mary Nolan, of Schenectady, N. Y., shows much care and natural ability, and reflects high credit upon the young lady. A group of flowers in raised woolwork, embroidered upon a scarlet silk velvet cushion, the Work of Miss Lavinia Rolland, is particularly delicate and beautiful, and was highly extolled by lady visitors who were competent judges of this particular art. An album containing a choice arrangement of the various analyses of botanical subject afforded Miss Ella Haines, of Brooklyn, the opportunity of displaying her fine taste in this Department. The work must have cost her no little labor, as each particular leaf was adjusted separately. Among some of the best samples in needlework was an album containing a miniature assortment of all the necessary articles needful for a lady's trousseau, prepared by a little girl aged 9 years—Miss Hectorine Duhamel, of Montreal. The collection includes every requisite necessary for a complete outfit, from the miniature handkerchief to the costly and elegant modern costume. It is, we believe, one of the rules of the school that each pupil is obliged to do her own necessary sewing, and if this example may be taken as an average illustration of the young ladies' abilities in this particular, it is a significant indication of their future usefulness. Want of space prevents further reference to this department, and we can only mention that if we have not described the works of Miss Ida Dugan, 13 years, Brooklyn, of Miss Josephine Mount, 15 years, Montreal, and of Miss Mary McGrath, Clinton, Massachusetts, it is because time will not permit us to do so. Suffice it to say they were excellent of their kind—of a kind which reflects much credit upon the Nuns under whose instruction they have profited so well.

In writing, Miss Mary Nolan, Miss Minnie A. Cooke and Miss Haynes occupy the three first places of honor. Lettie Shephard, 13 years of age, and Lillie Devlin, 16 years, of Montreal, are also entitled to honorable mention. The characters were elegantly formed, clear and beautifully rounded. The number of specimens of embroidery was legion, and, to make a comparison would be a difficult task indeed, so we give it up in despair.

The programme, apart from the distribution of prizes, consisted principally of piano-forte music, in which ten pieces were used to illustrate the thorough drill which the pupils have received in keeping time and in observing expression. A general review of this important element will suffice for all the pieces which were played. The modulation and exactness of time gave evidence that the tuition had not been in vain, and here it be observed that Madame Petipas, whose name is familiar to our citizens, has succeeded admirably. As will be seen, many of the pieces are exceedingly difficult to read satisfactorily, and, with a few exceptions, the young ladies acquitted themselves admirably. One feature of this excellent school especially worthy of reference is the successful introduction of an intellectual basis in the practice of music. Through Prof. E. A. Robbin's system of harmony, which is taught as a regular branch of education, the pupils were initiated in January, 1875, in a course of lectures in this study, by this gentleman, which has been thoroughly carried out through the year, under the able assistance of Mrs. L. A. Alleyn. When we consider the usually superficial manner in which music is taught now-a-days, the value of this system cannot be too highly estimated. The examination of the classes in Harmony last Monday week passed off with great credit to the pupils and teacher.

The programme opened with the "Defile March" (E. Ketterer).—Misses V. Mount, F. Horne, A. Lorange, M. Gagnon, J. Mount, K. Moriarty, M. Truteau, H. Marchand, M. Weldon, C. Bourassa, L. Newman, E. Tourville, C. Walker, M. Poupert, I. Bernard, C. Francœur, M. Tourville, M. Rourke, F. Curren.

The prologue read by Miss J. Parsons was as follows: *Ladies and Gentlemen*.—This is our harvest feast to-day whence we gather in the fruits of the seed sown during the past year. Most gratefully do we appreciate the honor of your presence, trusting that your kind wishes will not be wanting to hover round our triumphs like white-winged angels and draw down blessings on them from on high.

A very fair harvest we reap, this one of intellectual labor. We greet it with smiles and song, and as its crown encircles each brow, the heart throbs and the eyes brighten with the thoughts of the dear ones at home for whom these trophies have been sought and won. But with it comes another harvest fairer still and far more precious; crowned, too, with sunlight, the glory of which shimmers through a haze of tears. Among its mystic treasures are acts of devotion, mother like in their disinterestedness; there are moments of close union with God, and all those summer sky changes of school-girl time that with some of us have finished forever, except in memory, where they shall live eternally. And this is the harvest of the heart, reaped from the past year of convent life. Reverently do we gather in its fruits, tenderly wreath its flowers, and all beautiful as they are with the sunlight of Hope shining upon them, and the tear-drops of Farewell glittering amid their leaves, and place them in our hearts, a cluster of loveliness, whose sweet perfumes will impregnate our whole lives, and ever recalling the happy past, waft our thoughts through the dim future to Heaven forevermore.

Awarding the gold medals to the successful graduates, whose names are: Miss Adele Roy, Miss Rossetta Newman, Miss Jane Parsons, New-York, and Miss Maggie Sullivan, Chicago.

Medals of Honor were also given for application in the study of the French language to Miss L. O'Meara, and to Miss M. Gagnon, for the same in the study of English.

Trio final de l'Opera—La Dame Blanche de Boieldieu; sung by Misses E. O'Brien, J. Parsons and L. Newman (pupils of Madame Petipas.)

Rewards of Merit were received by Messrs. M. LeChevallier, M. Trainor, F. Wurtele, A. O'Brien, C. Walker, L. Newman, M. Cook, T. Mount, R. Chene, L. Devlin, M. Poupert, F. Curran, H. St. Louis, A. Lorange and E. Tourville.

Overture, Guillaume Tell, S. Smith; Miss M. O'Meara, J. O'Meara, L. O'Meara, E. Haines, L. Devlin, E. Payne, M. Sullivan; L. Rodrigue, B. Chene, I. Voligny, A. Gèneveux, A. Robillard, M. Clément, H. St. Louis, E. Ensworth and M. Cook.

Award of prizes for good conduct, application and general proficiency: For good conduct by Misses L. O'Meara, M. Gagnon, M. Nolan and F. Wurtele; application, Misses M. Gagnon, N. Chilton, F. Wurtele and T. Voligny; general proficiency, Misses E. Ensworth, M. Gagnon, M. O'Meara and E. Haine.

Marche Triumphale, D. A. Gorla—Misses M. Trainor and L. Gidney (pupils of Madame Petipas.)

The awards in class prizes were so numerous that our space will only admit of naming the successful scholars in each.

First class in French and its various branches—Miss L. O'Meara, Mary Trainor and Mary Nolan.

In Astronomy, Rhetoric, Grammar, Conversation, Recitation, Composition, Chemistry, Writing, to Annie Galvin.

Analysis, Declamation, and Ancient History, to Annie O'Brien. The names of the other successful competitors in the English course were Corine Walker, Estelle Ensworth, Lydia Newman, Estelle O'Brien.

Second Class in French.—A. Loranger, Ida Voligny, Eugene Tourville, Antoinette Gèneveux, Blanche Sicotte, Malvina Tourville, Antoinette Merrill, Henrietta Marchand.

Second Class in English.—Minnie Cook, Nannie Chilton, Lottie Gibney, Kate Moriarty, Minnie O'Meara, Lily Devlin, Erva Payne, Justina O'Meara.

Third Class in French.—Misses F Bernard, Delia Tellier, Malvina Genereux, Alexandra Tourville, Courinne Francoeur, Marie Clement, Eliza Lorange, Marie Lorange, Albertine Francoeur.

Third Class in English.—Marie Lechevalier, Florence Wurtele, Josephine Mowat, Rosalie Chene, Hannah Tordoff, Fannie Curran, Marie Pike, Florence Horne, Mary Rourke, L McCready, E Hames, Mary Ann McGrath, Ida Dugan, A Borthwick.

Fourth Class in French.—Misses M Poupart, Laura Rodrigue, Josephine Gagnon, Delima Thibault, Anna Fauteaux, Orphalia Valois, Albertine Archambault.

Fourth Class in English.—Missis Gertie Holman, Mary Ann Scoth, Ida Meyers, Anada Soly, Aggie Sullivan, Minnie Haynes, Virginia Mount, Hattie Brady, Letie Shepard, Alice Casy, Maggie Durack.

Fifth Class in French.—Misses Louise Debigarre, Clara Bourassa, Justina Larivee, Amanda Deschamps, Marie Louise Genereaux, Marie Louise Leblanc.

Fifth Class in English.—Misses Emma Wilson, M Collins, Julia Casey, Johanna Higgarty.

Sixth Class in French.—Misses Eugenie Daigenault, Charlotte de Rouville, H Voligny, Blanche Brunet, Maria Crevier, Maria Bedard, Engenie Fontaine, H Duhamel, Y Brunet, Maria Louise Quevillon, Zaida Dufresne, Euclina Desmarteau, Corinne Tourville.

Sixth Class in English.—Misses Kate Lowe, Ella Horne, Loretta Gallagher, Gertie Devlin, Mary Ann Lebadie.

Preparatory French Class.—Misses A Archambault, Georgette Benoit, Georgianna Geoffrion, Josephine Quevillon, Ida Desnoyers, Hermine de Rouville, E Laffeur, Corinne Laffeur, Marie Rolland.

Preparatory English Class.—Misses Lettie Horne, Hattie Wildon, Allie Hughes, Gertie Allyn.

"Marche Céleste," Quartette, by Misses J Larivee, C de Rouville, H de Rouville, M Crevier, A Sullivan, B Brunet, Y Brunet, G Benoit, An Fauteux, Al Fauteux, H Duhamel, Z Dufresne, M L Leblanc, A Tourville, C Tourville, M Bedard, G Ceylin, E Horne, L Shepard, G Geoffrion, J Hagarty, M Collins, J Casey, L Gallagher, Al Archambault, O Valois, E Desmarteau, An Archambault, J Gagnon, D Thibeault, M L Quevillon, J. Quevillon.

A number of prizes were awarded for the following:—Sewing, embroidery, music, drawing and painting, which come under the heading of first course prizes. The list is not classified clearly enough to enable us with facility to give the separate subjects for which the prizes are given, many of the pupils having received prizes for more than one subject in these departments.

1st Course.—Misses Lizzie O'Meara, Marie Gagnon, Marie Lechevalier, Mary Trainor, Mary Nolan, Florence Wurtele, Katie Moriarty, Abbe O'Brien; Annie Galvin, Corinne Walker, Estelle Ensworth, Lydia Newman, Estelle O'Brien, Minnie Cook, Minnie Chilton, Josephine Mount, Lottie Gibney, Rosalie Chene, Minnie O'Meara, L Devlin, M Weldon, M Poupart, H Tondoff, Fanny Curran, Ewd Payne, A. St. Louis, M Pike, A Loran, E Tourville, M. Truteau, Ida Voligny, Antoinette Genereux, A. Robillard, Blanch Sicotte, T Bernard, F. Horne, G Holman, Mary Ann Scott, Ida Meyers, Clara Clara Bourassa, Louisa Debigure.

2nd Course.—Misses Delia Tillier, Justina O'Meara, Mary Bourke, Aggie Sullivan, Antoinette Merrill, Malvina Genereux, Malvina Tourville, Alexandra Tourville, Justina Laurin, Corinne Francoeur, Minnie Haines, Ella Hames, Josephine Gagnon, Virginia Mount, Eliza Lorange, Blanche Gauthier, Laura Rodrigue, Henrietta Marchand, L Rolland, Lizzie McCready, Mary Ann McGrath, Maria Clement, Marie Lorange, Albertina Francoeur, Delima Thibault, Anna Fauteau, O. Valois, Albertina Archambault, Lottie Shepard, Maggie Durack, W L Genereux, Marie Louise Leblanc, Kate Lowe, M Collins, Johanna Haggarty, Gertie Devlin.

PETIT PENSIONNAT.—Eugenie Daigenault, Corinne Tourville, Marie Bedard, Charlotte de Rouville, B Brunet, G Benoit, A Archambault, Eugenie Fontaine, Hermine de Rouville, H Laffeur, H Duhamel, Ella Herne, M L Quevillon, Josephine Quiette, Corinne Laffeur.

The following pupils in Madame Petipas, music classes were awarded prizes:—

For vocal music—Misses L Newman, B Gauthier, K Moriarty.

For instrumental music—Misses Mary Trainor, Lottie Gibney, Josie Parsons.

Three handsome gold crosses were given by Professor Robbins for proficiency in the study of his system of Harmony, to Misses A Galvin, M Trainor and T O'Meara.

The programme concluded by a grand *duo du couronnement* (H Herz), by Misses M O'Meara, L O'Meara, L Genereux, L Devlin, B Sicotte, M Sullivan, A. Roy, E O'Brien.

Just preceding the conclusion Mr. Alphonse Desjardins, M. P., made a congratulatory speech to the pupils, whom he complimented upon the improvement they had attained in the various subjects.

The Mother Scholastique, assisted by Sister Thais, of St. Joseph, read the list of prizes, and the pupils were

crowned with handsome wreaths by Sister Rosalie, assisted by Sister Laura.

Through the kindness of Sister Etienne our reporter was shown over the school, which, in point of comfort, elegance, general convenience and home-like surroundings, can scarcely be surpassed. The dormitories are large and well ventilated; the studies for the older graduates are extremely neat and cozy, while the various class rooms are replete with every facility for educational purposes.

Mile End Deaf-Mute Institution.

The closing examination for the season, and annual distribution of prizes, took place at the above institution yesterday morning, before a large number of spectators, among whom were a number of the parents of the pupils. Notwithstanding the fact that the oldest of the pupils have been studying only two years, the examination was a most satisfactory one, and highly appreciated by the parents and friends of the scholars. The prizes were distributed by the Rev. Father Taillon, and among the most successful competitors were Theophile Fournier, Idlege Lavallee, Eustache Choquette, Dennis O Boyle, Emile Grize and Joseph Gaudette; the latter excelled in articulation, reciting the Lord's Prayer and was perfectly understood by all present. At the close of the exercises an address was read by John McHugh on "The Rise and Progress of Education of Deaf-Mutes," and the untold blessings it has been to them, much of which is due to Abbe de l'Epee. One was also read in French by O. Choquette, thanking the spectators for the interest manifested by them during the examination and the general sympathy extended towards them. The studies are of a general character, and the one thing in which some of the pupils seem to exhibit great genius is drawing. Quite a number of highly finished heads, busts and faces were shown, and displayed the gifted talents of their respective authors. Two pieces in crayon—St. George Slaying the dragon and our Saviour wearing the wreath of thorns—executed by two of the scholars, are to be seen hanging in the institution and do the donors no mean honor.

OFFICIAL NOTICES.



Department of Public Instruction.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS

MONTREAL (protestant).—

ACADEMIES, 2d class (E): Messrs. Robert Weir and Wm. Alex. Weir.

MODEL SCHOOL, 1st class (F): Miss Adèle Biendeau. 2d class (F) Misses Anaïs Bruneau, Marie Durringer, Sophie Sheppard; (E): Misses Jennie Frost, Elizabeth Grant and Messrs. Wm. H. Hick, John Henry Rogers and S. E. Watson.

ELEMENTARY SCHOOL, 1st class (E): Messrs. Jas. A. Arnold, Silas A. Labonté, Alfred Rose and James Tipping; Misses Eliz. Campbell, Hattie S. Corbin, Caroline Goodfellow, Hannah M. Kenney, Mary McColl, Sarah H. Manning, Isabella Morrin, Mary E. Phillips, Ada Smith, Frances C. Strong, Hannah Eliz. Thompson, Anna Maria Wales, Mary Watson, Maggie E. Williams, Lizzie Young, (F): Fleurida Gosse, Rosalie McLaren and Léa Mathie. 2d class (F): Misses Alphonine Hamel, Azilda Larivière, Emma Vessot; (E): Mr. Philip Fraser.

T. A. GIBSON, secretary.

1st June 1876.

ST. HYACINTHE.

MODEL SCHOOL, 1st class : Misses Delphine Trudeau, Amanda Laforce.

ELEMENTARY SCHOOL, 1st class : Mr. Herménégilde Brunelle, Misses Adélina Blanchard, Mathilda Fredette, Hortense Trudeau, Alphonse Godin, Emélie Senécal, Elise Martin, Elise Goulet, Arthémise Sylvestre, Victorine Huot, Marie Louise Malo, Céline Allaire, Délina Blanchard, Angelina Roy ; Misses Delphine Trudeau and Amanda Laforce have also obtained their diploma for elementary school.

N. GERVAIS, secretary.

St. Charles, 11th May 1876.

KAMOURASKA (catholic).

ELEMENTARY SCHOOL, 1st class (F) : Misses Virginie Beaulieu, Glisserie Bérubé, Catherine Desjardins, Hélène Dionne, Emma Dubé, Marie Adélaïde Dumais, Céline Francoeur, Denise Mailloux, Azélie Moreau, Céline Thibault. 2d class (F) : Antonia Caron, Elvina Massé, Marie Délina St. Pierre.

J. G. PELLETIER, secretary.

Kamouraska, 3rd May 1876.

STANSTEAD.

ELEMENTARY SCHOOL, 1st class (E) : Misses Mary A. Field, Laura A. Blount, Mary E. Wells, Jennie Reed and Messrs. Edward A. Davis, George Brock. 2d class (E) : Miss Mary Schoolcraft and James P. Parker.

ELEMENTARY SCHOOL, 1st class (F) : Misses Aglae Trudeau, (E) : Maggie Allan, Libbie Dow, Dollie S. Humphrey, Lucinda A. Reed, Sarah E. Locke, Flora E. Bullock, Ida E. Merrill, Edna H. Bodwell, Emma Chase, Clara J. Comstock, Henrietta Davis and M. Wallace R. Packard. 2d class (A) : Misses Clara M. Searles, Ella Impey, Helen D. Rider, Hannah E. Church, Jennette Kier, Annetta Frost, Grace A. Young, Alice M. Humphrey, Annie Raymond, Jennie Rexford, Ida A. Boynton.

C. A. RICHARDSON, secretary.

Stanstead, 14th February and 2nd May 1876.

CHARLEVOIX AND SAGUENAY.

ELEMENTARY SCHOOL, 1st class (F) : Miss. Philomène Tremblay. 2nd class (F) : Miss. Adélaïde Lavoie.

CHS. BOIVIN, secretary.

Charlevoix, 2nd May 1876.

CHICOUTIMI.

ELEMENTARY, 1st class (F) : Misses Marie Louise Lachance and Louise Virginie Lachance.

THS. N. CLOUTIER, secretary.

Chicoutimi, 3rd May 1876.

WATERLOO AND SWEETSBURG (protestant).

ELEMENTARY SCHOOL, 1st class (A) : Misses Helen M. Johnson, Elizabeth Lindsay, Rachel Townsend, Lydia Beck, Mary J. Beattie, Julie Baker, Emma Babcock, Emeroy E. Corey, Polly Currie, Fannie A. Douglass, Ida K. Farnham, Ella M. Hurlbert, Eliza Jane Hall, Carrie McCarty, Julia Martin, Martha E. McCrum, Jennie Morgan, Ella J. Ross, Jennie Seale, Patience E. Seale, Anna K. Scott, Carrie H. Stinehour, Hattie S. Shufelt, Mary E. Taber, Margaret Tibbets, Agnes Yates and Messrs. John P. Hall, John Parker, William Beach. 2nd class (A) : Misses Martha Goodwill, Nellie M. Bedard, Chestina Bullard, Bridget Connor, Ida F. Draper, Emma Drew, Clara A. George, Adélaïde Green, Clara A. Joyal, Zannetta A. Lewis, Calista Parsons, Mary A. Payne, Ida E. Snider, Flora Wilson, Jeanie P. Watson et MM. Archibald Galbraith et William R. McLaughlin.

WM. GIBSON, secretary.

Adamsville, 9th February and 8th May 1876.

QUEBEC (catholic).

MODEL SCHOOL, 2nd class (F) : Misses Céline Sylvain, M. Exilda Cantin et MM. Firmin Letourneau et Jean-Baptiste Tremblay ; (A) : Dlle. Margaret Helen O'Reilly.

ELEMENTARY SCHOOL, 1st class (F) : Misses Aurélie Bergeron, M. Florida Coulombe, M. Delphine Delisle, M. Mathilde Fournier, M. Odile Garneau, Rosalie Grégoire, M. Léa Leclerc, Emma Levasseur, M. Alodie Mercier, M. Victoria Ouellet, Domitilde Pâquet and M. Eugénie Pelletier, Marie-Louise Boilard, M. Héloïse Boilard, M. Emérisse Drapeau, Rosalie Gagnon and M. Sophie Trudel ; (F and A) : Misses Marie Gosselin, Céline Ratté and M. Louise Mélanie Rhéaume ; (F) and 2nd (A) : Misses Philomène Dion ; (A) and 2nd (F) : Miss. Mary Jane Finn and M. Joseph Hargadon ; (A) : Misses Margaret Jane Hawkins and Mary Gertrude Heatley. 2nd class (F) : Misses Délina Baillargeon, M. Soulanges Beaudoin, M. Emélie Bittner, M. Flore Bussière, M. Hélène Camdon, Sara Chabot, Denise Athalie Collin,

M. Anatala Palmire Collin, M. Eulalie Caroline Couture, Véronique Esther Dionne, M. Cédulie Godbout, M. Elise Lacasse, M. Céline Labrecque, M. Joséphine Laroche, M. Adélaïde Lépine, M. Sophie Martineau, M. Délina Martineau, M. Sophie Nolet, M. Emma Proulx, M. Ozithe Soucy, M. Athala Vallée, Marie Vallière, M. Mathilde DeVarennes, Emélie Gagnon, Odile Gingras, M. Stella Pelletier, M. Emma Perrault and M. Olive Ratté ; (A) : Miss. Joséphine Demers.

N. LACASSE, secretary.

Quebec, 1st February and 2nd May 1876.

QUEBEC (protestant).

MODEL SCHOOL. 2nd class (A) : Miss. Susan Stevens and Annie Kelly.

ELEMENTARY SCHOOL, 1st class (A) : Misses Sarah Jamieson, Rebecca Moffatt, Eliza Smith, Kate Ahern, Christiana Cooper and MM. Samuel Fortier and Samuel Collins. 2nd class (A) : Misses Flora J. Solandt, Elizabeth Kean, Charlotte Ramsay, Elizabeth Ferguson, Mary Gordon, E. F. Barrow, H. M. Hutchieson and Frances Staton.

JAMES WILKIE, secretary.

Quebec, 3rd August 1876.

RICHMOND (protestant).

ELEMENTARY SCHOOL, 1st class (A) : Misses Jane H. Bernard, Erena M. Clampet, Irena Cummings, Margaret Hall, Carrie J. Morrill, Emma Silver, Violet J. Thorburn, Ella E. Walker, Annie G. White, Dame Elizabeth C. Gowen and MM. Sheldon H. Haddock and Loel Allen Wilkie. 2nd class (A) : Misses Elizabeth Jane Beattie, Florence V. Cumming, Mary Lay, Mary E. Marshall, Ida V. Morrill, Sarah Reed and MM. Henry Campbell and Thomas Driver.

C. P. CLEVELAND, secretary.

Richmond, 9th May 1875.

ROXANAVENTURE.

ELEMENTARY SCHOOL, 1st class (F and A) : Misses Marie-Agnès Berthelot, Marie-Cécile-Joséphine Landry, Marie-Théodiste Cyr, Marie-Emilie Audet, Marie-Flavie-Elzire Smith, Marie-Ermente Boudreau, Mary-Eliza Stewart ; (F) : Misses Marie-Rose Comeau, Marie-Angélique Desbigarré, Marie-Virginie Guité dite Green, Marie-Julie Poirier and M. Pierre Cyr ; (A) : Misses Isabella Harper, Lilius Fairservice and M. Lemuel M. Nely. 2nd class (A) : Misses Marie-Rose Comeau, Marie-Angélique Desbigarré and M. Pierre Cyr.

P. J. RUEL, asst. secretary.

Carleton, 4th August 1876.

TREE-RIVERS.

MODEL SCHOOL, 1st class (F) : Misses Louise Gouin, Mathilde Robitaille, Olivine Richard, Alphonse Giroux ; (F and A) : M. Alphonse Pierre Gélinas. 2nd class (A) : Misses Louise Gouin, Olivine Richard, Alphonse Giroux.

ELEMENTARY SCHOOL, 1st class (F) : Misses Emélie Cloutier, Emma Trépanier, Emma Lottinville, Domitilde Lambert, Virginie Cloutier, Phélanise Noël, Edwardina Lottinville, Grace Elizabeth Hall. 2nd class (F) : Misses Salomé Lefebvre, Caroline Dupont, Rose Anna Deshaie, Marie Dupuis, Luce Gélinas, Arline Lacourse, Léa Richard, Philomène Richard, Eliza Gélinas, Estelle Bédard, Anastasie Pinard and Eugénie Perreault.

ÉPIREM DUFRESNE, secretary.

Three Rivers, 7th August 1876.

POETRY.

The Dark Huntsman.

By CHARLES HEAVYSEGE.

I dreamed it was eve, and athwart the grey gloom,
Behold! a dark huntsman, dark coming like doom;
Who, raising his hand, slowly wound a weird horn,
Far o'er the wide dimness its echoes were borne;
Rang dirge-like and dismal
Through skyd abysmal,
Wherein hung the moon to a crescent down shorn.
The blasts of his bugle grew wilder, more eerie,
As gaily he galloped like one never weary,
Adown the dim valley so doleful and dreary,
And woke the tired twilight with echoes forlorn.

Forlorn were the sounds, and their burden was drear
 As the sighing of winds in the wane of the year ;—
 As the sighing of winds in a ghoul-haunted vale,
 Or howling of spirits in regions of bale ;
 The Goblin of Ruin
 Black mischief seemed brewing ;
 And, wringing her hands at her sudden undoing,
 The woe-stricken landscape uplifted her wail.

I still dreamed my dream, and beheld him career—
 Fly on like the wind after ghosts of the deer—
 Fly on like the wind, or the shaft from the bow,
 Or avalanche urging from regions of snow ;
 Or star that is shot by the Gods from its sphere :
 He bore a Winged Fate on the point of his spear ;
 His eyes were as coals that in frost fiercely glow,
 Or diamonds in darkness—“ Dark Huntsman, what, ho !”

“ What, ho !” I demanded, and heard the weird horn
 Replying with dolefullest breathings of scorn ;
 The moon had gone down,
 No longer did crown
 With crescent the landscape, now lying light-lorn ;
 But rose amidst horror and forms half unseen
 A cry as of hounds coming hungry and lean ;
 That, swelling sonorous as upwards they bore,
 Filled all the vast air with their many-mouthed roar.

Roared, roared the wild hunt ; the pack ravened, they flew ;
 The weird horn went winding a dismal adieu ;
 With hubbub appalling,
 Hound unto hound calling,
 Each fleet-footed monster its shaggy length threw ;
 Till faint grew the echoes, came feebler the bay,
 As thunder when tempests are passing away.
 As down the ravine in loud rage the flood goes,
 As through the looped Ruin the hurricane blows,
 So down the dark valley the eager pack sped
 With howlings to Hades, the home of the dead :—
 Therein they descended like creatures breeze-borne,
 Or grovelling vapours by distance shape-shorn ;
 And, lost in the depths of that shadowy shore,
 Hounds, horn, and dark huntsman alarmed me no more
 For who that is mortal could meet without fear
 The Figure endowed with the Fate-winged spear ?
 Or temper his breath
 At thy presence, O Death,
 Who hunteth for souls as one hunteth the deer !

MISCELLANY.

Where the Sun does not Set.—A seen witnessed some by travellers in the north of Norway, from a cliff elevated a thousand feet above the sea, is thus described :—“ At our feet the ocean stretched away in the silent vastness ; the sound of its waver scarcely reached our airy look-out ; away in the north the huge old sun swung low along the horizon like the slow beat of the pendulum in the tall clock of our grandfather’s parlour corner. We all stood silent looking at our watches. When both hands came together at twelve, midnight, the full round orb hung triumphantly above the waves, a bridge of gold running due north, spanning the water between us and him. There he shone in silent majesty, which knew no setting. We involuntarily took off our hats ; no word was said. Combine, if you can, the most brilliant sunrise and sunset you ever saw, and the beauties will pale before the gorgeous colouring which now lit up ocean, heaven, and mountain. In half an hour the sun had swung up perceptibly on his beat, the colours changed to those of morning, a fresh breeze rippled over the flood, one songster after another piped up in the grove behind us—we had slid into another day.”

English Reigns.—Queen Victoria has now attained a very high rank on the roll of our Kings for length of reign ; having lately passed Henry VIII, and Henry VI, she now stands fifth in order, being still junior or inferior only to Elizabeth, and the three long Thirds, Edward, Henry, and George. Of our early English or ante Norman Kings no other reigned so long

as Ethelred the Unready, but his 38 years are already exceeded by our present Sovereign’s 39 years. Elizabeth’s reign, from the death of Mary, Nov. 17, 1558, to her own death, March 24, 1603, lasted 44 years and 126 days ; so that Victoria has to reign five years 126 days beyond to-day before she will equal her great forerunner. Then will remain ahead only Edward III, 50 years and nearly five months ; Henry III, 56 years and three months. But of course even these long reigns look short by the side, of 72 years of Louis XIV, of France. Probably no two successive Kings of any country reigned over so long a space of time between them of Louis XIV, and Louis XV, who from 1643 to 1774 made up together 131 years, or an average of rather more than 65 years per reign. How long will it be before France enjoys or suffers 131 consecutive years of rule under two persons, or even under two forms of government ?

Mr. Ruskin’s Advice on Dress.—Dress as plainly as your parents will allow you : but in bright colours (if they become you), and in the best materials—that is to say, in those which will wear the longest. When you are really in want of a new dress, buy it (or make it) in the fashion, but never quit an old one merely because it has become unfashionable. And if the fashion be costly, you must not follow it. You may wear broad stripes or narrow, bright colours or dark, short petticoats or long (in moderation) as the public wish you ; but you must not buy yards of useless stuff to make a knot or a flounce of, nor drag them behind you over the ground, and your walking dress must never touch the ground at all. I have lost much of the faith I once had in the common sense and even in the personal delicacy of the present race of average English women, by seeing how they will allow their dresses to sweep the streets, if it is the fashion to be scavengers. * * * Learn dressmaking yourself, with pains and time, and use a part of every day in needle-work, making as pretty dresses as you can for poor people who have not time or taste to make them nicely for themselves. You are to show them in your own wearing what is most right and graceful, and help them to choose what will be prettiest and most becoming in their own station. If they see that you never try to dress above yours they will not try to dress above theirs. Read the little scene between Miss Somers and Simple Susan, in the draper’s shop, in Miss Egeworth’s “ Parent’s Assistant,” and, by the way, if you have not that book, let it be the next birthday present you ask papa or uncle for.

Iron in Buildings.—Invaluable as iron is, says the *Pall Mall Gazette*, when properly handled, it is a very treacherous material when left to follow its own course without constant and competent inspection. It is often carefully embedded in the mortar of a building without the slightest suspicion of the fact that from the moment of its being embedded it commences a slow but irresistible process that must result, unless provision be made to prevent it, in the destruction of the building it was intended to strengthen. Instances are familiar to the engineer of the splitting and bursting of brick walls from the rusting of hoop-iron between the courses of bricks, which was inserted for the purpose of strengthening the bond. If the bricks had been laid in Roman cement no mischief would have ensued, as this material when set effectually prevents that chemical action which lime mortar invariably occasions. One of the most striking instances that can be cited of the slow but ultimately destructive action of iron plates inserted in a building was detected in the tomb of King Henry VII, in Westminster Abbey, some ten years ago. Most of the metal work of that structure was either copper or bronze ; but at the four angles of the tomb itself, where the slab bearing the Royal effigy rested on the costly stonework of the sides, iron plates had been inserted by way of bond. Slowly and steadily for three centuries and half these iron plates attracted oxygen and carbon from the atmosphere or from the mortar of the tomb, and coated themselves with dense plates of rust of three or four times their own thickness on either side. The result of this irresistible wedge was the twisting and rising of the rest of the work, and had not these plates been removed when the grille was cleaned, they would, sooner or later, have overthrown the tomb. We have here the case of the secular action of the same cause, of which the more rapid and easily ascertainable action flooded the hospital the other day.

—Home and School for August contains a curious inquiry into the identity of the Behemoth and Leviathan of Scripture. The writer, Mr. Will Wallace Harney, collating the vigorous

descriptive passages of Job, and placing them side by side with the descriptions of modern scientists, proves that Behemoth is not the hippopotamus, and that Leviathan is not the crocodile, as Biblical commentators have generally assumed; but that former is the extinct Megatherium, and the latter is the Ichthyosaurus, or sea-serpent of seamen? The remarkable conclusion of the paper is that the animals which comparative anatomists describe from an examination of the fossil remains must have been seen in life by the writer of Job, and hence were contemporaneous with man. The other illustrated articles are "Rhinceroses"—a hunt in South Africa being the subject of a spirited engraving; and the "Botanical Studies" of John Williamson, in which the writer, taking the *Jeffersonia diphylla*, or twin-leaf, a common though peculiar wild flower, adapts its leaf and flower to art purposes. The professional papers are "Is Being Built," by Professor Joynes, of Vanderbilt University, with a running commentary by the editor; "Practical Elocution;" "Oxford University, England;" "Spelling," etc. There are the usual sprightly and scholarly notes in the editorial department concerning recent movements in the fields of education, science, and literature.

On Dreaming.—The second of Professor Ferrier's two lectures on "Sleep and Dreaming" was delivered at the London Institution on Monday afternoon before a crowded audience, and was devoted to the latter subject, with the exception of a brief *resumé* of his former lecture on Sleep by way of introduction. Sleep, he had shown, was the repose of the brain as the organ of consciousness, and sound sleep the cessation of conscious activity. He set aside as unsound the doctrine of Sir W. Hamilton, who, from the phenomena of dreaming, had argued the continuousness of consciousness during sleep. The brain, though a unity, was a complex unity, and to different parts different functions belonged. Hence, according to the analogy of the bodily functions, one part and its function may rest while others are in action. The partial activity of the brain was the explanation of dreaming. Conscious activity belongs to the hemispheres proper of the brain. The parts below, in so far as they are independent, are concerned in actions described as reflex, sensi-motor, &c., and these can go on as well during sleep as in our waking hours. Diagrams of the brain were referred to in illustration. The brain was the organ of consciousness, and it therefore—not the ganglions of the nervous system, as held by Dr. Carpenter and others—was the organ of sensation. The phenomena of hemi-anesthesia were cited in proof. For each class of impressions there were special regions of consciousness in the brain. The lecturer was even disposed to localize attention and the higher intellectual faculties. The impressions received were photographed on the brain, and were capable of being revived. But for this power of recalling them no knowledge would be possible. Memory, or the registration of sense impressions, is the ultimate basis of all our mental furniture. Each piece of that furniture has its function, like the letters in a compositor's case. We have a sight-memory, an ear-memory, &c. When thinking, or engaged in ideation, we are but recalling, as shown by Herbert Spencer and Bain, our original sensations and acts of cognition. Some move their lips when thinking, as though summoning up the names for their former sensations. Commonly the reproduction was very faint, but in some instances it was nearly or quite as vivid as the original sensation. It was so with Goethe and other poets, with painters, religious enthusiasts, and with those called spiritualists. It was so also in delirium and mania, and there was always something morbid about such cases. The auditory phantoms of musical composers and others were spoken of. The impressions made on taste and smell were not often so vividly reproduced, but is was otherwise with those of touch. The relation between visceric euphoria or dysphoria was next illustrated, and the laws of association of ideas, as laid down by Laycock and confirmed by Dr. Carpenter. The nature of this association will vary as individuals, but if the man be known as well as the general laws, it will be possible to read his thoughts. Here the lecturer read a striking extract from E. A. Poe, ("Murders in the Rue Morgue," vol. 1, p. 409), which was received with loud applause. The foregoing principles were then applied to dreaming. In accordance with the laws laid down those portions of the brain most continuously in action would require the longest rest.

Hence the centres of attention would sleep while the functions allied to reflex actions would more easily awaken. The brain in sleep was compared to a calm pool in which a stone causes ripples liable to interruption by other ripples similarly caused. So the ripples of ideation get confused. But, again, the circle on the pool may not be interrupted, and then the ideation will be regular. The current of ideation may be coherent or incoherent. The most vivid association, which is commonly the latest, dominates over the rest. Dr. Reid, the metaphysician, dreamt of being scalped by an Indian. There was a blister upon his head. Dr. Gregory, through having a

hotwater bottle at his feet, dreamt of walking up the crater of *Ætna*. A troublesome corn makes a man dream of serpents biting his foot, and a ringing in the ears has caused dreams of marriage bells. The blue devils and other horrors seen by the victims of delirium tremens were analogously explained. Visceral conditions were known to be most frequent sources of dreams. The hungry dream of feasts, the thirsty of water, and the drowsical of drowning. From the condition of the digestive organs arose nightmare. Mental or bodily dejection shows itself in oppression of the chest, and this *vice versa*, causes mental or bodily depression by the law of association. We feel a hideous animal sitting on us. The oppression leads to an effort at liberation, and we wake from nightmare with a scream. Bereavement makes us dream of our lost ones, and we see them so vividly that our dreams become real apparitions. Incoherent dreaming, in which the currents of ideation get jumbled together, was happily compared to the changes produced by the shaken kaleidoscope. It was remarked that there was never anything absolutely new in our dreams; we never dream of anything of which our senses are wholly ignorant. The blind do not dream that they see, nor the deaf of music. Here a letter is missing from the fount of type. Our fancy in dreams is awake, and the faculties which should check it are asleep. Hence we are wont to say that nothing surprises us in sleep. The lecturer proceeded to shed light on such facts as that problems have been solved by mathematicians in their dreams which had utterly baffled them when awake. So the poet Campbell excogitated in his sleep the celebrated sentence, "For coming events cast their shadows before." One beautiful illustration the lecturer used. The brain, he said, might become a palimpsest, the effaced writing on which often reappeared. Past impressions were imperfectly rubbed out and the present written over it, but past memories would revisit us in our dreams, if not in our waking hours. Of the tenacity of memory, a marvellous illustration was cited from Trevelyan's "Life of Macaulay," who picked up while he was waiting in a Cambridge coffee-house for a postchaise a country newspaper containing two poetical pieces, one, "Reflections of an Exile," and the other a "Parody on a Welsh Ballad." Macaulay looked them once through, and never gave them a further thought for forty years, when he repeated them without the change of a single word.

—The *Pennsylvania School Journal* for August is received. It is a holiday number and contains some 52 pages, mostly matter descriptive of certain buildings at the Centennial, as Machinery Hall, Agricultural Hall, The Women's Pavilion, Horticultural Hall, Memorial Hall, the Art Annex, and others, together with extended descriptions of various educational exhibits. In the last issue of *The Journal* the U. S. Government Building was treated at length. These issues of July and August afford the most satisfactory guide to the visitor that we have yet seen. They are worth the price of the full year's subscription to any teacher or director who proposes to visit the great Exposition. The price of *The Journal* is \$1.60 per year. Address J. P. Wickersham & Co., Lancaster, Pa.

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