



THE JOURNAL OF EDUCATION

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

Volume XV.

Quebec, Province of Quebec, July and August, 1871.

Nos. 7 and 8.

TABLE OF CONTENTS.

On Teaching by Means of Grammar.....	101	McGill Model Schools.....	112
Suggestions for Teachers.....	104	McGill Normal School.....	113
National Education in Scotland.....	105	St. Francis College, Richmond.....	115
The Revised (English) Code.....	105	Quebec High School.....	115
Questions for Self-Examination.....	107	Montreal High School.....	116
Profitable Schooling.....	107	Laval University and Quebec Seminary.....	120
Nine Good Rules.....	108	Convocation of Bishop's College, Lennoxville.....	120
Notes of a Lesson on the Gulf Stream	108	Montreal Deaf and Dumb Asylum.....	122
The Prospects of Teachers in England.....	108	Laval (Male) Normal and Model Schools.....	124
Poetry: Labourers in the Vineyard ;	109	Laval (Female) Normal and Model Schools.....	124
Thirty-Five Pounds per Annum.....	109	Jacques Cartier Normal and Model Schools.....	125
The Work of the Incendiary in Paris :		Villa Maria, Montreal.....	127
The Tuileries—The Louvre—The		St. Mary's Convent, Hochelaga.....	127
Hotel de Ville—The Palais de		Biographical Sketches: The Martyr	
Justice—The Ministry of Finance—		Prelate—Mr. J. J. Poelan—The	
The Luxembourg Palace		Late G. H. Macaulay—Alexander	
—How Notre-Dame was saved.....	109	Keith Johnston, LL.D., F.R.S.....	127
Foreigners Serving the Commune.....	110	Miscellany: Education.....	128
The Bank of France and the Commune.....	110	Literature and Science.....	129
Official Notices: Appointments.—		Advertisements: Wants.....	131
Erections of School Municipalities—		Meteorology.....	131
Diplomas Granted by the Normal		Official Document: Superannuated	
Schools: McGill, Laval, and		Teachers' Pension List for 1870..	132
Jacques Cartier—Diplomas			
Granted by Boards of Examiners	111		
Editorial Department: Our Holiday			
Number.....	111		

On Teaching by Means of Grammar.

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

It may be useful to all persons who are disposed to take a conservative view of any disputed questions to point out that one of two charges may on all occasions be brought against an argument for reform. All topics, except metaphysical ones, have a theoretical and a practical side; and a writer cannot easily discuss both at one and the same time. Nothing then can be simpler than to urge in favour of an existing system, that the theoretical objections to it are not practical, and that the practical objections are not profound. But it is sometimes forgotten that a system may be bad both in theory and in practice at once; or, which is another way of stating the case, the way in which it is worked may be wrong and the reasons for establishing it at all may be wrong also. Those who desire in great measure to remodel English education have, for the most part, views not only as to the substance but as to the manner

of teaching; and these views are fairly separable. The present Essay will relate almost entirely to method. It will assume that other things have at least as much right as the classical languages, to form the basis of modern training, and that it is desirable, nevertheless, that at some age and to some persons classics should still be taught. The question which it will discuss is whether the mode of teaching classics by a laborious preliminary instruction in Grammar is the best mode possible.

Pedantry is not only the commonest vice, and the worst vice, of schoolmasters, but it is one towards which every one who has engaged in the work of teaching must have repeatedly been conscious of a tendency. The work of every profession no doubt takes an undue importance in the eyes of men who devote themselves to it laboriously: but that of a teacher is peculiarly favourable to the development of crotchets. Let a clever man study assiduously the properties of a Greek particle or the ramifications of a theorem in mathematics, and he will be sure to find out some things which have not been found out before, to trace connexions which no one has yet thought of tracing, to illuminate his subject by the relation which he will find it bear to other branches of knowledge. There may be much good in what he does: but he will be more than human if he can help regarding his work as exceptionally interesting and valuable. He will find it fill much of his mind, and thrust itself in front of other branches of study which in reality have equal value: he will give to it a natural emphasis in his own thoughts, and an artificial prominence in the culture which he urges upon others. A kind of paternal solicitude will at any rate add weight to his favourite topic, and personal vanity will not impossibly help it. Now in most other professions a man deals with his equals, sees things in constant varying lights, rubs off his intellectual as well as his social angles. But a teacher is without this advantage. He is not under immediate control; public opinion acts upon him only indirectly and at a long interval of time; he is not at the mercy of those with whom he is brought into contact, and his results are seldom so patent that the connexion of cause and effect can be traced with much precision. There arises as the consequence of this a fixed impression that his own work is the best possible, simply because it has been the most fruitful to himself; an impression not so much irrational as unreasoning. The belief is not necessarily

untrue, but the chances are greatly against it. At any rate it can hardly fail to be narrow and illiberal. Ask a disciple of Porson whether it is really the case that the chief object of examining the language of the classical writers is that one may know what the writers have got to say, and he will admit the proposition with so many limitations and modifications as to make it obvious that he hardly admits it at all.

It is quite certain, indeed, that the object which is now intended in the teaching of Latin and Greek must be different from what it was in the days of Queen Elizabeth. At that time, schools and universities made boys learn those languages in order that they might have some acquaintance with the authors who wrote in them. No sane man can assert that the same object is pursued at present, unless he is prepared to allow that it is sought at the avowed cost of sacrificing the many to the few. It is the evident failure to carry out the original intention of classical studies, which has made it necessary to bring more prominently forward the supposed advantages of grammar. If boys, it is felt, cannot in general be brought to get any good from the thoughts of Plato and Homer by their study of the tongue in which they wrote, at all events they will have the advantage of studying the words and constructions which they used. Without altogether denying the truth of this assertion, it is well to remember the position which it takes in the argument. No pleas are more open to suspicion than those which are urged in support of a falling cause. When we have to invent some new doctrine to prop up an institution which originally existed in virtue of a doctrine wholly different, we feel that we are treading at once on treacherous ground. The view that is promulgated may have its merits, but they are not generally found to be the precise merits which suffice to bear up the fabric. When paganism was seen to be untrue, it was said that at all events it was useful. When rotten boroughs were found to interfere with the representation of the country, it was pleaded that at any rate they produced Lord Macaulay. As regards the teaching of Grammar, it sometimes seems as if it would be a good thing to attempt to express distinctly, after the manner of Mr. Charles Buxton in his "Ideas of the Day," the grounds upon which it is based in the minds of those who assert its importance. They seem to fall under three heads: there is the idea that Grammar is useful for the sake of teaching the language; the idea that its difficulties are useful as a moral training; and the idea that is a desirable object of study for its own sake. We may consider these as being the only ideas generally entertained; for the view, which was expressed last year in a pamphlet by an eminent composer of a School Grammar, to the effect that Grammar and Religion are so closely connected that uniformity in the one is the first step to uniformity in the other, has not been accepted so widely that we need stop to discuss it here. The ideas just mentioned we may proceed to consider in detail.

The first of them we will meet with a direct negative. By Grammar is, of course, meant a formal analysis of usage, in respect of inflexion and syntax. Can it be said that this system of teaching by means of Grammar is the most successful now? It will be remembered that the only question for the moment is how a language may be most quickly learnt. The problem is solved every day by grown up men and women. There is not an Englishman in the country who, if he wanted to learn French, would begin by committing to memory a whole volume of rules and formulæ. By doing so, he would certainly succeed in the end; but he would know that it would be a waste of time and labour. What does the captain of a boat-club at the Universities do, if we want to teach a man to row? Does he keep him practising, on dry land, the motions which he will have to perform, and fixing in his memory the laws which are to guide him when he enters upon work at last? Nothing of the kind. If you wish to make a man row, you will give him an oar and show him how. You will make him feel what it is like; you will make him sit behind a good pattern of the art; you will give him the advice, just as you see that he needs it. There is

nothing in the whole world which is not learnt best by trying, "*Per parlare bene.*" says the old Italian proverb, "*bisogne parlare male.*" No doubt, there is necessity for all to practise some rudimentary conception of what the work is likely to be. A man must know which end of the oar he is to hold in his hand, and which to dip in the water. A child cannot do much in the classics till a few simple declensions have been taught him. But the sooner he can begin to "pick up" the language the better. Let him get familiar with the commonest words, and know what they mean in English. Let him translate and retranslate the easiest possible sentences with no grammatical analysis in his head; let certain words in Latin correspond to certain others in English. He will see, as a matter of course, that a nominative comes, syntactically, before a verb; and he will see it far more clearly and truly than if he knew the fact from having learnt it in the form of a rule. If we have once made sure that a boy considers the expression "us are going out," as absurd and grotesque, he not only knows, with regard to the subject of a simple sentence, enough to enable him to learn Latin and Greek without any further teaching on this head; but it may be a question whether he does not know all that there is to be said on the subject. — The study of language is, at the present day, the only kind of study which deliberately professes to advance in a direction exactly the reverse of every other branch of human progress. In every other fruitful inquiry, we ascend from phenomena to principles. In classical study alone, we profess to learn principles first, and then advance to facts.

It will be remembered that we are not undervaluing the benefit that the mind may receive from understanding grammatical principles. The question is temporarily narrowed; we are asking only how a language may be most quickly learnt; and we are insisting in reply that it is by cultivating, as soon as possible, a familiarity with its words and sentences, rather than with the principles upon which these are framed and joined. It is a truly painful sight to see a boy sit down to master a set of clumsy rules, of which he will never use half, and never understand the quarter. He is, as almost all boys are, willing to be taught. He is, as very many are, prepared to submit to a reasonable amount of drudgery. He is, we will say, of average ability and endurance. Of such a boy, we will confidently assert that, for the purpose of learning the language to the extent to which he will probably be able to carry it at school and college, the greater part of what he has to learn in most grammars is wholly useless. His time, his temper, his docility, his confidence in his teachers, his desire to improve—all these are sacrificed in order that some analyst, for whose peculiar powers of mind the compilation of his grammar may have been a charming exercise, may not have written in vain. Pedantry gains, and English education suffers.

How then ought a set of boys to be trained, supposing that our immediate object is to make them understand a Latin writer? Plunge them, we answer, at once into the delectus. Let them begin the translation of easy sentences even before they know the declensions by heart. Never give a rule of any kind unless it is one which is clearly and obviously founded upon a collection of instances. Get the meaning accurately, and the grammar may follow as its handmaid. Never let time be wasted at a difficulty: if, when fairly coped with, it is insuperable, give quick and willing help. Be ready to tell liberally, aim at quantity as well as quality; treat inflexions invariably in connection with their meanings. Make your accidence and syntax a result instead of a basis. So far from believing that "*nil desperandum,*" be ready to despair very often—give up, that is, an attempt to force intelligence beyond its natural limits. The construction of relatives, for example, is a difficult subject to very young boys. If so, let it wait till they have read more, and added some hundred or so of examples to their store. In short, working always by means of reference to English, advancing regularly from known to unknown, never once allowing a statement to be taken on trust, or an abstract principle to precede its concrete illustration, train boys to know many things

which they cannot hope to understand, but never to hope to understand a thing which they have not learnt to know.

In a Greek text-book, which is learnt by most English school-boys, there occurs, as the introduction to an elaborate system of tense-forming, the following statement,—“*Præsens medium et passivum formatur a præsentè activo mutando o in omai, ut tupto, tuptomai.*” This rule is supposed to be learnt by young boys in order that they may the better understand the Greek language. Now, in the first place, the statement is, as so many other rules of the same kind, absolutely false. The present passive was never yet formed from a verb in *o*. The comparatively simple form in *omai* was in existence long before the contracted termination of the active. But, a grammarian may say, the pupil who has the active before him will now be able to form the passive for himself. Did any pupil ever do so since the world began? Why, he has just been learning the inflexion of *tuptomai* in his very last lesson. As a matter of fact, school-boys know very well that, when they want to think of a rule for the formation of a tense, they have to think first what the word is, and then what is the best way to get it. Their instinct reverses the illogical order which the grammar has tried to force upon them. Monstrous as these arbitrary rules are, they are but a sample of the substance of which grammars are generally full; and they are expressed in a language which the boys, however much they may translate it, can never at this period understand and make their own. It has sometimes occurred to us to fancy—but that the thing can hardly be fancied—a teacher of some other department of study attempting to succeed by the same means as those which we have described. We will suppose that a professor of Chemistry is beginning work with his class. Proceeding upon the classical principle, he will first commit the whole of his knowledge to a volume, which he will draw up in a dry and technical style, and if possible, in a dead language. Of this, he will ask his class to learn a certain portion every day, and to believe the time may come when they may want it. He will perform a few experiments, every detail of which he will refer to their position in the book. He will urge as carefully as he can that the phosphorus takes fire, not because chemical force is set at liberty, but because the book says that it shall. He will introduce into his book-lessons the rarest metals and the most elaborate combinations, not because the pupils will commonly use them in the laboratory, but because his system is not complete without them. And when he finds that his disciples hate their work, and, in practice, hardly know an acid from a base, he will believe that the fault lies not in his mode of teaching, but in the unfortunate incompleteness of his book.

Waste of time and waste of energy generally go together. The perpetual routine of text-books wearies, distresses, dissipates. That one method of study is more pleasant than another is no small argument in its favour, if this pleasure mainly consists in a rapid process of the intellect. Lexicons, by what we have said, are to beginners almost as noxious as grammars. Every one who knows Greek in the end, must remember well how dreary have been the hours which he has spent upon the simply mechanical exercise of turning over leaves, with his eye fixed upon the heading of the page. It is monotonous, it is unintellectual, it is distasteful in the highest degree; and there is not a public schoolmaster in the kingdom who has the courage and the benevolence to dispense with it. Lexicons must no doubt exist, for they are needed in many ways; but there is no worse way of discovering the English equivalent of a simple word than looking it out in a dictionary. It is better to have a glossary; it is better to ask a teacher; it is better even to have a literal translation: better, simply because these methods do not waste the time of the learner, and do not spoil his temper. In his first book of Homer, an average boy will look out somewhere between two and three thousand words in his lexicon, and spend, on a moderate computation, from forty to fifty hours in the search. Grievous, however, as his waste of time in this direction is, it is work of the fingers alone; the lessons of Grammar that he learns will torture his brains as much, and will not even give

the satisfaction of feeling in the end that he has gained his grain of knowledge. He will have done something, it is true; he will not have been idle; he will have done as hard work as people do who turn a treadmill. The use of Grammar has been defended on the score that it, after all, does give something for dull boys to do. The argument is perfectly clear. It is upheld as being, after all, an excellent substitute for education.

Hitherto we have considered Grammar as a help to the knowledge of Greek and Latin; and from the idea of Grammar we exclude a few simple paradigms, and all kind of oral explanation. We assert that systematic Grammar, complete, technical, printed in a book, for the purpose of learning the dead languages, is more an encumbrance than a help. The value of Grammar itself, we have not for a moment denied.

But it is as an end, not as a means, that it is valuable. When once a language has been mastered, there are few uses to which the knowledge can be more appropriately turned, than that of obtaining some insight into its organism. One student may care chiefly to investigate the history of its inflexions and the architecture of its words; another may find more interest in analysing their mutual connexion. Both paths of study are worth pursuing for their own sake, and some steps may be made towards both, even while the language itself is being learnt. Only let it be accepted as a cardinal law of education, that before it can do any profitable work, the mind must have material to work upon. The study of Logic presents a close parallel to the study of Grammar. It would be possible to conceive a boy taught to argue from first principles. If, by enormous labour, he could instil into his mind the various rules of Aldrich, and regard them as a code of laws which he was bound to obey whenever a sequence of propositions presented itself to his mind, it is conceivable that he might produce the requisite conclusion from the premises before him, though he had never conducted an argument in his life. Supposing that a system of this kind existed at our English schools, it is more than likely that a great deal would be urged in its favour. It is necessary, it would be said, to imbue the mind with true and proper rules, in order that it may be prepared to use them when the time comes. To argue, we should be told, is nothing, unless one argues from a comprehension of the rules of argument. The defenders of this system would be no more driven from their position by the fact that many people are logical without having been to Oxford, than the Grammar writers of the present day are confounded by the circumstance that Euripides wrote excellent Greek without having ever heard of an optative mood.

Putting aside that part of Grammar which depends on memory, the rest is simply a logical training. It would be hard to find a better practising-ground than Grammar for the logical studies of manhood or even of adolescence, simply because it is so copious and ready to hand. Once given that the subject can be fairly grasped, and it is one which repays a liberal expenditure of time. But it is curious that it should be regarded at schools as the only vehicle through which logical ideas should be instilled. Not till after many years of Latin and Greek does a boy really come face to face with the thoughts which the grammars put before him; while considerations about all men being animals, but all animals not being men, are so simple that boys of fifteen might well sit down to attack them. “The dative,” say the grammars, “is the case of the remoter object.” Nothing could be simpler to the understanding of any of us who write or who read this volume. We have a clear, an educated comprehension of the remoter object; the notion is something more to us than a mere form of words. But an average boy does not, will not, cannot actually get at it. He can be taught to know a remoter object when he sees it in print; he will say to himself that it is a kind of thing which won’t do for an accusative, and yet comes in and seems to make sense. He knows it as it were on the outside; he knows it as he knows a word that is put in italics. Give him time, make him familiar with dative constructions, let his mind get strength and flexibility, and these grammatical conceptions will come to have a meaning to him; but tell him

at the outset of his studies (as the grammars do) that the Latin dative means the case of the remoter object, and you will merely add another grain to that heap of evidence which is slowly accumulating in his mind that learning is a thing unsuited for a young person of sense and spirit. Yet easy logical exercises would be a pleasant task for the same intellect which rejected the definition of the dative. The grammar-book — the scientific part of it — is simply too hard. High Grammar is fit to range with high astronomy or metaphysics. One actual teacher of boys, at all events, will hereby venture to question whether the meaning of an aorist is really ever grasped by any one below the age of twenty. He has found boys interested and intelligent when the nature of a syllogism or the fallacy of a proverb are explained to them; he doubts whether he has ever thoroughly conveyed to the mind of any one pupil the difference between *ou* and *me*, (negative).

Let it be observed how naturally our view agrees with the practical demands of education. It is confessed that most boys gain very little from the knowledge of Greek and Latin that they pick up at school; and even if (which is devoutly to be wished) those only pursued the study of language who were likely to make some progress in it, still, at the best, it would be but a few who would be in at the death when it came to the dissection of the particles. In a word, very many learners can never master Grammar to any real purpose. The order of instruction which we claim as natural would then be also the most convenient. The mass will be able, when they cease their education, to know something of what the Greek and Latin writers said; the select few will have found their way on to the secondary goal, which but few of the writers themselves ever reached, that of understanding the exact physiology of their language. True, the study which we speak of as second in point of time will practically follow along with the mere parlance in the case of a clever boy. One group of phenomena in language well perceived, the synthesis and comparison and arrangement of these and other groups will not be an affair of difficulty. It is not to be supposed that the acquaintance with the speech itself must be perfect before the other study commences. This is not the way in which any branch of knowledge subordinates itself to another; but the first may be, and ought to be, the measure of the second. Let things be known in the rough, before they are polished into shape. A grain of showing is worth a bushel of telling, whether the topic be a handicraft or a virtue, the performance of a trick of cards or the construction of an infinitive mood.

(To be concluded in our next.)

Suggestions for Teachers.

It can not be necessary to insist on the importance of a careful preparation of lessons. There are, no doubt, some which the teacher may be expected to give adequately without special preparation, in virtue of his general knowledge and cultivation of mind; but there are others which will generally require more or less of this preparation for their effective teaching. Some will require it for one thing, some for another. In some it may be necessary in order to give him the necessary extent of knowledge. When the subject is of a familiar sort, it may seem to him that his general information is sufficient to warrant him in at once entering on its exposition; but if he will reflect that he is about to give the pupil those fundamental notions of the thing on whose soundness the character of all subsequent knowledge of it will depend, he may perhaps be led to doubt whether his information is sufficiently extensive, or his conceptions sufficiently clear for that purpose. Without preparation, he will be very apt to dwell on what he happens to remember, rather than on what is important; and he will often find that some of the links have slipped from his grasp, which are essential to connect the parts of his subject. The habit of teaching from inadequate knowledge is, as has already been remarked, the cause of much profitless and uninteresting labor, not only to the pupils, but to

the teacher himself. Other lessons will need preparation with a view to their arrangement. Even when one has a thorough knowledge of a subject, he can seldom fall into the best plan of communicating it without previous reflection; the simplest and most elementary subjects are no exception to this rule. Finally, many lessons will require preparation with a view to their illustration. To find suitable illustration is often the most difficult thing in a lesson; certainly it will not present itself unless it be sought for. When the illustration is to be drawn from objects of any kind, the teacher will generally find it expedient to examine them beforehand; his references to them will be more definite and confident when made, not to his idea, but to his experience of them.

But besides the direct preparation required for his daily work, there is an indirect preparation of a still higher kind, and fertile in a still richer influence. He who is engaged in forming the minds of the young, should not only teach; he should also be a learner. He should have his own subject of private reading and of private study; no matter whether this be allied to the subjects of his professional work or remote from them, it will contribute to their vigorous and effective handling. For it will keep his mind fresh and flexible, and his sympathy with his pupils' efforts and difficulties tender and buoyant. The teacher who has no private reading has no love for reading, and is therefore destitute of that living spirit which alone can inspire his pupils with that love. The substance of his knowledge has become common-place by the daily tear and wear of communication; it has as little beauty or interest for himself as for his pupils. When he ceases to learn, he descends to a position below that of his scholars; for to be learning is the highest intellectual tendency of our nature. We would admonish him, therefore, that he "ought to be perpetually learning, and so constantly above the level of his scholars." "I am sure," says Dr. Arnold, of his pupils, "that I do not judge of them or expect of them as I should, if I were not taking pains to improve my own mind."

The young teacher will find the preparation of his lesson materially aided by making a sketch of it in the form of notes. These should not be limited to the mere heads of instruction; in which form they would be too general to serve the end for which they are framed. On the other hand they should not consist of a minute series of questions, such as it may be supposed the lesson will actually present when given. A lesson whose form is thus predetermined is never successful—being of necessity deficient in that elasticity and that adaptation to thoughts suggested in the very act of teaching, which are of the essence of successful instruction. The notes should contain the principal topics to be touched on, arranged in the order in which they are to be taught, and so as readily to catch the eye, and also the illustrations to be used under each. It would further be expedient for the teacher to reflect beforehand on the manner in which he shall present the several parts of a subject; for all else, his language, his questions, and the precise degree of attention to be paid to each point, he must trust to his skill in teaching, which, as it is a habit, can not be got up for particular lessons. These notes should not be used in the process of teaching. A lesson seldom succeeds which is taught with frequent reference to written notes, the hesitation and interruption thus caused being very unfavorable to sustained attention from the pupils.

The substance of them should be lodged in the teacher's memory, so that during the actual teaching nothing may come between his own mental activity and that of his class.

The labor involved in preparation amply repays itself. The teacher who undergoes it feels his motives to duty strengthened and elevated. Conscious that his instruction becomes of value and interest, in consequence of the labor he has expended on it, he desires, like all in a similar position, to obtain an adequate return for that labor on the part of those for whom it is undergone. He teaches, not in the spirit of routine, but because he has something to say. He is anxious that his pupils should exercise their intelligence on what he has prepared for them; he appeals almost unconsciously to their love of knowledge; and he

is pleased when a casual answer opens up a new train of thought. He will not often be disappointed in his anticipations. On the other hand, it will be in vain for any teacher to look for the symptoms or results of honest, hearty work from his class, when he habitually meets them with the doubtful knowledge, disorderly questioning, and meagre, hap-hazard illustration, which necessarily mark unprepared instruction.—*James Currie.*

National Education in Scotland.

During the debates upon the English Education Bill of last session, so much reference was made to the state of education in Scotland, that we embrace this opportunity of pointing out a few of its principal features, in the hope that it may tend to pave the way for more unitedness in a common cause among the schoolmasters of England.

At the reformation in Scotland, about *one-tenth* part of the land of the whole kingdom belonged to the Church. John Knox proposed to divide the whole of the Church property into *three* portions—one-third for the maintenance of the clergy and the upholding of churches, one-third for Education, and the remaining third for the support of the poor. At the revolution of 1688, the Church got its full share, and within the last twenty years, by legislation, the poor have come in for something like their proportion; but the greater part of the sum proposed for Education still finds its way into the pockets of the great landowners of the country. Some few years after the establishment of Presbyterianism as the State religion of Scotland, the General Assembly applied to Parliament for a *Parochial Schools Act*.

The Act was passed during one of the sessions of William & Mary, and thus we find, that nearly two hundred years ago, it was compulsory in Scotland to have a schoolmaster in every parish. The pittance at first paid to the schoolmaster was small, but the office then, as now, was sure—the terms of his appointment having always been *ad vitam aut culpam*. As a body, the clergy of Scotland have always been the friends of the schoolmasters. Since, at least, the beginning of this century, through the kind interest of the clergy, it has been an invariable rule to appoint the schoolmaster to the office of session or parish-clerk. This office entitles him to various fees, the principal of which are those for the proclamation of the banns of marriage. In several instances that appointment, with its subsequent adjuncts, yields the schoolmaster an income equal, if not superior, to that of the clergyman himself. In 1792 the Scotch parochial schoolmaster was considered to be much underpaid, and in consequence an Amendment Act of that year was passed. By that act, the heritors or land proprietors in every parish were compelled to pay to the schoolmaster, half-yearly, the money-value of a certain quantity of *oatmeal*.

We need not enter into the Scotticisms of the Act, and we therefore deem it enough to state, that the average money salary paid to each schoolmaster, for the first half of the present century, was £30. In addition to this, the master was provided with a free house and garden, and entitled to the whole amount of the fees paid by the pupils. The latter were paid quarterly, and in most instances commenced at 2s. 6d. for "the three R's," and increased according to the subjects taught. By the Act of 1792, the appointment of the schoolmaster rested with the landed proprietors of a value of £100 Scotch, and the minister—the latter, by virtue of his office, acting as clerk. The schoolmaster-elect, had to appear at a meeting of the Presbytery of the bounds, to be examined by the members of that court as to his fitness for the office, in several branches required to be taught in the school, to which he was appointed. We find that, as a rule, *Latin* formed one of the subjects for the schoolmaster's examination; and as the Scotch clergy are no mean proficient in that language, a *superior* education has, for generations, been within the reach of the very poorest of the Scotch people. For the small sum of *four or five shillings* per quarter, a Scotch boy has been able to receive an education, in many respects superior to that given in middle-class schools in England at four times

the charge. In 1861, another Parochial School Act was passed—or, rather the former Acts were revised; several important changes were made, and, amongst others, *oatmeal* was struck out from the Act, and a money payment instituted instead. The *minimum* annual salary was fixed at £35, and the *maximum* at £70. The average now paid is computed at £50, and the average income of the Scotch parochial schoolmaster, from all sources, is estimated at £120. The Act of 1861 transferred the duty of examining the schoolmaster from the Presbytery, to the four Universities of the country. For this purpose the country is divided into four districts being attached to a particular university. Contrasting England with Scotland, we may declare, without fear of contradiction, that the schoolmasters of the former, are much better trained for the special work of elementary teaching, while those of the latter, have received, in some subjects, wider instruction.

If we wish the office of schoolmaster to be recognised as an important profession, the English schoolmaster must be entrusted with something higher than carrying out the details of the present Revised Code; and the Schoolmaster must be taught, that he requires more to fit him for his office than a knowledge of Latin, or any other language.

One feature of the Act of 1861 is, that it provides a retiring allowance for the Scotch schoolmaster, in the event of his infirmity or old age, of *two-thirds* of his salary.

Ought not the English schoolmaster to have a like privilege?

Another institution, connected with the parochial schoolmasters of Scotland, is a most prosperous Widows' Fund. By Act of Parliament, each schoolmaster, married or single, is bound to contribute to this fund; and by a payment of *two, three, four, or five* guineas annually, his widow or orphan children are entitled to a permanent annuity of *sixteen, twenty-four, thirty-two, or forty* pounds, according to the scale of his entry to the fund. By the return made in September last, there was accumulated invested capital of fully £110,000 belonging to this fund. It may also be mentioned, that the parochial schoolmasters of Scotland have contributed largely to bring school-books within the reach of the masses of the people, by the issue of the series under the title, "The Scottish School Book Association." These works, all prepared by men engaged in the practical duties of education, have found their way into many English schools, and redound to the credit of the schoolmasters of Scotland, as compilers of cheap and suitable school-books.—*Papers for the Schoolmaster.*

The Revised (English) Code.

THE following are the most important *alterations* proposed in the Code for 1871. Taking them in the order in which they appear, we find that ex pupil-teachers may conduct night-schools, and receive grants.

As regards grants to day schools, there will be given:—

A. 6s. per head on average attendance.

B. For every scholar who has attended 250 times in the year:

- (1.) If above four, and under seven years of age,
 - (a.) 8s., or
 - (b.) 10s., if the infants are taught as a separate department, in a room properly constructed, and furnished for their instruction.
- (2.) If more than seven years of age, 12s., subject to examination—*i.e.*, 4s for each subject, reading, writing, and arithmetic.

150 attendances qualify half-timers, and children over ten years of age attending school in a rural district.

The extra-subject grant can be gained in Standards IV., V., and VI. Not more than two subjects will be tested, and the grant will be 3s. per head.

As regards grants to night-schools:—

The school must be open eighty times in the year. Fifty attendances qualify for examination. The grant will be

4s. per head on the average attendance, and 7s. 6d. on the examination—2s. 6d. for each subject.

Attendance at drill, under a competent instructor, for not more than two hours a week, and twenty weeks in the year, may be counted as school attendance. Attendance may not be reckoned for any scholar in a day-school under four, or in an evening-school under twelve or over eighteen years of age.

The examination in Standard I. will be, in reading, "one of the narratives next in order after monosyllables in an elementary reading-book used in the school." In writing—"Copy in manuscript character a line of print, and write from dictation a few common words." In arithmetic—"Simple addition and subtraction of numbers of not more than four figures, and the multiplication-table to multiplication by six."

In Standard VI.—Reading—"To read with fluency and expression." Writing—"A short theme or letter, or an easy paraphrase." Arithmetic—"Proportion and vulgar or decimal fractions." Standard work in II., III., IV., and V. has in each case been shifted up one stage in each subject. A note advises—"In all schools the children in Standards V. and VI. should know the principles of the Metric System, and be able to explain the advantages to be gained by uniformity in the method of forming multiples and submultiples of the unit."

After March 31st, 1873, no day-scholar above nine, and no evening-scholar above thirteen years of age, will be examined in Standard I.; and after March 31st, 1874, no day-scholar above nine, and no evening-scholar above fourteen years of age, will be examined in Standard II.

It is necessary to provide a pupil-teacher for every forty children in average attendance, after the first twenty. An assistant-master counts as two pupil-teachers. A deduction of £20 will be made for each forty children without pupil-teacher.

The teacher is to make an entry at least once a-week in the Log-book.

Certificates will be granted to students who have been one year in a training-school; and also to teachers of public elementary schools who are upwards of 21 years of age, and have either completed an engagement as pupil-teacher satisfactorily, or have obtained a favourable report from an inspector upon the school in which they are still employed.

Certificates are of three classes. No certificate is originally granted above the second class, which must remain in force at least ten years before it can be subject to revision. The third-class certificates are granted to those who fall into the fourth division at the Christmas Examinations at the Training Schools, and the holders are not entitled to have the charge of pupil-teachers. A third-class certificate can only be raised by re-examination. Existing certificates will be raised thus:—Holders of first or second-class certificates will rank as new firsts; and holders of thirds and the upper division of the fourth will rank as seconds. The lower division of the fourth will be reckoned as third-class.

During the three years ending December 31, 1873, certificates of the third class may be granted, without examination, upon the report of an inspector, to acting teachers who satisfy the following conditions:—

- (1.) They must be, at the date of the inspector's report—
 - (a.) Above 35 years of age;
 - (b.) Have been teachers in elementary schools for at least ten years; and
 - (c.) Present certificates of good character from the managers of their schools.
- (2.) The Inspector must report:
 - (a.) That they are efficient teachers.
 - (b.) That not less than thirty children, who had been under instruction in their schools during the preceding six months, were individually examined in Standard work.
 - (c.) That at least twenty of the "passes" were made above Standard I.

If a student stays two years in college, he will receive a special remark (stamp) upon his certificate.

Pupil-teachers will receive six hours' instruction a week.

A memorandum gives some idea of the requirements for extra-subject grants. Neither music nor drawing will be accepted.

GEOGRAPHY,

Standard IV.—A knowledge of the chief divisions of the world, and of the meaning of a map.

Standard V.—The preceding, and rivers, mountains, and divisions of England and Wales; with some special knowledge of the country in which the school is situated, and a map-drawing of it.

Standard VI.—A more general knowledge of Great Britain and Ireland, the countries of Europe, and chief rivers, capitals, mountains, &c., with map-drawing of portions of England, and knowledge of the general lines of railway communication.

HISTORY:

Select some chief event of importance in the history of England since the Conquest; and let the children in Standard IV. know something about it in detail.

Standard V.—Two or three such events or series of events.

Standard VI.—Three or four more, well mastered, and the general sequence of the landmarks of history.

The facts, in English history, connected with the village, district, town, or county, should be made subjects of instruction.

ALGEBRA:

Standard IV.—Notation, addition, subtraction.

Standard V.—Multiplication and division (integral indices only).

Standard VI.—To simple equations inclusive.

LANGUAGE:

A. English Grammar and Literature:—

(1.) Grammar and analysis, increasing in difficulty with each standard.

(2.) English literature.

Standard IV.—To learn 150 lines of prose, or 200 of poetry, and to master the meanings and allusions.

Standard V.—180 of prose, or 250 of poetry, as above.

Standard VI.—200 of prose, or 300 of poetry, as above.

Passages learnt in a previous standard not to be repeated in a subsequent one.

B. Elements of Latin, French, or German:—

Standard IV.—Early portions of grammar up to verbs.

Standard V.—Regular verbs and first rules of Syntax.

Translate short sentences of three or four words into English, and to pronounce correctly.

Standard VI.—Irregular verbs. Translation of sentences a little longer, and of short simple sentences from English into the language. To read in the language with tolerably good pronunciation.

PHYSICAL GEOGRAPHY:

Standard IV.—Figure of the earth; distribution of sea and land; form of continents.

Standard V.—The preceding and mountain systems. Divisions of ocean; ocean currents.

Standard VI.—The preceding and atmospheric phenomena. Trade winds, Distribution of plants and animals, and races of men.

ANIMAL PHYSIOLOGY:—

Standard IV.—The build of the human body, and the names and positions of internal parts.

Standard V.—Constituents of the blood, muscle, bone. Circulation and respiration.

Standard VI.—The preceding, and alimentation. The sense organs. The muscles and nerves.—*Ibid.*

Questions for Self-Examination.

The following questions were prepared by School Counsellor Beckendorf for the teachers of primary schools in Prussia:

1. Have I commenced the day full of strength and confidence upon God?
2. Have I sufficiently reflected before school hours on what I have to do through the day?
3. Have I suitably prepared for my duties?
4. Have my cares extended equally to all my pupils, or do I manifest more interest in some than in others?
5. Has my attention been more particularly directed, and, according to their need, to those among them who were weaker or more idle than the rest?
6. Or, consulting only my own taste, have I occupied myself more willingly with the most intelligent, and those most desirous of being instructed?
7. In what manner have I influenced their moral progress?
9. With regard to that which is exterior, have I required order, quietness, suitable manners, cleanliness?
9. Have I not been guilty of any negligence in these respects, from idleness or inattention?
10. Have I not, from disgust, abandoned, to their evil propensities some children who have resisted all my efforts?
11. Have I not, without confessing it to myself, condemned some of them as incorrigible?
12. And have I not thus neglected one of my most important duties, that of never despairing of the improvement of a single child confided to me?
13. When it has been necessary to censure, punish, or recall to duty by exhortation have I done it with calmness, reflection, and in an impressive manner?
14. Or have I yielded to precipitancy, impatience, anger, or want of charity; or, on the other hand, have I been too indulgent?
15. Am I in general *just* with regard to my pupils?
16. Have I not an ill-judged aversion to some, and predilection for others?
17. On what is this partiality founded?
18. And if I cannot in my heart excuse these *sentiments*, ought I to allow them to have any influence on my conduct?
19. Have I not thus given to the children themselves reason to accuse me of partiality?
20. Do I not yield in general to the influence and disposition of the moment, and am I not thereby unequal and capricious, sometimes very kind, and sometimes causelessly in bad humour, or even passionate and violent?
21. When it is necessary to reprove or punish, do I seek always to bear in mind the particular character of the pupil with whom I have to do, in order to guide myself accordingly in my reproof or punishment?
22. Do I always distinguish offences which proceed from levity, indolence, or rooted habits, from those which are the result of evil dispositions?
23. Have I not sometimes unconsciously excited the desire of praise, and promoted vanity or selfishness?
24. Have I not been to-day an occasion of stumbling and scandal to my pupils?
25. Has there not been in my conduct thoughtlessness, levity, harshness, want of love, and even pleasure in inflicting pain?
26. Have I not given sufficient proofs of egotism, vanity, attachment to my own interests, or of self-sufficiency?
27. Have I sought to obtain over the parents of my pupils the influence which I ought to endeavour to acquire if I am faithful to my vocation?
28. Have I not allowed myself to be led astray, in the fulfilment of this duty, by pride, self-love, or misplaced sensitiveness?
29. Have I sufficient confidence in Him without whose knowledge not a hair of the head falleth?
30. Do I, in the difficult position and sphere of action in which

God has placed me wish more ease, simply for the pleasure of enjoying it.

31. Do I not in my heart feel mortified at the directions of my employers, and on these occasions do I manifest ill-humour?
32. Have I been faithful to the resolutions renewed this morning?
33. Have I not fallen into old faults and habits, which even to-day I determined to renounce?
34. Have I made any progress in knowledge and virtue?
35. Have I laboured to improve myself in my vocation, even out of the hours in which are presented to me positive occupation?

Profitable Schooling.

Let our primary school rooms, and indeed the higher school rooms, be well provided with shelves and boxes. Let these be filled with all sorts of productions of nature and art; specimens of all sorts of wood and metal; all kinds of cloth and leather, or any other fabric—indeed, with every thing which can well be brought into a school, and put in some proper receptacle. Let each one of these objects be a subject for examination by classes in convenient order, under the direction of the teacher. In this way the plan begun by Nature at home would be carried out, and carried out much further than could possibly be done at home under ordinary circumstances, as many objects would be supplied by the scholars from different families which could not be had excepting as each was found in a different home. All the perceptive faculties would here find delightful occupation, and be continually gaining in strength. Children would hardly be tired of such observation, due regard being given to their comfort and constitutional power of attention. Indeed, if rightly managed, they would enter heartily into minute examinations and comparisons of one thing with another, for there might be a healthful and spirited emulation in the exercise. It may be further remarked, that the words designating the object on hand and its qualities and uses must come into the occasion. These the children learn just as readily as they learn at home the name of the lamp, and that it is bright and hot, or the terms belonging to anything else. Language is not lost, but rather richly gained, by such use of the time. Furthermore, just consider the practical utility of this mode of education. What a wide and minute acquaintance is formed with things, as necessaries, comforts, and luxuries in living, or as appertaining to the various affairs of business! How the quality of the material and of the manufacture of a commodity will be compared with the quality of another of the same kind; so that, by the time the child shall be old enough to leave school, he shall have run through the whole range of objects ever used in ordinary life, and be able to detect the minutest differences between one and another of the same sort. With such a training, it would be utterly impossible for manufacturer or trader to impose an inferior production on the purchaser. He must proportion his price to the quality, or keep his goods on his hands. With the ignorance of commodities in which people have been kept until grown up and obliged to purchase for themselves, how continually have they been subjected to impositions on their credulity, and to consequent annoyance of spirit. It has really taken a lifetime to obtain that practical knowledge of qualities and fitnesses which might be acquired by boys and girls before they are half through their teens, were the common-sense and time-saving method above explained adopted. How also are the poor now imposed upon! They must take a second or third rate article at a very little reduction from the price of the best, to make a small saving. Yet, in the long run, theirs are the dearest purchases of all. But with such an education there could scarcely be any imposition on any body. The children of the poor in our common school-are equally learners with those of the rich. If those who are pinched for money must seek the cheapest thing, they will know exactly its comparative value, and will either have fair terms, or go to some competitor

more favorable to their circumstances. Then the struggle would be among the manufacturers to see who should excel—who should go ahead in improvement—as knowing that the purchasers have been trained from very infancy to detect imperfections. Then the trader could not deceive the buyer, if the manufacturer should succeed in deceiving him. Indeed, retailer, jobber, wholesale dealer, and manufacturer must all be honest men, selling at prices exactly just: that is, according to quality, all other circumstances being equitably considered. If every article in a dry goods store, or a grocery, or any other furnishing establishment were thus put to the test of minute examination and comparison, the reign of that old hollow-hearted despot whose power is in his own pretence and in the ignorance of his subjects—the reign of King Sham—would be ended.—*Northampton Educator.*

Nine Good Rules.

1. Make the school-room exercises pleasant: conduct them with animation and cheerfulness.
2. Take an interest in them, and treat everything connected with the school with dignified importance.
3. For young scholars, the class exercises should not be kept up longer than interest is maintained.
4. Idleness should be sedulously avoided. A programme of recitations and studies, furnishing uninterrupted employment during each session, is indispensable to a well regulated school.
5. Great care should be given to assigning lessons; if too long, they discourage the learner, if too short, they encourage idleness.
6. Emulation is a valuable aid if judiciously employed, and may be used in a great variety of ways.
7. Patient, persistent effort will accomplish your object, remembering always that education is a process of growth and time is an essential element in it.
8. Cheerfulness and confidence are lights that blaze, giving a glow of animation and activity, while a fretful spirit begets uneasiness and impatience in others.
9. Frequent threats of punishment and habits of fault finding are seldom attended with good results.

Notes of a Lesson on the Gulf Stream.

I. *Origin.*—Named from the Gulf of Mexico, but it is connected with the equatorial current from Africa, one branch of which enters the Caribbean Sea at a temperature of 95°.

II. *Course.*—It rushes through the "Narrows of Bimini," between Florida and the Bahama Islands; then turns to the north, skirting the coast of the United States; gradually tending more and more to the east, till it arrives at the Bank of Newfoundland, whence its course is nearly due east. It may be said, generally to describe a curve from the Gulf of Mexico to the shores of the British Islands, Western Europe, and North-west Africa, where it dies away, or becomes lost in other currents. Length, about 3,000 miles.

III. *Breadth, Depth and Velocity.*—At the Narrows of Bimini, —32 miles wide, 200 fathoms deep, and flows 5½ miles per hour; off Cape Hatteras, —75 miles wide, 120 fathoms deep, and flows 3½ miles per hour. As it approaches the shores of Europe it widens, and its velocity is reduced to an average of 1 mile per hour.

IV. *Temperature.*—Maximum temperature on leaving the Gulf of Mexico, 86°; it parts slowly with its heat, losing only 2° in passing through 10° of latitude; and after having run 3,000 miles, it still preserves—even in winter—the heat of summer.

V. *General Character.*—A great and wide stream of heated saltwater, larger than all the rivers of the world together, following a definite course, which is only slightly varied. Its current is more rapid than that of the Mississippi or Amazon, and its volume more than 1,000 times greater. As far as the Gulf of Carolina,

its waters are of a deep indigo-blue, so that the line of junction with the surrounding water is traceable. This is caused by the fact that the waters of the Gulf Stream are salter than the surrounding ocean.

VI. *Effects on Climate.*—1. It raises the temperature of the countries on the western shores of Europe, especially Ireland, the South-west of England, and Western France, greatly mitigating the rigours of winter. The quantity of heat discharged over the Atlantic on a summer's day would suffice to raise the temperature of France and the British Islands from freezing-point to summer heat.—2. It affects in a similar way the humidity of these countries, increasing the rainfall.—3. One cause of the frequent storms in the Atlantic may be the difference between the temperature of the air of the Gulf Stream and that of the surrounding regions.—*Papers for the Schoolmaster.*

The Prospects of Teachers in England.

The present epoch in the history of National Education naturally suggests to Teachers the inquiry "What is our present position? What are our prospects? And to what extent are we likely to benefit by recent legislation?" The first thought likely to force itself is one of disappointment that—while so much is being done to render education more general and more efficient, while the whole machinery of education is being overhauled, and many of its deficiencies are being supplied—too little attention is given to those who are to work the machine, and upon whom, in the end, its success or failure must in great measure depend. Education of a superior character is required, and it must be brought within reach of all, but it must be obtained at the lowest possible price. For any improvement in his position the teacher is told to look to the operation of the general laws regulating supply and demand.

Looking at their immediate prospects in this light, it is fortunate for them, though not for the interests of education, that the supply of teachers at the present time is limited, and the demand large and increasing. It is calculated that, in addition to the million and a half of children now under instruction in elementary schools, provision will have to be made for a large number not now attending any school. Taking a hundred as the average number of children to each certificated teacher, ten thousand extra teachers will be required when the new system is brought into full operation. Assuming twenty years to be the average time a teacher remains in the profession, a supply of five hundred extra teachers will be annually required. We may, at any rate, take it for granted that, when the new schools are built, and attendance is made compulsory, there will be a great demand for teachers, and a corresponding rise in the salaries. It is difficult to see where the new teachers will come from, but as the schools increase there will be a corresponding increase in the number of pupil teachers, and so, in a few years, the demand will be fully supplied. As the pupil-teacher system is undoubtedly the back bone of an efficient scheme of education, it is remarkable that Mr. Forster, while aiming at raising the standard of education throughout the country, has not seen that one of the most effectual means of doing so is to raise the efficiency of the pupil-teachers by paying masters for their instruction.

The demand for a higher class of education than that which has obtained since the introduction of the "Lowe Code" is one of the most hopeful signs of the future. The Science and Art Department offers inducements to teachers to qualify themselves in some branch of science by payment for the successful teaching of Science Classes. Many teachers throughout the country have sensibly improved their salaries by the establishment of these classes in connection with night schools and literary institutions, and it is chiefly by such means that the demand for secondary instruction is likely to be met.

Notwithstanding many discouragements, we believe that a brighter day is dawning for teachers. Many old prejudices have died out; the former blunders of "my Lords" are in process of correction; and if we "bide our time," we may hope by-and-by

to see the teachers of the country holding such a position as is warranted by the importance and value of their work. — *Ibid.*

Labourers in the Vineyard.

(By a Female National Teacher in *The Irish Teachers' Journal.*)

Ho! ye who truly labour to educate the mind,
To make its secret breathings exalted and refined,
While striving to awaken the dull and torpid brain,
May hope and smiling patience your weary arms sustain,
And lead you through the windings where ignorance would reign.

Ho! ye who by the meadows where wild flowers spread their sweets,
Or where cathedral spires tower up the city's streets,
Have gleaned the page of knowledge, to God's young children bright
Unfold the lore ye gathered, oft in the silent night,
And smooth for them the passes of learning's mazy height.

Ho! ye whose understandings are lit by wisdom's lamp,
Whose love for education no selfish motives cramp,
Relax not in your efforts, if envious tongues assail,
The might of rightful motives will in the end prevail,
And send all party clamour like chaff before the gale.

Ho! ye small few, who deem not a drudgery is the task,
The reasoning powers of children all slowly to unmask,
When ye are doomed to witness small fruits your cares repay,
Look from the gloomy present to some bright future day,
And hear sweet hope undaunted in cheering accents say—

O labour for the future, O labour to instil
The rightful train of thinking, the pure unselfish will:
This noble seed will flourish when years have passed away,
Bearing your mortal body back to its kindred clay,
To wait the glorious dawning of the eternal day.

Ho! all who use your talents in learning's sacred cause,
Whether unknown and humble, or winning just applause,
The greatness of your calling most fully recognise,
In all its solemn import, its high ennobling ties,
And yours will be the guerdon, the never-failing prize.

Thirty-Five Pounds Per Annum.

Why should I blush to own I love to fare
On somewhat more substantial food than air?
Like Woodsworth's heroine, not too bright and good
For raiment, shelter, and for daily food.
But tell me, Stuart Mill, can I contrive
To get all these for Thirty-Five?

Why should I blush to own I love to be
Among my peers, in mind and action free?
Accused, why are those rights to me denied
For which our common ancestors have died?
Spirit of Sidney, then, can I afford
To be the vassal of a Board?

Why should I blush to own I love to rear
The tender thought—to me vocation dear?
But be my spirits crushed, and all the day
Let caukering care assert its baneful sway:
Tell me, philosophers, is this the plan
To make each youth a noble man?

Why should I blush to own I love to try
My art upon the dull, the backward, shy?
Such shine not in the school, but, tended well,
In life's great battle oftentimes excel,—
But *payment for results*, our modern cry,
Shouts sternly—Dunces, Dullards, die!

Scottish Journal of Education.

The Work of the Incendiary in Paris.

(Compiled from *English and Irish Papers.*)

The following sketch of the principal buildings sacrificed to the monstrous vengeance of the Commune, will be read with a melancholy interest:

THE TUILERIES.

The Tuileries is now but "a mass of smouldering ashes." A short time ago it was the principal State residence in Paris. The ground on which it stood was once a tile-yard, and was bought by Francis I. to please his mother, Louise de Savoie, who thought the air better than that at the Palais des Tournelles. Catherine de Medicis, with Delorme for the architect, began the new edifice; Henri IV. built the large wing towards the Quai, Louis XIV. the corresponding one on the Rue de Rivoli, and Louis Philippe that part which is on the right of the centre. Until late years the Tuileries was seldom used as a Royal residence. Neither Catherine de Medicis nor her sons lived there, Henry IV. only as a visitor, Louis XIV. on occasions of banquets, Louis XV. as a minor, and Louis XVI. as a prisoner. Our readers are familiar with the part played by the Tuileries in the great revolution from the day of October 1795, the day of the Sections, when Bonaparte delived his whiff of grapeshot in defence of the Convention, then sitting in the Salle des Machines. Soon afterwards the First Consul was installed there, and from his time to the present the palace has been inhabited by the monarchs of France. In the revolution of 1830 the Tuileries was sacked, and the furniture plundered or destroyed; it was restored to its splendour by Louis Philippe and here lived the Citizen King until the 24th of February, 1848, when with the Queen and his family he fled along the river terrace of the garden to the Place de la Concorde, where he entered a carriage and escaped to the coast. The mob broke into the palace, carrying away the throne, which they burnt in the Place de la Bastille, and doing other damage. A party of Ruffians established themselves in the Royal apartments, drinking from the cellars for ten days. The Tuileries then became an hospital for the wounded, an Exhibition of Pictures, and, since 1851, the home of Napoleon III. The flight of the Empress, the finding of the Secret Papers, and the concerts given by the Commune are its last historical episodes before the recent catastrophe.

The façade of the Tuileries was nearly 1000 ft. long, irregular in architecture, but picturesque and imposing from its mass. The centre, and the north and south wings, were called respectively the Pavillon de l'Horloge, the Pavillon de Flore, and the Pavillon Marsan. Under the late Empire, the Tuileries was shown to visitors. The State staircase led to the Salle de la Paix, a white and gold ball-room, which in its turn led to the Salle des Maréchaux, which extended the whole depth of the Palace and the height of two floors, and was one of the most splendid and gorgeously-decorated halls in Paris. Doors led from the Salle des Maréchaux, on the right, to the private apartments of the Emperor and Empress, on the left, through the Salle du Premier Consul, used as a card-room; the Salle d'Apollon; the Salle du Trone, where a new throne replaced that which was burnt by the mob in 1848, and the Galerie de Diane, the Imperial dining-room.

THE LOUVRE.

The Louvre consists of an old and new Louvre. The old Louvre forms nearly a square 576 feet long and 538 wide, enclosing a quadrangle of 400 feet square, and containing a vast collection of sculptures, paintings, and other works of art. The eastern façade is a colonnade of 25 coupled Corinthian columns, and is one of the finest works of architecture of any age or country. The new Louvre was inaugurated August 17, 1857, and consists of two lateral piles of buildings projecting at right angles from the two parallel galleries which join the old Louvre to the Tuileries. These present on the east side a frontage of nearly 300 feet intersected by three grand pavillions, containing space for Government offices, the library, and exhibition of fine arts. On the other side of the square are galleries set apart for periodical exhibitions of the works of living artists. Napoleon I. converted the place into a national museum, into which he gathered both the art treasures of France and all the spoils of his early victorious campaigns. At the Restoration most of these spoils were returned to the countries who owned them; but the treasures which remained and those which have since been added make the Louvre one of the first museums and galleries in the world. As regards numbers of works of fine arts it is certainly the largest, and many persons have thought it on the whole the finest. Under the late Emperor the whole collection was re-arranged, excellent catalogues were published, and very great additions made in every department. The magnificent collections of the Marquess Campana, of Rome, were purchased in 1861 for nearly £200,000, and form the most important portion of the Musée Napoleon III.

THE HOTEL DE VILLE.

The Hotel de Ville, a magnificent structure, dated in part from 1628. The additions of 1842 to this municipal palace cost £640,000, and some of the saloons were the most gorgeous in Paris, perhaps in the world. Here in the days gone by the Prefect of the Seine was wont to entertain

his 7,000 guests in the great gallery, with its gilt Corinthian columns and 3,000 wax lights, the whole suite of rooms measuring more than 1,000 yards in length. In and about the building were some 500 statues of French celebrities, from Charlemagne to Louis XV. in a full-bottomed wig. Painting, gilding, carving, glass, and velvet here had done their utmost, and as a specimen of magnificence in the modern French taste the furniture and decorations of the Hotel de Ville were unrivalled. The building, however, was far from depending altogether on its sumptuous upholstery. Not only was the architecture worthy of all praise and the art of much of the decoration as intrinsic as its gold, but here had been enacted many famous and infamous scenes in the history of Paris. Here the first Commune held its bloody sittings; here Robespierre took refuge with his partisans, and was found by the soldiers with his broken jaw: the "Citizen King" was presented here to the people by Lafayette from a central window; here the soldiers were quartered in 1848; and here in 1871 was the stronghold of the last Commune, less bloody in its life but more desperate in its death than the first.

THE PALAIS DE JUSTICE.

The Palais de Justice was a vast pile, which includes the Sainte Chapelle, numerous courts of law, and the prison of the Conciergerie. Anciently the site of palaces inhabited by the Kings down to Francis I., afterwards the meeting place of the Parliaments of Paris, it has been repaired and rebuilt since 1831, at a cost of nearly £1,000,000. The Courts of law opened from the vast but inelegant Salle des Pas Perdus, which answer to Westminster-hall. One of these courts was the Chamber of the Tribunal Revolutionnaire, and communicated by a small door with the Conciergerie Prison. In the precincts of the Palais stood the Sainte Chapelle, an exquisite specimen on a small scale, of the best style of Gothic architecture. The Chapelle was finished in 1249, having been built by Pierre de Montreuil to enshrine the thorns of our Lord's crown and the wood of the cross, relics bought for an immense sum from the Emperor Baldwin by St. Louis, and carried through the streets of Paris by the King barefoot. In 1791 the Sainte Chapelle became a club, then a corn store, then a record office. Louis Philippe commenced its restoration, and up to the fall of the Empire about 2,000,000 fr. had been spent upon it. It was in two stories, corresponding with the floors of the ancient palace; the lower chapel, or crypt, was intended for the servants, the upper, on a level with the royal apartments, for the royal family. The glass was exquisite, and the statues of the twelve Apostles dates from the 13th century, and were admirable specimens of the art of their age. A small square hole to the south of the nave communicated with a room in which Louis XI. was wont to sit and hear Mass without fear of assassination.

THE MINISTRY OF FINANCE.

The Ministry of Finance was a large building, situate in the Rue de Rivoli, just opposite the end of the Tuileries-gardens, one of the best sites in Paris. The hotel of the Council of State was situate nearly opposite, in the Rue de Lille, on the other bank of the Seine. Near this was the Palace of the Legion of Honour, which is also destroyed. The palace was built in 1786 by an architect named Rosseau for the Prince de Salin.

THE LUXEMBOURG PALACE.

The Luxembourg Palace, which has been blown up, stood nearly half a mile to the south of the Louvre, in the midst of charming gardens. It was begun in 1615 by Marie de Medicis, from the designs of Desbrosses and passed by bequest to various persons until it came into the possession of Louis XVIII., who inhabited it until the expulsion of his family. It was afterwards used as a prison in which the Girondins were confined, and in 1795 it became the palace of the Directory. In 1800 Napoleon left it for the Tuileries, and it was then deserted for a time, until, during the reign of Louis Philippe, it was used as a Chamber of Peers. It played an important part during the Revolution of 1848. Socialist meetings under Louis Blanc were held there. In 1852 it again became the Palace of the Senate. In this building there were pictures representing scenes in the career of Napoleon I., and the history of France.

HOW NOTRE-DAME WAS SAVED.

Notre Dame had a narrow escape. The incendiaries heaped the chairs together at various points especially against the beautiful wooden choir, and had set it on fire in various places, and then, secure that this work would be accomplished, left to set fire to the Palais de Justice and surrounding courts. The students in the seminary close by saw the mob passing from the window, roused all the inhabitants round, burst open the doors, and with enormous trouble and much risk, for many were carried out insensible from the dense smoke, succeeding in putting out the fire. During this time the incendiaries returned, and endeavoured to drive the people out, but the indignation was so fierce and the opposition so determined, and the guns of Cissy were already thundering so close upon the left bank, while Vinoy was pressing down upon the right, that they had no time to recommence their work, and were forced to leave the object of their hate, not intact, indeed, for the interior wood work is much damaged,

but at least without any permanent injury. The portion of the Tuileries which is destroyed can be rebuilt, the Palace on the Quay d'Orsay can be restored, the loss of the Palais de Justice, Prefecture of Police, and Court of Cassation is a mere matter of money. Notre Dame once destroyed could never have been replaced.

Foreigners Serving the Commune.

The *Figaro* gives the following list of foreigners who held high positions in the service of the Commune:—

Anvs-el-Bittar, director of MS. in the National Library (Egyptian); Biouretti, surgeon-major of the 23rd battalion (Italian); Babick, member of the Commune (Pole); Becka, adjutant of the 27th battalion (Pole); Cluseret, general, delegate for war (American); Cernatesco, surgeon major (Pole); Crapulinski, colonel of the staff (Pole); Capellaro, member of the military commission (Italian); Carneiro de Cunha, surgeon major of the 38th battalion (Portuguese); Charalambo, surgeon major (Pole); Dombrowski, general of the forces of the Commune (Pole); Dombrowski (his brother) colonel of the staff (Pole); Durnoff, commandant of legion (Pole); Echenlaub, colonel of the 88th battalion (German); Ferrera Gola, director-general of ambulances (Portuguese); Frankel, member of Commune (Prussian); Giorock, commandant of the fort of Issy (Wallachian); Grejorak, commandant of the artillery of Montmartre (Wallachian); Kertzfeld, chief director of ambulances (German); Izquierdo, surgeon major (Pole); Jalowski, surgeon-major of the Republican Zouaves (Pole); Kobosko, cavalier estafette, mis à l'ordre du jour de l'armée de la Commune (Pole); La Cecilia, general-in-chief (Italian); Landowski, aide-de-camp of General Dombrowski (Pole); Mizara, commandant of the 104th battalion (Italian); Maratuch, aide-major of the 72nd battalion (Hungarian); Moro, commandant of the 22nd battalion (Italian); Okolowicz and his brothers, generals and officers of the staff (Pole); Ostyn, member of the Commune (Belgian); Oliński, chief of the 17th Legion (Pole); Pisani, aide-de-camp of General Flourens (Italian); Potampeuki, aide-de-camp of General Dombrowski (Pole); Ploubinski, officer of the staff (Pole); Pazzierswski, commander of the Fort de Vanvres (Pole); Piazza, chief of Legion (Italian); Pugno, director of the music at the opera (Italian); Romanelli, director of the personnel of war (Italian); Rozyski, surgeon-major of the 44th battalion (Pole); Rubinowicz, officer of the staff (Pole); Rubinowicz (P.), surgeon-major of marine fusiliers (Pole); Syneck, surgeon-major of the 151st battalion (German); Skalski, surgeon-major of the 210th battalion (Pole); Soteriadi, surgeon major (Spaniard); Thaller, lieutenant governor of the Forts of Bicetre (German); Van Ostal, commandant of the 115th battalion (Dutchman); Vetzal, commandant of the forts of the south (German); Wroblewski, General commandant of the army of the south (Pole); Witton, surgeon-major of the 72nd battalion (American); Zengerler, surgeon-major of the 74th battalion (German).

The Bank of France and the Commune.

One of the most interesting episodes in the history of the Commune is that which concerns the Bank of France. The *Debats* publishes a letter from the sub-Governor, the Marquis de Plœuc, who says that the Bank, after sixty-seven days of terror, is intact—no armed force has crossed the threshold in spite of numerous attempts direct and indirect, armed and diplomatic." M. de Plœuc admits, however, that the Bank handed over to the Commune 9,401,000 francs belonging to the city and an extra sum of 7,290,000 francs in order to save the establishment from being sacked. Jourde, the Finance Minister, who wished to resign when the Committee of Public Salvation was created, has been examined, and has given the following account of his stewardship:—"The resources of the Commune consisted," he said, "on the 18th of March of 4,000,000 francs found in the Treasury; 2,000,000 were demanded from the railway companies; 24,900,000 were obtained from the Bank; then there were the city dues and the ordinary taxes." As for the expenses, we find that the National Guards cost 350,000 francs per diem, although, according to citizen Jourde, only 30,000 men towards the close of the struggle performed their duty. About 600,000 francs were required to meet the other expenses in the first week, and 700,000 for the second week. This miscellaneous expenditure finally amounted to 1,200,000 per week which is not astonishing when one considers the large sums found on several members of the Commune. Jourde does not belong to the International Association, and declares that that society placed a very small amount at his disposal. The mother society at London, he added, had only between 30,000 francs and 40,000 francs; he denied that he had received any money from abroad.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor,—by an Order in Council, dated the 23rd of May last,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

For Haut du Sault aux Récollets, County of Hochelaga:—MM. Guillaume Ricard, Régis Gagnon, François Jubinville, François Provost, and Casimir Provost.

ERECTIIONS OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor,—by an Order in Council, dated 23rd of May last,—was pleased

1. To erect, into a school Municipality, to be known by the name of St. Basile le Grand, in the county of Chambly, the Parish of the same name in the said county, with the same limits as have been assigned to it for religious purposes, by a proclamation of the 15th of June last;

2. To erect, into a school Municipality, to be known by the name of St. Philippe de Néri, in the county of Kamouraska, the Parish of the same name in the said county,—bounded as follows, viz:—North-West in the Fief and Seignior of La Bouteillerie, by the unconceded plain called *Plaine de la Rivière Ouelle*, in the Fief and Seignior of St. Denis, by the division line between the Second and Third Ranges, in the Fief and Seignior of Kamouraska, by the division line between the Second Range and that called *Le Petit Rang*; North-East in the said Fief and Seignior of Kamouraska, starting from the mearing between Sieurs Maximin Hudon and Joseph Raymond, both residents of said *Petit Rang*, in the Third Range of the said Fief and Seignior, starting from the division line between the properties of Firmin Dumais and Louis Langelier, starting from the division line between a piece of land, belonging to Sieur Magloire Levêque, and that belonging to Gilbert Langelier, and starting from the division line between a piece of land belonging to Sieur Pascal Michaud and that of said Sieur Magloire Levêque, not comprising entirely the lot situated on the depth of the lands of said Firmin Dumais and Pascal Michaud and occupied by Sieur Jean-Baptiste Morneau: South-East, running from the same line through that which separates the Third and Fourth Ranges as far as the lands of Firmin Dumais, Senior, inclusive—thence towards the North-West following the said lands as far as the summit of the mountain, called *La Montagne Pellée*,—thence towards the south-west from the said summit as far as the division between the Fief and Seignior of St. Denis and that of de la Bouteillerie,—thence towards the north-west, following the said line to that which separates the Third and Fourth Ranges in the said Fief and Seignior de la Bouteillerie,—thence towards the south-west following the said line to that which separates the lands of Sieur Louis Levêque, in the said Third Range; towards the south-west by the line which separates the land of the said Xavier Levêque from that of said Louis Levêque as far as the *Plaine Rivière Ouelle*, above mentioned.

DIPLOMAS GRANTED BY THE NORMAL SCHOOLS.

MCGILL.

Session of 1870-71.

UNIVERSITY GRADUATES:—Frederick Kelly, B. A., and Breadalbane McLean.

ACADEMY DIPLOMA:—Seneca P. Rowell and Edward McManus.

MODEL SCHOOL DIPLOMA:—Airis L. Cutting, Hans Stevenson, Ottilie Fuher, Jeannette Ennis, Celia E. Pearson, Joseph Nickel, Marion A. Frank, Joseph Ann McDonald, Elizabeth Boa, Joseph Billings, William Swift, Agnes Stuart, and Elizabeth A. Fowler.

ELEMENTARY SCHOOL DIPLOMA:—Lucinda Lawless, Agnes Cameron, Francis Martin, Adelaide Garrity, Florence N. Rennie, Agnes Hunter, Margaret H. Henderson, Wilhelmina Fraser, Elizabeth Wadleigh, Robert Weir, David M. Gilmore, Elizabeth Cockburn, James Gowanlock, John C. McCorkill, Ann Jane Struthers, Annie Ray, Sarah E. Ryan, Jonathan Smiley, Elizabeth Cunningham, Mary H. Moore, Baxter G. Englund, Hannah Hunt, Jane M. Campbell, Jessie Algar, Mary E. Thompson, Jane Scroggie, Martha Grafton, Sarah Donahue, Maggie McCaig, Ellen E. McDonald, Agnes McDougal, Margaret Simpson, Margaret E. Fallon,

Eliza J. Convery, Susan Scott, Mary E. McGill, Jane Grey Ford, Ann Jane Turriff, Charlotte McGillivray, Margaret E. Campern, Rachel Beattie, Annie Brough, Charles McOutcheon, Philomène Saindou, and Jessie Middlemiss.

LAVAL.

Session of 1870-71.

(Male Department.)

ACADEMY DIPLOMA:—Moïse Laplante, Ls. Nérée Levesque, Jos. Phidime Simard and P. Alphonse M. Drouin.

MODEL SCHOOL DIPLOMA (F. & E.):—Napoléon Parent, F. X. Bélanger, Céréal Lacroix and Aristide Pinard.

ELEMENTARY SCHOOL DIPLOMA (F. & E.):—Louis Roberge, P. Félix Pagé Chs. Alphonse Angers, Alphonse Lavigne, P. Alexandre Chassé, Félix Edmond Bédard, Joseph Michaud;—(F.) Herivel Tremblay, Elzéar Tremblay, Philippe Beaudet, and J.-Bte. Tremblay.

(Female Department.)

MODEL SCHOOL DIPLOMA (F. & E.):—M. Emélie Perrault, Albénise Dessaint dit St. Pierre, M. Caroline Valin, M. Philomène Blouin, M. Emma Giguère, M. Zélie Michaud, M. Octavie Fluet, M. Esther Fiset;—(F.) M. Rose Descormiers, M. Elvire Chaillez, M. Louise Tremblay, M. Marcelline Marceau, and M. O. Honorine Cauchon.

ELEMENTARY SCHOOL DIPLOMA (F. & E.):—M. Philomène Doré, M. Luce Guimont, Mathilde Normand, Euphémie Massé, M. Delphina Lagacé, M. Laura Morency, M. Elise Marceau;—(F.) M. Belzémire L'Heureux, M. Adélaïde Alphonsine LaRue, M. Eulalie Lévesque, M. Laura Couture, M. Amanda Roy, M. Rose Parent, M. Sara Paré, M. Eugénie Richard, M. Louise Savard, M. Olympe Georgiane Roy, M. Anne H. Martel, Odélie Pélisson, Elizabeth Bernier, Georgiane Lapointe, Emma Tremblay, Henriette Rouleau, Odile Lacasse and Ellen Tuohy.

JACQUES-CARTIER.

Session of 1870-71.

ACADEMY DIPLOMA:—Messrs. Pacifique Nantel, Albini Cléroux, Joseph Miller, Wilfrid Guillemette, and H. Boileau.

MODEL SCHOOL DIPLOMA:—Messrs. Gelase Boudrias, Edmond Gèneveux, Joseph Leroux, Alexandre Lamirande and Benjamin Jouanette;

ELEMENTARY SCHOOL DIPLOMA:—Messrs. Téléphore Gèneveux, Amédée Goyette, Hilaire Leroux, and Isidore Nadon.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

MONTREAL (CATHOLIC).

Session of June 5th, 1871.

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

2nd Class (F):—Misses M. Julien Bourgeois and Adeline Girard.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Misses Louise Dalpé, Eliza Hébert, Eugénie Lamarche, Angéline Lauson and Josephine Pelletier; (E) Catherine Darragh and Ombéline Cherrier.

F. X. VALADE.
Secretary.

CHICOUTIMI.

Session of May 2nd, 1871.

ELEMENTARY SCHOOL DIPLOMA, 1st Class, (F):—Misses Marie Caroline Miville alias Déchesne, Philomène Lavoie, Marie Emélie Duchest and Marie Louise Laberge.

THS. Z. CLOUTIER,
Secretary.

THE JOURNAL OF EDUCATION.

QUEBEC. (PROVINCE OF QUEBEC) JULY AND AUGUST, 1871.

Our Holiday Number.

A gentleman, whose opinion as a scholar and experience as a teacher deserve great weight, once suggested to us that, he thought, "if a number of the journal was entirely given up to full and accurate reports of the midsummer examinations and

exercises of the English speaking (the French journal gives the French institutions) educational institutions of the Province, it would be the most valuable one of the year."

Acting on the hint, last year, we did the best we could, considering that we had to depend on the public press for any reports we gave.

In our May issue of this year, we requested heads of institutions of learning as well as friends of the cause throughout the Province, to furnish us with reports and prize lists of the then forthcoming examinations, for publication in the *Journal*, but, with one noticeable exception, we have received nothing up to the present moment.

Are there any friends of education in the country? Are there any teachers who would like to have a report of their Schools? Is there a boy or girl's name on the prize lists who would not have given double or treble the cost of this number of the journal. (had the teacher told him or her how and where to procure it) not only to show to friends, but it may be to his or her children in long years afterwards, as an incitement to study.

When Principal Hicks, of McGill Normal School, learned that this issue of the journal was to contain all the reports of school examinations obtainable, he at once ordered a hundred copies for the ex-students, in addition to the usual number furnished the School, although he had already a hundred copies of the *Herald* containing a report of the McGill Normal and Model Schools,—remarking that an ordinary news-paper is very liable to get torn up, and besides, an impression may not contain more than a report of a single School, whereas the journal is of a more permanent nature and contains reports of a large number of institutions of the different grades in consecutive order.

Our readers in glancing over the reports will miss, no doubt, the names of some institutions given last year,—for instance, Sherbrooke Academy, St. Peter's School, Quebec and we might almost have said St. Francis College, Richmond, so little have we about it. All we can say is, the fault lies not at our door. We have no reporter of our own, and we saw nothing we have not given. However, should we find anything of the missing ones in the papers, or be furnished with anything, we shall make the amende honorable in our next issue.

In the order of arrangement, we have been guided solely by the date, (and when two or more occur on the same day by the order in which they came to hand) of the examinations rather than by what might be considered the seniority, grade or standing of the institution.

The reports of examinations alone take up a full single number, so we were obliged to make the present issue one of thirty-two pages, covering July and August. Apart from the reports, the articles on Education are varied, and, we think, will be found well worth the study of teachers,—nor has the general reader either been forgotten. We have laboured to render this number specially acceptable to our readers, and hope we have not entirely failed.

McGill Model Schools.

The annual public examination of these Schools and the distribution of prizes to the scholars took place yesterday (June 26) morning and afternoon, there being present a large number of parents, and also of teachers from other schools. The teachers must have been gratified to observe that the parents, who hitherto generally confined

their interest to the distribution of prizes, seemed to be awakening to the fact that the real business of the day was in the schoolrooms where the scholars were undergoing examinations, principally oral, on the subjects of their study during the past session. The examinations were all very creditable, both to the teachers and pupils. We may instance in the higher branches those in Geometry in both the boys' and girls' departments, and that in Natural Philosophy in the boys, and in Physiology in the girls. Both schools also showed in their intermediate divisions a thorough knowledge of Canadian History. The examinations of Arithmetic and Grammatical Analysis seemed to give great satisfaction to some teachers from other schools who were present.

In the afternoon, just before the distribution of prizes, a company, about 35 strong, of the larger boys, went through military exercises with considerable precision, under the direction of Mr. Eldridge, a student in the Normal School who holds a commission in one of our Volunteer regiments.

DISTRIBUTION OF PRIZES.

The prizes were distributed to the scholars in the Examination Hall of the McGill Normal School at three o'clock. The hall was very tastefully decorated, a neat arch of evergreens being erected, at the head of the stairs; floral and other devices hung round the walls. A large number of the parents and friends of the scholars were present, the hall being almost inconveniently crowded.

Principal Dawson expressed his gratification at being again present, although not connected with the school in so direct a manner as formerly. He was glad to say that the Model School maintained its former reputation, being indeed a model school, and one which was a school of practice for the teachers in training in the Normal School. The school was, if anything, improving from year to year. He, as representing the College, took a deep interest in it, and he could say the education was as good as was to be got any where.

Miss Derrick then read over the list of prizes for the

PRIMARY CLASS.

JUNIOR SECTION.—1st Class: Mary Steele, reading, spelling, and arithmetic; Minnie Cooper, spelling.

2nd Class: Alice Maxwell, conduct, punctuality, reading, spelling, writing, fables, arithmetic; Emily Gross, conduct; Alexander Glen, punctuality; Hugh King, punctuality; Willie Cooper, tables, conduct, French, punctuality.

3rd Class: Lizzie Houghton, spelling; Jennie Greer, punctuality; Bertha Gross, conduct; Eliza McCrudden, reading, punctuality; Maggie Longmore, writing; Martha Cooper, French, geography, spelling, arithmetic, punctuality, conduct.

4th Class: Mary McBratney, punctuality, and conduct; Mary Jane Bastian, spelling, French, tables, conduct; Joseph Tees, geography; Henry Finn, reading and spelling.

5th Class: Ellen Duval, punctuality, arithmetic, tables; Katie Christia, reading geography, French; Elizabeth McAdams, writing; Henriette Skinner, spelling, tables, geography.

SENIOR SECTION.—1st Class: Willie Hamilton, writing; Sidney Faulkner, arithmetic, Sidney Masterman, punctuality; Ellen Sandham, spelling; Florence Baylis, tables, dictation, conduct.

2nd Class: Frances Leslie, reading, spelling, conduct, geography, dictation, arithmetic, French.

3rd Class: Nathan Michaels, arithmetic; Sarah Scott, tables, conduct; Fanny McLaren, spelling, conduct; Jennie Tees, dictation, geography, conduct.

4th Class: Henry Hamilton geography, writing; Charles Thompson, spelling, dictation; Esther King, punctuality, French; Emeline Baylis, writing, arithmetic, tables, conduct; Sophia Waterman, conduct; Rachel Pearson, geography, writing, conduct.

5th Class: John Marchbank, geography, arithmetic; Samuel Maltby, geography, French; Lawrence Masterman, punctuality, spelling; Edward Crawford, punctuality, tables, arithmetic, dictation; Maggie Greer, punctuality, conduct; Amelia Humphreys, writing, conduct, punctuality.

Mr. Hicks, Head-Master, read the prize list of the

BOYS' DEPARTMENT:

JUNIOR DIVISION.—1st Class: O. Laughlin, reading, spelling, writing, grammar; J. Grant, reading, French, arithmetic, geography, mental arithmetic.

2nd Class: Wm. McCorkill, reading, French; S. Cowan, writing, good conduct; Jas. Cooper, French, grammar, geography, arithmetic.

3rd Class: R. Thomson, geography; F. Mooney, writing and drawing; Geo. Laurie, reading, spelling.

4th Class: Joseph Usherwood, writing and drawing; Wm. Glen, reading, writing, French, mental arithmetic; Colin Paterson, French and mental Arithmetic; R. Kerr, arithmetic and mental arithmetic.

INTERMEDIATES.

5th Class: D. Tees, reading, spelling, geography, grammar, mental arithmetic; Jas. Wilson, writing and arithmetic.

6th Class: T. Smith, writing, drawing, geography and history; A. Corner, arithmetic and writing; Wm. Powell, mental arithmetic and grammar.

7th Class: Geo. Browne, French and drawing; Wm. Frees, reading, spelling, grammar and history; John Sandham, arithmetic, mental arithmetic, drawing, grammar, history and general good conduct.

8th Class: T. Earl, spelling, drawing, French, chemistry, arithmetic, grammar, geography, composition, and natural philosophy; James McCormick, writing, reading, mental arithmetic.

9th Class: Wm. Charters, history and arithmetic; Wm. Smillie, geography and natural philosophy; Jas. Martin, grammar and composition.

10th Class: H. Sternberg, mental arithmetic, reading and book-keeping; T. Jubb, grammar, history, French, composition, improvement and good conduct; F. Ryan, geography, mental arithmetic, improvement and general good conduct.

ADVANCED CLASS.—R. McCorkill, drawing and mental arithmetic; Jos. O'Neil, geography and mental arithmetic; T. McGuire, algebra, mental arithmetic and composition; Chas. Richardson, spelling, grammar, reading, geometry, good conduct; E. Corner, Latin, French, Book-keeping, writing and mental arithmetic; R. O. Varner, drawing, book-keeping, chemistry, history, arithmetic, geometry, natural philosophy and mental arithmetic.

Miss MURRAY read the list of prizes of the

GIRLS' DEPARTMENT.

JUNIOR DIVISION—Priscilla Dier, arithmetic, sewing, blue and credit marks; Maude Charlton, writing, scripture history, miscellaneous questions; Annie Barlow, writing, grammar, composition; Therèse Borley, reading, drawing, geography; Emily Holland writing, credit and blue marks; Sophia Holland, spelling and grammar; Agnes Burnet, arithmetic and grammar; Bessie Steele, French; G. Brown, grammar; Ellen Healy, blue and credit marks.

INTERMEDIATE DIVISION—Elizabeth Tees, spelling, writing, arithmetic, grammar; Harriet Hodge, composition, geography, Canadian history, blue and credit marks; Daisy Richardson, French and natural history; Isabella Gowing, reading, drawing, natural history; Elizabeth Wand, spelling; Maude Wylie, grammar and French; Naamah McKay, composition, geography, Canadian history, natural history, blue and credit marks, and general standing; Robins Seath, arithmetic; Lodevia Hayden, reading and natural history; Martha Michaels, reading and spelling, miscellaneous questions, geography, Canadian history, French, natural history, credit and blue marks, diligence in studies; Jessie Murbayne, writing, drawing, punctuality, credit marks; Linas Watson, arithmetic, general improvement, blue and credit marks.

SENIOR DIVISION—Sarah Hurst, texts, spelling, French grammar, English history, diligence in studies; Mary Baillie, punctuality, writing, physiology, arithmetic, geography, grammar, composition, amiability, credit and blue marks; Annie Bryson, sewing, drawing, physiology, miscellaneous questions; Isabella McBratney, punctuality, drawing, French, general standing; Anna Himes, reading, physiology, composition; Herietta Ryan, arithmetic; Agnès Maxwell, French, physiology, geography, grammar, general standing, credit and blue marks; Annie Fowler, geography, English history, composition; Elizabeth Henry, writing, English history; Mary Ann O'Leary, spelling, drawing, diligence in studies; Lydia Tees, reading; Elizabeth McNab, sewing; Margaret Reburn, sewing; Jane Kydd, punctuality and writing; Barbara Seath, credit marks; Amelia Wylie, writing and arithmetic; Grace Nisbet, spelling, physiology, grammar.

ADVANCED CLASS.—Martha Richardson, writing drawing, French, arithmetic, geography, English history, algebra, book-keeping, Latin, physiology, general history; Catherine Stephen, reading, grammar, algebra, geometry, amiability, blue marks; Emma Charlton, spelling, drawing, composition, Latin; Christina Crichton, algebra, geometry, credit marks; Mary Foster, geometry, amiability, diligence in studies.

After the distribution of prizes,

Principal Hicks, of the Normal School, bore testimony to the merits of the schools, the more dispassionately as he had nothing to do with them till the last twelve months. He believed these schools the best preparation for the Normal school, experience having shown this to be the case. If the country schools intended to compete with city schools they must adopt a similar system as far as possible, and test frequently by written examinations the progress made. He asked those who were present to come again to-morrow to see the older scholars receive prizes which would enable them to go out to the country and diffuse the blessings of education.

Principal Dawson said those who came to the Normal School would be accommodated with seats, and there would be some very good singing.

As part of the proceedings, the pupils, under the direction of

Professor Fowler, sang very creditably several pieces, and the whole was wound up by the National Anthem.—*Herald*.

McGill Normal School.

Yesterday (June 27) the distribution of diplomas took place in the Examination Hall, Principal Dawson in the Chair. The Rev. Mr. Lafleur opened with prayer.

Principal Dawson expressed regret at the absence of the Minister of Public Instruction. It was matter of congratulation that on the 14th Anniversary of a school which had sent forth 500 teachers, no less a number than 62 were to receive diplomas this year, not from any lowering of the standard of education, but from the value attached to the teachers sent from here. Numerous enquiries were sent from the country for teachers trained in this Institution, and but for it, the increasing number of schools in the city could not have been supplied. The forward state of preparation of the junior classes too, was a proof of the influence exerted in the country by the teachers sent from here, who were training the young. He urged those who were about to receive diplomas to maintain the high standard of education which had been set up; to realise the importance of their work and the responsibility devolving on them to train the young of future generations.

Miss Fuhrer played Fritz Spindler's "Kriegerleben" with great taste, the fingering and execution being very careful and exceedingly creditable to her training.

Principal Hicks made the following statement as to the position of the Institution:—

This meeting has been called for the purpose of closing the 14th session of the McGill Normal School, and the duty devolves upon me of making a few remarks having reference to its condition, and also the work accomplished by it during the past year. At the opening of the school in September last, a large number of young persons applied for admission and by the end of the year we had admitted 88 pupils—of those 16 were gentlemen. I may also state that 37 of those entering were from Montreal, and the rest, 53 in number, from other parts of Canada. Of those that entered, 25 had already received diplomas from the school, and re-entered for the purpose of obtaining a higher certificate; 4 entering the Academy class, 21 the Model school class; the rest joining the class studying for the Elementary diploma. I must not forget to state, also, that towards the end of the session, 4 graduates of the McGill College had their names placed on the list of those applying for the Academy diploma according to rules which will be found in the Calendar of the Normal School. At the close of the Session, after a careful examination, I am in a position to recommend 62 of these students for diplomas, 4 for Academy diplomas; 13 for Model schools diplomas, and 45 for Elementary school diplomas; a complete list of whom I will read presently; but before doing so, I should like to make a few remarks on subjects connected with the school. The number of diplomas about to be distributed to-day will raise the whole number issued by the McGill Normal school to 647, and the total number of persons who have received diplomas to 495. Of these diplomas 30 give power to teach in Academies; 191 in Model schools, and 426 in Elementary schools. It may also be stated that of the whole number of teachers who have received diplomas from this Institution, 76 are gentlemen, and 409 ladies. Of those who entered at the beginning of the present session, 17 had already been engaged in teaching in different parts of the Province, 11 of them having relinquished good situations in order to enter the school to fit themselves the better for their profession. I need hardly say that in instances such as these, a sacrifice is made which proves to a great extent the confidence felt by the teacher in the benefit to be derived from a course of Normal School training. Students of this class almost invariably give that close application to study, and attention to daily duties which independent of proving successful in the end, have an excellent effect on the minds of younger and less experienced scholars. I find, also, that of those entering in Sept. last, who had not been engaged in teaching, 21 had continued their attendance at school much beyond the usual period, in order that they might be successful in their applications for admission into the school. In this latter case it may not perhaps be too much to expect that besides the benefit which the Normal school may receive from this preparation, the school which furnishes successful scholars to a Training Institute will gain an amount of public confidence which will amply repay any extra care on the part of the teachers. At the end of last session 48 teachers received diplomas at the closing meeting. Of these 48, 16 re-entered at the beginning of the present session. Of the rest, 24 succeeded in obtaining situations, and are engaged in teaching at the present time. I wish to call special attention to the circumstance, as it goes a great way to prove that

the Normal school does the work for which it was established, that is the providing of teachers for the schools of the Province. The friends of the Normal School will be glad to find that the number of young persons attending the school this year has been as great as on any former occasion, and I trust that many may be induced to follow their example. I can speak in the highest terms of the attention of the students of this session to their duties, both in the class room, and in the practising schools. I may, also, say, that during the whole of the session nothing has occurred which tended in any way to interfere with the daily steady progress of those placed under our care and training. I must, also, state that among the large number of students whom I have seen daily practising in the Model Schools, I have noticed many who exhibited those peculiar qualities, which are so essentially necessary for success on the part of these engaged in the teaching profession. The Model Schools attached to our Training institution maintain their usual efficiency, and at the beginning of the present session sent several candidates for admission as Teachers in Training. The Girls' School remains under the excellent management of Miss Murray, and Miss Derick most successfully superintends the Primary Department. The Boys' School is under the charge of Mr. F. Hicks, and maintains its usual efficiency. As far as the whole of these schools are concerned, if the anxiety of parents to have their children taught in them be a test of their efficiency, they must be in excellent condition, as the teachers are constantly obliged to refuse applicants on account of want of space to accommodate more pupils than are at present on the books. This is not the place for me to enter into particulars connected with the changes which took place in the teaching staff of this Institution at the beginning of the present session, and indeed, if it were so, time would not permit of my doing so to any great extent. I must not, however, forget to say that in all those changes the Normal school has been furnished with those who have given their whole energy to the work, and the results of the past session will, I have no doubt, prove that they have been successful. The students, as usual, have assembled every Thursday afternoon for the purpose of receiving religious instruction from their respective Ministers, and these gentlemen have, as on former occasions, shown great interest in the classes provided for them. In closing what I have to say, I must not forget to state that during the past two sessions, I have noticed that advanced condition on the part of applicants for admission into our Normal School, as regards their correctness in elementary subjects, which leads me to conclude that we are beginning to feel to a considerable extent the benefit to be derived from the previous training of our teachers, and, also, from the better condition of our schools generally. A few years ago we were obliged to admit into the school applicants who were lamentably deficient in the mere rudiments of learning, and a 10 months' training was not much to trust to as a means to remedy the defects. Still, we went on, and now, I trust, we are beginning to see some of the results of our work. Let us hope that those whom we are now about to send forth, will continue the good work, and maintain the character of the McGill Normal School.

ACADEMY DIPLOMA.

UNIVERSITY GRADUATES.

1. Frederick Kelly, B. A., of Stewiacke, N. S.
2. Breadalbane McLean, B. A., of Montreal.

ACADEMY DIPLOMA.

1. Seneca P. Rowell, of Granby, honourable mention in Latin, Greek, Mechanics, Hydrostatics, Geometry and Trigonometry.
2. Edward McManus, of Sorel, honourable mention in Latin, Greek, Mechanics, Hydrostatics, Geometry and Trigonometry.

MODEL SCHOOL DIPLOMA.

1. Airris L. Cutting, of Coaticook, Prince of Wales Medal and Prize, honourable mention in Geography, English Grammar, English Literature, Latin, Arithmetic, Algebra, Geometry, Botany, Agricultural Chemistry and Natural Philosophy.
1. Hans Stevenson, of Wakefield, Prince of Wales Medal and Prize, honourable mention in Art of Teaching, History, Geography, English Grammar, English Literature, Algebra, Geometry, Mensuration, Latin, Botany, Agricultural Chemistry, and Natural Philosophy.
2. Otilie Fuhrer, of Montreal, honourable mention in Art of Teaching, English Grammar, Elocution, French and Instrumental Music.
4. Janet Ennis, of Montreal, honourable mention in English Grammar, Arithmetic and Algebra.
5. Celia M. Pearson, of Montreal, honourable mention in English Grammar and Composition.
6. Joseph Nickel, of New Glasgow, honourable mention in Mensuration and Geometry.

7. Marion A. Frank, of Melbourne, honourable mention in Mensuration.
8. Joseph Ann McDonald, of Montreal, honourable mention in Mensuration.
9. Elizabeth Boa, of St. Laurent, honourable mention in Composition and Botany.
10. Joseph Billings, of Sutton, honourable mention in French.
11. William Swift, of Rawdon.
12. Agnes Staart, of St. Louis-de-Gonzague.
13. Elizabeth A. Fowler, of Montreal.

ELEMENTARY SCHOOL DIPLOMA.

1. Lucinda Lawless, of Montreal, honourable mention in History, Geography, English Grammar, English Literature, Arithmetic, Algebra, Geometry, Book-keeping, French, Zoology and Chemistry.
2. Agnes Cameron, of Montreal, honourable mention in History, English Grammar, English Literature, Elocution, Arithmetic, Algebra, Geometry, Book-keeping and Chemistry.
3. Francis Martin, of Cornwall, honourable mention in Geography, English Grammar, Arithmetic, Algebra and Book-keeping.
4. Adelaide Garrity, of Masouche, honourable mention in Geography, English Grammar, English Literature, Elocution and Geometry.
5. Florence N. Rennie, of Montreal, honourable mention in History, English Grammar, English Literature, Elocution and French.
6. Agnes Hunter, of Montreal, honourable mention in Geography, English Grammar, Elocution and Zoology.
7. Margaret H. Henderson, of Montreal, honourable mention in English Grammar and Elocution.
8. Wilhelmina Fraser, of Montreal, honourable mention in English Grammar.
9. Elizabeth Wadleigh, of Lennoxville, honourable mention in French.
10. Robert Weir, of Montreal, honourable mention in Geography, English Literature and Geometry.
11. David M. Gilmore, of Havelock, honourable mention in English Grammar, Arithmetic and Book-keeping.
12. Elizabeth Cockburn, of Montreal, honourable mention in Elocution.
13. James Gowanlock, of Chatham, honourable mention in Geography, English Grammar, Arithmetic, Geometry and Book-keeping.
14. John C. McCorkill, of Montreal, honourable mention in Geography.
15. Ann Jane Struthers, of St. Rémi, honourable mention in Elocution and Arithmetic.
16. Annie Ray, of Quebec.
17. Sarah E. Ryan, of Montreal.
18. Jonathan Smiley, of Rawdon.
19. Elizabeth Cunningham, of Montreal.
20. Mary H. Moore, of St. Jean Chrysostome.
21. Baxter G. England, of Knowlton.
22. Hannah Huut, of Notfield, C. W.
23. Jane M. Campbell, of Montreal.
24. Jessie Algat, of Stormont.
25. Mary E. Thompson, of Montreal.
26. Jane Scroggie, of Rawdon.
27. Martha Grafton, of Montreal.
28. Sarah Donahue, of West Farnham.
29. Maggie McCaig, of St. Louis-de-Gonzague.
30. Ellen E. McDonald, of Toronto.
31. Agnes McDougal, of Montreal.
32. Margaret Simpson, of Noyan, honourable mention in Algebra.
33. Margaret E. Fallon, of Cote des Neiges.
34. Eliza J. Convery, of Montreal.
35. Susan Scott, of Montreal.
36. Mary E. McGill, of Edwardstown.
37. Jane Grey Ford, of Portneuf.
38. Ann Jane Turriff, of Métis.
39. Charlotte McGillivray, of Lochaber.
40. Margaret E. Campen, of St. Jean Chrysostome.
41. Rachel Beattie, of Hemmingford.
42. Annie Brough, of Métis.
43. Charles McCutcheon, of St. Sylvester, honourable mention in Algebra.
44. Philomène Saindou, of St. Manse.
45. Jessie Middlemiss, of Rockburn.

At the conclusion of the distribution of Diplomas, several of the young ladies sang the beautiful duet of the "Fairy Sisters," Mr. Fowler playing the accompaniment. Miss Fuhrer read the Valedictory with great feeling.

Professor McGregor addressed the pupils in kindly terms, referring to their trials during the past session, and to the prospects the over-coming of them opened up to them, not only in the increased value of their services, but in the greater intellectual training which strengthened them for future acquirements. He cautioned them against self-conceit and inculcated humility and better appreciation

of their own merits, as he and the other teachers had not unfrequently been pained, yet amused, at the idea of some of the young students who fancied that they repaid all they owed to the Normal School by their teaching in the Model Schools, than which there could be no greater mistake. He pointed out the true functions of the Normal School, which he was anxious should be better understood. He concluded by pointing out the duty of developing the intellect of the pupils entrusted to those who had just received diplomas; of fostering patriotism and love of country, training men and women to be worthy of a great country, and showed some of the fallacies and false impressions respecting the duties of teachers, who were supposed to be responsible for all the pupils entrusted to them. At the same time he showed the responsibility really devolving on the teachers, and for which alone they were accountable.

Rev. Dr. Burns stated that the class for religious instruction had been conducted with spirit and had increased, a result, however, for which he claimed little credit. He spoke in high terms in praise of the teaching in the Normal school, and of the high vocation of the teacher.

The young ladies then sang a trio, "The Mermaids' Evening Song."

Principal Dawson said that the McGill College looked with the greatest interest on the Normal and Elementary schools, as no College could have more than a mere nominal existence unless the schools were kept at a high standard to prepare for it.

After a few announcements to the pupils, the proceedings were closed by singing the National Anthem, and by the Benediction pronounced by Dr. Wilkes.—*Herald*.

St. Francis College, Richmond, P. Q.

The St. Francis College and Grammar School closing exercises took place at Richmond, Province of Quebec, on the 27th June. There have been 119 students in attendance this year. Reports of classes were made and many valuable prizes distributed, and recitations, addresses and other exercises made the meeting a most interesting one. Three students matriculated. A magnificent silver salver was presented to principal Graham, by the ladies of Richmond and Melbourne. The principal, while rejoicing at the prosperity of the college, spoke of the great want of increased accommodation for pupil boarders. He said that enlarged facilities are needed for at least 200 students.

Quebec High School.

We (Chronicle of June 30.) intimated in a former issue that the annual examination of this Institution had commenced, and we now, according to promise, give our review of the two days' proceedings. Tuesday (27) was occupied with the examination of the two junior classes, and it may be as well to state here that the Rev. M. Clark, Mr. Fletcher, of the Crown Lands, and Dr. Anderson had been invited and were present to take part in the examination. Of the first class, numbering forty one boys, only twenty-six were present. It was first examined in English reading, spelling, grammar, geography and arithmetic.

Mr. Wilkie, the Rector, conducted this part, questions being occasionally put by the other gentlemen. Mr. Martin then examined the same class in French and Mr. Muller in Latin. At the conclusion the Rev. Mr. Clark, who was obliged to leave on duty, expressed the high satisfaction with which he had listened, and said that he could not fail to observe the marked improvement of the pupils. He paid a just tribute to the teachers, and while recognizing the great ability and success of Mr. Muller, hoped yet to see the continental system of pronunciation of the Latin introduced, as he understood it had been into the University of London. He hoped this the more especially, as he was aware Mr. Muller had been early initiated into it, in the land of his birth.

The second class, which numbered twenty-four, of whom thirteen were only present, then came forward and were examined in the same order as the first, but were especially exercised in Canadian Geography and History, Dr. Miles' History being the text-book for the latter, and in a more advanced stage of French and Latin than the first, but showing equal proficiency. The examination of the writing and commercial accounts concluded the day's examination, which we must not omit to say had been agreeably interspersed with recitations by Masters Falkenberg, Rowley, Laird and Atkinson.

Dr. Anderson then expressed his perfect concurrence with the remarks of Mr. Clark, but he was not unprepared for them, as he looked on the progress of the boys as the natural fruit of the system which had been so happily introduced by Mr. Wilkie, and could only

express his regret that many more had not been present that day, there not having been beyond sixty visitors at any period, the majority of whom were ladies. Mr. Wilkie having expressed the obligation he felt to those who had assisted him, adjourned the proceedings till Wednesday, at 10 a.m., when the examination was resumed. During this day Dr. Miles, of the Education Department, Mr. Fletcher, Rev. Mr. Boyce and Dr. Anderson took part in the examination; there were several new faces among the visitors, but at no period of the day did they exceed forty.

The third class, amounting to thirteen boys, and the fourth class, of five boys, but which united only formed a class of eleven, were examined by Mr. Wilkie in geometry, fractions, general geography and general history, the geography and history of Canada forming a prominent feature. Dr. Miles, who appears to have a peculiar aptitude as an examiner, then exercised this class in fractions, mensuration, &c., after which he expressed his opinion that their attainments were very respectable, and that if they continued as they had commenced, they would be quite efficient. They were then examined in French by Mr. Martin, and in Latin, from Caesar and Livy, by Mr. Muller, the assistant examiners, when they thought it necessary putting questions. Attention was then directed to the specimens of writing, account-keeping and essays on various subjects, all of which were creditable, and some of them marked by peculiar excellence. Among the latter we noticed the essays of Walter Mercer, Louis Whitehead, Gustavus Stuart, Fred Rickon and B. Whitehead.

The senior Greek class, with the exception of Master Fletcher, did not make its appearance—Master Fletcher underwent a very satisfactory examination in the Anabasis of Xenophon. At the conclusion of this day's proceedings, Dr. Anderson said that he could only repeat, what he had said on the previous day in reference to the classes then examined, that the examination was most satisfactory, and that the proficiency of the pupils was the best testimony that could be borne to the efficiency of the masters; and referring to the absence of the Rev. Dr. Cook, which had been regretfully alluded to by Mr. Wilkie, he said he had been so accustomed to his presence at the examination, that he felt as if his head was lost. The proceedings terminated by Mr. Wilkie returning thanks on behalf of the masters.

We think it subject of great regret that out of one hundred boys who attended during the past term, only fifty-seven were present at the examination; but we are glad to learn that it is proposed for the future, to fix the days of examination somewhat earlier, before emigration takes place to the watering places.

We have always expressed our friendship towards, and our confidence in, the High School under its present organization; we have done so the more readily as we are in no wise officially or pecuniarily connected with it, and we have pleasure on this occasion in renewing our adhesion. We earnestly direct the attention of parents to the many advantages it possesses—First of all, in this mixed community, it stands purely *non-sectarian*; while every attention is paid to all that conduces to the good conduct and morals of the boys, there is nothing said or done, which can give the slightest offence to the religious principles or even prejudices of any. The rooms are well adapted for teaching, and the teachers are men of admitted ability and experience in their profession, and of excellent private lives. What an advantage parents ought to consider it to have at their door, an institution where their children can receive an education in accordance with the advanced views of the age, while they themselves can superintend their conduct out of school.

The Rev. Mr. Clark said that this was the most satisfactory examination that he had been present at. The High School had acquired in former days the reputation of sending out some of the best scholars in the Province; we are happy to know that it is now in a position to maintain, and even to extend that reputation. We are aware that some have kept aloof, either from prejudice or ignorance of its advantages, but now our Judges and our Sheriffs, as well as the respectable bone and sinew of the community, are availing themselves of the admirable system of home and public education which it affords, and we have no doubt that the numbers with which it closed will be multiplied at its re-opening in September next, till which time we wish a pleasant holiday to masters and scholars, being convinced that both have well earned it.

We have been furnished by the Rector with the following:

ORDER OF MERIT, JUNE, 28, 1871.

IV CLASS.

Greek—1 Geo. Patton, 2 S. Fletcher.

Latin—1 Geo. Patton, 2 Frk. McCord.

Euclid—1 Geo. Patton.

Practical Geometry—1 Geo. Patton, 2 Frk. McCord.

Natural Philosophy—1 Frk. McCord, 2 Geo. Patton, 3 S. Fletcher.

Geography and History—1 McCord, 2 Geo. Patton.

English Composition—1 Frk. McCord, 2 James Bowles and S. Fletcher, equal.

Arithmetic—1 Geo. Patton, 2 Frk. McCord.

French—1 Frk. McCord, 2 S. Fletcher.

Writing—1 Geo. Patton.

Commercial Accounts—1 Frk. McCord, 2 James Bowles.

III CLASS.

Greek—1 Wm. Bennett, 2 A. Wilkie, 3 W. Mercer.

Latin—1 Wm. Bennett, 2 St. Oliver, 3 Hy. Drummond.

Practical Geometry—1 Gustavus Stuart, 2 A. Wurtele, Wm. Bennet, A. Wilkie.

Natural Philosophy—1 Wm. Bennett, A. Wilkie, 2 Hy. Drummond, St. Oliver, B. Whitehead.

Geography and History—1 G. Stuart, 2 B. Whitehead, 3 Walter Mercer.

English Composition—1 W. Mercer, 2 G. Stuart, 3 A. Wilkie.

Arithmetic—1 G. Stuart, 2 A. Wurtele, 3 A. Wilkie, 4 B. Whitehead.

French—1 G. Stuart, 2 Hy. Drummond.

Writing—1 G. Stuart.

Commercial Accounts—1 G. Stuart.

II CLASS.

Latin—1 Hy. Clint, 2 Hy. Sampson, 3 B. Barke, 4 Jno. McLimont.

English—1 B. Goldstein, 2 Geo. Atkinson, Saxton Grylls.

Geography and History—1 Jas. Musson, 2 Geo. Atkinson, 3 B. Goldstein, Hy. Clint.

Arithmetic—1 B. Goldstein, 2 Hy. Sampson, 3 Geo. Atkinson.

French—1 S. Grylls, 2 M. Plamondon.

Writing—1 B. Goldstein, 2 Hy. Sampson, 3 G. Stanley.

Commercial Accounts—1 Hy. Sampson, 2 Thos. Christian.

Recitation—1 Geo. Atkinson.

I CLASS.

Latin—1 A. Gillard, 2 R. Cassels, 3 O. Fletcher.

English—1 Chs. McKenzie, 2 Cassels, 3 Wm. Dean.

English, 2nd Div.—1 John Grant, 2 O. Fletcher.

Geography and History—1 R. Cassels, 2 C. McKenzie, 3 Joseph O'Farrell.

Geography and History, 2nd Div.—1 John Grant, 2 O. Fletcher, 3 John Laird.

Arithmetic—1 Chas. McKenzie, 2 John Grant, 3 R. Cassels.

Arithmetic, 2nd Division—Hy. Gillard, 2 Hy. Veasy.

French—1 Walter Ray, 2 S. G. Barthe, 3 O. Fletcher.

Writing—1 A. Gillard, 2 O. Fletcher.

Commercial Accounts—1 A. Gillard, 2 Wm. Dean.

Recitation—1 Robt. Rowley, 2 John Laird, 3 Wm. Falkenberg.

D. WILKIE, M.A.,

Rector.

Montreal High School.

The midsummer examinations at the High School took place yesterday (June 28) at Burnside Hall. There was a very large attendance of ladies and gentlemen, who evinced a marked interest in the proceedings. The chair was occupied by the Rev. Dr. Jenkins, Chairman of the Protestant Board of School Commissioners, and there were present Dr. Dawson, Hon. Mr. Ferrier, Mr. Lunn, and a number of other gentlemen who take an interest in educational questions. The examinations were conducted by the several teachers, and evinced on the part of the scholars a full knowledge of the respective subjects. Between the examinations of the different forms were recitations by pupils. The first was the scene from Hamlet, wherein Horatio and his brother officers inform the Prince of the appearance of the ghost, the characters being taken by Messrs. Adams, Shear, and Dettmers; next was the Phæton or the Amalec coachman, a recitation by young Bacon; next "The Weathercock," by Messrs. Smith and Read; next the dialogue between Cromwell and Wolsey by Messrs. Macpherson and Edwards; and last, a scene from Sheridan's play of "The Critic," in which Mr. Puff explains the manner in which by means of advertisements and newspaper puffs he succeeds in making a living, by Messrs. Atwater, Gould, and McGibbon. All the recitations were most admirably given, reflecting very great credit upon Mr. Andrew, the teacher of elocution. After the examinations, Dr. Howe read the following report of

THE CLASSICAL DEPARTMENT:

MR. CHAIRMAN—I beg leave to submit a short report of the Classical Department of the High School for the session now closing. The

full number of pupils in this Department has been 112—rather more than half the school. When considering numbers you will have to bear in mind that under the new arrangements made by this Board at the beginning of the session, the youngest forms of this school were transferred to an adjoining building, and there formed into a separate department—the Preparatory. The accession, however, of over 80 new pupils, double that of previous years, made it necessary for us to divide our two lowest forms, the younger of which called the first is, as regards its standing, in advance of the first of former sessions. We began our teaching under some disadvantage, for the increase in the number of the pupils, though an omen of the success of the new government, gave us more work than we could well do. Our representations of this pressure were met by the engagement of an additional master at the earliest possible time. The right man was obtained, and though the subject belongs more particularly to the Commercial Department, I must express my satisfaction that a well qualified writing master has been added to the staff of teachers. I have long been sensible of this want in the High School, and while correcting exercises and examination papers of late, I have felt that the want has been well supplied.

The work done by the pupils of my department has not differed materially from other years. They have in their several forms read portions of Horace, Cicero, Virgil, Cæsar, Cornelius Nepos and Phœdrus, Xenophon, and the Greek Testament. More than ordinary time and attention have been given to the grammar of the Latin and Greek languages. Their other studies have been much as usual. I regret that so few boys remain to complete their school education by going through the course of the sixth form. I regret this, not only for the sake of the pupils themselves, but because I feel it to be a waste of power to be teaching six boys, when I could as well or even better teach twenty.

There is, however good promise for a year or two to come. The fourth is a strong form, showing a spirit of emulation, and no little of the love of learning. It is due to Mr. Rodger to say that it was trained for three years by him.

Although the year has been marked, as your Board is aware, by difficulties of government in one of the forms, I feel justified in stating that the general discipline of the school has been satisfactory, and that our boys are as free from immorality and vice as in most schools, public or private. We have not the abject fear and dead silence of half a century ago, but in their place a friendly intercourse between master and pupil, and a little noise and talking. The final result is better.

It is some disadvantage to us that our school building is on a corner of a street which has grown to be a great thoroughfare, and that the play-ground is often enlarged by our boys taking in the foot path and the road. Passers by are sometimes annoyed during the hour of recess, and the exuberance of play is magnified into a crime. I confess that I scarcely know what to do in the way of remedy.

It might have been expected that the reduction of the tuition fees would have been attended by a lowering of the social tone of the school. It has not had this effect.

Among the new comers were a few rough boys, but those of them who have continued with us have been themselves improved and have not deteriorated their class-fellows.

To this I will add that the boys who have been promoted from the Common Schools into the High School, are as well behaved as any we have.

In conclusion, I beg to record my obligations to my colleague, who has been my fellow-labourer for more than twenty years. I did not expect that his promotion would lead to any conflict of opinion or action, nor has it.

My thanks are due also to the Assistant-Masters for their effectual aid.

To the High School Committee of your Board I am especially indebted, for their support on occasions requiring it, and for the kindness and courtesy of their communications with me.

I have the honour to be

Your obt. servant,

HENRY ASPINWALL HOWE, LL. D.,

Classical Head-Master of the High School of Montreal.

MONTREAL, 28th June, 1871.

At the conclusion of the report prizes were given to the first and second boy in each form; that is, the boys who had obtained the largest number of marks in all studies, the standing of the first four scholars in each study being honorably mentioned as follows:

CLASSICAL DEPARTMENT.

SIXTH FORM.

Dux—George Alexander Moony, Montreal; 1 Mooney, 6,286 marks; 2 Gardiner, 5,632 marks; 3 Ritchie, 4,064 marks.
Latin—1 Moony, 2 Gardiner, 3 Ritchie.
Greek—1 Moony, 2 Gardiner, 3 Ritchie.
English—1 Gardiner, 2 Moony 3 Ritchie.
French—1 Moony, 2 Ritchie, 3 Gardiner.
History—1 Moony, 2 Gardiner, 3 Ritchie and Robertson equal.
Geography—1 Robertson, 2 Moony, 3 Ritchie.
Bible Lessons—1 Moony, 2 Gardiner, 3 Ritchie.
Arithmetic—1 Moony, 2 Gardiner, 3 Ritchie.
Algebra—1 Moony, 2 Gardiner, 3 Robertson.
Geometry and Trigonometry—1 Robertson, 2 Moony, 3 Gardiner.
Natural Philosophy—1 Gardiner, 2 Moony, 3 Robertson.
Conduct—Gardiner.

FIFTH FORM.

Dux—Stuart Jenkins, Montreal. 1 Jenkins, 5,433 marks; 2 Lyman, 5,252 marks; 3 Macdonald, 5,002 marks.
Latin—1 Jenkins, 2 Lyman, 3 Childs, 4 Macdonald.
Greek—1 Lyman, 2 Childs, 3 Macdonald, 4 Jenkins.
English—1 Macdonald, 2 Jenkins, 3 Lyman, 4 White.
French—1 Jenkins, 2 Macdonald, 3 Lyman, 4 Aylwin.
History—1 Macdonald, 2 Lyman, 3 Jenkins, 4 White.
Geography—1 Macdonald, 2 Lyman, 3 Crichton, 4 Jenkins.
Bible Lessons—1 Jenkins, 2 Macdonald, 3 Lyman and Crichton equal.
Arithmetic—1 Crichton, 2 Lyman, 3 White, 4 Jenkins.
Algebra—1 White, 2 Crichton, 3 Lyman, 4 Jenkins.
Geometry—1 Lyman, 2 Macdonald, 3 White, 4 Crichton and Jenkins equal.
Nat. Philosophy—1 Jenkins, 2 Childs and Hamilton equal, 4 Lyman.
Writing—1 Jenkins and Savage equal, 3 White, 4 Childs and McLennan, equal.
Phonography—Jenkins and White equal.
Conduct—White.

FOURTH FORM.

Dux—Eugene Lafleur, Montreal; 1 Lafleur, 5,385 marks; 2 Gould, 5,215 marks; 3 Muir, 4,003 marks.
Latin—1 Gould, 2 Lafleur, 3 Muir, 4 Edwards.
Greek—1 Lafleur, 2 Gould, 3 Muir and Levi, equal.
English—1 Lafleur, 2 Gould, 3 Muir, 4 Ritchie.
Elocution—1 Gould, 2 Edwards, 3 Parker, 4 Atwater.
French—1 Lafleur, 2 Gould, 3 Muir, 4 Ritchie.
History—1 Lafleur, 2 Fair, 3 Gould, 4 Muir.
Geography—1 Lafleur, 2 Gould, 3 Thomas, 4 Ritchie.
Bible History—1 Muir, 2 Lafleur, 3 Fair, 4 Parker.
Arithmetic—1 Lafleur, 2 Atwater, 3 Levi, 4 Muir.
Algebra—1 Lafleur, 2 Atwater, 3 Muir, 4 Gould.
Geometry—1 Lafleur, 2 Gould, 3 Muir, 4 Sweeny.
Writing—1 Gould, 2 Lafleur and Budden ma equal, 4 Macpherson.
Conduct—Fair, Macpherson, Budden, Mi.

THIRD FORM.

Dux—William A. Leggo, Montreal; 1 Leggo, 4157 marks 2 Dettmers, 3555 marks; 3 Shaw mi, 3521 marks.
Latin—1 Dettmers, 2 Leggo, 3 Shaw mi, 4 Burns.
Greek—1 Leggo, 2 Dettmers, 3 Shaw mi.
English—1 Leggo, 2 Burns, 3 Buchanan, 4 Robert and Dettmers, equal.
Elocution—1 Buchanan, 2 Hamilton mi, 3 Dettmers, 4 Shaw mi.
French—1 Leggo, 2 Dettmers, 3 Buchanan, 4 Shaw mi.
History—1 Hamilton ma, 2 Leggo, 3 Cowie, 4 Burns.
Geography—1 Shaw ma, 2 Shaw mi, 3 Dettmers.
Bible History—1 Elliott, 2 Hamilton ma, 3 Platt, 4 Leggo.
Arithmetic—1 Shaw mi, 2 Leggo, 3 Robert, 4 Buchanan.
Writing—2 Maclaren mi, 2 Leggo, 3 Shaw mi, 4 Buchanan.
Conduct—Elliot and Leggo.

SECOND FORM.

Dux—James R. A. Murray, Montreal. 1, Murray, 3,057 marks 2, Darcy, 2,814 do; 3, McKay mi, 2,353.
Latin—1 Murray, 2 Darcy, 3 Raynes, 4 Dettmers.
English—1 Murray, 2 Darcy, 3 Raynes, 4 Cowan.
Elocution—1 Murray, 2 McKay mi, 3 Darcy, 4 Raynes.
French—1 Darcy, 2 Dettmers, 3 Murray, 4 McKay mi.
History—1 Darcy, 2 Murray, 3 McKay mi, 4 Esdaile.
Geography—1 Darcy, 2 Murray, 3 Cowan, Esdaile.
Scripture Geography—1 Darcy, 2 Esdaile, 3 Murray, 4 Kerry.
Arithmetic—1 McKay mi, 2 Wallace, 3 Cowan, 4 Murray.
Writing—1 Raynes, 2 McKay mi, 3 Esdaile, 4 Cowan.
Conduct—White and Mitchell.

FIRST FORM.

Dux—Albert Edward Bernard, Montreal. 1 Bernard, 3,655 marks 2 Stevenson, 1,904.

Latin—1 Bernard, 2 Stevenson.
English—1 Bernard, 2 Cameron, 3 Stevenson, 4 Johnston.
Elocution—1 Bernard, 2 Robertson, 3 Cameron, 4 Stevenson.
French—1 DeBeaumont, 2 Bernard, 3 Stevenson, 4 Macfarlane mi.
History—1 Bernard, 2 Stevenson, 3 Laidlaw, 4 Macfarlane ma.
Geography—1 Laidlaw, 2 Miller, 3 Bernard, 4 Macfarlane ma.
Scripture—1 Cameron, 2 Bernard, 3 Stevenson, 4 Macfarlane ma.
Arithmetic—1 Bernard, 2 Stevenson, 3 Macfarlane ma.
Writing—1 DeBeaumont, 2 Macfarlane ma, 3 Stevenson, 4 Robertson.

Mr. RODGER then read the following report of

THE COMMERCIAL DEPARTMENT:

As this is the first annual report which I have the honor to submit to the Board, there are no previous years with which I can compare results. I must, therefore, deal with the facts of the present session and shall endeavor to present them as plainly and briefly as possible.

The maximum number of the Commercial Department is 107—of whom 82 are on the roll at the present time, and 78 in attendance.

These are classed as follows:—

Classes	1	2	3	5	5	6
Gross number	22	16	22	24	18	5
Present number	16	15	18	20	11	2

From this it appears that the upper classes are less numerous than the lower. This, to me a matter of regret, is occasioned very much by the demands of business, but I venture to hope that this evil will soon rectify itself by our junior boys, as they advance in the school, continuing with us in greater numbers and for a longer period.

The number of new pupils, the difficulty of classifying them, and the novelty of the situation, combined with the want of an additional master and the duties which thus unexpectedly devolved on myself, rendered the early part of the session one of anxiety and discouragement. The appointment of Mr. Whyte, however, soon relieved the pressure, and enabled me to transfer to him the special charge of the Writing and Book-keeping of the Senior Classes under greatly more favorable circumstances than I had at first anticipated.

These important subjects, as characteristic features of a Commercial Course, have received at his hands careful attention, and satisfactory work has been done. Besides these, the elements of English composition have been taught in the junior classes, a course of English Literature has been presented to the senior pupils, and French has formed the daily study of all. History and Geography have not been neglected. Arithmetic has received a considerable share of our attention. Geometry and Algebra have been added, not only as a means of cultivating the mental faculties, but also from their connection with the practical acts of life. I must not forget to add that phonography has been introduced. This has hitherto been a voluntary subject—entailing additional attendance on its students. From the great importance of the subject and its growing use in commercial transactions, I am justified in saying that, in future, provision will be made for it within regular school hours.

Such is an out line of the subjects that have engaged our attention, and I am sure that such a course, earnestly carried out, is both ample enough to give a boy a good general education, and special enough to qualify him for entering on the duties of a merchant's office, or matriculating as a student of the Department of Practical Science, which the authorities of McGill College have just established in connection with that University. It will be my duty to see that the best means are used in carrying out the views of the Board, so as to accomplish these ends. Without implying that no mistakes have been made, or that there is no room for improvement, I am glad to be able to report that the general conduct and progress of the school has been satisfactory. The system which I introduced at an early period of the session, of obtaining from the masters weekly reports of the conduct and diligence of the pupils, I have found to work with beneficial results. This brings under the notice of the Head-Master, and, if need be, of the Board, anything requiring special attention, and such pupils are dealt with, either by counsel or by punishment, as the case may seem to require. These reports and punishments are recorded by me in a book, open at any time to the inspection of the Board.

The past year has been one of probation. Much that was discouraging at first is gradually disappearing—the new machinery is working more smoothly—and the experience derived has suggested some changes that I would like to see made, and which I shall take an opportunity of bringing in detail before the Board. These, I think, will be found to be improvements—such as will enable us to enter upon the next session with greater advantage and greater efficiency than before.

I beg to enclose with this report a copy of the prize list of the Commercial Department.

In conclusion I beg to thank Dr. Howe for his advice on many occasions, and the masters for the readiness with which they have received any expression of my wishes—for the cordial support they have given me—and thus formally to acknowledge the careful and satisfactory manner in which they have discharged the duties entrusted to them.

The whole respectfully submitted.

DAV. RODGERS, M.A.

The prizes were then distributed and the honor marks read out, as follows:—

COMMERCIAL DEPARTMENT.

SIXTH FORM.

Writing and Book-keeping, and Arithmetic—Plaine.

FIFTH FORM.

Dux—George Francis Muir of Montreal; 1 Muir, 5,954 marks; 2. Gault, 3,802 marks; 3 Hodgson, 2,833.
English, 1. Muir; 2. Gault; 3. Hodgson.
French, 1. Muir; 2. Gault; 3. Cushing ma.
History, 1. Muir; 2. Gault; 3. Hodgson.
Geography, 1. Muir; 2. Hodgson.
Arithmetic, 1. Gault; 2. Cushing; 3. Hodgson.
Algebra, 1. Muir; 2. Gault; 3. Barnston.
Geometry, 1. Muir; 2. Campbell; 3. Gault.
Nat. Philosophy, 1. Hodgson; 2. Muir; 3. Cushing.
Bible Lessons, 1. Muir; 2. Hodgson.
Writing and Book-keeping, 1. Muir; 2. Gault; 3. Hodgson.
Conduct, Muir and Gault.

FOURTH FORM.

Dux—George A. Winks, Montreal. 1 Winks, 3,525 marks; 2, Storer, 3,398 do; 3, Campbell, 3,346 do.
English—1 Storer, 2 Rutherford.
Elocution—1 Rudolf, 2 Campbell, 3 Rutherford.
French—1 Winks, 2 Rutherford, 3 Storer.
History—1 Winks, 2 Storer, 3 Campbell.
Geography—1 Rutherford, 2 Winks, 3 Rudolf.
Arithmetic—1 Storer 2 Rudolf, 3 Rutherford.
Algebra—1 Storer, 2 Rudolf, 3 Winks.
Geometry—1 Campbell, 2 Adam and Storer, equal.
Bible Lesson—1 Winks, 2 Rutherford 2 Storer.
Writing and Book-keeping—1 Campbell, 2 Storer, 3 Winks.
Conduct—Storer.

THIRD FORM.

Dux—Cyrus P. Orr, of Montreal. 1 Orr, 2,818 marks; 2 Cameron, 2,784 do; 3 Baker, 2,633 do.
English—1 Orr, 2 Welsh, 3 Baker.
Elocution—1 Goodhugh, 2 Baker, 3 Orr.
French—1 Cameron, 2 Baker, 3 Nelson.
History—1 Orr.
Geography—1 Baker, 2 Holland, 3 Cameron.
Arithmetic—1 Orr, 2 Dean, 3 Cameron.
Bible History—1 Orr, 2 Baker, 2 Nelson.
Writing—1 Cameron, 2 McLaren ma, 3 Nelson.
Conduct—Nelson.

SECOND FORM.

Dux—Andrew R Reid of Montreal; 1 Reid, 2,468 Marks, 2 Bacon, 2,158 Marks.
English—1 Reid, 2 Bacon, 3 Davis.
Elocution—1 Reid, 2 Jaques, 3 Bacon.
French—1 DeBeaumont, 2 Bacon, 3 Smith.
History—1 DeSola, mi, 2 Bacon, 3 Jaques.
Geography—1 Reid, 2 Glass, 3 DeSola mi.
Arithmetic—1 Davis, 2 Smith, 3 Gliddon.
Bible Lesson—1 Smith, 2 Bacon, 3 Reid and Laing equal.
Writing—1 DeBeaumont, 2 Bacon, 3 Laing.
Conduct—Bacon and Reid.

FIRST FORM.

Dux—William L. Russell of Montreal; 1 Russell, 2,275 marks; 2 Glass, 1,699 marks; 3 Larmonth, 1,398 marks.
English—1 Russell, 2 Glass, 3 Larmonth.
Elocution—1 Russell, 2 Smith, 3 Larmonth.
French—1 Courteau, 2 Russell, 3 Lemay.
History—1 Black, 2 Smith, 3 Larmonth.
Geography—1 Russell, 2 Glass, 3 Larmonth.
Arithmetic—1 Courteau, 2 Russell, 3 McDunnough.
Bible Lessons—1 Larmonth, 2 McGoun, 3 Black.
Writing—1 Samuel, 2 Smith, 3 Foster.
Conduct—Larmonth and Smith.

THE CHAIRMAN then called upon Dr. Dawson to say a few words of encouragement.

Dr. Dawson said his text was "encouragement," and he thought there was good reason for it; first, in the number of the parents of the scholars who are present, evincing so decided an interest in the school. There was encouragement, also, in the fact that the High School was now in its proper position, as part of the admirable system of city schools, of which we had so much reason to be proud. Formerly it was a parasite upon the endowment of the late James McGill, the endowment being really insufficient for the University itself; and as a consequence the teachers had to labour under great disadvantages and sore discouragements. All this had fortunately been changed. Now the High School was in its proper place, and there was ground for encouragement in the fact of Common School scholars coming up to the High School, and achieving there a position entitling them to the mention made of them by Dr. Howe. There was encouragement too that the division of the school into commercial and classical departments, and the establishment of a distinct preparatory department would lead to more brilliant results in the future than were even apparent now. The boys, too, should take encouragement from the success they had already achieved. Every fellow should take hold manfully of his work. It was not the prize boys, or the honour boys who got all the benefit; they all had their share. He hoped they would press on and that many of them would enter the University. Opportunities were offered now, not only to classical students, but to others as well, in the department of practical science. We wanted now not only professional men, but men devoted to the development of the resources of the country, men who would become our great engineers, and manufacturers, and mining masters. He trusted the Commissioners would feel encouraged to go on until the great system of Protestant education in Montreal was made as perfect as it could be.

Dr. JENKINS then, on behalf of the Commissioners, expressed his satisfaction with the work which had been done during the year. The Board had labored hard to bring up the position of all the schools under their charge,—had labored without pay, and often for very little thanks. He was glad to see boys coming up from the common schools, and that they were achieving success here too. He asked for the school the confidence of the public, especially of the parents of the pupils. It was worthy of their confidence. He had some experience in schools—had for ten years been a close observer of them in Philadelphia, which was scarcely second to Boston in this respect, and he could say with candour that he believed Montreal would soon be unrivalled in its schools. He congratulated the boys who had taken the prizes, and those who had received honorable mention. He congratulated those who had worked hard, but without the same success, urging them to renewed effort in the future, when they came back from their holidays, which he hoped they would all enjoy.

Professor ROBINS then, at the request of the Chairman, read his report of

THE PREPARATORY DEPARTMENT:

SIR.—In submitting to the Commissioners this, my First Annual Report of the Preparatory High School, I shall venture, hopeful of your kind attention, to answer the expectation of many kind friends of the school here present, by making, in a prefatory manner, a few remarks on the general character of our work during the past few months.

In saying that this is a new school, I suggest to all practically acquainted with teaching many difficulties in the way of successful management. A large number of scholars, strangers to each other and to their teachers, were gathered. First, authority had to be established; secondly, a healthy common public sentiment had to be developed in the scholars. Neither of these points can be secured by a single effort. The supremacy of authority is attained by a series of wise acts of discipline, in the administration of which a single incautious step may be beyond calculation disastrous. A healthy public sentiment, in a school as elsewhere, can only be developed slowly, principle being added to principle in due succession as the public mind becomes prepared for it. No school, for these among other reasons, can be as efficient at first as after having been for some time established. Besides a new school always receives an undue proportion of the idle and the incompetent. If a boy has succeeded well in any school, his parents very properly hesitate to remove him; but if he has been spoiled by injudicious treatment, or if he be incorrigibly lazy, or naturally deficient, he is sent from school to school in the hope of his amendment. Of such boys I have had a large number. Some were utterly bewildered boys, dazed with fault-finding and ridicule, with whom the kindest, gentlest treatment had to be used with patient oblivion of their dullness. In two

instances the parents of such boys got tired and removed them, supposing that I was doing nothing for them, while, on the contrary, I was watching over them with anxious solicitude. Other cases are progressing favourably, though slowly. Chronic diseases are tedious in the cure.

A more serious difficulty in the way of a new school is the present transitional state of public sentiment respecting education. The old is passing away, and the new is not yet come in. On the following four questions men are divided:—1st. Should the secular and the religious be separated in education? 2nd. Are the hours of school work too long? 3rd. Is instruction in classes the only good foundation of a liberal education? 4th. Is corporal punishment necessary in school? The religious difficulty does not agitate this community; no one has objected to the religious exercises which daily begin our work, nor to the Bible lessons which daily conclude it. We pass it therefore. The other three questions have had to be considered repeatedly. It were better then, perhaps, that I should frankly state my views, based on a most varied experience during upwards of twenty years. Argument in favour of my views I shall not adduce, believing that their moderation will sufficiently recommend them to your favourable consideration, and believing, too, that for the harmonious action of parent and teacher, a clear mutual understanding is all that is really indispensable. First,—then, four hours and a half or five hours a day of close application to school work is all that ought to be exacted of boys attending a merely preparatory school. Our school routine should secure in the school about four hours of downright work. And the lessons given to be studied at home ought not to occupy more than between half an hour and an hour of application to make them *absolutely* perfect, for a home lesson not thoroughly prepared is worse than useless. Further, the lessons should be so explained beforehand at school that they can be learned without assistance by the pupil at home. Secondly,—Practically, there is no need of settling the question of the indispensability of classics in a liberal course of education. A large majority of our people undervalue, as I think, classics. Their indifference communicates itself to the children, and where Latin is compulsory it is prepared in the most slovenly manner, and those who are anxious to progress are dragged back by the indifferent. In no other way can I account for the very great inequality exhibited in the proficiency of boys in Latin. In this form the difficulty presents itself, and to me the right method of meeting it appears obvious. Thirdly,—Corporal punishment will be very seldom resorted to in any well governed school. But if no appeal is ever made to it more objectional means of wheedling or of punishing, means far more disastrous in their ultimate moral results, will have to be introduced, or frequent suspensions and expulsions must confess that the school discipline fails to reach and reform the troublesome. I admit that corporal punishment is often unnecessarily frequent and severe, but I have seen the repeated failure of attempts properly to govern boys without punishment. As a general rule, boys brought up on the wheedling system turn out contemptible milksops with no strength of moral purpose, or no less contemptible cowardly bullies, respecting no rights of the weak.

In the organization, special arrangements, and discipline of this school, which, after a year of trial, I see no reason to change, except in a few subordinate matters, we—for I speak not for myself alone—we, the teachers of this school, have endeavored to keep steadily in view the following principles: 1st. That all systems of sound education recognize the paramount importance of moral culture. We have diligently endeavored to aid the parents' efforts to train to a cheerful obedience to law, and this both from an intellectual appreciation of the law, and from a loving respect for the law-givers, to develop truthfulness of character and to lead to consideration for the rights of others, and especially for those of the weak and dependent. But secondly, we have tried to remember that the development of the mind is more important than furnishing it. If we can start a boy upon a train of enquiry which leads him in a week to discover a truth we have done much more for him than if we had in five minutes demonstrated the truth to him. To excite in a boy the divine thirst for knowledge is even better than the attempt to satisfy the thirst, to teach boys to apply themselves to study before the sweets of knowledge are appreciated because it is a *duty* to study, and then when the fruits of application begin to be gathered, because it is a *pleasure*, is far more important than stuffing them with information. It is often necessary to give less knowledge than could be given, in order that due preparation may be made for the utmost attainment ultimately. Let me illustrate by an actual case in our own work. Is it important for boys that they should learn to listen attentively. To understand clearly and retain what they hear? Is not this aptitude the very first qualification for the successful transaction of business? For the increase of this aptitude our viva voce geographical instruc-

tion has been designed. Our examination this morning will convince every unprejudiced mind that a fair amount of Geography has been taught within the past two months. But I think the steady improvement of the faculty of careful intelligent attention to words is far more valuable than all the additional geographical knowledge that I know it would have been possible to cram into those boys by the aid of text-books and home lessons. As the last great principle of our arrangement which I shall now mention we have borne in mind that this is a *preparatory* school. We have laid aside all desire to build up a splendid reputation, or to exhibit brilliant results. If we do our work here rightly a large part of it will never be seen. Ours is the slow, laborious, unpretentious laying of foundations, on which others may rear the graceful or the grand superstructure. You may teach mathematical or material science *brilliantly*, you can only teach the alphabet *faithfully*. To this sort of work we have betaken ourselves not merely doing that which properly belongs to us, but much which should have been done by our predecessors. I speak deliberately when I say that of the 150 boys of our school not ten per cent knew the multiplication table properly at their entrance, and an overwhelming majority of those who made a pretence of knowing some arithmetic counted up every line of an addition example on their fingers. To rectify these and similar evils much work that we should have done in the past year with our two higher forms has necessarily been omitted. For example I have had deliberately to lay aside English Grammar as a formal study in the third form, taking care however to correct all errors in the use of language, and to give some general notions respecting the structure of sentences.

Before proceeding to read the list of prizes, I must trespass on your forbearance for a moment longer. You, Dr. Howe, and Mr. Rodgers, will find that the boys sent up from this school this year are several of them very good, many fair, two or three inferior readers; their writing is of average excellence for boys of their age, affording, however, much room for further improvement, in spelling they are as a whole, and considering their age, remarkably good; in arithmetic they have been laboriously drilled in the elementary and compound rules, a few of them have a little knowledge of fractions. Your experience will prepare you to understand that there are great differences in this respect. In French the best have learned many phrases; can read them, and speak them fairly well and have learned to distinguish them when speaking. They have also just begun to study the grammar of the language. In Latin they are very unequal, the best have a pretty good knowledge of Bryson's Latin Book as far as the end of the regular verbs; the worst know nothing about it, notwithstanding the best endeavours of myself and Miss Cairns.

I cannot forbear paying a high tribute to the self-sacrificing faithfulness of my associates in labour. To particularize would be invidious where all have cheerfully devoted themselves to the diligent discharge of their duties.

Our numbers have been very largely affected by prevailing sickness at the end of the last and during the present term. We have had in attendance during this term 142 boys, of whom on the last day of school but 97 were present, 25 left for the country since the middle of June, 11 have fallen sick, and 9 on that particular day were absent, I know not why, though they had been present during the days immediately preceding.

Professor ROBINS then read the following list of boys entitled to prizes and these were awarded by the Chairman:—

INFANT SCHOOL.

- 1st Prize, A. G. Gardner.
2nd Prize, W. Howard.
Best in final examinations, F. Bacon.

FIRST FORM.

- 1st Prize, W. Schneider.
2nd Prize, E. Gault.
Best in final examinations, E. Gault.

SECOND FORM.

- 1st Prize, W. Tabb and W. C. Simpson, equal.
Extra Prize, F. McMartin.

THIRD FORM.

- 1st Prize, G. McPherson, and K. McPherson, equal.
2nd Prize, R. Holland.
Best in final examinations, K. McPherson

The prizes having been presented, the Chairman called upon Mr. Thomas White, jr., who addressed a few words of congratulation to the school upon the marked success which was attending it. He was followed by Dr. Dawson, who referred in complimentary terms to the

report of Professor Robins, with whose views he expressed his concurrence.

A dialogue by George and Kenneth Macpherson followed, and then Dr. JENKINS said that before bringing the meeting to a close he had a few words to offer. When the Commissioners undertook the conduct of the High School, they felt that the preparatory department was not in a satisfactory condition. It was respectable in discipline and character, but as an adjunct to an important institution like the High School was utterly deficient in numbers. The Commissioners considered the probability of being able to set up a really efficient preparatory department; they incurred the expense of the building, and they were fortunate in securing a most efficient principal in Mr. Robins, and employed a few lady teachers under him. There were difficulties at the commencement, but they were gradually gliding away; and all who had attended the examinations in the Preparatory School would be convinced that a really good work was being done. All the Commissioners asked from parents was a fair trial; let them wait until the children now in the infant school were in the third form, three years hence, and they would be satisfied with results. There were some points of novelty in the school. He did not know of any other in Canada where French was taught in the infant departments. He hoped to see this system continued and even enlarged by the inclusion of German as well. He referred to the position of the High School, and to the absence of sufficient play ground, and expressed the opinion, which was entirely his own, as he had not conferred with his brother Commissioners on the subject, that it would be an advantage if larger grounds could be obtained, to sell the present premises, and with the proceeds erect a new building, where there would be sufficient play ground within the school inclosure. He believed it would be an advantage to do this if the public would extend to the Commissioners their support in the work.

An admirable recitation rendered with great spirit, entitled "Home for the Holidays" by Lusher McGibbon and DeSola, followed.

The Rev. Dr. Jenkins pronounced the benediction, and with three hearty cheers for the Queen, by the little fellows, the meeting separated.—*Gazette*.

Laval University and Quebec Seminary.

We take the following from *Le Journal* of the 29th June last:—

Yesterday we had the pleasure and privilege of being present for the second time, within the past few days, at a public examination conducted in the large hall of the University, where the Revd. Mr. Louis Gauthier, of the Seminary, ably sustained a thesis for the degree of Doctor of Divinity.—There was present a large number of the Clergy of the Diocese of Quebec and other dioceses, as well as many distinguished members of the Laity. The Theological Faculty was fully represented, and during an hour and a half, Mr. Gauthier answered the difficult questions proposed by that body, in such a masterly manner, (using the Latin tongue with great ease and fluency) proved that he was quite familiar with the scholastic method.

We sincerely felicitate Messrs. Abbés Gauthier and Faure, the two Doctors of Divinity who have undergone their examinations in a Canadian Institution, and publicly received their degrees from the Laval University this afternoon.

At three P.M. this afternoon, the distribution of prizes and conferring of degrees took place at the Laval University.

B.S.—Messrs. Lionel Lindsay, Pierre Ruel, Avila Cherrier, Arsène Richer, Arthur St. Louis, Elie Blais, and Frederic Thétrault.

B.L.—Messrs. Théophile Gauthier, F. C. Gagnon, A. Blanchet, and Ph. Boulet.

B.A.—Messrs. Louis Asselin, Anselme Rhéaume, Alphonse Pouliot, and Salluste Duval.

B.M.—Messrs. Zéphirin Gravel, Arthur Vallée, Ernest Delisle, Michel Fiset, and Louis Gauvreau.

B.C.L.—Messrs. Isidore Belleau and Gourdean.

B.D.—Messrs. Clovis Lafamme, David Gosselin, and René Casgrain.

M.A.—M. Abbé Bacon.

Licentiates in Medicine.—Messrs. Adolphe Lemire, Cyrille E. Vaillancourt, and Michael Coote.

Licentiates in Law.—Messrs. Ernest Cimon and Charles Darveau.

M.D.—Mr. Pierre Achille Avancelet Collet.

D.D.—Messrs. Louis Gauthier and Rémi Faure.

Sewel Prize.—1st Malcolm Guay, 2nd Basile Desrochers.

Morrin Prize—4th year—1st Adolphe Lemire, 2nd Michael Coote. 2nd year—1st pr. *ex æquo*, Ernest Delisle and Louis Gauvreau, 2nd prize Zéphirin Gravel.

At the close of the proceedings, the students repaired to the Cathedral where a *Te Deum* was chanted, thus closing the duties of the scholastic year.

Convocation of Bishop's College, Lennoxville.

The public meeting for the conferring of degrees took place at half-past two in the afternoon of the 29th June, in the large school hall in the College buildings. The hall was well filled, and the liveliest interest was manifested in the proceedings.

The Hon. Edward Hale, Chancellor (re-elected) of the University, appeared in his official robes and cap. The Metropolitan occupied a chair on his right.

The Chancellor proceeded to declare the Convocation open. He said he would occupy the time of the audience but a few moments. In the first place, he thought it his duty to remark that a very material change had taken place in the organization and constitution of the University since their last annual meeting, a change by which the Synods of Quebec and Montreal had become united with this body, and had a large share in its government. He sincerely hoped that this institution, which had been the object of his care and affection during the greater part of a long life, might benefit very much by this affiliation, and that the University might in turn afford assistance to those bodies, because it was to be the source from which the ranks of the clergy would be recruited, and now it would also send out medical men. It was a matter of regret that the Bishop of Quebec was unable to be present with them, but he, the Chancellor, knew that though absent, his heart was with them. They had also to regret the absence of another gentleman, the new Bishop of New Hampshire, who had promised to come there if he could, and he knew that he would have come, if it had been possible, because he, the Bishop, was a Township boy. They had, however, the countenance and most able support of the most Reverend the Metropolitan. His Lordship had told them, and he (the Chancellor) was sure his Lordship spoke truly, that he would do his best to support this institution, and to put it in working order. These valuable promises they would treasure up. Another important point to which he must refer was the valuable addition of a medical faculty which had been affiliated with this institution. The faculty thus affiliated numbered in its body some of the most eminent medical men in the Province. In the name of the University, he would bid them a cordial welcome. But, as he said before, he had no intention of detaining them, and the few words he had to say were done. He would conclude by thanking the ladies and gentlemen for their presence on this occasion.

The *honorary* and *ad eundem* degrees were then announced.

D. D. *ad eundem*—The Most Rev. the Metropolitan, Rev. Principal Nicolls, Rev. Henry Deconvon, of Connecticut.

D. C. L.—Archdeacon McLean of Manitoba, Judge Ramsay, Dr. Hingston, Dr. David, Dr. Baker Edwards.

M. D.—Drs. Hingston, David, Godfrey, F. W. Campbell, Trenholme, Leprohon, R. A. Kennedy, W. Gardiner, George Wilkins, S. E. Tabb, Dr. Perrigo.

M. A. *ad eundem*—Rev. C. W. Badgley, Millard Smith, Rev. H. Nye.

M. A. *Honoris Causa*—Rev. James Carmichael; Doctors Godfrey, F. W. Campbell, Trenholme, Leprohon, R. A. Kennedy, W. Gardiner, George Wilkins, S. E. Tabb, Dr. Perrigo.

B. A. *ad eundem*—P. C. Emberson (B. A. of Oxford), P. R. G. Cox (B. A. Trinity College, Toronto).

M. A.—Rev. L. C. Wurtele.

B. A.—H. H. Morris, G. Allen, W. H. Wadleigh, J. J. Rowan Spong, E. Poole, Henry Heaton.

Matriculants—R. W. Campbell, Albert Stevens.

When his Lordship the Metropolitan rose to receive the Degree of D. D., the Chancellor addressed him as follows:—Most Reverend Metropolitan, in conferring this degree upon your Lordship, I may be permitted to say in few words, that we feel all of us honored by your joining our body.

When the *ad eundem* degree of D. D. was conferred upon the Rev. Principal of the College, the Chancellor also made a few complimentary remarks.

His Lordship the Metropolitan then said the Chancellor had kindly asked him to say a few words, which must be very brief, as he regretted to state he was obliged to leave the present assembly before the meeting concluded, in order to return home. This was not the only sorrow he had felt since coming here, for on the previous day he had felt very great regret that he was compelled to spend almost the whole of the day in an up-stairs room, when he for one, and he believed others as well, would gladly have witnessed the gymnastic exercises which were going on out of doors. He must say that he felt a great degree of disappointment, because, in the first place, he had not yet had an opportunity of seeing gymnastic exercises in Canada; and, in the second place, he thought it was not enough for the corporation to see the proficiency of the students and pupils in point of scholarship; they should also have seen something of their

skill in corporeal exercises. He was very glad to find that as these exercises mark the character of Englishmen in the mother country, so they were beginning to mark the character of persons of English descent in this country. He did think that in an institution of this kind, such exercises should be fostered and encouraged, and he hoped they would be carried to a great degree of success. He left Lennoxville to-day with higher hopes than those which he entertained at the last meeting of Convocation. He believed that they had entered upon a new phase in the history of the College, and that they had placed it upon a broader basis than it was ever on before; and now they asked the friends of the institution in the diocese of Quebec, and in his own Diocese, to come forward and afford aid to it, by sending students to the College. He thought the prospects of success for the institution were now much greater. There was another matter he might allude to: he hailed with great joy and pleasure the announcement made on the previous day—they knew what he meant. It was a union which he thought would give new vigour to the University. (His Lordship referred to the approaching union of the Rector with the daughter of the Principal.) He trusted and hoped it would be for the happiness of the parties as well as for the happiness of Lennoxville. He accepted the degree conferred upon him that day with great satisfaction. Before he left England, he had received the Degree of D.D. *honoris causa* from an English University, but there was a little sting connected with it, for a few days afterwards he received a statement informing him that the fees for the honor amounted to a little under £40. He received the honour the University had done him that day with very great pleasure, and he felt that it would bind him still more closely to the University. He regretted very much that he could not remain any longer. [His Lordship here left the hall in order to take the 4 p.m. train for Montreal].

The Chancellor then called upon the Rev. Mr. Norman to give some details of the working of the Junior Department.

The Rev. Mr. Norman said that, as Examiner and as one of the Trustees appointed by the Synod of Montreal, it might not be out of place for him to make a few remarks on what he had observed. One or two of the examination papers were very creditable. As one who took a great interest in classical education, he might state that the weak part of the examination was the Latin composition. No one could write his mother tongue perfectly without some knowledge of Latin prose composition. And no one could write Latin well unless he could write English well. He hoped, therefore, that particular attention would be paid in the school to this point. He made these observations with no disposition to criticize unfairly, but with the desire of promoting the prosperity of the school. Mr. Norman then mentioned the names of some boys in the respective forms whom he considered deserved special encouragement. In the Fifth Form, he must mention Bethune, the head boy of the school, who deserved creditable notice, his papers being good throughout, and remarkable for general intelligence. He would like, also, to say something about the boy Page, he (Page) had evidently done his best and had taken all pains. He would also mention Paddon maximus, and Carter. In the Fourth Form he would mention Montizambert major, and Abbott. In the Third Form, Smith's papers were distinguished for equality of goodness. He had taken pains in all his papers, and they all came up to a good average. Montizambert minor, Reed, and Paddon were also worthy of special mention. In the Second Form, he would mention Gilbert, Lindsay maximus, and Harrison. He would remark that he formed his judgment solely from the papers, without knowing the boys. There was one boy in the form that he must speak specially of. His answers showed such a thorough working out of the whole paper, that he, Mr. Norman, believed that boy had a great career before him, if he had health and strength to continue. His name was Dayton. In the First Form, the two Macdonalds pleased him decidedly: also Romaine. But especially Robertson, whose capacity was such that no limit could be set to his attainments if he had health and opportunity to continue his duties. An examiner judged more by the quality than the quantity of the papers, and it was therefore important to send up the papers as complete as possible; every mistake lost a mark. Mr. Norman proceeded to refer to the respectful demeanor and good conduct of the boys he had seen there. His educational experience of thirteen years in England had made known to him something of boys' nature. He lauded the perfect system in schools. In respect to many matters, the way to manage the school was by the older boys. If there was one thing odious to English nature, it was espionage. He, therefore, recommended placing confidence in boys and shewing them that they were trusted. This also tended to crush out the evil of bullying which was prevalent in old times, when a big boy often ruled a school by brute force. In conclusion, he would only say that he shared the Metropolitan's disappointment at not being present at the athletic sports on the preceding afternoon. He would, however, like to say a word of

caution to boys ever ardently devoted to the cultivation of their muscles. They would find that they would bitterly regret any neglect to cultivate the higher faculties. While he said this, he was sensible of the great advantages of a strong and healthy system. In conclusion, he would be very glad to come again to examine the papers and test the progress, if they would allow him to come.

Archdeacon McLean then addressed the meeting. In the first place, he must express his thanks for the honor conferred upon him by making him a D.C.L. In the next place, he felt a peculiar interest in standing before them, for he stood there as the representative of an institution in the North West, which he trusted would be of incalculable benefit to that great country. He had been struck by the remarks of the Reverend Mr. Norman respecting Latin Prose Composition. It so happened that at St. John's college, the Institution to which he referred though it had been laboring under great disadvantages, considerable progress had been made in some subjects. He instanced mathematics, in which one young man in his college was quite an expert. And it happened that great attention was paid to Latin Prose Composition. He believed in the importance of the subject, and he would therefore add his own recommendation to that of Mr. Norman, that Latin Prose Composition should not be neglected. Those who were most distinguished as Latin scholars at school were frequently most successful in after life. He had frequently been attacked for the amount of attention given to Latin at his college, and he would answer cavillers to have patience, and in a year or two they would see the use of it. He hoped that some of the young faces which he saw around him that day he would recognize hereafter in the North West. He had come to solicit aid for a worthy institution there, and the appeal had been most nobly responded to. He had already received subscriptions to the amount of about \$6,500, and in a few weeks more, he believed he would have \$10,000 to go home with. He referred to the rapid improvement made by the Indian when an opportunity was given him. They were good linguists. The Ven. Archdeacon's address abounded with humorous observations, and was received with cheers and laughter.

The Chancellor observed that it was customary to administer the oath of allegiance to all graduates who had not previously taken it. He asked such to come forward. It appeared, however, that all had previously taken the oath.

The National Anthem was then sung at the request of the Chancellor.

The CHANCELLOR then called upon the Rev. Mr. Slack, the Rural Dean of Bedford, as an old friend of the College, to make a few observations.

Rev. Mr. Slack said the reason given by the Chancellor was the only reason he knew why he should be asked to speak. He was no orator and there was no reason why they should listen to him after so much talent and burly eloquence had been already displayed before them. However, he was certainly a very old friend of the Institution. To see it prosper as it deserved to prosper had always been one of the cherished objects of his life. Could any one stand up and say that Bishop's College had been a useless Institution? Were any one to do so, he could contradict the statement from his own knowledge. His own sons had been educated there and now held honorable positions in life. He attributed their success to the early training they had received from this Institution. They were the first pupils in the time of the Bishop of Quebec. Would any one venture for a moment to say that the institution had not answered the purposes of its establishment? He (the Rev. Mr. Slack) was quite certain that such a statement would be without foundation. He referred to the importance of mental cultivation. To the parents present, he, as an old man, would venture to speak a word of counsel as to the bringing up of their offspring. Education at school must be aided and supported by home training. A boy who goes home from school and is allowed to follow whatever affords him gratification would run serious danger. Boys should be taught to help themselves, and become self-reliant. They should be taught to despise anything cowardly, or cruel, or dishonourable.

The Chancellor then said that they had that day to welcome the arrival of the Medical Faculty. They had to welcome the accession of some very eminent medical men of Montreal, and among them, he might mention, Dr. Hingston, who would hold the position of Dean of the Medical Faculty. He would ask for a few words from Dr. Hingston.

Dr. Hingston said that before proceeding with his address, it might be necessary to answer a question which had been asked more than once to-day. What were so many doctors doing here? And the questioners had manifested a nervousness and an anxiety which the visit of so many knights of the scalpel to this peaceful town of Lennoxville, is well calculated to create. Their mission was a peaceful one. They will depart to-night as quietly as they came this morning,

and whatever may be the result of the work which they were met to inaugurate, that beautiful town and neighborhood would be exempt from the inconveniences and share in all the advantages that may arise. With these few preparatory remarks, which a fancied uneasiness seemed to render necessary, particularly after what had fallen from the Venerable Archdeacon of Manitoba, who frankly told them that he would scan the countenances of every one present, and perhaps ask each one for a subscription ere he left, he would say a few words on their mission; but the first words were words of regret. The Governments of the United States and of the Dominion of Canada, recognizing the ability of their recent dean in a science with which he had been long connected, have removed him from us and placed him in a position where his meteorological knowledge will much benefit the country. The country gains and this Convocation loses, for upon Dr. Smallwood devolved the duty of addressing them. To fill the office instead, he would say that their labors had hitherto been confined to the walks of professional duty, but the advisability of another teaching body in Montreal had arisen, and their labors were likely to be extended. Hitherto there were reasons why it had not been established, but now it was likely to go ahead. The chances of success were as great in Montreal as in Toronto, and there they had succeeded very well. The late chancellor, Mr. Justice McCall, had often spoken of establishing a medical faculty in connection with that college, but the idea at that time was considered premature and the field too limited. Montreal had now increased, however, and the year '71 might not now be considered too soon to establish a medical faculty. It had been said that the faculty had been established in opposition to that of McGill. He would beg leave to disclaim any such intention entirely. The rivalry if there was any would be an honorable one and among members of a noble profession. There had also been some uneasiness lest the multiplication of schools would lower the standard and admit unqualified persons to the study and practice of medicine. Whatever danger there might have existed in this respect at one time, there was certainly none now. The desirability of establishing a central medical faculty was very great. The system was similar to that of Prussia, which excelled in more than her system of military training. Nobody need be uneasy as to the result. Any person who graduated at that institution would be able to pass an examination at any medical board. At an earlier period, when insurmountable difficulties existed, very wise conditions were attached to the passing an examination. These were no longer necessary. The curriculum they had adopted was perfect in itself, and included one or two branches not taught at any other institution. Every effort would be made to admit none but the properly qualified. With the facilities for classical education which now existed there was no excuse for admitting unqualified persons. Medicine had made such rapid strides during the last few years that no one could attain to eminence without study. The chemist of ten years ago could not understand the chemist of to-day. In conclusion, he would return thanks for the uniformly kind, pleasant and honorable bearing which had characterized their intercourse thus far. They ventured to hope that the faculty would do the public good service by advancing the interests of a profession founded on science, animated by love, guided by mercy, and having for its end and aim the common good of mankind.

Dr. De Coven, of Connecticut, being asked to speak by the Chancellor, briefly complied observing that the result of the meeting had surpassed his greatest expectations.

The Chancellor then announced that the Mountain Jubilee Scholarship had fallen to Mr. Sykes, and the Mathematical Prize to Mr. Thornloe. The S. P. G. Scholarships were taken by G. Allan and J. W. Wardleigh. He addressed a few kind and well-timed words to the graduates of the day, and remarked upon the excellence of their examinations.

Mr. H. H. Morris then read the valedictory address on behalf of the graduates.

The distribution of the prizes of the College school classes was then proceeded with. The following is the list of the names of those to whom prizes were awarded:—

SCHOOL PRIZES.

v. Form General Proficiency, Bethune: ii., Williams; i., Robins.

MIDSUMMER EXAMINATION, 1871.

v. Form General Proficiency, Bethune; iv., Montizambert, M.A.; iii., Pratten; ii., Dayton; i., Robertson.

iv. Form, Divinity, Montizambert, ma iii., Pratten; ii., Dayton; i., Elliott.

iv. Form, Mathematics, Carter; iii., Williams; ii., Rhodes.

i. Form, Arithmetic, Hepburn.

iv. Form, English Subjects, Montizambert, ma.; iii., Hunt, M.A.; ii., Dayton; i., Robertson.

iv. Form, French, Carter; iii., Williams; ii., Gilbert; i., Paddon, ma Latin Grammar Prize.—I, Bethune; 2, Smith.

Greek—Bethune.

Latin Composition—Bethune.

English Essay—Montizambert, ma.

Mapping—1, Pratten; 2, Henker.

The prizes were presented by the Chancellor, assisted by the venerable Archdeacon McLean, who accompanied each presentation with appropriate remarks of praise and encouragement. The first boy of the school, Strachan Hallowell Bethune, is a son of Mr. S. Bethune, Q.C., of Montreal. The convocation then broke up.

In the evening the annual conversazione of the graduates took place in the main hall of the building, which was handsomely decorated for the occasion. The evening was varied with music of the finest order, both vocal and instrumental.

The lectures of the new Medical Faculty will be delivered at Montreal, commencing in October next. The Hotel Dieu will be open for the use of students. The following is a list of the Professors, and the subjects assigned to them:

Medicine, Dr. David; Surgery, Dr. Hingston; Midwifery, Dr. Godfrey; Hygiene, Dr. Leprohon; Physiology, Dr. F. W. Campbell; Materia Medica, Dr. Trenholme; Chemistry, Dr. Baker Edwards; Medical Jurisprudence, Dr. Gardner; Anatomy, Dr. Kennedy; Pathology, Dr. Wilkins; Botany, Dr. Tabb; Demonstrator of Anatomy, Dr. Perrigo.—*Gazette*.

Montreal Deaf and Dumb Asylum.

The examination of the Quebec pupils from the Montreal Deaf and Dumb Asylum, held last evening (June 29) at the Morrin College Hall, Ann street, Quebec, was most numerously attended, and the deepest interest was manifested throughout. The novelty of the examination of these pupils, no doubt, caused the presence of so large an audience. Mr. Henry Fry took the chair, and at his request, the Rev. Mr. Clarke, of Chalmers' Church, delivered up a feeling and appropriate prayer. Mr. Fry, after order had been restored, explained in a few words, the object of the meeting. He also reviewed the history of these institutions, in Canada, United States, and different countries in Europe, showing what had been done to make our fellow beings, who are deprived of the two leading senses, appreciate the great blessing of being able to realize the existence of a living God and a Redeemer. The census returns, he said, of Great Britain, showed that twelve persons, out of every ten thousand, were deaf and dumb; and that schools for the education of this class were now in operation all over the civilized world. Mr. Fry was followed by Mr. Fred. MacKenzie, of Montreal, Secy-Treasurer of the Asylum in that city, who read a number of extracts from the report of Mr. Widd, the Superintendent, descriptive of the mode adopted by the teacher in the instruction of the pupils; and the precautions used to secure a sound, moral training at the same time. The deaf and dumb lads—three in number—Masters Butt McNaughton, and John C. Moore, aged respectively 11, 13, and 16 years, took their position on the platform, and the examination commenced by the delivery of the Lord's prayer, in dumb sign. The action, throughout, was not only graceful, as outward sign, but convinced all present, that these poor dumb boys were fully impressed with this most beautiful prayer. Then followed an examination in arithmetic of the lads Moore and McNaughton. Both were very quick in the rules of addition, multiplication and subtraction, eliciting, as each sum was proved, loud and hearty applause. A very amusing scene, between the same lads, was gone through, entitled, "The Physician and his patient," Young Moore, as the Doctor, approached his patient, McNaughton, who was seated in a chair, and appeared to be suffering great pain from his illness. The pantomimic gesture of the juvenile esculapian in feeling the pulse, pouring the medicine from the vial, and subsequent administration to the patient, was perfect, and life-like. The dose had the desired effect, for the patient revived from his languor immediately, and evinced his gladness by smiling and bowing to the audience. The lad Butt was next called to the platform. He, being a scholar in a higher form, passed a more advanced examination in arithmetic and geography. The examination, throughout, reflected great credit on the gentleman under whose direction they were taught, Mr. Widd, also a deaf and dumb mute. It having come to the knowledge of some of the gentlemen present, that a printing press and type were required for the institution, the necessary amount was subscribed on the spot.—*Chronicle*.

Laval Normal School, (Males).

On Friday 30th of June last, at 7½ P. M., a numerous and distinguished audience assembled, in the large hall of the "Old Chateau," to witness the distribution of prizes and the presentation of Diplomas to the successful pupil-teachers in training at the Laval Normal School, Quebec, during the past year.

Amongst others present on the occasion, may be mentioned the Hon. P. J. O. Chauveau, Minister of Public Instruction; the Revs. C. F. Cazeau, V. G.; M. J. Auclair, Curé of the Cathedral; B. McGauran, P. P., St. Patrick's, Quebec; A. Racine, St. John's Church, Quebec; Fathers Point and Vignon, S. J.; the Superior of the Oblates; Abbés H. R. Casgrain, Godbout, Doherty and Chs. Trudel; Messrs Colonel Sewell, A. Lemoine, Sirois, Ledroit, E. Lamontagne, Feer, F. E. Hamel, Montambault, etc. etc., and a large number of ladies.

L'Union Musical assisted the students of the Normal School, rendering the musical portion of the entertainment one of no ordinary kind. Mr. Lavigne, Music Dealer, Quebec, always ready to aid by his musical talent, whether in the cause of charity or otherwise, furnished one of the celebrated *Ludolff* Pianos and an *Organ* from the manufactory of *Smith*, of New-York, on the latter of which M. J. A. Defoy displayed great musical ability.

The literary portion of the programme left nothing to be desired, either in the variety of the selections or their rendition. M. E. Gagnon, Professor of Music at the Normal School, directed the choir who sang with great spirit and taste.

The *Septuor Instrumental*, a new musical association, of which Mr. Alfred Paré is the chief organizer, and composed entirely of French Canadians, played the Overture of *Zampa* and that of *Massaniello*, with great taste.

In the rendering of the beautiful *Cavatine des Huguenots* and the delightful *Barcarolle de l'Etoile du Nord*, Madame Legendre and Miss Ardouin fairly enchanted the audience.

We regret, that before we received a report of the proceedings our journal was so far advanced that want of space precludes our giving the programme selected for the occasion, as well as an *address* delivered by one of the third year students.

At the close of the exercises the Minister addressed the graduating students in his usual felicitous and happy strain, reminding them of the service the Normal Schools were intended to render education in this Province through their instrumentality, and to always remember the motto—*Rendre le peuple meilleur*.

Vicar-General Cazeau, then in eloquent and well chosen words testified to the interest the clergy of the Province took in the success of the Normal-Schools, at the same time strongly urging on the students to never forget their duties as Christians and good citizens.

The future of the youth of the country, said he, is in your hands. Prepare yourselves then in accordance with the views of Providence, and endeavour with all your might to infuse, into the minds and hearts of the young entrusted to your charge, a love of Religion, Science and Country.

The students then sang God save the Queen and the assembly dispersed, thus terminated the fourteenth Scholastic year of the Laval Normal School.

PRIZE LIST.

FIRST YEAR STUDENTS.

Excellence—1st pr. Félix Pagé, 2 Charles Angers; 1st acc. Alphonse Lavigne, 2 Hermel Tremblay, 3 Philippe Riverin. Religious Instruction—1st pr. Félix Pagé and Thomas Lindsay, 2 Alexandre Chassé and Odina Cloutier; 1st acc. Célestin Côté, 2 Elzéar Tremblay. Theory and practice of Teaching—1st pr. Alexandre Chassé and Joseph Michaud, 2 Alphonse Lavigne; 1st acc. Hermel Tremblay, 2 Jean Tremblay. French Dictation—1st pr. Félix Pagé, 2 Alphonse Lavigne; 1st acc. Chs. Angers, 2 Philippe Riverin, 3 Alexandre Chassé. Grammatical Analysis—1st pr. Félix Pagé, 2 Edmond Bédard; 1st acc. Chs. Angers, 2 Alphonse Lavigne. Sacred History—1st pr. Félix Pagé, 2 Philippe Riverin; 1st acc. Chs. Angers, 2 Jos. Michaud. History of Canada—1st pr. Félix Pagé, 2 Chs. Angers; 1st acc. Alexandre Chassé, 2 Philippe Riverin. Mental Arithmetic—1st pr. Odina Cloutier, 2 Hermel Tremblay; 1st acc. Alexandre Chassé, 2 Félix Pagé. Arithmetic—1st pr. Hermel Tremblay, 2 Toussaint Simard; 1st acc. Félix Pagé, 2 Odina Cloutier. Book-Keeping—1st pr. Louis LeBœuf, 2 Hermel Tremblay; 1st acc. Félix Pagé and Jean Tremblay, 2 Philippe Riverin. Geography—1st pr. Félix Pagé, 2 Chs. Angers; 1st acc. Hermel Tremblay, 2 Napoléon Turcotte. Natural Philosophy—1st pr. Chs. Angers, 2 Félix Pagé; 1st acc. Alphonse Lavigne, 2 Philippe Riverin. Agriculture—1st pr. Hermel Tremblay, 2 Philippe Riverin, Chs. Angers and Alex. Chassé;

1st acc. Elzéar Tremblay, 2 Alphonse Lavigne. Calligraphy—1st pr. Edmond Bédard, 2 Odina Cloutier; 1st acc. Félix Pagé, 2 Philippe Riverin. Reading and Declamation—1st pr. Chs. Angers, 2 Félix Pagé; 1st acc. Jos. Michaud, 2 Alexandre Chassé. French Exercises for the Year—1st pr. Félix Pagé, 2 Alexandre Chassé; 1st acc. Elzéar Tremblay, 2 Chs. Angers. Remarkable Progress—pr. Louis LeBœuf and Alfred Blouin.

SECOND YEAR STUDENTS.

Excellence—1st pr. Napoléon Parent, 2 Eugène De Champlain; 1st acc. F. X. Bélanger, 2 Céréal Lacroix, 3 Aristide Pinard. Religious Instruction—1st pr. Eugène De Champlain, 2 F. X. Bélanger; 1st acc. Louis Roberge, 2 Napoléon Parent. Theory and Practice of Teaching—1st pr. Céréal Lacroix, 2 F. X. Bélanger and Aristide Pinard; 1st acc. Napoléon Parent, 2 Louis Reberge. French Dictation—1st pr. Eugène De Champlain, 2 Céréal Lacroix; 1st acc. Eugène Turcotte, 2 Napoléon Parent. Grammatical Analysis—1st pr. F. X. Bélanger, 2 Aristide Pinard; 1st acc. Napoléon Parent, 2 Eugène De Champlain. Logical Analysis—1st pr. Céréal Lacroix, 2 Aristide Pinard; 1st acc. F. X. Bélanger, 2 Napoléon Parent. Literature—1st pr. F. X. Bélanger and Napoléon Parent, 2 Eugène Turcotte and Eugène De Champlain; acc. Céréal Lacroix. Mythology—1st pr. Napoléon Parent et Aristide Pinard, 2 Eugène De Champlain; 1er acc. F. X. Bélanger, 2 Eugène Turcotte. History of Canada—1st pr. Napoléon Parent, 2 Aristide Pinard; 1st acc. Eugène De Champlain, 2 Céréal Lacroix. History of France—1st pr. Napoléon Parent, 2 F. X. Bélanger; 1st acc. Eugène Turcotte, 2 Eugène De Champlain. History of England—1st pr. Napoléon Parent, 2 F. X. Bélanger; 1st acc. Eugène De Champlain, 2 Eugène Turcotte. Arithmetic—1st pr. F. X. Bélanger and Ls. Roberge, 2 Eugène De Champlain; 1st acc. Napoléon Parent, 2 Céréal Lacroix. Book-Keeping—1st pr. Napoléon Parent, 2 Eugène De Champlain; 1st acc. Aristide Pinard, 2 F. X. Bélanger et Ls. Roberge. Algebra—1st pr. Céréal Lacroix, 2 Eugène Turcotte; 1er acc. Napoléon Parent, 2 F. X. Bélanger. Geometry—1st pr. Napoléon Parent, 2 F. X. Bélanger; 1st acc. Céréal Lacroix, 2 Eugène Turcotte. Astronomy—1st pr. Napoléon Parent, 2 Eugène De Champlain; 1st acc. Aristide Pinard, 2 F. X. Bélanger. Natural Philosophy—1st pr. Céréal Lacroix, 2 Napoléon Parent and Aristide Pinard; 1st acc. Eugène De Champlain, 2 F. X. Bélanger. Agriculture—1st pr. Napoléon Parent, 2 Eugène De Champlain; 1st acc. Aristide Pinard, 2 Eugène Turcotte. Chemistry—1st pr. Napoléon Parent, 2 Eugène De Champlain; 1st acc. F. X. Bélanger, 2 Céréal Lacroix. Calligraphy—1st pr. Napoléon Parent, 2 Eugène Turcotte; acc. Louis Roberge et Céréal Lacroix. Reading and Declamation—1st pr. Eugène Turcotte, 2 Napoléon Parent; 1st acc. Eugène De Champlain, 2 F. X. Bélanger.

FIRST ENGLISH CLASS.

Grammar—1st pr. Napoléon Parent, 2 Eugène De Champlain; 1st acc. Céréal Lacroix, 2 Philippe Riverin. Dictation—1st pr. Louis LeBœuf, 2 Yrtrick Ahern; 1st acc. Eugène Turcotte, 2 Eugène De Champlain. Grammatical Analysis—1st pr. Eugène De Champlain, 2 Céréal Lacroix; 1st acc. Napoléon Parent, 2 Aristide Pinard. Translation—1st pr. Louis LeBœuf, 2 Céréal Lacroix; 1st acc. Eugène De Champlain, 2 Napoléon Parent.

SECOND ENGLISH CLASS.

Grammar—1st pr. Edmond Bédard, 2 Alphonse Lavigne; 1st acc. Alexandre Chassé, 2 Chs. Angers. Dictation—1st pr. Alexandre Chassé and Edmond Bédard, 2 Thomas Lindsay; 1st acc. Chs. Angers, 2 Alphonse Lavigne. Translation—1st pr. Chs. Angers, 2 Alexandre Chassé; 1st acc. Alphonse Lavigne, 2 Edmond Bédard.

FIRST AND SECOND YEAR STUDENTS UNITED.

Vocal Music—pr. George Gagnon; acc. Thomas Lindsay. Instrumental: pr. Eugène Turcotte. Harmonium: pr. Alphonse Lavigne. Piano: pr. Philippe Riverin.

THIRD YEAR STUDENTS OR ACADEMICIANS.

Mr. Moise Laplante, 1st pr. for Latin, 1st pr. for French, 1st pr. for Universal History, 1st pr. for Rhetoric, 2nd pr. for Mathematics, and 2nd pr. for Philosophy.
Mr. Nérée Lévêque, 1st pr. for Mathematics, 1st pr. for Philosophy, 2nd pr. for Latin, 2nd pr. for French, and 2nd pr. for Rhetoric.
Mr. Phidime Simard, 2nd pr. for Latin, 2nd pr. for Mathematics, 2nd pr. for Universal History, and 2nd pr. for Philosophy.
Alphonse Drouin, 1st pr. for French, 2nd pr. for Universal History.
Botany—1st pr. Moise Laplante, 2 Nérée Lévêque and Phidime Simard. Correct Language—pr. Phidime Simard.

Laval Model School.**PRIZE LIST OF BOYS' (ENGLISH) DEPARTMENT.***First Division.*

Religious Instruction—John Maguire and Charles McSweeney, 2 William Quinn; 1st acc. Martin Hannon, 2 John Noonan. Reading: First Class—1st pr. Louis Dufresne, 2 J.-Bte. Sirois; 1st acc. David Dufresne, 2 Geo ge Patoine. Second Class—1st pr. John Bte. Morrisette, 2 Joseph Cloutier; 1st acc. Etienne Corriveau, 2 J.-Bte. Emond, 3 Olivier Clouet. Third Class—1st pr. Louis Gèneux, 2 Louis Lemay; 1st acc. Alphonse Belleau, 2 François Dumas, 3 Arthur Fiset. Fourth Class—1st pr. Godias Rosa, 2 Alfred Gingras and Henry Defoie; 1st acc. Charles Parent, 2 Léon Bélanger, 3 Siméon Grondin. Fifth Class—1st pr. Alfred Fiset, 2 Aimée Toussaint and Adam Andrews; 1st acc. Auguste Dufresne, 2 Alexis Pelchat, 2 Arthur Dugal. Translation: First Class—1st pr. Charles P. McSweeney, 2 William Quinn and David Dufresne; 1st acc. Louis Dufresne, 2 J.-Bte. Sirois. Second Class—1st pr. John Maguire and Etienne Corriveau, 2 John Bte. Emond and Jos. Cloutier; 1st acc. Martin Hannon, 2 J.-Bte. Morrisette, 3 Olivier Clouet. Third Class—1st pr. Alphonse Belleau, 2 Louis Gèneux; 1st acc. James Hannon, 2 Arthur Fiset, 3 Achille Berti. Fourth Class—1st pr. Henry Defoie, 2 Chs. Parent; 1st acc. Alfred Gingras, 2 Alfred Massé, 3 Godias Rosa. Fifth Class—1st pr. Alexis Pelchat, 2 Auguste Dufresne; 1st acc. Adam Andrews, 2 John Bte. Morrisette, 3 Arthur Dugal. English Grammar: First Class—1st pr. Charles McSweeney and David Dufresne, 2 Louis Dufresne; 1st acc. William Quinn, 2 J.-Bte. Sirois. Second Class—1st pr. John Maguire, 2 J.-Bte. Emond and Jos. Cloutier; 1st acc. Martin Hannon, 2 Etienne Corriveau, 3 J.-Bte. Morrisette. Third Class—1st pr. Alphonse Belleau, 2 François Dumas; 1st acc. Alphonse Godbout, 2 Louis Lemay, 3 Arthur Fiset. Fourth Class—1st pr. Charles Parent, 2 Henry Defoie and Alfred Gingras; 1st acc. Léon Bélanger, 2 Alfred Massé, 3 Godias Rosa. Parsing: First Class—1st pr. David Dufresne, 2 Charles P. McSweeney; 1st acc. Louis Dufresne, J.-Bte. Sirois, 3 William Quinn. Second Class—1st pr. J.-Bte. Emond, 2 Etienne Corriveau; 1st acc. J.-Bte. Morrisette, 2 John Maguire. Third Class—1st pr. Alphonse Belleau, 2 Alphonse Godbout; 1st acc. François Dumas, 2 Achille Berti, 3 Auguste Fortin. Mensuration—1st pr. David Dufresne, 2 J.-Bte. Emond and Louis Dufresne; 1st acc. J.-Bte. Sirois, 2 Charles P. McSweeney.

Second Division.

Religious Instruction—1st pr. Charles Maguire, 2 Mark Henry McSweeney; 1st acc. James Conrick, 2 Narcisse Ratté. First Class: Spelling and Reading—1st pr. Charles Maguire, 2 Mark Henry McSweeney and Thos. Lemoine; 1st acc. James Conrick, 2 Alfred Gingras, 3 Narcisse Ratté. Second Class—1st pr. Arthur Van Felson, 2 Ernest Cloutier and Gonzague Defoie; 1st acc. Pierre Pelletier, 2 Jules DeBlois, 3 Joseph Drapeau. Third Class—1st pr. Alphonse Gèneux, 2 Philippe Rousseau; 1st acc. Napoléon Jobin, 2 Louis Lambert. Dictation: First Class—1st pr. Charles Maguire, 2 James Conrick; 1st acc. Mark Henry McSweeney, 2 Narcisse Ratté, 3 Ernest Gingras. Second Class—1st pr. Gonzague Defoie and Arthur Van Felson, 2 Ernest Cloutier; 1st acc. Pierre Charrest. Translation: First Class—1st pr. Thomas Lemoine, 2 Mark Henry McSweeney; 1st acc. Charles Maguire, 2 James Conrick, 3 Ernest Gingras. Second Class—1st pr. Pierre Pelletier, 2 Arthur Van Felson and Ernest Cloutier; 1st acc. Joseph Drapeau, 2 Jules DeBlois. English Grammar—1st pr. Charles Maguire, 2 James Conrick; 1st acc. Narcisse Ratté, 2 Daniel Dominick O'Brien.

Laval Normal School, (Females.)

It is needless to explain to our readers of the Province, but perhaps necessary for others, that the female Department of the Laval Normal School as well as the Model School, intended for practice by the lady-students in training, is under the care of the ladies of the Ursuline Convent, where the Professors deliver their lectures.

On the third of July, the examination of the ladies in training, and the distribution of prizes and presentation of Diplomas took place at the above-named institution. The Hon. Mr. Chauveau, Minister of Public Instruction, presided, having on his right Vicar-General Cazeau, and on his left the Revd. M. J. Auclair, Curé of the Cathedral, Quebec; besides a considerable number of the clergy,

as well as members of the Bar and the Press. The prize of excellence and the Prince of Wales Medal and Prize were awarded to Mlle. Descormiers, who was highly complimented on her success by the Hon. Minister of Public Instruction and Vicar-General Cazeau.

Want of space prevents our saying anything of the singing and choice pieces declaimed by the pupils, though deserving more than mention.

PRIZE LIST.*FIRST YEAR STUDENTS.*

Excellence—1st pr. Eulalie Lévesque, 2 Laure Couture; 1st acc. Amanda Roy, 2 Rosalie Parent, 3 Marie Paré. Religious Instruction—1st pr. Marie Paré, 2 Eugénie Richard; 1st acc. Marie Lévesque and Delphina Lagacé, 2 Louise Savard and Elise Marceau. Theory and Practice of Teaching—1st pr. Mathilde Normand, 2 Elise Marceau; acc. Eulalie Lévesque. French Dictation—1st pr. Marie Paré, 2 Eulalie Lévesque; 1st acc. Delphina Lagacé, 2 Mathilde Normand. Grammatical Analysis—1st pr. Delphina Lagacé, 2 Odile Pélisson; 1st acc. Herméline Martel, 2 Eulalie Lévesque. Sacred History—1st pr. Eulalie Lévesque, 2 Elizabeth Bernier; 1st acc. Mathilde Normand, 2 Antonia Tremblay. History of Canada—1st pr. Eulalie Lévesque, 2 Amanda Roy; 1st acc. Euphémie Massé, 2 Georgie Roy. Mental Arithmetic—1st pr. Rosalie Parent, 2 Euphémie Massé; 1st acc. Mathilde Normand, 2 Joséphine Lemieux. Arithmetic—1st pr. Rosalie Parent, 2 Georgie Roy; 1st acc. Louise Savard, 2 Amanda Roy. Book-Keeping—1st pr. Odile Lacasse, 2 Louise Savard; 1st acc. Herméline Martel, 2 Antonia Tremblay, Odile Pélisson and G. Lapointe. Geography—1st pr. Louise Savard, 2 Laure Couture; 1st acc. Eulalie Lévesque and Amanda Roy, 2 Mathilde Normand. Calligraphy—1st pr. Eulalie Lévesque and Delphina Lagacé, 2 Georgiane Lapointe; 1st acc. Euphémie Massé et Henriette Rouleau, 2 Armand Roy. Map-Drawing—1st pr. Eugénie Richard, 2 Odile Pélisson, 3 Elise Marceau. Remarkable Progress—pr. Joséphine Lemieux et Philomène Langis.

SECOND YEAR STUDENTS.

Excellence—1st pr. Rose Descormiers, 2 Emélie Perrault; 1st acc. Albénise St. Pierre, 2 Caroline Valin, 4 Elvine Chaillé. Religious Instruction—1st pr. Rose Descormiers, 2 Marcelline Marceau; 1st acc. Philomène Blouin and Célestine Bélanger, 2 Belzémire L'Heureux and Elvine Chaillé. Theory and Practice of Teaching—1st pr. Rose Descormiers and Lse. Tremblay, 2 Marcelline Marceau and Caroline Valin; 1st acc. Albénise St. Pierre, 2 Philomène Blouin. French Dictation—1st pr. Rose Descormiers, 2 Emélie Perrault; 1st acc. Albénise St. Pierre, 2 Caroline Valin. Grammatical Analysis—1st pr. Emélie Perrault, 2 Rose Descormiers; 1st acc. Marcelline Marceau and Caroline Valin, 2 Louise Tremblay. Logical Analysis—1st pr. Rose Descormiers, 2 Emélie Perrault and Albénise St. Pierre; 1st acc. Elvine Chaillé, 2 Louise Tremblay. Literature—1st pr. Elvine Chaillé, 2 Luce Guimond; 1st acc. Rose Descormiers and Marie Cauchon, 2 Emma Giguère and Emélie Perrault. History of Canada—1st pr. Rose Descormiers, 2 Albénise St. Pierre; 1st acc. Emélie Perrault and Caroline Valin, 2 Malvina Duval. History of France—1st pr. Rose Descormiers, 2 Albénise St. Pierre; 1st acc. Elvine Chaillé, 2 Emélie Perrault. History of England—1st pr. Emélie Perrault, 2 Rose Descormiers; 1st acc. Albénise St. Pierre, 2 Elvine Chaillé and Lse. Tremblay. Arithmetic—1st pr. Rose Descormiers, 2 Emélie Perrault; 1st acc. Elvine Chayer, 2 Belzémire L'Heureux and Albénise St. Pierre. Book-Keeping—1st pr. Rose Descormiers, 2 Albénise St. Pierre; 1st acc. Caroline Valin, 2 Emélie Perrault. Mensuration—1st pr. Albénise St. Pierre, 2 Emélie Perrault; 1st acc. Rose Descormiers, 2 Louise Tremblay. Algebra—1st pr. Emélie Perrault, 2 Rose Descormiers; 1st acc. Albénise St. Pierre and Lse. Tremblay, 2 Emma Giguère. Geography—1st pr. Rose Descormiers, 2 Caroline Valin, Emélie Perrault and Malvina Duval; 1st acc. Albénise St. Pierre, 2 Marcelline Marceau. Calligraphy—1st pr. Emélie Perrault, 2 Emma Giguère; 1st acc. Joséphine Lamarre, 2 Caroline Valin and Rose Descormiers. Map-Drawing—1st pr. Philomène Blouin and Marcelline Marceau, 2 Belzémire L'Heureux and Marie Cauchon.

CLASSES UNITED.*FIRST ENGLISH CLASS.*

Grammar—1st pr. Ellen Tuohy, 2 Laure Couture; 1st acc. Philomène Blouin, 2 Joséphine Lamarre. Dictation—1st pr. Emma Giguère, 2 Delphine Lagacé; 1st acc. Caroline Valin, 2 Elvine Chaillé. Translation—1st pr. Esther Fiset, 2 Euphémie Massé and Louise Tremblay; 1st acc. Marcelline Marceau, 2 Octavie Fluet. Reading—1st pr. Emélie Perrault, 2 Célestine Bélanger and Rose Descormiers; 1st acc. Elise Marceau, 2 Aglaé Morency.

SECOND ENGLISH CLASS.

Reading—1st pr. Georgie Roy, 2 Antonia Tremblay and Philomène Langis; 1st acc. Marie Paré et Zélie Michaud, 2 Eugénie Richard. Translation and Dictation—1st pr. Albénise St. Pierre and Henriette Rouleau, 2 Rosalie Parent and Georgiane Lapointe; 1st acc. Malvina Trudel and Louise Savard, 2 Philomène Doré and Malvina Duval. Harmonium—pr. Laure Couture; acc. Aglaé Morency and Luce Guimond. Piano, 1st division—1st pr. Emélie Perrault, 2 Aglaé Morency; acc. Emma Giguère. 2nd division—pr. Herméline Martel; acc. Louise Tremblay. Reading and Declamation—1st pr. Emma Giguère and E. Perrault, 2 Zélie Michaud and M. Cauchon; 1st acc. Célestine Bélanger, 2 Mathilde Normand.

DRAWING.

Portrait—1st pr. Emélie Perrault, 2 Caroline Valin; 1st acc. Marceline Marceau, 2 Louise Savard. Landscape—1st pr. Elise Marceau, 2 Eulalie Lévesque; 1st acc. Georgiane Lapointe, 2 Mathilde Normand. Fancy Wool Work—1st pr. Laure Couture, 2 Elise Bédard; 1st acc. Georgie Roy, 2 Belzémire L'Heureux and A. Morency. Sewing and Embroidery—1st pr. Eulalie Lévesque, 2 Odile Lacasse; 1st acc. Delphina Lagacé, 2 Luce Guimond.

VOCAL MUSIC.

Solfeggio, First Division—1st pr. Emma Giguère, 2 Louisa Tremblay 1st acc. Caroline Valin, 2 Zélie Michaud. Second Division—1st pr. Eliza beth Bernier, 2 Laure Couture et Herméline Martel; 1st acc. Delphina Lagacé, 2 Marie Paré.

Laval Model School.

PRIZE LIST OF GIRLS' (ENGLISH) DEPARTMENT.

JUNIOR ENGLISH CLASS.

Good Conduct and Attendance at School—1st pr. Emily Hillier, 2 Elizabeth Newton; 1st acc. Henrietta O'Sullivan, 2 Fanny Hogan. Religious Instruction—1st pr. Charlotte Kelley, 2 Fanny Hogan; 1st acc. Emily Hillier, 2 Elizabeth Newton. Grammar and Dictation—1st pr. Emily Hillier, 2 Mary Boyce; 1st acc. Elizabeth Newton, 2 Henrietta O'Sullivan. Reading and Spelling—1st pr. Henrietta O'Sullivan, 2 Agnès Foley, 1st acc. Mary Atherden, 2 Mary Boyce. Sacred History—1st pr. Henrietta O'Sullivan, 2 Lizzie Noonan; 1st acc. Elizabeth Newton, 2 Maria Boyce. Arithmetic—1st pr. Emily Hillier, 2 Elizabeth Newton; 1st acc. Henrietta O'Sullivan, 2 Maria Boyce. Writing—1st pr. Agnes Foley, 2 Mary Atherden; 1st acc. Lizzie Noonan, 2 Emily Hillier.

Second Division.

Good Conduct and Attendance at School—1st pr. Charlotte Kelley and Kate Foley, 2 Victoria Beaudry; 1st acc. Mina McNamara, 2 Christine Walsh. Religious Instruction—Kate Foley, 2 Jane Coleman; 1st acc. Netty Stodart, 2 Eleanor Bellew. Reading and Spelling—1st pr. Victoria Beaudry, 2 Annie O'Sullivan; 1st acc. Mina McNamara, 2 Rachel Nealey. Sacred History—1st pr. Fanny Hogan, 2 Charlotte Kelly; 1st acc. Agnes Foley, 2 Victoria Beaudry and Johannah Collins. Arithmetic—1st pr. Mina McNamara, 2 Christine Walsh, 1st acc. Jane Coleman, 2 Rachel Nealey. Writing—1st pr. Victoria Beaudry, 2 Clorinde Plamondon; 1st acc. Mary Jane Coleman, 2 Margaret Courtney.

Third Division.

Good Conduct and Attendance at School—1st pr. Agnes Carr, 2 Margaret Hawley; 1st acc. Clorinde Plamondon, 2 Alice Plamondon. Religious Instruction—1st pr. Mina McNamara, 2 Christine Walsh, 1st acc. Clorinde Plamondon, 2 Alice Plamondon. Reading and Spelling—1st pr. Alice Plamondon, 2 Fanny Noonan; 1st acc. Agnes Carr, 2 Elizabeth Hamilton. Sacred History—1st pr. Rachel Nealey, 2 Mary Anne Colton; 1st acc. Kate Foley and Mina McNamara, 2 Christine Walsh. Arithmetic—1st pr. Margaret Courtney, 2 Jane Courtney; 1st acc. Agnes Carr, 2 Mary Cummins. Writing—1st pr. Elizabeth Hamilton, 2 Justine Hearn; 1st acc. Fanny Noonan, 2 Catherine Fuchs.

SENIOR ENGLISH CLASS.

First Division.

Excellence—1st pr. Mary Kelley, 2 Bidelia McNamara; 1st acc. Kate Hogan, 2 Alice Cannon. Good Conduct and Religious Instruction—1st pr. Mary Kelley and Alice Cannon, 2 Bidelia McNamara; 1st acc. Kate Clancy, 2 Mary Anne Piper. English Grammar and Exercises—1st pr. Mary Kelley, 2 Bidelia McNamara; 1st acc. Kate Hogan, 2 Alice Cannon. Grammatical Analysis and Dictation—1st pr. Emma Pichette, 2 Alice Cannon; 1st acc. Mary Kelley, 2 Bidelia McNamara. French Grammar and Reading—1st pr. Eliza Jennings, 2 Kate Clancy; 1st acc. Kate Hogan, 2 Margaret McNamara. Arithmetic—1st pr. Margaret McNamara, 2 Kate Clancy; 1st acc. Alice Cannon, 2 Ellen Murphy. History of Canada and Ecclesiastical History—1st pr. Mary Kelly, 2 Bidelia McNamara; 1st acc. Kate Hogan, 2 Margaret McNamara. Geography—1st pr. Margaret McNamara, 2 Kate Hogan; 1st acc. Alice Cannon, 2 Kate Clancy. Translation—1st pr. Bidelia McNamara, 2 pr. Mary Kelley; 1st acc. Emma Pichette, 2 Alice Cannon. Writing—1st pr. Kate Hogan; 1st acc. Margaret McNamara, 2 acc. Alice J. Cannon.

Second Division.

Good Conduct and Religious Instruction—1st pr. Kate Hogan, 2 Mary Jane Hanley; 1st acc. Susan Mullin, 2 Eliza Jennings. English Grammar—1st pr. Kate Procter, 2 Mary Ann Piper; 1st acc. Aurélie Marceau, 2 Susan Mullin. English Exercises and Dictation—1st pr. Susan Mullin, 2 Eliza Jennings; 1st acc. Margaret Hearn, 2 Ellen Murphy. English Reading and Spelling—1st pr. Annie Workman, 2 Esther Foley; 1st acc. Ellen Murphy, 2 Mary Brophy. French Grammar and Reading—1st pr. Horty McEnry, 2 Florence Loftus; 1 acc. Ellen Murphy, 2 Maria Maguire. Arithmetic—1st pr. Kate Procter, 2 Margaret Hearn; 1st acc. Mary Ann Piper, 2 Eliza Jennings. Geography—1st pr. Margaret Hearn, 2 Florence Loftus; 1st acc. Ellen Murphy, 2 Susan Mullin. Sacred History—1st pr. Margaret Hearn, 2 Mary Brophy; 1st acc. Mary Ann Piper, 2 Kate Procter. Translation—1st pr. Florence Loftus, 2 Kate Coleman; 1st acc. Horty McEnry, 2 Margaret Hearn. Writing—1st pr. Mary Ann Piper, 2 Ellen Murphy; 1st acc. Kate Clancy, 2 Eliza Jennings.

Third Division.

Good Conduct and Religious Instruction—1st pr. Horty McEnry and Maria Maguire, 2 Annie Griffiths; 1st acc. Esther Foley, 2 Alice Murphy. English Reading and Spelling—1st pr. Fanny Walsh, 2 Charlotte Donohoe; 1st acc. Alice Murphy, 2 Eliza McClutchy. English Grammar—1st pr. Horty McEnry, 2 Ellen Cannon, 1st acc. Mary Brophy, 2 Alice Murphy. Arithmetic—1st pr. Alice Murphy, 2 Maria Maguire; 1st acc. Horty McEnry, 2 Ellen Cannon. Geography—1st pr. Alice Murphy, 2 Ellen Crotty; 1st acc. Horty McEnry, 2 Ellen Cannon. Sacred History 1st pr. Ellen Cannon, 2 Ellen Crotty; 1st acc. Horty McEnry, 2 Eliza McClutchy. Writing—1st pr. Fanny Walsh, 2 Mary A. O'Neil and Ellen J. O'Neil; 1st acc. Florence Loftus, 2 Mary J. Hanley. Regular Attendance at School—1st pr. Mary Brophy, 2 Eliza McClutchy; 1st acc. Horty McEnry, 2 Maria Maguire. The following pupils, who having attended school only part of the year cannot obtain Prizes, deserve honorable mention: Margaret Warren, Catherine Mylett, Susan Stevens, and Lucy Stevens.

Jacques-Cartier Normal School.

The closing séance of this Institution, for the distribution of prizes and granting Diplomas to such of the Pupil-Teachers in training as had been successful enough to merit them at the hands of the Principal, took place on the 10th July, at the old Government House, Montreal, the Hon. the Minister of Public Instruction presiding on the occasion.

Amongst the Clergy we noticed the Revds. M. Bayle, Superior of the Seminary, Montreal; Father Vanderbeck, Rector of the Oblates; Father Lopinto, Rector of the Jesuit College, Montreal; E. Moreau, Canon; Lenoir, Director of the Montreal College; Levesque, St. Hyacinthe; Routhier, Director of St. Thérèse College; Barbarin, S.S.; Delinelle, Chaplain of the Longueuil Convent; Deguise, Professor in St. Thérèse College; Sauvé, Professor of Music, do; Cousineau, do; Calixte Ouimet, do; Fournier, O. M. I., and many others.

Amongst the laity, we remarked an old and tried friend of the Normal School, C. S. Cherrier, Esq., Q. C., and many others.

Mr. Principal Verreau, explained that the Normal School abstained from any public demonstration this year, in order that this institution might testify its sincere sympathy with the sovereign Pontiff in the troubles that beset him.

The first act of the Misanthrope by Molière was rendered by three of the students, whose elegance and purity of pronunciation, pleasing gestures, and graceful attitudes, drew forth the well merited applause of the audience.

The distribution of prizes and the conferring of Diplomas was then proceeded with. It is with pleasure that we record the name of Mr. Gelase Boudrias,—son of Mr. D. Boudrias, Associate Professor of the Normal School and Teacher of the French Department of the Model School—as recipient of the Prince of Wales Medal and Prize.

The following students received Diplomas:

Academy:—Messrs. Pacifique Nantel, Albin Cléroux, Joseph Miller, Wilfrid Guillemette, and H. Boileau.

Model School:—Messrs. Gelase Boudrias, Edmond Généreux, Joseph Leroux, Alexandre Lamirande, and Benjamin Jouanette;

Elementary School:—Messrs. Téléphore Généreux, Amédée Goyette, Hilaire Leroux, and Isidore Nadon.

At the request of the Principal,

The Hon. the Minister of Public Instruction addressed the students. He said he was happy to state that the progress of the school was still onward, notwithstanding that the standard was being raised from year to year and the curriculum extended. The Minister referred with great pleasure to the success that had attended the teaching of the science

of agriculture, which was now regarded as a necessary branch of a teacher's studies.

The Minister, in felicitating the worthy Principal on the prosperity that had attended the Institution under his able direction, was as happy in his style as the compliment was merited. He then alluded to the important and responsible mission of the man who took charge of the instruction of youth.

Mr. Cherrier afterwards addressed the students speaking of the arduous and self-sacrificing undertaking in which they were about to engage.

The Assembly scattered about six p. m., many of the pupils starting for their respective homes.

PRIZE LIST.

Prince of Wales Prize—Mr. Gélase Boudrias.

FOURTH YEAR STUDENTS.

1st prize Pacifique Nantel, 2 Joseph Miller, 3 Albini Cléroux, 4 W. Guillemette.

THIRD YEAR STUDENTS.

Excellence—1st Prize Gélase Boudrias, 2 Edmond Généreux; 1st accessit Benjamin Jouannette, 2 Joseph Leroux. Religious Instruction—1st Prize Edmond Généreux, 2 Téléphore Généreux; 1st accessit Gélase Boudrias, 2 Joseph Leroux. Teaching in Model School—1st Prize Gélase Boudrias, 2 Isidore Nadon; 1st accessit Edmond Généreux, 2 Benjamin Jouannette. French Exercises and Analysis—1st prize Edmond Généreux, 2 Gélase Boudrias; 1st accessit Benjamin Jouannette, 2 Dosithee Godin. English Exercises—1st prix, Gélase Boudrias, 2 Benjamin Jouannette; 1st accessit Joseph Leroux, 2 Dosithee Godin. English Translation—1st prize Gélase Boudrias, 2 Benj. Jouannette; 1st accessit Amedée Goyette, 2 Ed. Généreux. Dosithee Godin, J. Leroux, Alex. Lamirande. English Orthography—1st prize Benj. Jouannette, 2 Edmond Généreux; 1st accessit Gélase Boudrias, 2 Alex. Lamirande. General History—1st prize Gélase Boudrias, 2 Alex. Lamirande; 1st accessit D. Godin, 2 Ed. Généreux. Algebra—1st prize Joseph Leroux, 2 Gélase Boudrias; 1st accessit D. Godin, 2 Ed. Généreux. Geometry—1st prize Gélase Boudrias, 2 Joseph Leroux; 1st accessit D. Godin, 2 Benj. Jouannette. Chemistry—1st prize Gélase Boudrias, 2 Joseph Leroux; 1st accessit Benjamin Jouannette, 2 Ed. Généreux. Elementary Principles of Law—1st prize Alex. Lamirande, 2 Edmond Généreux, D. Godin, 1st accessit Joseph Leroux, 2 Gélase Boudrias. Agriculture—1st Prize Jos Leroux, 2 Isidore Nadon 1st accessit Gélase Boudrias, 2 Ed. Généreux. Botany—1st prize Gélase Boudrias, 2 Ed. Généreux; 1st accessit Ben. Jouannet, 2 Isidore Nadon. Calligraphy—1st prize Benj. Jouannette, 2 Isidore Nadon; 1st accessit Ed. Généreux, 2 Jos. Leroux.

SECOND YEAR STUDENTS.

Excellence—1st prize Evariste LeBlanc, 2 Julien Fife; 1st accessit Donat Delinelle, 2 Vitalien Cléroux. Religious Instruction 1st prize Julien Fife, 2 Evariste LeBlanc; 1st accessit Aimée Bénard, 2 Donat Delinelle. Teaching in Model School—1st prize Ismaël Longtin, 2 Jos Bénard; 1st accessit Aimée Bénard 2 Hercule DesRosiers. French Language—1st prize Evariste LeBlanc, 2 Julien Fife; 1st accessit Donat Delinelle, 2 Joseph Bénard, David Bélair. English Exercises—1st prize Julien Fife, 2 David Bélair; 1 accessit Donat Delinelle 2 Emile Vanier. English Translation—1st prize Evariste LeBlanc 2 Julien Fife; 1st accessit Emile Vanier, 2 Jos. Bénard. Orthography—1st prize David Bélair, 2 Julien Fife; 1st accessit Evariste LeBlanc, 2 Donat Delinelle. English Pronunciation—1st prize David Bélair, 2 Julien Fife; 1st accessit Donat Delinelle, 2 Evariste LeBlanc. History of Canada—1st prize Joseph Bénard, 2 (ex-æquo) Evariste LeBlanc, Vitalier Cléroux; 1st accessit Ismaël Longtin, 2 Adolphe Martin. Arithmetic—1st prize Adolphe Martin, 1 Donat Delinelle; 1st accessit Vitalien Cléroux, 2 Ismaël Longtin. Mental Arithmetic—1st prize Donat Delinelle, 2 Adolphe Martin; 1st accessit Ismaël Longtin, 2 Ev. LeBlanc. Book-Keeping—1st prize Antoine Viger, 2 Adolphe Martin; 1st accessit Julien Fife, 2 Donat Delinelle. Geography—1st prize Evariste LeBlanc, 2 Donat Delinelle; 1st accessit Joseph Bénard, 2 Vitalien Cléroux. Cartography—1st prize Evariste LeBlanc, 2 Joseph Bénard; 1st accessit (ex-æquo) J. Fife, V. Cléroux, 2 Emile Vanier. Elementary Principles of Law—1st prize Julien Fife, 2 Jos. Bénard; 1st accessit Ismaël Longtin, 2 Ev. LeBlanc. Agriculture—1st prize Julien Fife, 2 Vitalien Cléroux; 1st accessit Aimée Bénard, 2 Evariste LeBlanc. Calligraphy—1st prize Evariste LeBlanc, 2 (ex-æquo) Vitalien Cléroux, Ismaël Longtin; 1st accessit Aimé Bénard, 2 Donat Delinelle. Special prize for Calligraphy—Joseph Bénard.

FIRST YEAR STUDENTS.

Excellence—1st prize Hormidas Prud'homme, 2 Casimir Valiquette; 1st accessit Emérie LeRoux, 2 Joseph Jasmin. Sacred History and Religious Instruction—1st prize Constantin LeCavalier, 2 Emérie LeRoux; 1st accessit Jos. Jasmin, 2 Chs. Valiquette. French Language—1st prize C. Valiquette, 2 H. Prud'homme; 1st accessit Jos. Jasmin, 2 Edouard Bruneau. English Exercises—1st prize Arthur Caisse, 2 Louis A. Olivier; 1st accessit H. Prud'homme, 2 Emérie LeRoux. English Translation—1st prize Ed. Bruneau, 2 Arthur Caisse; 1st accessit Casimir Valiquette, 2 Emérie Leroux. English Pronunciation and Reading—1st prize Rosario Gareau, 2 L. A. Olivier; 1st accessit H. Prud'homme, 2 Jos. Jasmin. Orthography—1st prize H. Prud'homme, 2 Jos. Jasmin and L. A. Olivier. 1st accessit Casimir Valiquette, 2 Israel Longtin. Arithmetic—1st prize Emérie Leroux, 2 Casimir Valiquette; 1st accessit Arthur Caisse, 2 Jos. Jasmin. Calligraphy—1st prize H. Prud'homme, 2 C. Valiquette; 1st accessit (ex-æquo) Arthur Caisse, Jos. Jasmin, Emérie Leroux and H. Goulet, 2 Israel Longtin. Elementary Principles of Agriculture—1st prize Emérie Leroux, 2 L. A. Olivier; 1st accessit C. Valiquette, 2 Arthur Caisse.—Classes United, Music, (Harmony)—prize W. Guillemette. Drawing, (Portrait)—1st prize Evariste Leblanc, 2 Casimir Valiquette, 3 Pacifique Nantel; 1st accessit Emile Vanier, 2 Dosithee Godin—Landscape—1st prize Joseph Bénard, 2 Isidore Nadon; 1st accessit Benj. Jouannette, 2 Joseph Miller, 3 Hilaire Leroux.

PRACTICAL HORTICULTURE.

4th Year—Pacifique Nantel. 3rd Year—(ex-æquo) E. Généreux and B. Jouannette. 2nd Year (ex-æquo) Eva. Leblanc and Julien Fife. 1st Year—1st prize L. A. Olivier; 1st accessit LeCavalier.

Senior Division of Model School attending the Normal School Classes.

Excellence—1st prize John Kavanagh, 2 O. Coursol; 1st accessit (ex-æquo) A. Ranson, W. Barry and Martin Barry. Sacred History—1st prize W. Barry, 2 R. Ranson; 1st accessit J. Kavanagh, 2 P. Drouin. French—1st prize J. Kavanagh, 2 J. Drouin; 1st accessit F. Francis, 2 W. Barry. English Exercises—1st prize John Kavanagh, 2 R. Ranson; 1st accessit W. Barry, 2 Martin Barry. English Translation—1st prize J. Kavanagh, 2 (ex-æquo) O. Coursol and J. Drouin; 1st accessit Arthur Francœur, 2 P. Drouin. Arithmetic—1st prize Oswald Coursol, 2 William Barry; 1st accessit Martin Barry, 2 Melançon. Geography—1st prize R. Ranson, 2 Martin Barry; 1st accessit J. Kavanagh, 2 Melançon.

Model School.

PRIZE LIST.

5TH CLASS.

English Grammar—1st prize William Barry, 2 John Kavanagh; 1st accessit Robert Ranson, 2 Marris Barry, 3 Oswald Coursol. Book-Keeping—1st prize Oswald Coursol, 2 Joseph Pelletier; 1st accessit Arthur Melançon, 2 William Barry, 3 Arthur Francœur

4TH CLASS.

Junior Division.

Spelling—1st prize Henry Cummins, 2 Thomas Brennan; 1st accessit Patrick Kavanagh; 2 John Lenihan, 3 John Connolly. Reading—1st prize Henry Cummins, 2 Thomas Brennan; 1st accessit John Lenihan, 2 John Connolly, 3 Patrick Kavanagh.

3RD CLASS.

Spelling—1st prize Alphonse Ledoux, 2 Alfred Barbeau; 1st accessit Ubald Lacaille, 2 Phydime Bourque, 3 Joseph Daoust. Reading—1st prize Alphonse Ledoux, 2 Edward Lenihan; 1st accessit Phydime Bourque, 2 Alfred Barbeau, 3 Napoléon Betournay.

2ND CLASS.

Spelling—1st prize James Coughlan, 2 John Mahoney; 1st accessit Zotique Mathieu, Elzear Papineau, Adolphe Dumaine. Reading—1st prize James Coughlan, 2 John Mahoney; 1st accessit Zotique Mathieu, 2 Elzear Papineau, Adolphe Dumaine.

1ST CLASS—1ST DIVISION.

Spelling—1st prize Ovila Turcotte, 2 Amedée Beaudet; 1st accessit Alphonse Prud'homme, 2 Arthur Melançon, 3 Henri Patenaude. Reading—1st prize Ovila Turcotte, 2 Edward Kelly; 1st accessit Gustave Lacaille, 2 Alphonse Prud'homme, 3 Arthur Melançon.

1ST CLASS—2ND DIVISION.

Spelling—George Betournay, 2 Albert Hébert; 1st accessit Wilfrid Mathieu, 2 Victor Perrin, 3 Joseph Mathieu.

Villa-Maria, Montreal.

The School and College Commencements are usually quiet this year all through the diocese of Montreal, as the Bishop addressed a circular to each of them several weeks ago, recommending that, on account of the great affliction of the Church, and her Supreme Pontiff, no public display should be made; furthermore, that the pupils of the different institutions should sacrifice their premiums in order that the sum that would have been expended on them should be sent to the Holy Father. This has been done accordingly, but in Villa Maria, the pupils having given their premiums last year for the relief of the sufferers by the Saguenay fires, were not permitted to sacrifice them a second time. They, therefore, received their premiums as usual, although the distribution was strictly private.

On the eve of the distribution however, the young ladies entertained their friends with the *operetta* of "La Dame Blanche," in that style of grace and high finish for which Villa Maria is justly famous. The scene being laid in the Highlands of Scotland, the young *artistes* were all attired in Scottish costume, the historical tartan of some ancient clan.

The following young ladies, having completed their academic course, received gold medals. We give them in the order in which they were named: Miss Anna T. Sadlier, of New York, Mlle. Eugénie Trudel, of Montreal, Miss Kate Grafton, Watertown, N. Y.; Mlle. Hectortine Barsalou, Montreal; Miss Blanche Newcomb, Montreal; Mlle. Clara Belle, Montreal; Miss Lily Cooke, Brockville, Ont.; Mlle. Louise Pouliot, L'Islet, P. Q.; Miss Annie Norton, Boston, Mass.; Mlle. Hermantine Rolland, Montreal; Miss Kate Doran, Montreal; Mlle. Mathilde Bellemare, Montreal; Miss Nelly O'Meara, Ottawa, Ont.; Mlle. Lydia Betournay, Montreal; Miss Alice Lyons, New York; Miss Easton, New York; Miss Ellie Donovan and Miss Frances Donovan, Montreal; Miss Nellie Scanlan, Boston, Mass.; Mlle. Josephine Chaput, Montreal; Miss Christina O'Neil, Montreal; Miss Sarah Orr, Brooklyn, N. Y.; Miss Kate Smith, New York; Miss Carrie Thompson, Memphis, Tenn.; Miss Sarah McElroy, Montreal; and Miss Maggie Doherty, Brooklyn, N. Y.

Gold medals were also awarded to Misses Anna T. Sadlier and Kate Grafton, for Excellence of Conduct and Amiability of Deportment. A silver medal representing a lyre was awarded to Miss Carrie Taylor, of Hamilton, Ont., for Vocal Music.

Farewell addresses to the Sisters and the pupils, in French and English, some of them very graceful verses, composed by the young ladies who recited them, were spoken by Misses L. Pouliot, Nellie O'Meara, and Lily Cooke. An address to the graduates was also delivered in French by Mlle. Mercedes Papineau, of the Superior Course. Some very fine music on harps and pianos relieved at intervals the tedium of the distribution. Some kind and touching words of advice from the Mother Superior with an earnest assurance of the ever-abiding interest which the Sisters take in those who have been their pupils, even after they have passed from under their care, closed the simple but highly interesting exercises of the Scholastic year of 1871 at Villa Maria.—Mrs. Sadlier in *New York Tablet*.

St. Mary's Convent, Hochelaga.

Yesterday the pupils of St. Mary's Convent, Hochelaga, gave a musical *séance*, which attracted a large and fashionable assemblage.

The display of needlework, drawings, &c, laid out as specimens in one of the lower rooms, was such as to do great credit to the teachers.

After the visitors had inspected the above, the programme was proceeded with. The first part began with "Le Depart," arranged for two pianos, in which sixteen pupils played, who had been trained entirely by the ladies of the Convent. "The Gypsy Flower Girl," an *operetta* followed. The principal parts in which were taken by Misses K. Lamb and L. Murray, the two Gypsies by Misses N. Heubach and T. Hill, who looked the characters to the life.

The young ladies we have mentioned showed a wonderful degree of training, the solos and duets being admirably rendered, and the choruses of thirty three voices seemed to fill the hall with a volume of sound. The quatuor played by Misses L. Fitzgibbons, L. O'Halloran, A. O'Halloran, and M. L. Soupras, met with well deserved applause. In "La Dame Blanche," the thorough training in French the pupils receive was well tested, three of the leading parts being taken by Misses Fitzgibbons, C. Payne and L. Murray, Miss Gauthier taking the fourth, the purity of accent in all being remarked by a gentleman whose native tongue is French. Misses M. L. Mercier, A. Beaudry, R. Lynch and F. Reed, pupils of Mad. Petipas, at the conclusion of "La Dame Blanche," played a very brilliant fantasia called "Fleur d'Orient." Addresses were delivered at the beginning and end of the proceedings, the one in English by Miss M. L. Soupras,

and the other in French by Miss Cora Payne, of Richmond, Virginia.

The following graduating medals were distributed:—Lizzie Murray, Brooklyn, New York; Kate Lamb, Albany, N. Y.; Louisa Fitzgibbons, St. Louis, Mo.; Mary E. Doherty, New York; Annie Monk, Boston, Mass.

Last year 200 pupils were educated in this Convent altogether by the nuns, the only professionals employed being Mad. Petipas, who instructs in singing the more advanced pupils, whose parents desire to give them the advantages of a short time under the care of that distinguished artist; and the Count d'Anglas, who superintends the classes in elocution.—*Star*.

The Martyr Prelate.

The Most Reverend Monseigneur George Darboy, Archbishop of Paris, who has suffered the death of a martyr in the cause of religion at the hands of the Communists of the city, was a man of more than ordinary mark in the Church of which he was a prelate. Born at Fayle-Billot (Haute-Marne) on the 16th of January, 1813, and educated at the Ecclesiastical Seminary of Langres, he was ordained priest in 1836, and was soon after appointed to hold the chair of philosophy, and afterwards that of theology, in the college in which he had been reared. This post he appears to have held till the year 1846, when Monseigneur Affre, then Archbishop of Paris—the same who in 1848 fell a victim at the barricades in the streets of Paris—called him to the metropolis and appointed him "Almoner" of the College of Henry IV., and an honorary canon of Notre Dame. By M. Affre's successor, Monseigneur Sibour, he was entrusted with the editorship of the *Moniteur Catholique*; but he speedily resigned this work on being nominated to a Vicar-Generalship, together with the office of an inspector of religious instruction. In 1854 on accompanying the Archbishop of Paris to Rome, he was honoured by his Holiness with the title, "Protonotaire Apostolique." In the following year he was made titular Vicar-General of Paris, and was raised in 1859 to the bishopric of Nancy. His comparatively recent elevation (in 1863) to the archiepiscopal see of Paris, in succession to Cardinal Morlot, will be fresh within the memory of our readers. He was present at, and took part in the, Vatican Council last year. The Archbishop was not unknown, also, as an author. According to Vapereau, he had edited; with a translation and notes, the "Works of St. Denys, the Areopagite," and also a new translation of "The Imitation of Christ." He had also published "Les Femmes de la Bible," "Les Saintes Femmes," "Etrennes pour l'année 1848." He had also composed several pamphlets of a controversial nature respecting the ecclesiastical hierarchy, some anonymously, some signed with his name, and some with his initials only. He was also well known in the pulpit, and often preached the Lenten and Advent sermons in the churches of the metropolis. The Archbishop, it should be added, in 1864, was made Almoner to the ex-Emperor, and subsequently a member of the Senate of the Imperial Council on Education, and of the Legion of Honour. His moderation commended him to every one in his diocese, both clergy and laity, with the exception of the infidel crew who have proved his assassins, and whose names his murder will stamp with a fresh stigma of disgrace among all right-minded people.—*Nation*.

Mr. J. J. Phelan.

In the stormy days of 1837, the late Mr. Phelan wielded the editorial pen of La Minerve, and by his bold but dignified articles rendered good service to the then national cause.

La Minerve, of the 4th July last, bears the following testimony to the character and ability of the deceased: "We owe a just tribute to the memory of a former editor of La Minerve, Mr. Phelan, whose death we announced as having taken place on the 3rd inst. He was an able writer and a clever tactician in the part he played in politics. Truth was the object he always proposed to himself.

He was modest and retiring in manner, and of a serious turn of mind, rather choosing retirement, where he might and did cultivate the excellent mental endowments with which nature had gifted him, than the arena of active public life. Those who knew him intimately felt convinced that he was a man of superior mind."

On the 22nd of November 1859, Mr. Phelan was appointed Clerk of English Correspondence and Assistant-Editor of the Journal of Education, in the Education Office, Montreal, the duties of which he continued to discharge faithfully up to October 1867, when the Local Government appointed him to a more lucrative post, as stamp distributor in the Court House, Montreal. In his daily intercourse with the employés of the Education Office he earned the respect and esteem of all.

The Late G. H. Macaulay.

The Montreal Gazette says:—We deeply regret to have to announce the death of Mr. George Henry Macaulay, under very painful and extraordinary circumstances. Mr. Macaulay was a well known Canadian writer. As long ago as 1858, he published an essay on "Political Past, Present and Future of Canada." In 1861, he ran for St. Maurice, but was unsuccessful. In 1862, he was appointed private secretary under Mr. Turcotte, Speaker of the Legislative Assembly, an office which he retained until Confederation, since which time he has been private secretary to the Speaker of the House of Commons. During the past few years, he has also been employed in the English translator's office. In 1862, he wrote a series of articles on the Iron Mines of the St. Maurice Territory. But the work by which he was best known, and which established his reputation as a writer, was a very able pamphlet which he wrote in 1863 on the Landed Credit System, or *La Banque du Cr dit Foncier*. In 1865, he published a very accurate and careful translation of some articles which appeared in the *Journal de Quebec* on the union of the Provinces of British North America, from the pen of the Hon. Joseph Cauchon. His latest pamphlet was issued in 1867, on the proposed British North American Confederation. The deceased leaves a wife and family.

Alexander Keith Johnston, LL.D., F.R.S.

Alexander Keith Johnston, LL.D., F.R.S., a celebrated geographer, whose death, in his 67th year, was recently announced by telegraph was born at Kirkhall, near Edinburgh, in 1804; and educated at Edinburgh with a view to the medical profession, but became apprentice to an engraver and so acquired the artistic skill which characterizes his works. He early commenced the study of geography, with a view to founding a school for that science in his own country, and having mastered the works of the best English and foreign authors, published his "National Atlas" in 1843. Mr. Johnston is best known for having made, on a large scale, the application of physical science to geography. Founding his researches on the writings of Humboldt and Ritter, and aided by the counsel of the former, he produced the "Physical Atlas of Natural Phenomena" in 1848, an abridged edition in 1850, and a new and enlarged edition of the folio Atlas in 1856. He was, at different times, elected honorary or corresponding member of the principal Geographical Societies of Europe, Asia and America, and a Fellow of the Royal Society of Edinburgh, and the University of that city conferred upon him in 1865 the honorary degree of LL.D. His writings on medical geography procured him the diploma of the Epidemiological Society of London, and for the first physical globe he was awarded the medal of the Great Exhibition of London in 1851. Among his other works are—"The Dictionary of Geography;" "An Atlas of the Historical Geography of Europe;" "General and Geological Maps of Europe;" "Atlas of the United States of North America," a series of well known educational works; "Atlas of General Physical and Classical Geography;" "The Royal Atlas of General Geography," dedicated by special permission to the Queen, the only atlas for which a prize medal was awarded at the international Exhibition of London in 1862, and a series of six library maps of the great divisions of the globe. His latest work was the "Handy Atlas of General Geography." Mr. Johnston held the position of Geographer to the Queen for Scotland, an honor which was conferred upon him after the publication of the National Atlas in 1843. His death leaves a blank in the scientific world which it will be hard indeed to fill.—*Gazette*.

MISCELLANY.

Education.

Progress of Education in London.—The London School Board is making something more than a show of work. It resolved yesterday to begin the supply of the educational deficiencies of the metropolis by at once asking permission to establish twenty schools. Meanwhile it is settling the principles on which our future system of primary education is to be founded. Its

chief occupation at its last three meetings has been the discussion of an elaborate scheme, suggested by the Education Committee which sat from February to June under Professor Huxley's chairmanship. That Committee had two questions before it; the kind of schools to be provided, and the kind of instruction to be given in them. The first question was easy enough. What the Board is appointed to do so is to see that every child in London has a school to go to, and is duly sent to school. A Board School must, of course, be a public elementary school, and the Committee report that it should contain under one management four separate and distinct departments—an Infant School for children under seven years of age, a Junior School for children between seven and ten, and a Senior School for children of each sex above ten years of age. The Infant Schools are to be mixed. There is a good deal of doubt whether the best plan for all elementary schools is not to put boys and girls together, for the girls soften the boys and the boys stimulate the girls, and under some conditions even the Senior Schools work well on the mixed principle. It is perhaps, too, doubtful whether those conditions exist in large towns for the Board to try the experiment, and it has therefore been resolved that the Infant Schools be mixed, that the Junior Schools be left to be mixed or separate, according to local or other circumstances; and the Senior Schools be in all cases separate. The question of the size of the schools is settled in favor of large schools. There can be no doubt that, for the majority of boys and girls, large schools are best. They are certainly capable of being worked with far greater economy and efficiency than small schools, and for both Junior and Senior Schools the number of scholars is to be fixed, where practicable, at 500 and upwards. Infant Schools, under a single teacher, are to be limited to half the number. We have therefore, no difficulty in picturing the future Board Schools of London, in which the ideal fixed by the Board is attained. The central institution would be two large schools, one containing five hundred girls and the other five hundred boys, all above ten years of age. As feeders to these schools, there would be three or four mixed or separate Junior Schools; and underneath them again five or six smaller schools, each consisting of from 250 to 300 infants. A child will enter the Infant School at any age below seven; will be transferred thence to the Junior School, where it will stay till it reaches ten; and then will go to finish in the Senior School appropriated to its sex. In these Senior Schools the elementary education of most children will be finished. There will, however, be Evening Schools, open to young people between 12 and 18 years old, in which those who go early to work may carry on their education, and by which older and more intelligent scholars may proceed with a higher kind of education than that given in the Elementary Schools. A yet further step waits for completion. The Elementary Schools have to be affiliated to the Grammar Schools; and Professor Huxley's Committee urgently suggest that the Board should enter into communication with the Endowed Schools Commissioners, "and agree upon some scheme by which the children in public Elementary Schools shall be enabled to obtain their rightful share of the benefits of those endowments with which the Commissioners are empowered to deal." This scheme cannot be called ambitious; it is simply complete.—*London Daily News*, July 6th.

Maxims for Young Girls.—Never make your appearance in the morning without having first brushed and arranged your hair, and dressed yourself neatly and completely. Never let pins do the duty of buttons, nor strings take the place of proper bands. Examine every garment when it comes from the wash, and if necessary mend it with neatness and precision. Do not sew up the holes in your stockings as we have seen some careless and untidy girls do, but take in a broad margin around the hole, be it small or large, with a fine darning needle and darning cotton, and cover the fracture with an interlaced stitch, so close as to be strong as the body of the stocking, and fine enough to be ornamental. Train yourself to useful occupation. Remember that it is wicked to waste time, and nothing gives such an impression of vanity and absolute silliness as a habit of idling and never having

anything to do. If you are in your father's house, take some department of household labor upon yourself, and make it your business to attend to it. Do not let a call from this idle girl, or a visit from that, or an invitation from the other interfere with the performance of your duty. If you can cultivate to perfection some art by which you can earn an independent livelihood, do it, whether there is a necessity for it or not.

—*Cornell University.*—Cornell University originated in the combined bounty of the United States Government and of the Honourable Ezra Cornell. Congress in 1862, passed an Act granting public lands to the several States and Territories to provide colleges for the benefit of agriculture and the mechanic arts. The share of this land that fell to New York State was nine hundred and ninety thousand acres. The whole of this was transferred to Cornell University on certain conditions, the most important of which was that Ezra Cornell should give the Institution five hundred thousand dollars, and that provision should be made for giving instruction without charge to one student from each assembly district of the State. These conditions were complied with, and the munificence of Mr. Cornell enabled the Trustees to found not only an agricultural college, and one for mechanic art, but six others.

At the opening of the Institution in October, 1868, there were present 18 Professors, and other six had signified their acceptance of chairs. Four hundred candidates appeared for entrance examinations, and of these 350 passed. There were then only two completed buildings at the disposal of the University, and the construction of the roads and bridges on the estate had hardly been commenced. The library, collections and laboratories, had not been arranged. In short everything was in a rudimentary condition.

However, all went to their appropriate work with enthusiasm. Professor Agassiz was the first to commence his lectures, and was soon followed by Mr. Goldwin Smith. The resident teachers organized their classes, and in a week after inauguration all was in working order. Since that time, the progress and success of the Institution has been very marked. Gifts have been sent in of various kinds to the value of four hundred thousand dollars; the staff of instructors has increased from twenty-four to forty; two additional buildings have been erected, and another has been commenced; roads and bridges have been constructed; ten thousand volumes have been added to the library: a University printing press on a large scale, and wrought exclusively by students, has been established; the various museums have been greatly enriched by cabinets of models of different kinds; and the number of under-graduates has nearly doubled.

The estate attached to the University, and on which the various buildings stand, is about 200 acres in extent, and in the immediate neighbourhood of Ithaca, N. Y. The various buildings are large, and constructed with all modern improvements and conveniences. One of these structures, called "Cascadilla Place," is five stories in height, one hundred and ninety-five feet long, by a hundred in breadth. It has upwards of two hundred rooms, including suites of apartments for the professors and their families, dormitories for students, reception and lecture rooms, etc. In this, also, is the University post-office and telegraphic establishment. The "South and North" buildings are not quite so large, but are still very extensive premises.

The "McGraw" building is another exceedingly large and handsome structure, erected entirely at the expense of a wealthy citizen of Ithaca, whose name it bears. It is now approaching completion. The "Cornell Library" building is the gift of the founder, Mr. Cornell. Among other gifts, we notice that Mr. Goldwin Smith has presented four thousand volumes to the Institution, and has lectured gratuitously ever since it was opened. The General University Faculty is divided into nine special faculties, each of which constitutes a college. These are, 1st. College of Agriculture; 2nd. College of Chemistry and Physics; 3rd. College of History and Political Science; 4th. College of Languages; 5th. College of Philosophy and Literature; 6th. College of Mathematics and Engineering; 7th. College of Mechanic Arts; 8th. College of Military Science; and 9th. College of Natural Science. Each of these faculties takes charge of the lectures and class exercises belonging to each; arranges special courses, &c. The great object of the University is duly to develop and make prominent, "Agriculture" and the "Mechanic Arts," without excluding other scientific and classical studies. It is absolutely non-sectarian in its constitution, and is intended to realize the idea of Mr. Cornell, when he said, "I would found an institution where any person can find instruction in any study." There is no preparatory department, The university aims at giving earnest, manly young men the opportunity of obtaining the best education their talents will allow. It is open to students of all countries and States on the same

terms. None are admitted as free students except those sent by the State of New York in terms of the condition already mentioned.

One other peculiarity is that of affording labour to students, for which they are paid according to value, and in this way are able to support themselves in whole or in part during the course of their studies. The work on the university grounds and much else has all been done by students. All the printing is done in the same way, and it is intended to begin a book-binding and electrotyping department very speedily.

Candidates for admission must be at least sixteen years of age, and must pass a tolerably severe entrance examination. The whole expense of a student for a year need not be above \$300. The different courses embrace a period of four years, and are so arranged as to travel over a tolerably wide field. There are, at present, 609 students—of whom 41 are in arts; 87 in philosophy; 228 in science; 145 in special courses, and 158 in elective.

From all this it will be seen that so far the experiment has been a successful one, and we hope that coming years will make this still more manifest, and will lead to the establishment of kindred institutions, and the display on the part of other wealthy men of similar liberality.—*Toronto Globe.*

—*Women Should Read Newspapers.*—It is a great mistake in female education to keep a young lady's time and attention devoted only to the fashionable literature of the day. If you would qualify her for conversation, you must give her something to talk about, give her education in the actual world and its transpiring events. Urge her to read the newspapers, and become familiar with the present character and improvements of our age. History is of some importance; but the past world is dead; we have nothing to do with it. Our thoughts and our concerns should be for the present world; to know what it is and improve its condition. Let her have an intelligent opinion, and be able to sustain conversation according to the mental, moral and religious improvement of our times.

Literature and Science.

—*The Month of May in French History.*—The month of May, if not the "merriest, maddest" month of all the year, has always been an eventful month in the annals of France. On the 30th of May, 1431, Joan of Arc was burned at Rouen; on the 14th of May, 1610, Henri IV. was murdered by Ravallac; on the 23rd of May, 1706, the French were defeated at Ramillies; in May, 1756, began the Seven Years War; on the 10th of May, 1774, died Louis XV.; the 5th of May, 1789, was the date of the opening of the States-General; on the 12th of May, 1794, Madame Elizabeth was executed; on the 12th of May, 1796, Babœuf's Conspiracy was suppressed, and in the same month in the following year Pichegru's conspiracy failed; on the 19th of May, 1802, the "Legion of Honour" was instituted; on the 22nd of May, 1803, war was declared against England; on the 29th of May, 1805, Napoleon I. was crowned King of Italy; on the 5th of May, 1808, Charles IV. of Spain and his son abdicated in favour of Napoleon, and on the 27th of the same month commenced the insurrection in that country. In May in the following year, Napoleon entered Vienna, on the 3rd of May, 1814, the Bourbon dynasty was restored, and Louis XVIII. arrived in Paris; and on the 4th of that month, in the same year, Napoleon arrived at Elba. On the 5th of May, 1821, Napoléon died at St. Helena; on the 16th of May, 1830, the Chamber of Deputies was dissolved three months before the abdication of Charles X.; on the 20th of May, 1834, La Fayette died; on the 8th of May, 1837, Louis Philippe being on the throne, an amnesty was granted for political offences; and in the same month Louis Napoleon published his "Idées Napoléoniennes," on the 20th of May, also in that year, Talleyrand died; on the 25th of May, 1846, Louis Napoleon escaped from Ham; on the 7th of May, 1848, the Provisional Government resigned to an Executive Commission elected by the National Assembly of the French Republic; on the 15th the people's attack on the Assembly was suppressed; and on the 16th the perpetual banishment of Louis Philippe and his family was decreed; on the 15th May, 1855, the Industrial Exhibition was opened at Paris; on the 12th of May, 1859, France having declared war against Austria, the Empress Eugénie was appointed regent, and the Emperor Louis Napoleon arrived at Genoa; on the 21st was raised a loan of 20,000,000 fr.; on the 26th occurred the victory of the French and Sardinians at Montebello; and on the 30th and 31st at Palaestro. On the 22nd of May, 1864, died the Duke of Malakoff; on the 3rd of May, 1865, the Emperor visited Algeria; on the 6th of May, 1866, at Auxerre, his Imperial Majesty expressed his detestation of the treaties of 1815; and we all know too well what has happened in May, 1871.—*Fall Mall Gazette.*

— *What Literature and Science have lost by the Siege of Paris.*—

Some time must elapse, says the *Pall Mall Gazette*, before we shall be able to estimate with accuracy the losses which the interests of literature and science have sustained through the siege of Paris. Not a few eminent professors and members of the Institute have been serving in the ranks of the National Guards and the Army of Defence, and it is hardly possible that they can all have escaped without injury. Already we learn that the Abbé Moigno, editor of *Les Mondes*, has been wounded by the explosion of a shell; that Mr. Desnoyers, fils, of the Museum Library, has been killed, and that Mr. Thénard is a prisoner in Germany. As to the interruption to study, it is only necessary to bear in mind how very few philosophers have the habit of abstraction attributed to Joseph Scaliger, who is said to have been so engrossed in the study of Homer that he became aware of the massacre of St. Bartholomew and of his own escape only on the day subsequent to the catastrophe.

The damage inflicted on buildings devoted to science is more obvious. The Galleries of Zoology and Mineralogy have both been penetrated by shells; the College de France has not escaped unhurt; and the Meteorological Observatory, lately erected in the Champs de Mars, has been converted into barracks. In the Jardin des Plantes and Jardin d'Acclimatation the ruin has been complete, all the animals being slaughtered either for food or by way of precaution, and the rare trees—some of them of priceless value—have been cut down for defensive purposes, or else to make charcoal. In the gardens and nurseries outside the city, the devastation has been equally severe. Chatenay, the chief establishment of M. Croux, formed the headquarters of the Bavarian artillery: the large palm-house was turned into a stable, and the flower-tubs used as cribs. Sheep and cattle have been pastured in the Jardin pour les Etudes Pomologiques, near Aulnay, and everywhere the young trees have furnished stakes for gabions, and branches for faggots. These are a few of the effects of "civilized warfare."

— *What France has done.*—What do we not owe to the institutions of learning in France for their practical application of scientific methods of education? Have not the "Ecole Normale" and the "Ecole Polytechnique" been models for all civilized nations? Our physicians of riper years will tell us that in their days medicine could only be studied well in the great metropolis of France. Our light-house board will readily declare that, but for the discoveries of Fresnel, the access to our shores in the darkness of night would not be safe as it is now. Comparative anatomy received its first scientific treatment from French investigators. Palæontology is altogether a French science in its origin. Laplace stands high by the side of Newton and Leibnitz. Modern engineering is the fruit of the great undertakings of the French Republic, and Republican France so fascinated the great German discoverers, George R. Forster and Alexander Humboldt, that both gave to her the best years of their lives. Indeed, Germany owes her present scientific prominence, in great degree, to this period of mental activity in France; England also owes a heavy and most honorable debt of a like kind to her neighbour over the water; and America bears her share of the same obligation.—*Prof. Agassiz, in the Balloon Post.*

— *Wholesale Book Stealing by a Learned Professor.*—Fortunately, stealing books has not yet become a passion of learned men in this country, as we see it practised often in European cities. In a case which is now reported from St. Petersburg, in Russia, Dr. Pichler, a celebrated professor of theology, and the chief librarian, stole not less than six thousand of the most valuable books from the national library, whose literary department was entrusted to him, in the course of about eighteen months. When it was discovered that a large number of valuable books were missing, the director of the library issued an order that nobody, without exception, should be permitted to enter the library rooms with an overcoat or any kind of vestment by which the stealing of books might be concealed. The last winter being very cold, and the immense library room being not sufficiently warmed, Prof. Pichler, who is a very sickly man, applied for permission to keep on his overcoat, and as probably some suspicion was already awakened against him, it was at once granted. From this time he was closely watched. The first few days the professor rushed through the rooms, without scarcely touching a book. But no sooner did he believe himself unobserved, than he concealed a folio under his overcoat and made his retreat. When he arrived at the state-room, the usher covered him with one of those heavy furs, which form a regular part of the clothing of every Russian in winter time, but being in secret understanding with the director and discovering in a certain unusual haste of the old theologian the symptom of something wrong, he grasped him a little close on his body, and at once discovered the folio. Brought before the director, Dr. Pichler, at once made a complete confession. Search was made in his house, and upwards of 6,000

books and manuscripts belonging to the library, and representing a value of about 15,000 roubles of silver, were discovered. Many of the books were packed up in big chests, and evidently ready for shipment. The marks of the library were scratched out or removed by chemical process. The Russian Government treated the passionate book-worm very mildly. He was removed from his chair and professorship and exiled from the country.

— *Literary Labour.*—Mr. Justin McCarthy, the well known journalist and novelist, contracted, not long since, to furnish for the periodicals of Harper and Brother, forty-five short stories, to average four thousand words each, or about four columns of *Harper's Weekly* or *Bazaar*; his compensation for each was to be one hundred dollars. He is said to have written the forty-five stories in forty-five days, at the end of which time he received forty-five hundred dollars. During the time he was engaged upon them he was also employed in writing for the *Atlantic Monthly*, *Lippincot's Magazine*, the *Galaxy*, the *Independent*, and several family papers, besides lecturing constantly, composing a book on America, and reading the newspaper notices of his various articles.—*Boston Gazette.*

— *Mr. Emile Hepp*, the well known pharmaceutical chemist of Strasbourg, is amongst the illustrious men of science that France has lost by the war. While labouring to extinguish the fire caused by the Prussian artillery, on the night of the 25th of August, he received an injury which caused his death, after more than five months' suffering, at the early age of fifty-two. The *savants* of Strasbourg all assembled around the grave, and several pronounced short sincere addresses over their friend's remains. M. Hirtz has paid a further tribute to his late colleague by the publication of a careful biography, setting forth Emile Hepp's scientific claims.

— *Steel.*—The Atwood-Sherman process for the manufacture of steel has brought great honor to American genius, and at the same time introduces a great public benefit. Dr. Tefft gives an account of it which is published in the *Engineering and Mining Journal*. By the use of certain chemical fluxes, etc., the poorest qualities of iron—such, in fact, as are perfectly useless otherwise—are turned into steel with qualities which surpass those of any other known to manufacturers. This is done at a saving of cost so great that this best of steel can be produced at one-third of the usual cost—in fact, not higher than good iron. One great difficulty has been heretofore encountered in the presence of phosphorus, which if it touches any dampness, even in a mould, will blow everything up. This phosphorus is removed by the use of iodine, and then the metal may be safely run into any mould. The British Government heard so much of the process that Lord Clarendon invited Mr. Sherman to visit England and exhibit it. Every facility was given by the Admiralty, and Mr. Sherman was enabled to demonstrate his claimed improvements with signal success. It appears now that, by this wonderful application of chemical principles, we are to have everything which is usually made of iron replaced with steel.

— *Correction of Mariner's Compass.*—A discovery is claimed to have been made by Mr. Zaliwski and reported to the French Academy of Science at a recent sitting. He asserts that a hollow cylinder, of tin for example, open at the top and sharp-edged at the bottom, properly ballasted and put in a vessel of water, will presently move from west to east. This direction, he states further, never varies, and what is still more curious, the movement becomes readier and more perceptible the oftener the cylinder is used for the purpose. Should Mr. Zaliwski's assertions be borne out by trial, the experiment will afford an easy and accurate method of correcting the aberrations of the compass on iron vessels. This difficulty, it is well known, has long been a serious obstacle in modern navigation, and the means adopted to rectify it have not always proved entirely safe. A regulator so simple, sure, inexpensive, and convenient as that suggested by M. Zaliwski, would be of almost incalculable service to seafarers, and indeed to humanity at large.—*N. Y. Times.*

— *Floral Object.*—In the centre of the great conservatory of the Royal Horticultural Society, London, stands what is most probably the most magnificent floral object that has ever been beheld in Europe. This consists of a plant—or rather a tree, for it is upwards of twenty feet high—of the old *Rhododendron Arboreum*, which is now covered with innumerable traces of deep blood-red flowers, realizing all that the late Dr. Wallick ever wrote of the glorious effect ever produced on the northern slopes of the Himalayas, where vast tracts are entirely covered with them.

—*Compass Plant.*—The fact that the leaves of the compass plant always turn their edges north and south has long been known to the hunters and settlers in the prairies of the Far West, who, when lost in a dark night, obtain their bearings by feeling the position of the leaves. Mr. Whitney, in the *American Naturalist*, demonstrates that Dr. Gray's theory "that both sides of the leaf are equally sensitive to light" is correct. The leaf has been examined under the microscope, and the result is that the number of the *stomata*, or breathing holes, in the leaves of the compass plant, are exactly the same on both surfaces, while those of other species varied considerably. The cellular structure of the leaf of *Silphium laciniatum* appears to be homogeneous throughout, and these observations show "that the meridional position of the edges of the leaf is to be explained by the structure of the two surfaces, which being identical, at least in the important respect of the number of the *stomata*, seek an equal exposure, in northern latitudes, being that in which the edges are presented north and south, the latter obtaining the maximum, the former the minimum of illumination."

WANTS.

Wanted three Female Teachers, holding first Class Elementary School Diplomas, for Districts, Nos. 1, 2, and 3, (for the last immediately and for the other two by first July) in the Municipality of St. Jean Chrysostôme de Châteauguay, No. 1.—Address A. Seever, St. Jean Chrysostôme, P. O., for No. 1; and W. Dinnigan, Norton Creek, P. O. for Nos. 2 and 3.

A teacher holding the Academy Diploma 1st Class is open to an engagement. The best references and testimonials will be furnished. Apply to the Education Office, Quebec, care of Dr. Miles.

Meteorology.

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

the lowest reading was at 3p. m. on the morning of the 30th day, and was 48° l. Slight frost occurred.

Rain fell on 13 days, amounting to 1.298 inches, and was accompanied by Thunder on 3 days.

—Observations taken at Halifax, Nova Scotia, during the month of June, 1871: Lat 44°39' North; Long, 63°36' West; height above the Sea 175 feet; by Sergt. John Thurling, A. H. Corps, Halifax.

Barometer, highest reading was on the 10th.....	30.011 inches.
" lowest " " 13th.....	29.522
" range of pressure	0.489
" mean for month (reduced to 32°).....	29.704
Thermometer, highest in shade was on the 14th.....	79.4 degrees
" lowest " " 1st.....	34.8
" range in month.....	44.6
" mean of highest.....	71.5
" mean of lowest.....	44.7
" mean daily range.....	26.8
" mean for month.....	58.1
" maximum reading in sun's rays.....	129.6
" minimum reading on grass.....	24.1
Hygrometer, mean of dry bulb.....	61.4
" wet bulb.....	56.0
" dew point.....	51.4
" elastic force of vapour.....	.379 inches.
" weight of vapour in a cubic foot of air... ..	4.2 grains.
" required to saturate do.....	1.8
" the figure of humidity (Sat. 100).....	69
" average weight of a cubic foot of air.....	527.4
Cloud, mean amount of, (0-10).....	6.4
Ozone, " " (0-10).....	3.3
Wind, mean direction of North.....	4.75 days.
" " East.....	0.50
" " South.....	8.00
" " West.....	16.75
" daily horizontal movement.....	263.9 miles.
" daily force.....	2.7
Rain, No. of days it fell.....	13
Amount of rain collected.....	3.59 inches.
Fog, No. of days it prevailed.....	7

OFFICIAL DOCUMENT.

Superannuated Teachers' Pension List for 1870.

NAME.	No. of Years Teaching.	\$ cts.
Allan, Thomas.....	18	45 00
Allard, F. X.....	10½	26 00
Amyot, Claire.....		15 00
Annet, Jean-Marie.....	15	37 00
Bouchard, Adèle.....	11	27 00
Beers, Jonathan.....	7½	18 00
Bouchard, Alexis.....	6½	16 00
Bernard, H. P.....	2	5 00
Bélair, G. P.....	6½	16 00
Badeaux, Delle. E.....	4½	11 00
Beaubien, Reine.....	3½	8 00
Butler, Delle. A.....	10½	26 00
Boucher, Louis.....	10½	26 00
Bouffard, Ursule.....	11½	28 00
Buteau, Virginie.....	12½	31 00
Bérubé, Victoire.....	13	32 00
Brisset, Pierre.....	13	32 00
Bélangier, Pierre.....	12	30 00
Beaudoin, Ursule.....	14	35 00
Baril, Odile.....	14	35 00
Bonin, Joseph.....	14	35 00
Béliveau, Marguerite.....	14	35 00
Boucher, P.....	4½	11 00
Bernier, Joseph.....	15	37 00
Bourgoin, Joseph.....	18	45 00
Bourassa, Pierre.....	18	45 00
Blais, Olivine.....	16	40 00
Blais, Elmire.....	2	5 00
Beauchemin, H. A.....	13	32 00

DAYS.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	30.070	30.073	30.001	61.6	85.3	73.1	NE	W	W	187.11
2	.032	.030	.025	70.4	91.0	73.0	W	W	W	216.15
3	.600	29.976	29.962	67.0	91.7	70.1	W	NE	SW	67.11
4	29.973	.955	.950	72.2	91.3	72.1	NE	NE	NE	86.20
5	30.043	30.002	.951	60.2	81.9	66.2	NE	NE	NE	174.12
6	29.900	29.881	.750	61.6	83.8	67.3	NE	S	NE	201.10
7	.601	.568	.562	65.2	72.0	71.7	SW	SW	WSW	87.14
8	.698	.725	.821	64.6	78.2	66.3	W	W	W	104.17
9	.976	30.075	30.060	57.0	67.7	60.5	wbyn	wbyn	W	112.15
10	30.133	624	29.823	56.4	76.2	61.2	W	S	S	217.00
11	29.672	29.511	.547	63.2	71.1	64.2	W	W	W	224.17
12	.550	.564	.500	58.4	65.7	52.0	W	W	W	181.10
13	.520	.402	.531	56.0	52.2	54.3	W	SW	W	120.11
14	.677	.749	.823	52.2	64.0	56.1	W	NE	W	100.41
15	.924	.900	.900	52.4	64.2	48.0	W	SW	W	67.25
16	30.022	30.029	30.060	53.7	65.0	58.2	W	NE	WNE	81.11
17	.149	.112	.049	53.0	71.4	62.6	NE	SW	W	66.24
18	29.934	29.900	29.876	63.3	65.7	61.0	SW	SW	SW	104.10
19	.851	.821	.800	60.5	71.5	66.2	W	W	W	78.21
20	.764	.684	.826	67.1	68.4	60.0	W	W	W	197.15
21	30.047	30.064	30.100	54.6	69.7	59.4	W	W	W	94.11
22	.100	29.976	29.825	53.4	72.6	64.2	W	SW	SW	204.11
23	29.850	.946	.984	57.3	70.2	59.7	W	NE	W	101.14
24	30.000	.960	.998	58.0	72.6	65.0	NE	NE	NE	97.10
25	.110	30.076	30.026	62.2	83.1	69.1	W	W	W	184.21
26	.051	.001	.000	63.7	87.2	71.1	SW	W	W	91.12
27	29.862	29.772	29.670	69.0	89.4	78.3	W	W	W	104.12
28	.632	.607	.623	66.2	75.1	64.2	W	W	W	200.17
29	.711	.805	.924	59.0	69.4	59.2	W	NE	nbyE	187.14
30	30.041	30.052	30.077	55.4	73.1	60.0	wbyn	W	W	244.13

The highest reading of the Barometer was at 6 a.m. on the 17th day, and was 30.149 inches; the lowest at 2 p.m. on the 13th day, and was 29.402 inches. The monthly mean was 29.875 inches.

The highest temperature was on the 4th day, and indicated 92° 2 ;

