

hour and a half the attention of a large audience was rivetted. All were delighted with many well-drawn delineations of character, and the experiences of student life under different circumstances. *The College Anniversary.*—On Thursday morning the Faculty, Governors, Students and Graduates of the College, and Academy students, assembled under the folds of the Royal Standard, and, after being marshalled into order, walked in procession to the Baptist Church, where a large congregation had assembled to witness the anniversary celebrations. On arriving at the Meeting-house, the long procession formed into open column, and the Faculty passed on, receiving the respectful salutations of the Academy students. Professor Saffery, who presided at the organ, struck up a Voluntary, and continued till all were in their places. The Degrees of Bachelor in Arts was then conferred on the above, and of Master in Arts on Mr. H. Harding Bligh of Halifax, who was present to receive it, and the honorary degree of M.A., on Edward Young, Esq., formerly of Falmouth, now in the Treasury Department at Washington—a pupil of Horton Academy in 1829 and 30. After the President, Rev. J. M. Cramp, D.D., had delivered an admirable address to the graduating class, it was announced that several of the students had distinguished themselves by undertaking and successfully pursuing extra studies, to whom Honor Certificates would be presented as follows:—*IN CLASSICS.*—*Senior Class*—J. W. Manning. *Junior Class*—J. McDonald, E. C. Spinney, J. F. Tufts, W. A. Mackinlay. *Sophomore Class*—Neil McLeod, C. R. Daniels, R. Sanford. *Freshman Class*—R. W. Ellis. *IN MATHEMATICS.*—*Freshman Class*—R. W. Ellis. *IN BELLES LETTRES.*—*Senior Class*—J. F. L. Parsons. *Junior Class*—J. McDonald. *Sophomore Class*—Neil McLeod, C. R. Daniels, R. Sanford. *The Alumni Prizes.*—As the remainder of the exercises were in connection with the Alumni Association, Rev. Dr. Cramp asked the President of that Society, T. H. Rand, Esq., Superintendent of Education, to take charge and make the necessary announcements. Mr. Rand stated that the Committee of the Alumni Association had offered a prize of \$40 for the best Essay on "The claims of the Natural Sciences to occupy a prominent place in the Curriculum of a College." The Essays to be subjected to the judgment of three gentlemen of the first standing, for their decision. Four essays had been received, and a unanimous opinion had been expressed, that the one accompanied by a sealed envelope directed "On," was entitled to the prize. A letter was read to this effect, signed by the three adjudicators, Hon. Judge Johnstone, His Worship the Mayor of Halifax, and Professor Lawson. On opening the envelope it was found that the writer of the Essay was Mr. Jonathan F. L. Parsons, who was then called upon to read it; and we doubt not that all who heard it were fully convinced of the correctness of the remarks made by the judges on its character. The other Prizes offered by a number of gentlemen through the Alumni Association were then presented: First.—For the best Scholarship in each year's class of Students. 1. Freshman Class, \$20, to Robert W. Ellis, of Cornwallis. 2. Sophomore Class, \$20, to Neil McLeod, of Uigg, P. E. I. 3. Junior Class, \$20, to John McDonald, of Uigg, P. E. I. 4. Senior Class, \$20, to J. W. Manning, of Bridgewater. Second.—The Avar Longley Prize, \$20, to the best Elocutionist—awarded to James W. Johnston and William A. Newcomb, one-half to each. Third.—The H. N. Paint Prize, \$25, to the Student who had prepared the best series of monthly Essays during the College year, to William A. Mackinlay, of Charlottetown, P. E. I. Fourth.—The Lewis Payzant Prize, \$20, to the member of the College or Academy Cricket Clubs making the highest score in two matches; to L. Cohoon of Port Medway. Fifth.—A Consolation Prize of \$10, to the best player on the losing side; to E. C. Spinney of Wilmot. After the College exercises were brought to a close, the Alumni and their friends assembled in the Wolfville Gymnasium, and sat down to an excellent dinner.

## UNITED KINGDOM.

—THE YEAR'S PROGRESS IN ENGLAND—TECHNICAL EDUCATION.—In moving the annual education vote, in the House of Commons, Lord R. Montagu laid before Parliament the following statement of the actual expenditure of last year: Building, enlarging, &c., schools and teachers' residences, £24,267; voluntary contributions to ditto, £91,555. Maintenance of elementary schools, £416,582. Maintenance of night schools, £13,302; total expenditure, £429,884; voluntary contributions to ditto, £369,253; endowments, £56,318. Normal schools, £75,792; in 1886-87, £74,500. Administration and inspection, £78,895, £81,790—

balance, £9,328. The work done for the money was shown by the following statement: Number of new schools built during 1865-66, 80; number of new schools enlarged, 50; number of teachers' residences built, 61, affording accommodation for 20,546 new scholars; schools under inspection, 1866, 13,586, showing an increase over former years of 636 schools; children on the books of inspected schools, 1,510,871; children present at inspection, 1,287,604; number of night scholars, 42,872 (former year, 35,846) increase of night scholars over former year, 7,026; increase of schools, 240. Results—children presented for examination, 664,605; increase over former year, 6,247; night scholars presented for examination, 32,399 (former year, 24,591); passes in reading, 573,224; passes in arithmetic, 500,103.

In the course of his speech, the noble lord said:—"If it were found that children would be able to make use of their labour at school, the chief obstacle to their remaining there would be overcome, and this might be done by offering to give those pupils who most distinguished themselves at the elementary schools the advantages of technical education at the public expense. What were the means for technical education the country already possessed? First, of all, there was the school of Naval Architecture and Naval Engineering, in which there were last year 87 students, of whom 24 were admiralty and 13 were private students. Then there was the Royal School of Mines, having altogether 108 students, besides 13 students entered with a view to becoming associates. Then there was the Chemical Laboratory, attended by 116 students, and the Metallurgical Laboratory, attended by 23 students, in which three courses of lectures were given, which were attended by 600 working men. There were also the Science Schools, in which a large and extended course of scientific education was given, which were attended up to December of last year by 601 certificated teachers, the number of schools being 153 up to the same date and 212 up to last May, the number of students being 6,835 up to December, and 10,108 up to May last. There were then the Art Training Schools, attended by 511 students, of whom 24 were training to become masters of schools of art, and 13 were training as designers, of whom three were already engaged in business. Lastly, there were the schools of Art, 99 in number, giving instruction to 17,210 students, besides the 560 schools for the poor, which gave instruction in 1866 to 80,084 children. The schools yet to be established were schools for navigation, civil engineering, mechanical engineering, textile manufactures, trade schools, in which trades should be taught, and mercantile schools. In order to explain the scope of the latter schools he might refer to those at Leipsic:—There a student was taught in three years to correspond in every foreign language, the weights, measures, values, trades, and customs of each country, with their political economy, the law of exchanges, and every other matter that could be of service in mercantile life. What was the course adopted abroad with reference to technical education? Taking the case of Switzerland, it would be found that in every large town one of the higher technical schools was established. Whenever a boy distinguished himself at an elementary school he was sent to one of the trade's schools, then to a technical school, and finally to a technical college, and thus technical education was made an incentive to pupils to study, and an allurements to bring them into the schools. He desired to see some similar plan adopted in this country, since the moral effect of even one boy out of the hundred at a village school rising into the upper ranks of life through his labours at school would be of enormous benefit to the country." Mr. W. E. Foster also said:—"What was required was that we should have good technical schools in order to enable this country to preserve its position in the markets of the world in its competition with other countries. It was an undoubted fact that we did not possess in this country the good technical schools that were established all over the continent. He believed that the middle classes were now becoming aware that this country was suffering in its trade, and in its competition with other countries, because our people were not so well taught as their continental competitors. They also knew that they were paying much for the education of their poorer fellow-countrymen; but they were willing to pay even more, to rate themselves for the education of the middle classes, in fact this feeling was growing stronger throughout the country, and he hoped the noble lord would respond to it." From subsequent proceedings it appears that the government will instruct their diplomatic agents abroad to report respecting the state and effects of technical education in the various continental nations in which it is carried out.