The reading of the list was varied by recitations and readings. Hamilton, of the Preparatory Form, recited "The Street Musician" very nicely. Handyside and Campbell, of the first form, effectively rendered a scene from "Julius Cæsar," Campbell taking the part of Brutus and Handyside that of Cassius. Abbott, Edwards and Gould, of the Scened group the (Works ?) scene from (*Ac Nov Like Lt?" of the Second, gave the "Motley" scene from "As You Like It," Causing a great deal of laughter. Smith related the just fate of "The Wicked Bishop," and Handyside and Leishman sympathized with Parkin, as he told of his "day of misfortunes." Baynes read from Pickwick that old gentleman's adventure in a wheelbarrow, and in the neural "The Levien because of the Levien Levien and the Fall the pound. The best piece, however, was Campbell's Sir John Falstaff, as he told Prince Hal (Prince) and Poins (Leishman) of the fight with the men in Buckram.

After reading the list Mr. Howe announced that the following ten and Green.

Mr. HOWE, in addressing the boys and the gathering, said the education given in this and similar schools might, perhaps, give rise to some degree of disappointment when it came to be considered how little that education was applied in after life. Few of the pupils, except those who entered upon a professional career that in some degree compelled them to bring their knowledge of Greek and Latin into use, ever opened their classic books again, and learned to apply what they had been there taught of these languages to the translation of any quotation or extract they might meet in reading a review or a newspaper. This was the same of Algebra and Geometry. How many of the boys who have completed their school course in after life apply their studies so as to prove whether or not a benefit society is really paying its members; or how many square feet he has in the lot he has purchased in McGill street; or even to find the quantity of carpet necessary to give his room a new covering. Even studies called "practical,"—English and French and Arithmetic,—are limited in their application; French becomes a commercial palois necessary in dealing with habitans; the English becomes limited to the forms of commercial correspondence, and the arithmetic to the calculations of dollars and cents. We cannot be held responsible for the future except in so far as we may have failed to inspire a love for study. But it is not by these only that our work, is to be judged. We endea-vour to give our pupils such studies as will cause them to develope their moral and intellectual faculties. If we have succeeded in awakening their minds to an appreciation of what is right and true then progress has been made though their young memories may prove treacherous, and the information imparted to them may be forgotten. But when they understand why they are wrong and why right be sure their education is advancing. If we merely fill the mind with infor-mation; however useful, it will be, as an ancient writer says: " like a granary stored with corn, incapable of giving back more grain than it has received, instead of being like a a fruitful field, which returns a hundred fold every grain put into it." It is mental training afforded by a course of etude is being to ducation which is the grant to binot

by a course of study in higher education which is the great object. We can carry on this discipline without weariness to the pupils simply by a change of study. A lesson in Geometry may be a good mental preparation for Latin or Greek. The mathematical University of Cambridge has produced more accurate classical scholars, than the classical Oxford. Mr. Howe then related a conversation he had had with a merchant who held that his employees who had not received a good education were more active and efficient than those who had superior educational advantages ; but the merchant admitted that in his own case, feeling his deficiencies he had improved himself by attending evening schools. In conclusion, the merchant stated that unedu-cated youths made fortunes, the educated dissipated them. All this was a matter of every day observation, but he did not hold that the only duty of life was that of making money; and asked how many rich men there were in this city who would give half their fortune could they go back to school and remove the deficiencies of which their wealth and position make them painfully sensible. As to dissipation, the uneducated and ignorant dissipate quite as much as the educated. The educated would not seek those animal enjoyments which the ignorant chiefly pursue. He believed however, that the possession of a wealthy and luxurious home did not conduce to success in business of boys. He strongly urged those boys who intended to go into business, not to be above their work because they were well educated. Their employers were not to be expected to take their knowledge of Greek or Trigonometry as an excuse for not doing the rough work of the warehouse. Their knowledge was not so very great after all; and if they had any conceit on that score, it would not be much learning but little had made them mad. But he did not think they would be so foolish for the boys of this school were spoken of in the most favorable terms by those merchants to whom he had recom-mended them for situations. He advised them whatever they

put their hand to do, to do it with all their might, and they would be sure to be successful. To those four or five boys who were going to McGill College, Professor Cornish would have a few words of encouragement. He exhorted all to endeavour to win prizes, not for the sake of the prizes, merely, but for the sake of the knowledge which would be useful in after life. There were two classes of dunces, one kind who would not master knowledge because of the natural difficulty, they have in encountering it. For these, he felt the greatest sympathy and always gave them encouragement and assistance in their patient, earnest endeavors to learn ; and any master who would not do so, and would neglect the dunce, of his class, had better go out and find some other occupation. (Cheers.) With the other kind who were idle we had no sympathy whatever. Those boys who were idle were not doing their duty either to God or to their neighbour. They were injuring the reputation of the school and preventing industrious boys from getting on as fast as they would otherwise. There had been too much of idleness the past year, and he would ask parents not to take the work off the teachers' shoulders; but to do all in their power to induce boys to get their lessons. They should get their lessons first and play afterwards. Referring to the past year Professor Howe said it had not been marked by any thing unusual, two of the former pupils, Greenshields and Clarke, had won medals at the University. The numbers of the school have been rather more than last year by about twelve; they had had 220 boys in the school. the revenue was likely to be diminished because of the recent educational act which will probably reduce the grant which the school has been receiving from the government. He might therefore ask their friends to interest themselves actively in behalf of the school and endeavour to procure additional pupils.

The Rev. Dr. Wilkes and Professor Cornish then addressed the boys, after which the chairman called for three cheers, for the Rector and Masters of the High School.

The proceedings terminated with the benediction, pronounced by Rev. Dr. Wilkes.

ANNUAL MEETING OF McGILL NORMAL SCHOOL, MONTREAL.

This meeting was held at the Normal School House, Belmont street

on Wednesday, the 30th ult., at 3 p. m. The chair was taken by Robert Redpath, Esq. On the platform were the Principal and professors of the Normal School, Dr. Miles representing the Department of Public Instruction, the Rev. Drs. Jenkins and Wilkes, Professors Cornish and Howe, Wm. Lunn, Esq.

Ke., &c., The Principal, Dr. Dawson, then made a detailed statement of the work of the institution during the past year, and of the result of the late examination. There were, on the present occasion, 48 teachers entitled to diplomas, of whom 28 were from the country parts. Alto gether, since the foundation of the McGill Normal School, 411 qua-lified teachers had been sent out from the institution, of whom. upwards of 300 were at work in various schools, &c., in the Province of Quebec. Dr. Dawson also stated that each succeeding year brought out a batch of trained teachers in advance of those of former years It was difficult to furnish complete statistics relative to those who had gone out, their places of employments, &c., but he had good reason for believing that the institution, through those it had sent forth, had already exercised a perceptible influence on the progress of educetion amongst the Protestants of the Province of Quebec. The Doctor also alluded to the want of a superior place of education or high school for girls in the city of Montreal.

Dr. Miles, in the absence of the Minister of Public Instruction, was then called upon to distribute the awards.

The Prince of Wales' medallist was a Miss Josephine E. Smith, of Danville, P. Q. In presenting the medal to her, Dr. Miles expressed his gratification in being the instrument to convey to her the well-earned testimonial. The diplomas were then handed to those entitled to receive them, each being called up in turn. Mr. C.H. Brooks, B.A., of McGill College received an Academy Di

ploma under the regulations in favour of Graduates of Universities. The following is the List of Diplomas taken by the Teachers in training.

ACADEMY DIPLOMA.

1. Agnes Cairns, Montreal, honourable mention in Geology, Trigonometry, Algebra, Geometry, Mechanics, Natural Philosophy and Elocution.

2. Margaret Bothwell, Durham, honourable mention in Algebra, Geometry, and Elocution.