

more to aid and assist our *old school*, and we beg to assure those now in charge that it will ever be our earnest endeavours to forward the interests of this Institution, and hope that these young men now about to leave the school, as having finished their scholastic course, will enlist in the ranks of this Society, and share in the labor of love."

Principal Dawson then rose to address the boys. They might remember that when he spoke to them last year, he alluded to the subject of "being manly," and pointed out to them that it was not manly to neglect their duties and so on, but it was manly to endeavour to improve themselves, to be kind to one another, to be self-denying to serve God, and to be very much afraid of doing anything wrong. He hoped they had not forgotten those things. If they knew how very important the subjects they studied would be to them in after life, if they knew how hard it was to keep up such a good school, and to supply it with teachers, they would be more attentive to their studies, and more thankful for the advantages they enjoyed. Some of them thought they had very hard work in the High School, and it was only right that the work should not be so hard as to injure either the mind or the body of any student. But it was also necessary that a certain amount of hard work should be done. In some countries they could do without any schooling at all, but that was not the case in civilized countries. As countries became more civilized there would always be more things to be learned, and in a little while it would be impossible to give a complete education unless children were left longer at school. Young people were launched into the business of the world at too early an age, and particularly in this country, where there were so many opportunities of obtaining employment. It had been said that boys in this generation were wiser than old men in old times. But however this might be, he had always found that, with a very few exceptions, young men could not think independently for themselves until they had arrived at least at the age of sixteen years. They were not disposed to do so, and could not apply good sound reason. He hoped the boys would take the advice of the Rector and as many of them as possible continue the studies by entering the College. It was a very promising thing to hear that ten young men were about to go up to the University from the school. He hoped that they would all be able to say, four years after this, that they had learned more than they ever thought they could learn. He would indeed like to see the High School the nursery for the College. It was very important that the public of Montreal should attach a true value to the School. It might have its faults, but it was constantly and steadily improving, and it would soon be self-supporting. The High School in fact received no aid from Government, for although there was a grant still they had to take a certain number of free students. Persons interested in the School ought to think whether it would not be a wise plan for them to devote some of their surplus wealth to the establishment of an endowment fund, so that the school might never have to draw upon the College. He said all the professors would have much pleasure next September in meeting the young men who were going up to the College.

The Chairman then rose and said that the Rector was about to make a very popular speech.

Mr. Howe then, amidst shouts of applause, announced that the boys would as usual have two months holidays. They would meet again on Monday September 1st, and he hoped that in the mean time they would enjoy themselves.

Rev. Professor Cornish pronounced the Benediction, and the meeting broke up.—*Montreal Gazette*.

JUNIOR DEPARTMENT BISHOP'S COLLEGE LENOXVILLE.

The following is a list of the heads of the several classes, as they came out in the Midsummer examination:—

English.—1st class: 1 Slack, mi; 2 Hale, maj; 3 Lemesurier. 2nd class: 1 Kinnear, maj; 1 Davies, maj; 2 Vanneck; 3 Tylee, mi. 3rd class: 1 Reeves, 2 Poston, mi; 3 Moffatt, mi; 3 Sewell, mi. 4th class: 1 Hall, mi; 1 Osborne; 3 Douglass, mi.

Scripture.—1st class: 1 Slack, mi; 2 King, mi; 3 Slack, maj; 3 Nicolls, maj; 3 Poston, maj. 2nd and 3rd classes: 1 Kinnear, maj; 2 Sewell, maj; 3 Balfour, mi. 4th class: 1 Cairns, 2 McGinnis, mi; 3 Brooks, mi. 5th class: 1 Meredith, 1 Clemow, 2 Lyon, mi; 3 Yule, mi. 6th class: 1 Douglass, mi; 2 Osborne, 3 Shaw, mi; 3 Hall, maj.

Geography.—1st class: 1 Yule, maj; 1 King, mi; 2 Slack, maj; 3 Slack, mi. 2nd and 3rd classes: 1 Davies, maj; 2 Kinnear, maj; 3 Balfour, maj. 4th. 1 Kittson, mi; 2 McGinnis, mi; 3 Cairns.

5th class: 1 Poston, mi; 2 Yule, mi; 3 Bowen. 6th class: 1 Lyon, mi; 2 Housman; 3 Shaw, mi.

History.—1st class: 1 Yule, maj; 2 King, mi; 3 Poston, maj. 2nd and 3rd classes: 1 Balfour, maj; 2 Balfour, mi; 3 Vanneck. 4th class: 1 Cairns, 2 Reeves, 3 Kittson, mi; 3 Galt. 5th class: 1 Yule, mi; 2 Brooks, mi; 2 Lyon, maj; 3 Meredith. 6th class: 1 Hall, maj; 2 Paddon, mi; 3 Taylor.

Elocution and Reading.—1st class: 1 Yule, maj; 2 Paddon, maj; 3 Kittson, maj. 2nd and 3rd classes: 1 Kinnear, maj; 2 Davies, maj; 3 Eaton, maj. 4th class: 1 Nicolls, maj; 2 Macdonald, 3 Anderson. 5th class: 1 Molson, 2 Tylee, mi; 3 Poston, mi. 6th class: 1 Housman, 2 Shaw, mi; 3 Osborne.

Writing.—1st class: 1 Kittson, maj; 1 Hale, maj; 1 Yule, maj; 2 Slack, mi. 2nd and 3rd classes: 1 Balfour, maj; 2 Carter. 4th class: 1 Reeves, 2 Balfour, mi. 5th class: 1 Brooks, maj; 2 Olivier. 6th class: 1 Taylor, 2 Nicolls, mi.

Book-keeping.—1 Slack, maj; 2 Cairns, 3 Robinson.

Latin.—1st class: (matriculated). 2nd class: 1 Slack, mi; 1 Yule, maj; 2 Zubleke, 3 Slack, maj. 3rd class: 1 Vanneck, 1 Balfour, maj; 2 Sewell, maj. 4th class: 1 Moffatt, mi; 2 Kittson, mi; 3 Douglas, maj. 5th class: 1st division, 1 Brooks, mi; 2 Tylee, mi; 3 Wright. 5th class: 2nd division, 1 Yule, mi; 2 Hall, mi. 6th class: 1 Nicolls, maj; 1 Housman, 2 Poston, mi.

Arithmetic and Algebra.—1st class: (matriculated). 2nd class: 1st division, 1 Slack, mi; 3 Poston, maj. 2nd class: 2nd division, 1 Kittson, maj; 2 White. 3rd class: 1 Robinson, 2 Davies, maj; 3 Antrobus, mi. 4th class: 1 Henry, 2 Sewell, mi; 3 Anderson, 3 Whitten. 5th class: 1 Yule, mi; 2 Bowen, 3 Lyon, maj. 6th class: 1 Osborne, 2 Hall, maj; 3 Taylor.

Greek.—1st class: (matriculated). 2nd class: 1 Slack, mi; 2 Balfour, maj. 3rd class: 1 Zubleke, 2 Yule, maj. 4th class: 1 Davies, maj; 2 Douglas, maj.

Euclid.—1st class: (matriculated). 2nd class: 1st division, 1 Balfour, maj; 2 Slack, maj; 3 Slack, mi; 2nd division, 1 Sewell, 2 Poston, maj; 3 Kittson, maj. 3rd class: 1 Vankoughnet, maj; 2 Wright, 3 Robinson.

Chemistry.—1 Slack, maj; 2 Yule, maj; 3 Balfour, maj.

Natural Philosophy.—1 Slack, mi; 2 Davies, maj; 3 Vanneck.

French.—1st class: 1 Kittson, maj; 1 Poston, maj; 1 Yule, maj; 2 Robinson, 3 Antrobus, mi. 2nd class: 1 Vanneck, 2 Balfour, maj; 3 Sewell, maj. 3rd class: 1st division, 1 Poston, mi; 2 McGinnis, mi; 3 Coffin. 3rd class, 2nd division, 1 Moffatt, mi; 2 Galt; 3 Lyon, maj. 4th class, 1st division, 1 Shaw, maj; 2 Housman, 3 Taylor. 4th class: 2nd division, 1 Lyon, mi; 2 Rawson.

Mapping.—1 Hale, maj; 1 Kittson, maj; 2 Slack, maj.

Drawing.—1 Poston, maj; 2 Kinnear, maj.

Examiners.—Rev. J. H. Nicolls, DD, Principal B.C.; Rev. W. Richmond, MA; Rev. James W. Williams, MA, Rector.—*Herald*.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The vote for public education in Great Britain during the current year is the largest ever granted, amounting in all to more than 1,100,000*l.*, which is thus distributed:—842,119*l.* for England and Scotland, and the remainder for Ireland. The estimate is framed according to the old code, and every school admitted to aid before July next, will receive its next grant as if the system had remained unchanged; but schools admitted to aid after July, will fall under the revised code. This causes a charge of 13,500*l.*, which would, under the old code, have belonged to next year, because, while the grants to pupil-teachers were not payable at the time of their admission, the new grants obtainable for the examination of the scholars in reading, writing, and arithmetic, will have to be paid at once for the year ending at the date of inspection. In Great Britain, in 1861, the grants for building amounted to 99,806*l.* to meet 207,043*l.* voluntarily subscribed, and additional school accommodation was provided for 47,103 children. The pupil-teachers increased from 15,535 to 16,277, and the sum of 301,826*l.* was paid to them, or for their being taught—a sum which brings the expenditure upon them since 1839 up to more than 2,000,000*l.* The capitation grants, from 3*s.* to 6*s.* on children attending school 176 days, amounted in 1861 to 77,239*l.*, and the vote now to be taken is to be 86,000*l.*; the payment was made on 316,226 children, being 42 75 per cent. of the children attending 5199 schools—an increase of 54,220 children that year. The sum of 1177*l.* was paid in respect of 5686 scholars above twelve years old attending night schools (connected with day schools under inspection) on 50 nights. The number of certificated teachers in charge of scholars at the end of 1861 was 8698, an increase of 987 over the pre-