

and twelve students and pupils in the College and Grammar School during the past year, thirty-two of these have boarded with the Principal, who resides in the College building. The average age of the students in the College has been twenty-three years,—that of the pupils in the Grammar School, sixteen years.

Forty-five students have matriculated in this College during the past six years, nearly one half of whom, have entered the Professional Faculties of Law and Medicine in the University of McGill College, of which the St. Francis is an affiliated College. These Professional students have usually attended lectures but one or two years in the Faculty of arts in this College.

The whole number of pupils in this Institution during the past seven years has been nearly five hundred, the aggregate for the same time, has been seven hundred and seventy.

The classification according to "religion" has been nearly as follows:—Church of England one-fourth; Church of Scotland about one-fifth; Congregational one-seventh; Canadian Presbyterian one-eighth; Roman Catholic one-ninth, and the remainder from several other denominations.

After the reading of the reports and the distributions of prizes, commendatory addresses were delivered by W. H. Webb, Esq., Q. C. M. P. P., Rev. J. McCaul, and the President, Lord Aylmer. A vote of thanks was passed to the Principal and Professors.

The principal then announced that the Summer Vacation would extend to the first Thursday in September. The National Anthem was sung by the students, in which the audience heartily joined. The benediction was pronounced by the Rev. J. McCaul, and the large assembly dispersed, seemingly much pleased with the commencement exercises.

## ARTS INTELLIGENCE.

—The Pope has received numberless presents from the congregated prelates. The Archbishop of Mexico has presented him with 80,000 crowns, and an English Bishop the large sum of £100,000 sterling. A correspondent of the *Pall Mall Gazette* mentions that the tribute from America is immense, and that the Canadian bishops have brought a work of art in the shape of a silver ship with every detail beautifully executed. The ballast is composed of gold nuggets, and each of the cabins is piled with the same precious freight. The masts and cordage are gaily dressed with banknotes of every color and country.

## NECROLOGICAL INTELLIGENCE.

—The Jacques-Cartier Normal School has suffered a severe loss by the death of Mr. Dostaler, professor of Physics and Chemistry, who expired in this city on the 23d June, after a long illness.

Mr. Tancredi Dostaler was born at Berthier, and was the son of P. E. Dostaler Esq., M. P. P., who represented the county of Berthier from 1854 to 1857, and from 1861 to 1863. The subject of this notice was sent to the Primary School and then to the village Academy in Berthier; and on the opening of the Jacques-Cartier Normal School, he was one of the first pupils in attendance. Appointed a professor of this Institution in 1860, he had, ever since, continued to discharge the duties devolving upon him with credit to himself and great benefit to his pupils; his admirable method of teaching having in fact won for him a distinguished place in the School.

Mr. Dostaler has generously bequeathed to the Jacques-Cartier Normal School, his valuable library containing a choice selection of scientific and other works.

On the afternoon of the 25th his remains were placed on board the steamer *Victoria*, and conveyed to Berthier, the place of interment.

## MISCELLANEOUS INTELLIGENCE.

—Conclusion of the London Times' review of Mr. Fraser's report on Education in America—The primary and Grammar Schools of New-York and Boston—Mixed and separate schools in Canada.—Still more instruction may we think, be derived from the organisation of the schools. We have already said that these are divided into three classes, the primary, the grammar and the high schools. The names vary in different cities and States, and the subjects taught in the several classes of schools are also slightly modified. The primary schools teach the simplest reading, spelling, ciphering, writing on slates, singing, object lessons, and physical exercises. Mr. Fraser considers the organisation and conduct of the best primary schools the most admirable thing he saw in America, and we cannot avoid quoting the following interesting description of the ceremonial at the daily opening of a New-York primary school:—

"The children assemble in the covered play-room on the ground floor, and having put away their caps, bonnets, cloaks, &c., in the proper receptacles, which are very conveniently arranged, they proceed to their respective class-rooms, where their teacher, who is bound to be at her post 15 minutes before the opening hour, is in readiness to receive them. The Principal of the school, meanwhile, is on her raised dais in the assembly or reception room, an apartment probably of 70ft. by 50ft., from which she can communicate by bells with each class-room. Upon the given signal from her, the classes, headed each by its teacher, march in order from their respective rooms, and take their places in the assembling hall. Boys enter by one door, girls by another: and the two sexes occupy opposite sides of the rooms. They march with a light elastic step, their heels

hardly touching the ground, to avoid noise, to a suitable and inspiring air, played on the Piano by one of the mistresses. When all are in their places the music ceases, and a perfect silence ensues; broken after a moment's pause by the principal's simple salutation, "Good morning, children," to which is made a corresponding reply. The Principal then, reads a portion of Scripture, which is listened to with marked attention. A few chords are struck on the piano, and the children rise with a stamp, by a perfectly simultaneous movement. The Lord's Prayer is then said, the children repeating the words after the mistress. Then comes a hymn, accompanied by the piano; then after a pause, perhaps will follow some secular songs, of a patriotic or else a humorous kind, the latter affording scope occasionally for the dramatic or mimetic accompaniments. Last of all is introduced a drill or calisthenic exercise, to which one of the teachers, or else a child called out of the mass and placed on a platform facing the rest gives the cue. The precision, simultaneity, rapidity, and energy with which all is done, are wonderful, and music plays as important a part in the whole performance as it probably did in the Greek school. The opening exercises concluded, which have occupied, perhaps 20 minutes, unless some one has been present who has been called upon to make a speech, which would prolong the ceremony proportionally, according to the amount of good counsel given or of twaddle talked, the children are marched back again, in the same order in which they came to the class rooms, and the real teaching work of the day begins."

Children are admitted to the grammar school at about 8 or 9 and to the high schools in Boston at 14 or 15, in New-York, perhaps, at a somewhat later age. The course of instruction in the grammar schools will be understood from the following paragraph:—

"The Boston Course is laid out for four classes, the New-York course for six, to which in some schools there are appended two supplementary grades for girls. The Boston course comprises simply 10 subjects—spelling, reading, writing, arithmetic with book-keeping, geography, English grammar (including exercises in composition and the analysis of sentences), history of the United States, natural philosophy, drawing and vocal music. The New-York course adds to this list, algebra and astronomy, and in the supplementary grades, geometry, ancient and modern history, rhetoric, Latin, and French and German. In Boston the spirit of emulation is maintained by the annual public distribution, on what is called exhibition day, of medals and certificates of merit in the schools, at the rate of one of each to every 60 scholars. In New-York those who pass a thorough examination in the studies prescribed for the supplementary course are entitled to a certificate of graduation."

The New-York course is the more ambitious, but, for that reason, Mr. Fraser thought, is neither so sound nor so practicable.

The high schools are either English or Latin. The latter are supposed to give all the instruction necessary to fit youths for the University; but the study of Latin and Greek is of the most meagre description, and before going to a University, students frequently spend a year at a private tutor's, or at an academy. The English high school professes only to give a sound English and commercial education. The New-York Free Academy, which is the High School and University of that city, in one combines both Courses. In Boston the two are pursued in separate schools. We cannot do better in this connexion than append Mr. Fraser's description of the English High School at Boston, to which we have already referred:—

"Its character corresponds to what I conceive to be the character of a German 'real school,' and what it aims at giving is a thoroughly practical English education, with the addition of the French and German languages. It is attended by about 180 boys, ranging in age from 12 to 18, and is under the management of a master (Mr. Sherwin), two sub-masters, three ushers and a teacher of drawing. All the instructors are required to be competent to give lessons in the French language over and above the branches of an English education proper to their respective grades. The Normal length of the course is three years. The first is occupied by a review of preparatory studies, using the text-books authorized in the city grammar schools. Algebra and French are commenced, ancient geography and general history taught, and drawing lessons given. In the second year algebra, French, and drawing are continued and the subjects of geometry, book-keeping, rhetoric, constitution of the United States, trigonometry [in its varied applications to surveying, navigation, mensuration, &c.], and the evidences of Christianity are entered upon. The third year continues French, drawing, trigonometry, and evidences; drops algebra, geometry, and book-keeping; and takes up astronomy, natural philosophy, moral philosophy, political economy, natural theology, English literature, with a permission to commence Spanish in lieu of French, and to study a treatise on physical geography at the discretion of the master. A fourth year is frequently spent by some pupils in the school, the studies assigned to which are astronomy, intellectual philosophy, logic, Spanish, geology, chemistry, mechanics, engineering, and the higher mathematics. It was not the programme of study [in which my own judgment would dispose me to make several alterations] that elicited my admiration of this school,—indeed, I have learnt to attach very little weight either to programmes or systems—but the excellent spirit that seemed to pervade it, the healthy, honest, thorough way in which all the work on the part both of the masters and pupils seemed to be done. By the regulations of the School Committee, the instructors,