

whom Mr. W. C. McDonald stands pre-eminent in this good work, and Mr. Redpath, Mr. C. Alexander and Mr. T. M. Taylor should also be mentioned. There are also two Scott exhibitions—the department of Applied Science,—the gift of the Caledonian Society. All of these are open to competition and should stimulate many young men of ability to work for them.

Among new features on the present calendar is the announcement of a gold and silver medal offered by His Excellency the Governor-General. The subject appointed for the first competition is “The growth of the English power in North America between the period of the first English settlement and the capture of Quebec in 1759.” It is open to students and the younger graduates.

The detailed announcements of the Faculties of Law and Medicine will appear shortly, and the whole holds forth an extent and variety of means of educational advantages certainly second to none in this country.

High school examination.

The annual closing exercises of the High School were held in the large room of the School, which was tastefully decorated with flags and evergreens, yesterday morning, the 6th June. There was a large attendance of visitors, and on the platform were Dr. Jenkins, Chairman of the Board, Principal Dawson, Rev. Canon Bancroft, Rev. James Carmichael, and Dr. Scott. Dr. Jenkins took the chair, and after a short prayer by Dr. Bancroft, called on Dr. Howe to read his annual report of the work of the School. The following is the report:—

Mr. Chairman.—The report I have to make to your Board of the state of the Classical Department of the High School must be very brief. My time has, somehow, been so heavily taxed this month with looking over examination papers and making out the results of the year that I must frankly say that I have given little thought to any thing else. But in truth, there has been little out of the ordinary current of things that calls for notice. The number of pupils in the Classical side has been greater than in last Session by about 20, and this is due to a strong reinforcement that joined us out of the Preparatory School last September. My thanks are due, and are hereby tendered to Professor Robins and his staff of teachers, for as fine a set of little fellows as ever composed the Second Form of this School. It numbers nearly 40, out of these not more than 6 or 7 were what I may term outsiders; and presuming, as I think I may, that the remaining 34 had been two or three years under training in the little High School, I want no stronger proof of the truth of what fell from your lips, Mr. Chairman, in this room a morning or two since—that parents would do well to send their little boys at a very early age to your Preparatory High School. Some kind friends of mine, wishing I suppose to pay me a compliment, are in the habit of observing to me that the High School is all very well for boys when they get into the Upper Forms, but that private training is the proper thing till they are sufficiently advanced for these Forms. This is a great mistake. Such boys, never,—I say it emphatically—never come up to the mark, and some parents who have tried the plan could bear me out in the statement that it is one that always fails more or less. Indeed, the only outsiders that hold their own in competition with boys of our Upper Forms that have been trained from the beginning in our school are those who join us from the Common Schools under your Board, and who are well known to be the pick of those schools; and even these have much less way to make up in some studies. I think

I could give very good reasons to show *a priori* that the result ought to be what it is. But not to argue the interesting question of private or public education, I must add my hope that the University local examination of schools will be re-established in Montreal and in the Dominion, for which examinations I quite agree that McGill University is sufficient. Suffer me to repeat what I have lately stated publicly, that one-third of the graduates in Arts, honor men and medalists of that University received their school training within these walls, and to this I will add that one of the Professors of McGill College, who is in a position to know, informed me since that not one of its graduates of Arts has ever come up out of any other school in the city. Our sixth form of last session carried off a matriculation 24 out of 3 scholarships offered at McGill, I hope that some of our present sixth are going in for similar honors. I have one point of discipline to bring before your Board. It is found that the French teacher in an English school is rarely able to maintain that order among his pupils which is necessary for the work to go on profitably. I am not reporting to you any gross breaches of discipline in the French classes here, but only a want of quiet silence in them which has vexed and troubled me much, and I may say that I have been disappointed in a hope I had entertained that it would be rather an advantage to boys learning French to have a teacher who did not understand English, since they would to some extent be forced into speaking French. It has not proved to be so, and while I bear testimony to the zeal and good will of the French teacher in the High School, who is a gentleman well able to teach his own tongue, and much liked by his pupils, I must attribute the difficulties that exist to the inability of teacher and pupil to understand each other.

Respectfully submitted,

H. ASPINWALL HOWE, LL. D.

Mr. ROGERS submitted the report of the Commercial Department of the school. He said that the total number of pupils during the last year was seventy-six, rather a falling off from the year before, but the average attendance was better. The work which had been done was of that comprehensive and practical kind which he thought best fitted a boy for a commercial pursuit. He would have liked if more time were devoted to mathematics, but he could say that the work on the part of the masters and boys had been most faithfully performed. He touched upon the question of the length of school hours. He had given the subject much thought and study and he was not prepared to recommend any change in the length of school hours. He feared that the outcry against home preparation came from parents who would like to see their sons dux of their forms without any home study. He thanked the school for the way in which they had supported him and attended to their duties.

During the reading of the prize lists the boys gave recitations from “Julius Caesar,” “Othello,” “The Critic,” and “Henry IV.” The last two scenes were particularly good, and the boys had evidently received careful training in the histrionic art.

Prize and Honour List of the High School of Montreal.

Session 1873-74.

CLASSICAL DEPARTMENT.—SIXTH FORM—Dux, Charles W. Ritchie; Davidson, medallist Maximum marks attainable, 7,000. 1, Ritchie, 5,754 marks; 2, Macpherson, 5,645 marks; 3, Burns, 4,529 marks. Latin: 1, Ritchie, 2, Macpherson; 3, Burns.