

Mr. George Hague, the President of the Association, considered that the Association owed a debt of gratitude to Dr. Kelley for the efforts he had made to advance the education of the young men of Montreal. A letter was then read from Dr. Robins, who was unavoidably absent, in which he spoke of the necessity of securing industry, intelligence and moral worth among the workmen of Montreal. The presentation of the prizes to those who had distinguished themselves in the examination followed. The following were the prize-winners:—

French Course—Teacher, the Rev. A. B. Cruchot. 1st., Mr. C. A. McPherson; 2nd. Mr. Herbert Brown. In this course, of the 50 or 60 students in attendance, only seven presented themselves for examination.

Arithmetic Course—Teacher Mr. C. A. Humphrey—1st, Mr. McPherson; 2nd, Mr. J. Richard Bell. There was an average attendance at this course of 34, 19 of whom went up for examination.

Phonography Course—Teacher, Mr. D. Budge—1st, Mr. James Gallatly. This class commenced with attendance of 35, out of whom 15 are now good students.

Chemistry Course—Lecturer, Mr. J. T. Donald—1st, Master Leslie; 2nd, Master Shaw.

History Course—Dr. F. W. Kelley—1st, Mr. M. Cameron; 2nd, Mr. C. A. McPherson; 3rd, Mr. Hugh Patton. There was an average attendance of 200 at these lectures, only 10 of whom went up for examination.

Bookkeeping Course—Teacher, Mr. P. S. Ross—1st., Miss S. Rogers. In this class the ladies were very successful.

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*The New Education Code in England.*—The new Education Code just issued by the Government represents a substantial improvement in the conception formed by the Educational Department of the true aims and needs of elementary instruction. Here, two points only need be noticed. So much of the public grant as is now paid to schools on "results" will no longer be assessed merely on the number of scholars who pass an examination in reading, writing, and arithmetic, but will be determined also by the success attained in teaching other subjects, and especially by the quality and intelligence of the school-work as a whole. And in regard to some of the additional subjects, notably those of geography and elementary science, greater liberty than heretofore has been most wisely given to the managers of the schools to frame alternate schemes, such as may be adapted to the special industries of particular districts, or to the special knowledge and aptitude of good teachers.—*The Academy.*