

obligatory on all, with the exception of those attending the preparatory department to study this language. To this regulation there had been 14 or 15 exceptions, which was an evidence that the prejudice existing in well cultivated minds against this branch was being done away with. Nor had they the same difficulty in persuading parents to have their children taught Latin, as in former years. It was taught with a view of making the pupils sound English scholars. A knowledge of this language enabled them to write English with great advantage. There was a lady who had sons attending the school for many years and who said to him, during the late examinations, that she was more convinced than ever that a knowledge of the Latin language was necessary to secure a thorough English education. The number studying Greek was only 30. This was accounted for by the fact that it came later in the course and was confined to the two upper classes. Besides this, many left the school before reaching the highest class. Its utility was not less than that of Latin, but many did not remain to complete their course. In addition to this, Latin was imperative, while Greek was not. All studied English. It was not necessary for him to enter into this branch. The friends who had attended the examinations could bear testimony to the proficiency displayed. French was taught in the three upper classes. This was also imperative, on account of its highly local importance. German was taught, but it was voluntary. History, geography, and the use of the globes were also taught. There were 69 attending the class in algebra. It had often been asked "What was the use of algebra?" This was the reply: "It furnishes the best means of teaching the principles of calculation correctly, and without it, the rules of arithmetic cannot so well be proved to the pupil." Arithmetic, geometry and natural philosophy were also taught. The religious instruction of the pupils was also attended to, although nothing sectarian was taught. It was confined to the great principles of the Christian religion, and the cultivation of a moral and religious feeling. The time for it, however, was limited to one hour, sometimes two, a week. During the examination he was struck by the readiness with which the questions put by several visitors were answered. But they could not take the credit of this proficiency to themselves. It must have been acquired in the family, or from the clergy; and that was after all the legitimate source of religious instruction. In the book-keeping class there was 28 pupils, all of whom intended entering merchants' counting houses. Drawing and music were also taught, but these were voluntary. So few had availed themselves of these classes, that the Governor had consented to appoint Mr. Duncan, the drawing master, and Mr. Follenus, the music master, to permanent offices, with fixed salaries, whose duties would begin on the opening of the next session. These subjects would then be imperative. He could not conclude without drawing the attention of the parents present to the necessity there was for frequent visiting. Some said they had no time; but they should make time; and if they expect the efforts of the teachers to succeed, they must themselves take an interest in their education. It was true the Governors of the College had appointed a Board of Visitors; but, in addition to this, the parents ought themselves to visit the school, and watch their children's progress. He then read the following

List of the pupils of the high school department of McGill College, to whom prizes and honors were awarded at the close of the session 1856-7.

FIRST CLASS (15 PUPILS.)

Dux, Charles Henry, son of Dr. Henry, late Ins. Gen. of Hospitals. Latin—1, Low; 2, Henry; 3, Jaques, maj.—Greek—1, Henry; 2, Jaques; 3, Low.—English—1, Low; 2, Henry.—French—1, Henry; 2, Jaques; 3, Warren, maj.—History—1, Low; 2, Cameron.—Geography—1, Low; 2, Warren.—Algebra—1, Warren; 2, Henry; 3, Jaques.—Arithmetic—1, Warren; 2, Jaques; 3, Henry.—Geometry and Trigonometry—1, Henry; 2, Warren; 3, Jaques.—Nat. Phil.—1, Henry; 2, Warren.—Religious Studies—1, Henry; 2, Cameron.—Writing—Warren.—Good Conduct—Ferguson, Maj.—Punctuality—Ferguson, maj.

SECOND CLASS (14 PUPILS.)

Dux, George Ross, son of Arthur Ross, Esq., Montreal. Latin—1, Ross, maj; 2, Gough; 3, Ross, max; 4, Plimsoll; 5, Esdaile.—Greek—1, Ross, maj; 2, Plimsoll; 3, Esdaile; 5, Ramsay.—English—1, Esdaile; 2, Ramsay; 3, Ross, maj; 4, Ross, max.—French—1, Lemoine; 2, Ross, maj; 3, McDonald, maj; 4, Bellhouse.—History—1, Lyman; 2, Esdaile and Ramsay, equal; 4, Plimsoll.—Geography—1, Ramsay; 2, Fisher; 3, Esdaile; 4, Ross, maj.—Algebra—6, Bertram; 2, Kirby; 3, Vennor, max; 4, Ross, maj.—Arithmetic—1, Smith, max; 2, Bertram and Ross, maj, equal; 4, Day.—Geometry—1, Day; 2, Ross, max; 3, Ross, maj; 4, Bertram.—Religious Studies—Esdaile, Fisher, Lyman.—Writing—1, Mackenzie, maj; 2, Drummond; 3, Millard; 4, Macdougall, max.—Book-keeping—1, Macdougall, max; 2, Mathewson; 3, Kirby.—Good Conduct—Macdougall, max.—Music—Vennor, max.—Punctuality—Bertram.—Industry—Drummond.

THIRD CLASS (54 PUPILS.)

Dux, Benjamin Dawson, son of B. Dawson, Esq., Montreal. Latin—1, Dawson, maj; 2, Lomer; 3, Warren, minor; 4, Carter; 5, McCord, maj.—English—1, Dawson; 2, Warren and McCord equal; 4, Manning; 5, Carter.—French—1, Lomer; 2, Bond, minor; 3, Dawson; 4, McCord; 5, Gillett.—History—1, Dawson; 2, Thompson, maj; 3, McCord; 4, Lomer; 5, Manning.—Geography—1, Dawson; 2, McDonald, minor;

3, Lomer; 4, McCord; 5, Sumner.—Arithmetic—1, Warren; 2, Dawson; 3, Manning; 4, McIntyre; 5, Lomer.—Religious Studies—1, Dawson; 2, McCord, maj; 3, Thompson; 4, Colwell; 5, Carter.—Writing—1, Sumner; 2, McDonald; 3, Philbin; 4, Dawson and Warren equal.—Dictation—1, Warren; 2, Manning; 3, Dawson; 4, Bell, minor; 5, Lomer.—Good Conduct—McDunnough, maj.—Punctuality—Smith, minor.—Diligence—McDunnough, maj.

FOURTH CLASS (56 PUPILS.)

Dux, John Blurton, son of George Blurton, Esq., 39th Regt., and G. C. Macdougall, son of D. Macdougall, Esq., Teignmouth, England. Latin—1, Smith, minor; 2, Rose, maj; 3, Blurton; 4, Hill; 5, Nelson, maj; 6, Bethune and Hicks, equal.—English—1, Macdougall, maj; 2, Rose; 3, Blurton and Hicks, equal; 5, Nelson (maj) and Miller, equal.—French—1, Macdougall, maj; 2, McGinnis, minor; 3, Rose, maj; 4, Baynes, max; 5, Miller; 6, Hicks.—History—1, Blurton; 2, Miller and Macdougall, (maj), equal; 4, Fairbairn (maj) and Baynes, equal.—Geography—1, Macdougall, maj; 2, Miller; 3, McGinnis; 4, Bethune and Fairbairn, equal.—Arithmetic—1, Blurton; 2, Nelson, maj; 3, Miller; 4, Macdougall, maj; 5, Hicks.—Religious Studies—1, Blurton; 2, Chapman, maj; 3, Hill; 4, Macdougall; 5, Nelson.—Writing—1, Macdougall; 2, Fairbairn; 3, Blurton; 4, Miller; 5, Chipman, maj.—Good Conduct—Rose, maj.—Punctuality—Macdougall.—Industry—Miller.

FIFTH CLASS (14 PUPILS.)

Dux, William Brewster, son of Wm. Brewster, Esq., Montreal. Latin—1, Rose, min; 2, Ferguson, min; 3, Brewster; 4, Clare, maj.—English—1, Brewster; 2, Auld and Wardlow, equal; 4, Spang; 5, Gibb.—History—1, Brewster; 2, Wardlow; 3, Arthur, min; 4, Dawson, min.—Geography—1, Arthur, min; 2, Gibb; 3, Simpson, maj; 4, Brewster.—Arithmetic—1, Clare; 2, Baird; 3, McLean; 4, Ferguson.—Religious Studies—1, Brewster; 2, Wardlow; 3, Auld; 4, Brodie.—Writing—1, Roy; 2, McLean; 3, Rose; 4, Crowhurst and Clare, equal.—Good Conduct—Rose.

PREPARATORY CLASS (37 PUPILS.)

Dux, Thomas Mackay, son of David Mackay, Esq., Montreal, and Arthur Webster, son of A. C. Webster, Esq., Montreal. English Reading, Spelling, Derivation, and Grammar—1, Mackay; 2, Mitchell, maj; 3, Vanneck; 4, Webster; 5, McDunnough, min.—Geography—1, Thompson; 2, Vanneck; 3, Torrance, min; 4, Webster.—Arithmetic—1, Mackay; 2, Philbin, min; 3, Nelson, min, and Taylor, equal.—Scripture—1, Vanneck; 2, Webster; 3, McDunnough; 4, Mitchell, maj.—Writing—1, Thompson; 2, Webster; 3, Mackay; 4, Taylor.—Good Conduct—Birks, min.—Music—Darling.—Punctuality—Simpson, min.—Industry—Birks, min, and McDunnough.

After which, His Excellency presented the prizes to the several successful candidates, the Rector calling each up, and reading out the grounds on which the prizes were awarded.

The prizes having been distributed,—
His Excellency rose and addressed the recipients. He said it gave him great gratification to take the part he had done in the proceedings of that day, and he most sincerely congratulated them and their parents and friends on the progress which they were reported to have made. His own school-days were long past, he was separated from them by many years, yet he could still sympathise most heartily with the vivid feelings of pleasure and satisfaction with which their success must stir their youthful minds: he could sympathise with the exultations they would experience in taking home these prizes—testimonials of their proficiency—to give pleasure to their parents, their brothers and sisters, those dear friends and companions of theirs who would listen to their praises without envy, and hear of and witness their triumphs without a pang. (Applause.) To those who were about to leave school he desired to say a word. The whole color of their future existence might be decided by what they had learned here and their employment of the next few years—the course of their destiny, for good or evil, would turn upon it. He begged them to remember that their education did not end when they left the school-room—education, properly so called, only began there. The seed had been sown here, but it would remain for them to tend and weed the growing crop, and in due time to gather in the harvest. He was himself a soldier much more conversant with men than bookish lore, with the battle-field than the schools; but he hoped they would not therefore heed the less the advice he gave them. When people asked what good was this or that branch of learning to them, they should not listen: they should turn a deaf ear to all such critics. The studies they had pursued had the effect of drawing out and developing the faculties God had given them. Their studies ought not to be directed solely to fit them for the work of their future daily avocations, but for something far higher—something above the mere drudgery of getting a living. He hoped they had acquired a love of knowledge for its own sake, and would add to it that noblest of ambitions—the desire of being good and useful men. He would add a few words to those who remained behind at school. He earnestly urged on them to lose no time, but use every effort to improve their advantages to the utmost. It was not in receiving instruction at the hands of their teachers alone that their education consisted, but in the practice of what they were taught among their school-fellows and friends. The work of their education should go on in the play-ground as well as in the school room—their characters were being formed in the