

ceed in figures, for he was not good at mathematics. He however went through the university course, and he went out into the world not only proficient in classics, but also proficient in mathematics. There is no post of honour in Canada which is not open to any person present to obtain. It may be a little more difficult in the Motherland, but even there there are few positions which are not open to every aspirant. In this connection, as a proof, I can quote a name connected with a vessel, the *Black Prince*, commanded by H.R.H. the Duke of Edinburgh, which was lying at Halifax on my arrival. That vessel was built by a gentleman who commenced at the lowest step in the ladder of fame, and who before he died became one of the wealthiest and most celebrated of Glasgow shipbuilders—Robert Napier. He succeeded simply by pursuing his course of duty with unswerving pertinacity. I congratulate those who have been successful in winning prizes, and I beg to remind them that they must not lessen their exertions. Although they may have learned to swim, it may require many strokes yet before they reach their goal. I hope they will strike out for it, and prove worthy of the education they have received, and in time prove themselves to be thoroughly Canadian. What does that mean? To be thoroughly Canadian means that they must be men who are thoroughly loyal to their Queen and country. (Cheers.) Loyal to their Queen, because they reverence her as one of the most perfect of women, and respect her as a sovereign who wields justly and rightly her sceptre, and binds together in unity the various races of which this great Empire is composed. (Cheers.) They should be loyal in every sense, practise every good, be honorable, and dwell together in brotherhood and tolerance. They should be loyal to themselves, to their self-respect, and to the land in which their God has placed them; loyal to the Maker who has settled them in this fair land, and know that it is their duty to do their best for this Province and for this wide Dominion, whose children will certainly be the fathers of a mighty nation. (Prolonged cheering.)—*Gl: be.*

THE EDUCATIONAL DISPLAY OF ONTARIO AT THE PARIS EXHIBITION —HONORS TO CANADIAN EDUCATIONISTS.

The Exhibit at Paris of the Education Department of Ontario comprised: (1) Educational reports, pamphlet of the Minister on the Educational Institutions of the Province of Ontario, specially prepared for this Exhibition; Compendium of the School Laws and Regulations, and other books explanatory of the system. (2) Special Report of Mr. Hodgins, Deputy Minister, on the Educational Aspects of the Philadelphia Exhibition of 1876. (3) Photographs of public and high schools, colleges and universities. (4) Public school methods and organization. (5) Text books (6) Teachers' Libraries. (7) Library and Prize Books. (8) Maps, charts and diagrams. (9) Globes, geographical and astronomical apparatus. (10.) Illustrations of Natural History. (11.) School Apparatus. There were also exhibited, in connection with his work on *School Architecture*, models of public schools and of school houses for both public and high school buildings by Dr. Hodgins, Deputy Minister of Education. Similar illustrations of the interior organization and appliances for secondary instruction were also included.

The honors awarded to the Educational Department were the following: (1.) Grand diploma of honor; (2) diploma of the value of a silver medal, and (3) one gold medal; also to Dr. Hodgins, one gold medal; Dr. May, one gold medal and one bronze medal. The honorary rank of officers of public instruction (Order of the Palm Leaf) was also conferred upon the Honorable Adam Crooks, the Minister of Education, Rev. Dr. Ryerson, the late Chief Superintendent, and Dr. Hodgins, Deputy Minister, and that of the Academy on Dr. May.

The exhibit at Paris did not comprise as large a number of articles as were sent to Philadelphia in 1876, but it appears to have been sufficiently complete for the purpose of a full illustration of the Ontario system, both for elementary and secondary educational objects.

The testimony has been general as to the favorable character of this particular department of the Exhibition, and as to its importance in connection with the whole Canadian representation at Paris. Sir Charles Reed, the Chairman of the London School Board, in a lecture on the educational aspects of the Paris Exposition, delivered at the rooms of the Society of Arts on the 9th October last, expressed his views in the following terms: "But what was wanting in England was amply made up by the Dominion of Canada and other British Colonies. Any Englishman might well be proud of the educational exhibits of the British dependencies." Mr.

Frederick Young also, in a paper read by him at the Royal Colonial Institute, on the 19th of last month, "On England and her Colonies at the Paris Exhibition," made the following reference to the Educational Department: "The people of the Dominion appear to closely resemble in quickness of invention and shrewd energy the qualities of their nearest neighbors, the Americans; but the key to one of the principal causes of their successful progression in the development of industrial art is probably to be found in their excellent and superior educational system. Evidences of this were shown in the remarkable exhibition of school books, maps, furniture and accessories made by the Dominion, and more especially by the Province of Ontario." And in the discussion which followed, a similar tribute was paid by different speakers; and one of them quoted the observations made by General Hawley, the Chairman of the Centennial Commission on receiving the Ontario Teachers at Philadelphia in 1876, as being applicable to Canada at Paris in 1878, "that Canada had done more for the success of the Centennial Exhibition than any eight States of the American Union, with the exception of New Jersey and Pennsylvania." The number of medals taken by the Canadian exhibitors at Philadelphia was 564 in all, but included departments which could not be represented at Paris, such as horses, cattle, stock, poultry, fruit, &c.

The honors obtained at Paris were 233 in all, 88 being honorable mentions.

The public of Ontario cannot but be gratified at the honorable position which, in this world-wide competition, they were able to maintain so successfully; and especially that its educational system should have been so honored when every country except England endeavored to be well represented in the department of a national system of education. The Province, in fact the Dominion of Canada, in considering the gains thus made for our national credit, cannot over-estimate what is due to the Minister of Education, to Dr. Hodgins, the Deputy-Minister, and to Dr. May, one of the officers of the Department, whose individual efforts were so successful in presenting our excellent educational system in such a favorable manner.—*London Advertiser.*

QUEBEC.

The last number of the *Journal of Public Instruction* contains an instructive essay on the Teaching of English, delivered before the College of Preceptors, in London (Eng.), by Mr. Storr.

Most of the schools broke up for the Christmas vacations on Friday, the 20th ult.

It is interesting to note the division of the sum of money granted for superior education. That sum is made up from two sources, (1) The share which falls to Protestants of the sum annually voted by the Legislature. (2) The sum arising from the sale of marriage licenses. At the meeting of the Protestant Committee of the Council of Public Instruction, held on the 28th August, the division of the amount was made and the sum apportioned to each institution named. The members present at the meeting of the Committee were: Hon. G. Irvine, Chairman; Dr. Dawson, Principal of McGill College; W. W. Lynch, M.P.P.; Hon. J. Ferrier; Hon. Judge Day, Chancellor of McGill University; Dr. Cameron, M.P.P.; R. W. Heneker, Esq., Chancellor of Lennoxville University; Hon. Judge Dunkin; Hon. G. Onimet, Superintendent of Education. The sum arising from the sale of marriage licenses amounted to \$6,226, after deducting expenses of management. This sum was divided as follows: McGill University, \$2,500; Morrin College, \$1,250; Bishop's College, Lennoxville, \$1,250. The remainder, \$1,225, added to the grant from the Superior Education Fund, made a total of \$11,206.13 for distribution as follows: McGill University and College, \$1,650; Morrin College, \$500; St. Francis College, Richmond, \$1,000; University of Bishop's College, Lennoxville \$1,000. Total, \$4,150. It would seem as if some of the Colleges or Universities obtained a sort of double distribution in their favor. \$6,000 was distributed among 23 academies, and \$1,185 to 21 Model Schools. Of the last, none obtained a higher grant than \$75—while, of the Academies, 9 obtained grants of less than \$200 each. All these which do not give Superior Education, to a greater extent than is measured by \$150, ought to be removed from the list of so-called Superior Educational Institutions. It would seem also to be fair that other institutions than colleges should have representatives on the Council.

VISIT OF HIS EXCELLENCY THE GOVERNOR-GENERAL AND THE PRINCESS LOUISE TO MCGILL UNIVERSITY, NOV. 30, 1878.

His Excellency was met by the following members of Convoca-