

\$600, \$400. All plans are to be sent in before the first of May. Two hundred architects have been furnished with the specifications.

It has been found advisable in the English Educational Code to no longer recommend that the children in the two highest standards of examination should be acquainted with the metric system, and be familiar with the method and advantages of forming multiples and sub-multiples of the unit of computation.

In 1838, nurseries under the name of *Salles d'asile* were established in Paris, wherein mothers who were compelled to work away from home during the day, could leave their children. After a time the plan was introduced of giving to the little ones taken in, such instruction as would fit them for the elementary schools. Royal and imperial decrees fixed their organization, and there are now 104 of these infant schools in the city, and their inmates number 25,133.

The *London Telegraph*, speaking of competitive examinations in England, notes the fact that the arts of the "Crammer" are beginning to grow stale: "Examiners," it says, "have found him out, and are on their watch against him. When the Indian writings were first thrown open to competition a very wide curriculum of subjects was offered to the competitors—mathematics, classics, English, French, German, Italian, Sanskrit, Arabic, Hindoo, logic, psychology, chemistry, physiology, physics, metaphysics, and so forth. Here, of course, the coach was at once in his element, and the accomplished crammer who could force into the memory of his pupils a smattering of a dozen languages, and a dozen 'ologies,' and supplement it by a certain amount of readiness in the fence of question and answer, carried everything before him. But for the last five or six years the current has begun to set the other way. What examiners now look for is 'thorough grounding,' and without all that this comprehensive phrase implies, little or no credit is given to those showy graces and tricks that are acquired from the professed coach."

A correspondent of the *Boston Globe*, who has been visiting the kindergarten in that city, thus sums up the results of the system: Children come out of the kindergarten, if it is conducted by those who understand the science, with a good knowledge of the relations and properties of small numbers, gained by continual counting of lines and squares and sticks, with an understanding of the geometrical forms—squares, oblongs, cubes, and triangles of all sorts; stick and slate-laying, the making of transparent forms with peas and pointed sticks, with knowledge of drawing sufficient to enable them to invent symmetrical patterns on the squared slates or paper; with much facility in little arts of manipulation that make the little fingers dexterous; with a great many pretty songs, both devotional and picturesque; with symbolical plays taught musically; with simple, easy gymnastic exercises, and, above all, with the power and habit of expressing themselves clearly and correctly. Can all this be said of the first two years or even three of primary instruction? Yet it is all accomplished without books, or any knowledge of reading, but simply by doing.

The *Atlantic* points out that by the revised and improved programme of studies prescribed by the Prussian Government, the following studies are made obligatory for all children: Religion, the mother tongue, including, writing and grammar, arithmetic, practical elementary geometry, *ralien* (comprising geography, history, the elements of natural history, and the rudiments of physics,) drawing, singing, gymnastics and for girls, needlework. To each of the last four branches, the pupils of the upper classes are required to give two hours weekly. In giving the gymnastic exercises, the teachers must follow the course laid down in the official manual prepared for the purpose. The Prussian teacher finds plenty of time to teach all these branches effectively, since he uses the textbook only for reference, and as an aid to the pupils in preparing reviews. We are glad to welcome the *Atlantic* in this connection, to our position of opposition to the senseless system of teaching exclusively or chiefly by means of book recitations.

VII. Educational Intelligence.

MCGILL UNIVERSITY.—The annual meeting of convocation for conferring degrees in Arts and Applied Sciences was held on the 1st inst., in Molson Hall. Mr. Justice Dunkin presided. The Ven. Archdeacon Leach, Vice-Principal and Dean of the Faculty of Arts, having opened the proceedings with prayer, made the following announcement of degrees in Arts, and award of prizes and honours to students. Passed for the degree of B.A.,—In Honours—(Alphabetically Arranged)—John Allan, Wm. B. Dawson, Finlay McN. Dewey, Kutusoff N. McFee, John S. McLennan, Archibald D. Taylor, Henry W. Thomas, George

B. Ward. Ordinary—Class I. Charles J. Harvey. Class II, Alfred Harvey, Samuel Greenshields. Class III. John S. Hall, James R. Black, John Empson, James Craig, Samuel C. Stevenson. Passed in the Intermediate Examination,—Class I. Hugh Pedley, Archibald McGoun, and Henry H. Lyman, equal; Alindus J. Watson. Class II. Robert J. Crothers, Jacob W. Cox, and Alfred C. Morton, equal. Class III. Thomas Duffy, John Graham, Guy C. Phinney, John L. McOuat, Wm. H. Gray, John Matheson. Bachelors of Arts proceeding to the degree of M.A.—James Cameron, B.A.; John D. Clowe, B.A.; Wm. J. Dart, B.A.; Duncan McGregor, B.A.; Gustavus Munro, B.A.; Edward F. Torrance, B.A.

Passed for the degree of Bachelor of Applied Science—Course of Civil and Mechanical Engineering—(In order of relative standing,—Charles J. Harvey, Alexander J. McLean, St. George J. Boswell, George S. Robertson. Course of Mining and Assaying—(in order of relative standing.)—Joseph William Spencer, Henry K. Wicksteed.

The degree of B.A. having been conferred on those mentioned above as having passed, and the medals having been presented to the successful candidates, a valedictory address was read by Mr. John S. McLennan B.A., on behalf of the graduates in Arts. The degree of Bachelor of Applied Science was then conferred on the gentlemen above named, and a valedictory on behalf of that department was delivered by Mr. Charles J. Harvey.

Rev. Professor Murray then addressed the graduates upon the subject of education and mental culture. The rev. gentleman discussed at some length the respective merits of the classical and science systems of mental training, and offered some valuable suggestions to the graduating classes.

The degree of M.A. in course was then conferred by the Vice-Chancellor upon Messrs. James Cameron, John D. Clowe, William J. Dart, Duncan McGregor, Gustavus Munro, E. F. Torrance, Bachelors of Arts. The degree of LL.D. in course was conferred upon Mr. James Kirby, M.A., D.C.L. The degree of B.C.L., *ad eundem*, was conferred upon Mr. Lareau, LL.B., Victoria College.

The Chairman then addressed the assembly. At the late convocation of the Law and Medical Faculties, he had called attention to the duty of private individuals to act liberally towards this University, and he would now speak of the need of more students. The number of students in Arts graduating this year was sixteen, the largest they had yet had, but still a number far below what might be looked for from a city like Montreal and a country like Canada, where young men of every class had an opportunity to attain to the highest positions. It was the duty of parents to give their sons the advantage of the training to be had at this University, to enable them to fight their way successfully in the battle of life. There was too much preference given to the learned professions—as they were called—by parents, who had become wealthy by industry and toil, in choosing a calling for their sons. In his opinion every honest calling desired to rank as a profession. That of agriculture was of special importance, it was the aggregate of the harvest of the seas, lands, through trade, mines and forest, which constituted the earnings of our citizens. It was a great mistake to suppose that neither capital nor brains were necessary for the profession of a farmer. Until this foolish idea was dispelled, the resources of our country would never be developed. How was it, said the learned judge, that the sons of wealthy parents so often sank in the social scale? The secret was, that the parents themselves were often to be blamed. They too often forced their sons into the learned professions, which were now so crowded that, to use a homely expression, there were more cats than there were mice to catch. The sons should be made to pass through a training similar to that which their fathers had done. Then they might be able to contend with the sons of the farmer or mechanic. In this country a man may be a mechanic to-day and a Premier to-morrow. It was vain to suppose that the wealth of a father would supply the want of industry and training in maintaining a posi-