THIRD FORM.

Pirst prize, Kinghorn; second prize, Lambe. Honorable mention. Latin, Kinghorn, Lambe, Evans, Paterson, Grodjinski. Arithmetic, Kinghorn, Lambe, Paterson, Murray, Writing, Lambe, Bryson, De Beaumont, Grodjinski, Farley, Allan, Monk. Reading, Muir, Monk, Hill, Murray, Patton. Spelling, Patton, Kinghorn, Dalkers, Evans. Grammar, Kinghorn. Geography, Kinghorn. French, Kinghorn, Lambe, Paterson, Daikers, Hamilten, Budden. Punctuality, Murray, Lambe, Kinghorn.

A little scholar named Murphy, belonging to the preparatory class, recited " The Wind on a Frolic" in a very creditable manner.

The Chairman then called upon Dr. Howe to read his annual report, when

Dr. Howe said :-- Mr. Chairman, in a school report, the first point on which information is looked for is the number of pupils. I am not sure that it is the most important. However, I have to state that we have had during the session now closing 191 pupils, as against 185 the previous session—a slight increase. Of this 191 the classical department claims 125, and the commercial 65, whereas the I85 of the previous session consisted of 112 classical and 73 commercial. It appears from the records of the last five years, that since the transfer of the School by McGill University to the Protestant Board the classical side has yearly increased, whilst the commercial side has decreased in number. To infer from this that the work of the latter side is not thoroughly well done would be very unjust to the masters engaged in it Neither ought it to be supposed that their work is not appreciated by parents. We can, of course, in this school give a classical education which your other schools cannot give, and do not profess to give ; and we can also carry other branches, mathematics for instance to a higher point, because boys continue with us a year or two beyond the age at which they leave the common schools. But the fact is that those schools are now so many, and offer so good a commercial education at a nominal cost to parents, that the training there is sufficient for most bys intended for trade or the mechanical arts. I find that at the time of the transfer of which I have spoken, in 1870, there had been on an average of a few years 160 boys in the school. To make a fair comparison of the past with the present, you should add to the 191 of this year the number 70, the average of the first and preparatory forms prior to the transfer, but which forms were then taken from this building to that adjoining, in order to found the present Preparatory. This would make 261, and would mean that there are about 100 more boys in the High School proper since the transfer. I hear from the report of Pro-lessor Robins, just made, that there are 153 pupils in his department, so that taking account of the addition to the Preparatory of classes of boys younger in age than were formerly admitted, it may be fairly stated that the High School in all its departments shows about 350 pupils now as compared with 160 at the time of the transfer Whilst on the subject of number I wish to say that for reasons of economy, in view no doubt of the great and expensive work being done by the Board in common school education, the two highest forms of this school are, in many of their lessons, classed together. Jointly they run up to about 45. Now, this is certainly too large a number of the biggest boys for one man to teach at one time. Many of them too are from outside, so to speak, and come to us to finish an education which they have scarcely begun elsewhere. I feel it also to be injustice to the Sixth Form boys who have passed up regularly through the lower forms into the highest. Much time, valuable to them, is lost by this arrangement, and I trust that we shall be able next session to separate them more from their juniors.

to report of it generally as of a very satisfactory character. In particular, the mathematical work has been unusually good, a result owing to the present-ation of medals by the Governor General, open to the whole school, and for which the competition has been very close, the marks of the first and second candidates being 1,767 and 1,733 respectively. The two boys who won these medals belong to the commercial side, having been tempted by the prize to desert from the classical side to gain more time for study of the required subjects. But they well deserve their mathematical honours. The range of study has included the whole of Todhunter's Euclid, with about 200 of the exercises deducible; nearly the whole of Todhunter's School Algebra; the whole of Galbraith and Houghton's Plane Trigononometry, with the use of Logarithms; and the whole subject of Arithmetic with the elements of Mensuration. I have awarded these medals on the same principle as other prizes have always been determined in the school, by adding the marks gained for class work during the session to those obtained at the final written examinations. The best answering in these last shows 93 per cent for Arithmetic and Mensuration, 75 per cent for Algebra, 92 per cent for Geometry and 88 per cent for Trigonometry. The papers were purposely made more difficult than usual. They lie on the table for inspection. As I do not particularize other work in the school, I may, in evidence of its quality, draw attention to the results of the recent school examinations of McGill University, in which our boys played a good part, the highest place having been taken by one who will prensently come before you as head boy of this school for the year. I am very glad to see these examinations revived, as oflering a field for honorable rivalry in the work of teaching. Our present 5th form is a strong one, and should furnish good candi-dates for the next occasion. Running through the idleness and love of play for which school boys are proverbial, there is amongst our lads a fair stream of the love of learning, a willingness to work and be under restraint, and a spirit of self reliance forming a refreshing contrast to such educational doctrines as short hours, no lessons to learn at home, no punishment, no competition, &c., advanced by managers of lunatic asylums and others. Intellectual labour in the pursuit of money or fame sometimes kills fathers, or drives them to insanity; but intellectual labour in the pursuit of learning does not kill boys, for they wisely do not carry it to excess. Mental toil sometimes wears out their teachers. We are mourning the recent loss of one who was a mainstay of the High School, in which he was a labourer for twenty-eight years—a life time. Having heen associated with him for twenty-seven of those years, I knew him well and had a right to speak of him always, as now, in the highest terms. I shall not dwell on his worth; that was done at his funeral, more appropriately and more ably than I can do, by the Pastor of the congregation to which he belonged, in a discourse which arrested the attention of us all. But I will name two qualities more closely related than at first thought might appear, and possessed by Mr. Rodger in an eminent degree. The love of truth and justice, and a firm adherence to the point, the latter is characteristic of his nationality. These two qualities seem essential in a mathematician, and it should be borne in mind that successful as Mr. Rodger was in anything he taught, his greafest success was in drilling pupils in the elements of the exact sciences. We shall long feel the lost which is his gain. Quis desiderio sit pudor aut modus tam cari capitis? In conclusion, I have to thank the Board for the prompt way in which able assistance was engaged for the school in its time of need. I have also to acknowledge As to the work of the closing session, I am able my obligations to the masters of the school. My own time.