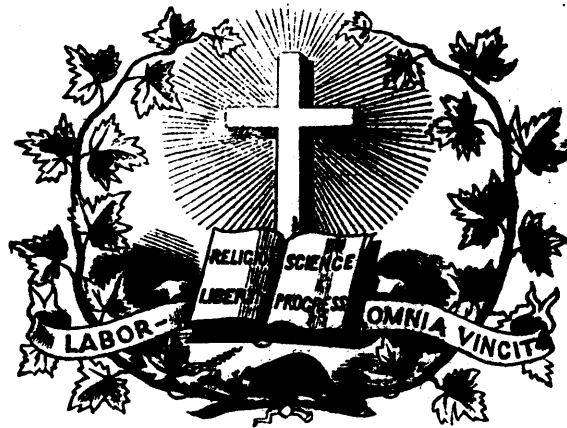


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piano. And, while there is a large amount of true teaching ability developed under these circumstances which would otherwise remained hidden, and while there is many a hero or heroine battling with adverse fortune behind the rustic school-house desk, educating himself or herself for severer tasks sometimes in the highest and broadest spheres of humanity; nevertheless as a whole, the education of their pupils, the work as teachers and their contribution to the advancement of their profession, can, at the best, be spoken of with hesitancy, and, for the most part, constitute a mass of rawness, incompetency, lukewarmness, and carelessness, relieved only by a mechanical attention to drill that brings disrepute upon our profession, and is a heavy clog to its progress. Among the many thousand persons engaged in the profession of teaching, in high places or in low, how few there are who, I will not say, make, but who care to make a reputation for excellence as teachers! how few are ambitious to excel in the line of their profession! how many crave a reputation only as a means of getting on in the world! to how many the whole affair is matter of irksome drudgery, to be got rid of the moment an opportunity offers! Only about one per cent. of the entire number find their way to the annual gathering where the professional spirit is cultivated and means of progress are discussed. The affection, the zeal, the enthusiasm, the *esprit de corps*, which the profession deserves, are shared in by comparatively few.

But, if it is so largely disparaged by multitudes as not to be treated as an established and honourable pursuit for a life-time, but as a mere temporary makeshift for earning a living, let it be our object at this time not only to indicate its character as a profession, but to set it in a still higher position. Let us inquire whether there is not an intrinsic worthiness in the work of the teacher which allies it with the highest forms of human activity, and which demands and justifies the consecration of the highest powers to its achievement. Limiting the teacher's field of activity primarily to the intellect of his pupils, and not concerning ourselves at present with the physical or the moral sides of his nature, we yet claim for the true teacher the position of an artist, and we wish to contemplate teaching as a Fine Art.

The Fine Arts are those methods by which a lofty imagination skilfully embodies its conception in sensible

**Teaching as a Fine Art.**

By Professor JOHN W. MEARS, M. A., Hamilton College, U. S.

Teaching falls so nearly universally to the lot of civilized man or woman at some period of life, that we are all inconsiderate enough to set it down among the easiest and most artless of all pursuits--"not more difficult than for a blackbird 'tis to whistle." It is not only the first thought of an impecunious student during or immediately after his college course--one who, by his habits of study and cultivated taste and stock of information, is more or less fitted for the work--but it is the resource of the country lass who would add a few flounces to her dress or a few ribbons to her bonnet, or would help papa to pay the balance due on her new

form, chiefly in sculpture and painting, to which may be added architecture, music, and *belles lettres*. I do not claim that teaching literally fulfils these requirements, since its results are not directly perceptible to the senses;—but I do claim that in true teaching the activity is essentially of the same elevated order, and that the results are the grander because they are not material and perishable as are the highest works of art.

More than a century ago a great contest was waged in Europe with a view to the entire re-organization of the teachers's functions. Before that time a system founded on repression and severity had prevailed. The attempt was rather to subdue what was evil, to discourage and regulate disorderly tendencies, and to communicate what was authoritative, than truly to educate. It was the result of the rigidity of Jesuitism blended with the false humility of Pietism. As a specimen of the style of teaching at one time prevalent in Europe, I quote the following from Jean Paul (*Levana*, p. 395:—

“Among all schoolmasters I say it is a rare and difficult thing to find a John Jacob Hauberle. Which of us can boast, like H., of having administered during his schoolmastership of fifty-one years and seven months 911,527 strokes of the cane and 124,000 of the rod; also 20,989 blows with the ruler; not only 10,135 boxes on the ear, but also 7,905 tugs at the same member; and a sum total of 1,115,800 blows with the knuckles on the head? And did he not threaten the rod to 1,707 children who did not receive it, and make 777 kneel upon round peas, and 631 upon a sharp edged piece of wood, to which are to be added a corps of 5,001 riders on the wooden horse. For if any one had done this, why did he not keep an account of his blows like Häuberle, from whom alone we have to learn this interesting intelligence, as from a flogging diary or martyrologium, or imperial School Flogging Journal? But I fear most teachers only deserve the contemptuous surname of Cæsarius, who was called the mild because he suffered no one to receive more than six-and-thirty-lashes?”

In these hands teaching was an artifice rather than an art. But it had the great advantage of a distinct, clearly defined purpose. A result was sought. Original corruption was to be crushed, original darkness was to be enlightened. It was teaching at a mark, however, insufficient and misplaced that mark might be—and it was in opposition to this one-sided and disheartening method that one of the most distinguished and most orthodox of German theologians of the eighteenth century, John A. Bengel, declared that, “It is not necessary that we should trouble ourselves about many maxims of education; for the simplest method is the best. We must avoid all artifice, as education is not an art. . . . The well-digger only removes obstructions, and the water will run of itself.” (*Hagenbach*, 18th and 19th Centuries, Vol. 1, p. 287.)

Here the function of the teacher is reduced almost to zero. Soon after, the world went into raptures over Rousseau's *Emile*, and came to contemplate the individual man as needing rather to be untaught the artificialities of civilization and to be helped back towards primitive simplicity; when Rousseau's authority “had fixed as an almost unlimited axiom in French and German pedagogics that man is by nature good; all of which was not so absurd and surprising if we remember the repressive monastic extremes against which it was a reaction. That man is not by nature good, Rousseau, in his own confessions, abundantly testifies. But there is no doubt that his views of education were the occasion of great and salutary reform, resembling in this respect the essays of David Hume, published about the

same time, in the domain of speculative philosophy. It was Pestalozzi who seized the valuable and practical elements in Rousseau, and made them effective and controlling forces in the whole subsequent history of education. It was he who recalled education to its real work as implied in the word itself, who bade educators see in the constitution of the mind a key to the nature of their work, who recognized and honoured a self-active reality in the pupil, and who in place of despotism and cruelty on the one hand, and of artificial inventions, prizes, &c., on the other, proclaimed the consciousness of increased intellectual vigour and affectionate regard for the teacher the best stimulants to exertion. “From his time,” says Rosenkranz, “dates popular education, the effort for the intellectual and moral elevation of the hitherto neglected atomistic human being of the non-property-holding multitude. There shall in future be no dirty, hungry, ignorant, awkward and thankless, will-less mass, devoted alone to an animal, existence. The possibility of culture and independent self-support shall be open to every one, because he is a human being and a citizen of the commonwealth.”

Here, then, the true function of the teacher emerges. No longer a mere artisan restraining and compelling a deformed and essentially rebellious nature, he is neither, on the other hand, a mere mechanical liberator of that which is to shape and develop itself; he is the true educator, awakening, stimulating, enlightening a free personality; measuring and judging, of his own activity by the reaction of his pupil's mind, working with the highest aims upon the noblest material, discerning and developing with patient and skilful strokes and with sustained enthusiasm the angel or the Hercules in the block; but the block in this case is incomparably more precious and more susceptible than marbles of Paros and Carrara, more varied and exquisite than the rarest gem that ever came under the cameo cutter's blade, a material of divine and immortal quality made in the image of God.

Nor has this view of the dignity and true nature of the teacher's calling ever ceased to influence educators. “Pedagogics,” says Rosenkranz, “as a science busies itself with developing, *à priori*, the idea of education in the universality and necessity of that idea, but as an art it is the concrete individualizing of this abstract idea in any given case. It is exactly in doing this that the educator may show himself inventive and creative, and that pedagogic talent can distinguish itself. The word ‘art’ is here used in the same way as it is used when we say the art of war, the art of government, &c., and rightly, for we are talking about the possibility of the realization of the idea.” (*Pedagogic*, p. 7.)

It is evident, then, if the teacher is to be an artist, that he must first of all have a distant and exalted aim. He must know what he intends to do; he must have a science of teaching. Shall it be the monkish repression of the Middle Ages, or the easy indulgence of the reaction under the influence of Rousseau, or the firm but elastic guidance of an intelligent entity such as was proclaimed by Pestalozzi, called a “schoolmaster of the human race”? Shall teaching be education? Shall it be adherence to a mechanical routine, a dry drill, making each day the counterpart of its predecessor? Shall it be a mere text-book memorizing, an indiscriminating cramming method? Or, in avoidance of this extreme of rigidity, how shall it escape the opposite of an easy familiarity, a superficial, unimpressive, merely entertaining conversation between teacher and pupil, as if upon a level of dignity and attainments with each other?

Difficult as it may be to maintain, the artist teacher knows that his place is between these extremes. Indeed the very acme of his art is to hold his place successfully in that middle ground where authority and superiority, the right to control and guide, are recognized no less than the free personality to which they are to be applied. It is the vigorous and wholesome action of one will upon another will, not unlike or hostile, but inferior in culture and development, yet roused to progressive action in response to that of the superior will.

If we should describe more definitely the artist teacher's aim, we should say it was to invigorate and refine to the highest degree, in harmony with each other and in subordination to the law of God, the whole circle of human faculties, more especially the intellectual, and to supply to each its true and appropriate objects. If you remark that this leaves no room for so-called practical aims in education, I might answer that I am speaking of the artist teacher, and not of a trainer of bread winners, honourable as this work in its place may be. But I had rather claim that the systematic and symmetrical training of the whole man is the true preparation for any special line of activity, and is therefore the most practical by far of all methods of education. The artist teacher is fitting his pupil to be a merchant far better than the so-called commercial college; to be a farmer far better than the scientific school: for he is bringing out the full and rounded manhood upon which alone with safety can the specialities of practical life be induced. What is the merchant, the farmer, the scientist, if underneath he not a manhood trained at least in equipoise with the special tendency? What is the body, if hand or foot or eye be specially trained without reference to the condition of the whole? What dependence can be placed upon the specially trained members? What could be expected of the oarsman in a regatta who had concentrated all his training upon the muscles of his arms?

I hear from some educators the dictum that we must educate our pupils for the age in which we live. But a rounded, invigorated, morally sound manhood is what this and every age most needs. "What is educated for the age," says Jean Paul, (*Levana*, p. 57.) "will be worse than the age."

The artist teacher has his ideal. He would train and strengthen the knowing powers by giving them objects worthy to be known, and by requiring accuracy of knowledge; in which process memory, as an important part of the knowing powers, must necessarily have a large place; he would quicken and discipline judgment and reason by problems in number, and by language, and especially by the comparison of languages; he would direct, for he will not often have to arouse, the image-making power, by dispensing with outward helps and calling into action the mind's own conceptions of the truth to be conveyed, as well as by familiarising it with the richest and noblest works of imagination. Here the artist teacher will himself prove the better guide, since his very teaching is an attempt to realize the ideal and exalted conception of his own mind. And one of the best and most clearly intended uses of the imagination he will show his pupil is to cherish an ideal of life, of duty, and professional activity ever rising above the best level of actual attainment. There is, in fact, no more practical power than the imagination. The perceptive faculties will be cultivated by the study and classification of natural objects and by drawing. The taste and æsthetic faculty, by drawing and familiarity with pure and beautiful objects in their true order and relationship. But the key to all these processes lies in this, that the processes, the books, the natural objects,

the reading, writing, and arithmetic, the languages and the drawing are not for their own sake but for the intellectual being on whom they are employed. They are little more than the ladder, the horses, the bars, weights and pulleys of the gymnasium—of no account in themselves, but only as the system of the gymnast reacts against them, and so forms itself in increasing symmetry and vigour. They belong to the temporary and providential expedients by which the immortal spirit may at least be started on that career of growth and expansion which shall be continued in some loftier department of God's university above. (Jean Paul, *Levana*, p. 40.)

Not indeed that these books, these sciences, these natural objects, have no value in real life, but that, to the teacher, they are above all things educational apparatus. It is not they, but the youth's mind and nature, his development and culture, it is what they help him to become, that constitutes their chief and extraordinary interest. Dr. Arnold of Rugby said, "It was not knowledge that he had to teach. You come here," he said, "not to read, but to learn how to read." (Stanley's Life, pp. 98, 101.)

Hence it should not be the highest concern of the teacher to be provided with such books and such apparatus, and with such a line of text-books. Nor must we conclude that the elegant architecture and elaborate appointments of our modern school-houses will secure us a style of education proportionably superior to the age of log structures and Comly's Spelling Book. I had rather by far my child should go to the log school house and sit on hard benches without backs, if the teacher had some soul for his work, some enthusiasm for his art, some genuine, generous sympathy for the struggling, opening, wayward natures before him, than to the most perfectly contrived and lavishly furnished of all the buildings exhibited or represented in the Centennial Exhibition, if amid all this parade of dead materials the teacher artist was not there. Let us have both by all means: enthusiasm in the teacher, perfection in his instruments. But if we can not have both, may a kind Providence preserve to us the former. A genuine alive teacher is worth tons of text-books, and miles of modern improved school houses and halls of science.

Enthusiasm is the teacher; Enthusiasm—a word on which some would cast suspicion. As well might they give a bad name to any of the great motors of wind, steam, water, or electricity, because they sometimes break out in irregular, monstrous, and devastating manifestations. Enthusiasm! not in thirty years' hearing has the word lost its charm to my ears. It speaks of youthful energy, and glow, and ideality; of the halo of fresh imagination cast about the common-places of life, and work; of ardour and momentum sweeping down obstacles, and communicating itself as a rare magnetism in a wide circle of influence. Happy the man whose enthusiasm will bear transporting from stage to stage of advancing life. But almost repulsive is the youthful nature that shows no signs of its presence. To such our topic can have but small interest, and be of little or no account,—nay, perhaps an utter impossibility is the rise of an ideal in a soul without enthusiasm. A true artist conception of the elements of human nature, as it lies open before the plastic hand of the educator, must almost necessarily carry with it that high and joyous degree of interest which we call enthusiasm.

This, then, brings us to the second aspect of our topic; the first being the conception of the ideal, and the second its execution. We are here at the act of

teaching itself—teaching as a fine art. And here let me go back to the earliest if not the greatest example of the famous Teacher in the history of education—I mean to Socrates, especially as he is presented to us in the dialogue of his greater pupil Plato. The pupil's presentation of his master comes to us in the form of dialogue, a true copy of the master's style. Hence, as Schleiermacher points out in his introduction to the dialogues, it was not the mere communication or infusion of knowledge from one mind into another that was sought. For this could be more readily attained in the form of unbroken discourse. This would limit activity chiefly if not wholly to the teacher, the pupil remaining simply in a receptive frame of mind. But the form of dialogue is deliberately preferred as that which truly living instruction must have and as one fairly representing the method of the master himself. It was the Sophists who used long and continuous discourses, against which Plato represents his teacher as protesting. In oral instruction, says Schleiermacher, the teacher standing in the presence of the learner, and in living communication with him, can tell every moment what he understands and what not, and thus assist the activity of his understanding when it fails. A sentence orally delivered, says Socrates in one of the dialogues (*Phædrus*), may always be defended by its author; while the written sentence, like a painting, stand mute and can make no answer to further inquiries and obedience.

The secret of this dialogistic form, then, is found in its adaptedness to answer the high aims of the true teacher, to secure and direct the needed activity of the mind. The dialogues of Plato are the embodiment of that living contact of the teacher's mind with that of his pupil, in which true teaching consists. It is that assistance—delicate, patient, sagacious, steady, which tends upon and assists at the birth of thoughts, and which Socrates calls midwifery.

Impulse and method, a movement and a way to move, these, says Schleiermacher (*Introd.*, p. 59, *English Trans.*), were the constant and ever unchanging element in all the conversations of Socrates. Or, to use the terms of art again, the teacher's activity must be creative and plastic. He must start and keep going the activity of the scholar; he must waken, not indeed create, the pupil's powers. He must deliver the feebly struggling mind and set it upon its career; he must accelerate, if it continues to halt, its tardy progress. This communication of impulse is eminently a matter of sympathy. Rarely can it come from the printed page or from the purely one-sided and formal lecture. Even the truths of the book of books must be brought home to us by personal influences, divine and human, before they give a decided impulse to our characters. There is no set of rules for thus arousing the thinking soul, or startling the contented dweller in its dark house to unbolt the closed blinds and to let in the golden light and electric thrill of knowledge. Dead letter cannot help you reach living spirit. But let the teacher never forget that, until this awaking takes place, and only so long as it lasts, has he any material on which as an artist to work. He may go through his dull routine, the machinery of recitations may grind on and on, and a certain work not ignoble or useless may be done and marked and reported, and pay may be drawn, and wealth and titles may be gained; but the ideal is vanished—the teacher as an artist is not there.

No teacher can expect to communicate this impulse and call out his material, unless he is, in measure, what he wishes his scholars to be. No spring of sympathy can be touched by one who discredits his own

ideal in the eyes of his pupils, and that warm attachment and earnest purpose in regard to an ideal which I have called enthusiasm, will make itself felt along a thousand cords. It is itself the very element in the scholar's mind which you wish to arouse. It is self-propagating. It need not be demonstrative, obtrusive, adverse to strict discipline. It may do no more than clothe and commend his ideal as with a becoming garment, making the teacher in all his activity the centre of a powerful and indefinable attraction.

This, then, is the creative element in our teacher artist's activity. It is the awakening of aspiration in in some hitherto dormant or sluggish nature. It is achieving the possibility of effective work on the teacher's part. There is something now for him to form. His plastic activity may now begin, and go forward only upon the same condition on which it began, namely the self-activity of the scholar's mind. Here also we turn back to that renowned teacher of Athens, and his still more famous pupil. More Socratic than Socrates, more of a dialectician and more of an original thinker, it was Plato's chief object to conduct every investigation in such a manner as to drive the inquirer to an inward and self-originated conception of the thought in view or to recognise his own ignorance. Hence, you do not find him laying down distinctly in words the final object of the investigation, with which many students would gladly rest content; rather, he so suggests it that the mind is reduced to the necessity of seeking it, and is put in the way of finding it for itself. Hence the whole course of his teaching is bestrewn with hints, fragments, symbols, contradictions even, which at once goad and guide, stirring up, arresting, captivating and encouraging, even when puzzling, the mind of the respondent. Thus he teaches the pupil to find out what unconsciously, potentially, he already knows; shows him how a new degree of knowledge is but the explication of what was implied in past knowledge; how the new and strange particular is contained in the old and familiar general proposition; or shows him how the old and admitted truth fails to square with the new assertion, and so helps to detect and judge his own mistakes and to realize his own ignorance. This is the Socratic method which teaches the pupil to teach himself. Hear an example of it.

Socrates would convince Alcibiades, in opposition to materialist views, that the mind is the man. He abstains from laying this down as a proposition to be proved, and offers no connected argument. He begins by asking whether he who uses a thing and the thing used are not altogether different, and then Alcibiades being reluctant to answer positives, asks again more specifically: A currier, does he not use a cutting knife, is he different from the instrument he uses? *Alcib.* Most certainly. *Socr.* In like manner, the lyrist,—is he not different from the lyre he plays on? *Alcib.* Undoubtedly. *Socr.* This then was what I asked you just now,—does not he who uses a thing seem to you always different from the thing used? *Alcib.* Very different. *Socr.* But the currier, does he cut with his instrument alone, or also with his hands? *Alcib.* Also with his hands. *Socr.* He then uses his hands? *Alcib.* Yes. *Socr.* We are agreed then that he that uses a thing and the thing used are different? *Alcib.* We are. *Socr.* And in his work he uses also his eyes? *Alcib.* Yes. *Socr.* The currier and lyrist therefore are different from the hands and the eyes with which they work? *Alcib.* So it seems. *Socr.* Now, then, does not a man use his whole body? *Alcib.* Unquestionably. *Socr.* But we are agreed that he that uses and that which is used are different? *Alcib.* Yes. *Socr.* A man is therefore different from his body? *Alcib.*

So I think. *Socr.* What then is the man? *Alcib.* I cannot say. *Socr.* You can at least say that the man is that which uses the body. *Alcib.* True. *Socr.* Now does anything use the body but the mind? *Alcib.* Nothing. *Socr.* The mind is therefore the man? *Alcib.* The mind alone.

Thus the conclusion, as well as every step of the process employed by the teacher, is the work of the pupil's own thought. The Teacher, a step or two ahead of the pupil, encourages him to take every step also for himself; as the momentary necessities of the case demand, varies, slackens, repeats, returns upon his movements, never leaving the pupil until he sees him upon firm ground.

So the mother bird lures her young to fly. She perches upon a neighbouring twig and invites the young fledgeling to her side. She stops by his side and caresses him and flies again to the perch. The perch itself is not the great object, she might carry him thither. It is to develop his power of flight. Another and a remoter twig is now tried with the same results. Each time the wings grow stronger, until the power of flight is fully attained, and at length his joyous course is over the whole broad compass of wood, and field, and meadow, and through the expanse of heaven itself. "Methods of instruction," says Supt. Wickersham, of Pennsylvania, in his book on that subject, "should be suggestive; should prompt pupils to earnest self-exertion. Facts should be communicated in such a manner as to suggest other facts; one effort in reasoning stimulate to other efforts; one trial of strength induce other trials; one difficulty overcome excite an ambition to triumph over other difficulties. The teacher should create interest in study, incite curiosity, promote inquiry prompt investigation, inspire self-confidence, give hints, make suggestions, tempt pupils on to try their strength and test their skill." (p. 74.)

Of Dr. Arnold of Rugby it is said, that his whole method was founded upon the principle of awakening the intellect of every individual boy. Hence it was his practice to teach by questioning. As a general rule he never gave information except as a kind of reward for an answer. His explanations were as short as possible, enough to dispose of the difficulty and no more; and his questions were of a kind to call the attention of the boys to the real point of every subject, to disclose to them the exact boundaries of what they knew or did not know, and to cultivate a habit of collecting facts, and of expressing themselves with facility and understanding the principles on which their facts rested. Thus the greater part of his instructions were interwoven with the processes of their own minds; there was a continual reference to their thoughts. He was evidently working, not for, but with them. His object was to set them right, not by correcting them at once, but either by gradually helping them on to a true answer, or by making the answer of the advanced part of the class the medium for communicating instruction. (Stanley *ad hoc.*) Possessing enthusiasm for his work, Dr. Arnold succeeded in arousing the same quality in his pupils, while by the Socratic method he successfully directed and trained the energies which he had aroused.

These, then, are the elements—for my limits forbid my going further than the elements—of the teacher artist's faculty. He must grasp an ideal; he must be capable of enthusiasm; these are his subjective qualities. In the pupil, he must be capable of kindling enthusiasm; he must manage to manipulate him as self-active, ever to higher and truer degrees of self-activity, these are his objective qualities. He who possesses the former named of these qualities will not

rest until he finds himself in some measure at least attaining the latter. The teacher's soul within him will actualize itself. The school-room will be a studio, where, if genius with her divinations, and marvellous instincts, and daring conceptions, does not clear all obstacles at a bound, that counterpart of genius and indispensable ally in every true work of art—an invincible patience, a tireless industry—will, step by step work out its great achievements. If, as Addison says, "education is to the human soul what sculpture is to the block of marble," surely the unsparing pains taken by the sculptor, as stroke by stroke, and touch by touch, he gradually fashions the stone into forms of grace and nobleness and beauty, are but an emblem of the faithful and loving toil with which through weeks and through months the teacher-artist labours to transform his infinitely more susceptible material into conformity with his own ideal of character.

I hope I have not drawn one of those unpractical pictures of professional excellence which can only be a grief and a burden upon the consciences of those who choose to entertain it. I would not have the teacher break his heart with anxiety for the unattainable. To charge ourselves with the blame of the failures which occur in the sphere of our labours, is often needless cruelty and rank injustice to ourselves. It is the lot of those whose aim is high to meet with disappointments. Fellow teachers, let us not forget that we too are going to school. Perhaps we are enjoying the very best training of our whole lives. Permit me to name one lesson which the exigencies of our position are commending to us perhaps more than any thing else. "If any man lack wisdom, let him ask of God, that giveth to all men liberally and upbraideth not; and it shall be given."

### Phonography.

By M. H. TAYLOR, member of the Phonetic Society and Teacher of Phonography.

In view of the probable further discussion of this subject at the next annual convention of teachers, at Sherbrooke, we give in this number of the journal the first of a series of articles by one who is expert in the art, and desirous of promoting its general use.

Having seen in the *Journal of Education* an invitation to persons who had time to write on educational subjects, to forward such articles as they might think useful or interesting to its readers, and believing that the introduction of Phonography into our schools would be of immense benefit to the public at large and to the scholars in particular, that, in fact, Phonography is fully as useful as any branch now taught in our schools, I beg to call attention to the value of this highly important and time-saving invention, which some rank amongst those which have conferred most benefits on mankind.

With this view I shall endeavour in a series of articles on the subject to give an account of the various inventions for the transmission to posterity, accounts of the important or interesting events which have occurred and which mankind has ever been desirous of rescuing from oblivion.

This will involve a consideration of some of the reasons why the labor-saving art of Phonography should, be made a part of the educational scheme of the present day, with my opinion as to which of the many systems now before the public should be selected both for schools and for reporting purposes.



Should the subject meet with the reception which its importance and utility deserve, I shall hereafter examine which is the best method of teaching the art, believing, as I do, that many people are afraid to venture upon the study of Phonography, under the mistaken notion of its being far more difficult than it really is.

For many years after the creation, the human family was so small that all its members were either under one head in one spot, or so near together and their wants so few that artificial means of communication were not necessary; yet, at a very early date, remarkable events had taken place of which the people of that time desired to keep a record; a very rude and simple but efficacious plan for perpetuating the remembrance of such few remarkable events was devised, which was to make a pile of stones, more or less high, on the spot of the occurrence and all that was necessary was to attach a legend to the pile which being transmitted orally from father to son became a tradition, a part of the nation's records: the altar at the passage of the Jordan and the Tower of Babel were illustrations of this.

After the dispersion, men multiplied and wars commenced. Strong men became leaders or chiefs and invaded neighbouring villages, Towns or Provinces, who, after great victories to consolidate their conquests, or to inspire terror in their opponents, sent messengers to other places with a sort of carved work on bark and such like substance representing a man of enormous stature followed by a multitude of men and horses who crushed every thing beneath their feet as a warning of what those who dared resist might expect at the hands of the conqueror. Also when it was desired to perpetuate the memory of a great conqueror, or other great man, they would engrave upon stone, &c., representations of the most remarkable actions of his life; these in the case of several of the heroes of antiquity were so numerous that it became necessary to abridge in some manner the representation of them. This was accomplished by engraving only the most prominent or conspicuous part of the men, animals, &c., coupled with emblems only of their actions, as a hand in the act of striking with a sword for a warrior, or filled with heads of grain for a man of peace and plenty. Here we find the origin of hieroglyphics.

The increasing numbers of the people rendered it necessary to frame laws for their guidance and for the protection of life and property. As it was of the greatest importance that these laws should be permanent like those of the "Medes and Persians," the lawmakers were obliged to find some means for their preservation as promulgated; and as necessity was then, as she still is, the "Mother of Invention" so we find the formation of a regular language and the adoption of certain signs, which in themselves meant nothing but by mutual consent were made vehicles to the sight, of words which were themselves but signs of ideas; here we have writing by means of points of different forms for pens and dyes for ink, this, with but little alteration for hundreds of years, was the only means of communication from one country to another and the only way in which the acts and sayings of learned men or the discoveries in science, &c., could be transmitted to posterity. From pastoral the habits of men had become warlike, from warlike agricultural. This in its turn gave rise to commerce, which, requiring a certain amount of education caused people to enquire if it was not possible to make this education somewhat more easy of acquisition than by the then usual methods. This was solved by the invention of the printing

press and movable types in the latter half of the fifteenth century.

These latter inventions operated such a radical change in the habits of the civilized nations that one would scarcely believe that his ancestors of that time were of the same race if he could see them exactly as they lived in their day. Then men awoke to a knowledge of their rights—they felt that it was not an idle saying that all men were equal before their maker—that the monarch himself and all the members of the government from the Prime minister to the messenger—all lived on the labours of the people and as a natural consequence they felt that they had an interest in the public weal and a desire to know who, in the deliberative assemblies of the nation, really advocated those measures which conduce to its real interests; for that purpose they patronized those newspapers which gave the fullest account of parliamentary proceedings. These in turn feeling that their very existence depended on their proving equal to the task imposed upon them by the public, employed men who by means of contractions, &c., contrived to give their employers, not a *verbatim* report of the speeches, but a more or less complete digest or synopsis of the most important of them. But the utterances of public men, lectures on scientific subjects, &c., were too precious to allow a single word of them to fall unnoticed or unrecorded, and this led to stenography.

As this introductory article has become much longer than I had intended I shall reserve for my next the consideration of the different systems of short hand writing.

## THE JOURNAL OF EDUCATION.

QUEBEC, JULY AND AUGUST, 1877.

Died on Tuesday, the 17th of July, at New-York, whither he had gone on a visit in the early part of the late vacation, *The Hon. Mr. Justice Sanborn*, a member of the Protestant Committee of the Quebec Council of Public Instruction.

Died on the 8th ultimo, at Lennoxville, *The Rev Jasper Hume Nicolis*, D. D., Principal of Bishop's College.

Each of the above named lamented gentlemen, had, during the past 30 years, taken an active interest in Public Education. Obituary notices are given in this number of the Journal.

### The Provincial Exhibition of 1877.

Our readers are aware that the opening of the Exhibition takes place on the 18th instant, at the City of Quebec. It was intimated by the Superintendent in his last annual report that the Department of Public Instruction might take some part on the occasion, and, as this has been decided upon, it is most desirable that this first attempt should be crowned with success, so as to afford, in the exhibit made, a fair illustration of our school system in respect of its distinctive features and

state of efficiency, so far as these can be manifested by such means.

To that end School Commissioners and Trustees, and the managers of our various educational institutions, have been invited to cooperate.

The law of last session gives power, it is true, to the Government to promulgate regulations for a holding, establishing, directing, and maintaining Educational Exhibitions, but circumstances have not yet permitted the Government to deal practically with this matter, and, accordingly, no special regulations have yet been issued.

The Superintendent in appealing to the School Commissioners and Managers of places of Education, can only invite their participation, according to their own discretion, and not in virtue of any definite obligation.

We are convinced that there exists every favourable disposition toward the object. A number of institutions have expressed their desire to contribute, by forwarding specimens of their work of books and school furnishings.

We renew the appeal to all friends of education—to furnish for this exhibition specimens of the work of scholars, of school appliances, plans and photographs of educational buildings, &c., &c., which may be sent to the address and care of the Department. The Department will take charge of them and pay the expense of transport.

We have been requested to notice, editorially, *Derham's Analytic Grammatical Chart of the English Language*, advertised in this issue of the Journal, but regret that our space does not admit of this at present. We shall do so in a future number.

#### Appointment.

The Rev. Philip Read, M. A., of Lincoln College, Oxford, and late 2nd master of Marlborough College, England, has been appointed Rector of the Junior Department and School of Bishop's College, Lennoxville, in succession to the Rev. C. Badgley, resigned.

#### The Time Globe.

In the *Journal of Education* we have already, more than once, made mention of this remarkable contrivance. It was first, we believe prominently introduced to public notice at the Centennial Exhibition. There, the specimens exhibited, both in the Main building and elsewhere, attracted general attention, and more especially that of scientific persons, as well as the unqualified admiration of observers conversant with horological mechanism—the former, awarding all praise to the inventor on account of the simple and beautiful method which he had thus furnished for rendering

plain to popular comprehension certain facts important in their relations to Geography and Astronomy, the latter pronouncing it, with respect to its construction and merits as a time-keeper, the most wonderful among the thousands of examples of American, English, Swiss and French manufactures, which, in that class of objects, graced the international show.



From Gebbie & Barrie's "Masterpieces of the U. S. International Exhibition, 1876."

We have reason to believe that Mr. P. L. Juvet, the inventor of the *Time Globe*, intends to exhibit several patterns of the instrument at the approaching Provincial Exhibition, to be held in the City of Quebec. One form of it is styled by the maker "The School Pattern," being meant for practical use as an educational appliance, as well as a mere time-keeper, and to this, more particularly we deem it opportune to invite the attention of instructors, School Commissioners, and others concerned in the education of Youth. It is represented that the school pattern of the *Time Globe* differs from the other grades of the instrument only in that it is less expensively got up in the way of finish



and external ornament, and that, while none but thoroughly tested time-keepers will be delivered to purchasers, their quality will be warranted and the price be put down low enough to place them within reach of the managers of places of education generally.

The utility of the *Time Globe* in the School room will be recognized by all teachers of experience who know how and frequent signal is the failure to implant in the young mind right conceptions of certain fundamental facts which present themselves at the very outset of the teaching of Geography, and which perpetually recur in the lessons upon that branch. When the *Time Globe* is mounted in view of a scholar, or class of scholars, having within it the mechanism by which, like the earth itself, it is made to turn round continually once in 24 hours, the mind of the youthful learner easily apprehends and realizes the sense of various terms and definitions, and the nature of important facts appertaining to Geography, which it is to be feared, owing to mis-conceptions and the ordinary laboured and artificial method of teaching elementary Geography by rote, are seldom properly mastered, so that, in consequence, the teaching of this branch in our schools results, for the most part, in the repetition of those terms without cognizance of their real meaning, and solely in the acquisition of some knowledge of *topography*. To illustrate this part of our present topic we have only to mention a few terms and facts in passing—The *Rotundity of the earth, Latitude and Longitude, Space, Time, Earth's Axis, Poles, Rotation in 24 hours, Difference of Time and of Longitude, Equator and Meridian, &c.* We confidently assert that the subject of Geography in our schools is not nearly so successfully taught as other branches, such as *Grammar, Reading, Arithmetic, Writing*, and chiefly for the reason that, in it especially, there is need of illustrative aids to enable the mind, through the eye, to apprehend fundamental facts which without such aids are mis-conceived, when stated, and of which, when referred to in words, the mind takes no real cognizance. Maps and Atlases do not suffice to supply the deficiency.

The views here stated might be enlarged upon much further than our space admits of. We shall only add, in conclusion, that the *Time Globe* illustrates at a glance the facts and terms above mentioned; shews the earth in the position which it occupies in the heavens, the time of day like any ordinary clock, and immediately, on inspection, the time of day or of night at any other place on the earth's surface.

The diagram at the head of this article, representing the more expensive pattern of the instrument, will serve to shew its general appearance and external parts. The larger dial, at the equator, is to point out the times at all other places, the smaller one, at the top, to give that of the place where the time globe is set up.

## EDUCATIONAL.

### Ladies' College, Compton.

(From the *Montreal Gazette* of June 23rd.)

#### CLOSING EXERCISES.

This institution, in connection with the Church of England, which is doing such good service in the cause of thorough practical education for young ladies, held its annual gala day on Wednesday, on which occasion the distribution of prizes and the usual concert preparatory to the holidays took place.

Before proceeding to recount the mere formal part of the proceedings, it might be well to say something of the institution and its aims.

There is no educational seminary which has been more favored by Nature in its surroundings than the Ladies' College at Compton. The locality is more than beautiful—it is a modern Paradise. The college itself is situated on an eminence, overlooking some of the most lovely views of pasture and grove land to be found in the Eastern Township. At every turn the eye feasts itself upon some new and enchanting prospect. The building is reached by a pleasant drive of a mile and a half, over slightly undulating ground, and the village reminds you of quiet English homesteads, carefully kept: the gardens of which perfumed the air with the fragrance of roses and sweet smelling flowers. Passing the neat Rectory and trimly-kept dwellings adjacent, you reach the College, which lies south-east of the station. The Institution faces the Lenuoxville Road. Looking to the south, you see rising up in the clear, cool, blue sky a spur of the famous Blue Mountains of Vermont, whose boldness is subdued by distance. To the north-west Owl's Bead is plainly discernible, forming a charming background to the broad meadows and pastures, whose quiet is relieved by the lowing of cattle in the fields. The scene is as varied as it is beautiful. The six and a half acres, in the centre of which the College stands, are thoroughly and naturally drained. The locality, I am told, is remarkably healthy, sickness being very rare, and permanent indisposition almost unheard of. Immediately in front of the College, facing the main road, is a spacious lawn, carefully kept, and tastfully ornamented with choice flowers, which at the time of my visit, were in full bloom.

The building, which is a substantial and tasteful brick structure of four storeys, surmounted by a Mansard roof. It contains a spacious school room, class rooms, dining hall, library, well ventilated, comfortable bedrooms, in short, everything necessary to the appointment of a Ladies' College, of which the extensive play grounds and cozy summer house are noteworthy features. Beneath its roof a home as well as a school may be found. It does not require very keen observation to discover that contentment and happiness prevail among the young ladies of the college, if sparkling eyes, ruddy complexions and cheerful faces are a sign.

#### THE COURSE OF STUDY.

With the reference to the studies pursued at the College, which owes its present prominence to the indefatigable exertions of the Principal, Rev. J. Dinzey, the projector of the institution, the names of a few of its professors and lecturers will be a sufficient guarantee that they are thoroughly taught by competent gentlemen.

Of these I may mention Rev. Dr. Nicolls, Rev. Roe, M. A.; Rev. J. Ambery, M. A. (Oxon) of the collegiate staff of the neighboring college at Lennoxville, 10 miles distant; Rev. I. Brock, M. A., co-rector of Sherbrooke; Rev. A. C. Scarth, M. A., rector of Lennoxville; F. C. Emberson, Esq., M. A., (Oxon); T. Robertson, Esq., M. D., C. M., all of whom lecture on special subjects. The interior staff consists of the Principal, Rev. J. Einzey, M. A., S. A. C.; Lady Principal, Miss Jadis; Lady Superintendent, Mrs. Dinzey, who has done so much to make the college comfortable and homelike, and a competent staff of lady teachers. The course of studies includes mathematics, drawing, painting, English, Greek, Latin, Natural Philosophy, singing, pianoforte, organ, French, needlework and the usual primary subjects for the younger pupils. The building has accommodation for seventy in all.

The leading object of the Compton Ladies' College, as contemplated by its founders, is to provide, at a moderate cost, a thoroughly good and religious education, on the model of the best English Ladies' Schools. Both the Principal and the Lady Principal, equally with the other members of the College Staff, teach daily in the school. The domestic arrangements of the College are presided over by the Lady Superintendent, and in addition to the educational arrangements, neatness of attire and economy are insisted on.

THE CLOSING EXERCISES

commenced on Wednesday evening by a grand concert, the building being prettily, decorated with fernery and spruce internally, and externally illuminated with Chinese lanterns. Among the guests present were the Hon. G. Ouimet, Superintendent of Education; Hon. J. H. Pope, Hon. M. H. Cochrane (one of the trustees), Dr. Miles, Protestant Secretary of the Department and of the Council of Public Instruction; Revs. J. Ambery, Balfour, Burrage, Foster, Dinzey, and W. M. Jarvis, G. Sidney Smith, —Tippett, Esqs., of St. John, N. B., gentlemen who have taken a great interest in the welfare of the College.

At eight o'clock

THE CONCERT

commenced. The following is a copy of the programme:—

- Piano quartette: Soldier's Chorus.....
- Trio, "O, Rest and See.".....
- Piano Solo (Marche de Nuit)..... Mis Kellam
- Song, "O fair dove, O fond dove"..... Mis Ambery
- Piano duet—Air du Roi..... Misses McGivern and De Zouche
- Piano Solo..... Miss Smith.

PART II.

- Presentation of Address.....
- Presentation of Prizes.....
- Piano Quartette from "Martha"..... Misses Gilman, May Smith, McGivern and Hall.
- Duet, "The Curfew Bell."..... Misses Barclay and Gilman.
- Piano Solo—Kathleen Mavourneen..... Mis Young.
- Solo—"When the tide come in."..... Miss Gilman.
- Galop du Concert..... Miss Hall.
- Chorus—"O hail us, ye free.".....

God Save the Queen.

The musical proficiency displayed by the pupils was exceedingly good, both vocally and instrumentally. Miss Ambery is very fortunate in the possession of a pure, rich, contralto voice of fair compass and much beauty. Her singing took the audience quite by surprise. Miss Hall's efforts in instrumental music illustrated the attention which this department of study has received, and her performance was alike creditable to the teacher and to the pupil. Indeed, it would be a difficult task to attempt a detailed report of each lady's performance;

suffice it to say, therefore, that it was a capital test of what has been accomplished in this particular by the musical training staff of the college. The young folks richly enjoyed the treat. But other good things were in store, and so we must pass on.

At the end of the second part the following

ADDRESS

was presented to the

Hon. G. Ouimet, Superintendent of Public Instruction, Province of Quebec:

We, the Principal, Lady Principal and Teachers of the Compton Ladies' College beg leave to express the extreme gratification which your kind visit and considerate attention to the examination of the College has afforded us. We are well aware that, owing to the youth of our institution and the short time it has been in existence, its aims and purpose can hardly yet have received their due development and completion, yet still we hope that sufficient proof has been given to indicate that our college is on a fair way to progress and the fulfilment of its high aims which prompted its foundation.

The education of woman and her admission to the highest ranges and forms of all branches of learning, science and literature, has engaged the attention of all thoughtful and earnest minds within the last half century. The foundation of numerous ladies' colleges in England, Germany and the States, have fully proved the advantage of such a course, in the improved moral, social and intellectual position of those who have passed through a high, thorough and complete instruction and training therein. We hope—hope sincerely—that at our next annual examination you will repeat your kind visit, and that we shall then show much further progress and closer approximation to the ideal proposed on the establishment of this College.

We would beg also to express our pleasure at your being accompanied on this occasion by Dr. Miles.

(Signed)

- J. Dinzey, Principal.
- F. Jadis, Lady Principal.
- Mary Rugg, teacher of Mathematics.
- Lucy Holland, teacher of Music.
- Lydia Bachand, teacher of English.

(Signed on behalf of the pupils)

- Frances Young,
- H. Hall,
- E. Gilman,
- Alice Tippett.

THE REPLY

of Mr. Ouimet was characteristic and encouraging, and, coming from such a source, it possesses significance and value. Referring to the practical importance of the College and its work, he said:—

It is well known that the means of satisfying all requirements are usually not readily available in the case of an institution founded in the country; nor ever within the limits of a populous city are they always procurable without greater or less difficulty. Of the internal work and management, all that I have witnessed has been gratifying to me, affording assurance of the fidelity, efficiency and success of the staff of instructors and their Lady Principal, and reflecting the greatest credit upon the reverend head and manager, Mr. Dinzey, who, I understand, was the founder of this establishment. I might naturally feel some hesitation in expressing myself in these flattering terms, owing to the necessarily

imperfect opportunity afforded by a single visit ; but there appears to be additional evidence of the good quality of the work performed here in the fact that this college, while placing within the reach of the population of this flourishing section the advantages of high and finished systems of culture for the daughters of Eastern Townships, has already acquired the repute which attracts pupils from distant parts, beyond the limits of our own Province. The governing body of the institution consists of gentlemen the mere mention of whose names inspires confidence, and that wisdom guides their counsels, no more satisfactory guarantee could be afforded than that the presidency is lodged in the hands of Bishop Williams, whose enlightened views and honorable devotion to the cause of education are so well known and so highly appreciated. Under such auspices this college cannot fail to succeed in maintaining the high standard which its promoters had in view at the time of its foundation. After complimenting the pupils upon the progress they had made, the hon. gentleman observed in conclusion :—To those whose names have been furnished in a list, handed to me by the Rev. Principal Dinzey, I beg to offer for acceptance some books in token of appreciation of their past diligence and as simple souvenirs of my present visit to this college.

Hon. Mr. Ouimet's remarks were received with great applause.

Rev. Professor AMBERY has also expressed his satisfaction with the examination papers in the following terms :—In Romans and English History (the two subjects examined by Mr. Ambery), he remarks :—“The papers are excellent. I do not know that any boys in the sixth forms of the largest public schools in Canada could have surpassed those in English History.”

#### THE DISTRIBUTION OF PRIZES

was next proceeded with. The following is the prize list :—

##### Senior Class.

Scripture History (1st prize)—Miss Alice Tippet, Fredericton, N. B.  
 For Proficiency—Miss Alice Young, Coteau Landing.  
 Rhetoric and Reading—Miss Gilman, Waterloo, P. Q.  
 Bookkeeping—Miss Hattie Hall, Montreal.  
 Natural Philosophy—Miss Kinnear, St. John, N. B.  
 Arithmetic—Miss Moy, Halifax, N. S.  
 Euclid and Latin—Miss A. Tippet.  
 Music (1st prize)—Miss Hattie Hall.  
 Physical Geography—Miss Clara McGivern, St. John, N. B.  
 French—Miss Helen Smith, St. John, N. B.  
 Roman History—Miss Kinnear.

##### Second Class.

English History and Writing—Miss Ella Black, Montreal.  
 Grecian History and Reading—Miss Abbie Wardley, Kingsey, P. Q.  
 Physical Geography—Miss Annie Barclay, Montreal.  
 Astronomy—Miss Annie Morris, Sherbrooke, P. Q.  
 Spelling and Dictation—Miss Alice M. Mitchell, Sherbrooke.  
 Geography and Grammar—Miss Mary Sutton, Edwardstown, P. Q.  
 Arithmetic—Miss Bella White, Montreal.  
 French—Miss May Smith, Montreal.

##### Third Class.

Reading and Dictation—Miss Florence De Zouche, Montreal.  
 Arithmetic—Miss Agnes Wilson, Montreal.  
 Scripture History—Miss Lucy Jarvis, St. John, N. B.  
 Roman History—Miss Mabel Aldrich, Compton.  
 French—Miss Mary Towse, Sherbrooke, P. Q.  
 Geography—Miss Edna Harvey, Compton, P. Q.  
 English History—Miss Gertrude Drury, St. John, N. B.  
 Spelling—Florence De Zouche, Montreal.

#### JUNIOR PUPILS.

Spelling—Ella Drury, St. John, N. B.  
 Reading—Minnie Jarvis, St. John, N. B.; Ethel Dinzey, Compton.

The musical portion of the programme was then completed, and the pupils with their friends adjourned to a sumptuous collation provided by the lady Superintendent. Social conversations and general festivities were continued up to midnight, when the young folks retired fatigued, but happy, in the contemplation of their approaching holidays on the morrow.

As an incident of the day it should be noted that the guests were, through the courtesy of the Hon. Mr. Cochrane, shown over his extensive stock raising farm within a few minutes' walk of the College.—(*Montreal Gazette.*)

#### Convocation day at Bishop's College, Lennoxville.

(From the *Montreal Gazette* of June 29th.)

*Distribution of prizes to the successful college students and pupils of the school.—A brilliant assemblage.—Speeches of the Metropolitan Hon. Mr. Ouimet and Mr. Justice Ramsay.—Testimonial to Rev. C. H. Badgeley.—The Conversazione.*

The proceedings of the Convocation of Bishop's College, Lennoxville, which were held on Thursday, will be long remembered by its professors, students and scholars, for several interesting circumstances connected with them, which had not marked similar ceremonies of previous years. In the first place the weather was beautiful—by the way, “Convocation weather” has become quite a common phrase at Lennoxville; its citizens having been particularly fortunate in this respect of late. Secondly, the attendance was the largest and most brilliant ever known there. Thirdly, the presence of several distinguished gentlemen gave the proceedings a weight and character which shows the great interest which is being felt by the educational and Anglican authorities in this Province. The town was literally crowded with guests, every house being filled to its utmost capacity.

#### THE CONVOCATION.

The convocation met in the hall of the College, at half-past two, when Vice-Chancellor Heneker, accompanied by His Lordship the Metropolitan; His Lordship the Bishop of Québec; Hon. G. Ouimet, Superintendent of Education; Dr. Miles, Protestant Secretary to the Department and Council of Public Instruction; Mr. Justice Ramsay; Dr. Nicolls, Principal of the College; Rev. C. H. Badgeley, Rector of Bishop's School; Revs. N. W. Norman, J. Brock and R. C. Tambs, Examiners; Professor Ambery, Lieut.-Col. B. T. Morris, Capt. Morris; Dr. Kennedy, Professor of Surgery; Rev. Principal Dinzey (Ladies' College, Compton), and a number of other gentlemen, entered the hall.

The Vice-Chancellor declared the Convocation opened. He remarked that no special feature of progress had marked the college course of last year. But there had been a uniform energy shown in the character of the work. This he regarded as more satisfactory, to the professors and the general public, than it would have been had some particular student distinguished himself above the rest, and the work of the College on the whole been less advanced. The number of degrees to be conferred were rather less than last year, while the number

of students was greater. However, there had been an important matter decided which would be hailed with approbation: It was determined to rebuild the College on its old site (applause). This resolution had been arrived at after much deliberation. He regarded the decision as a most healthy sign and the Corporation felt that the work would greatly assist in advancing the interest felt in the institution. (Hear, hear.) Guided by the experience of the past, every care would be taken in the construction of the library, which would be fireproof, and the contents of which would be enriched by several valuable additions. There would in the new building be increased room for twenty-five students, who would take up their residence in the College; and he hoped when the distinguished company met at the next Convocation they would have a proper room in which to received them. He did not recollect having seen so large or so influential an assembly present at any past Convocation. This large attendance, he thought, was an additional proof that the College was doing a work when so many friends from distant parts of the country assembled together. (Hear, hear.)

With regard to

#### THE SCHOOL.

The school, it had been thought best not to separate its government from that of the College. He believed the principle to be a sound one, and the public would be glad to learn that one-half of the clergy of the Anglican Diocese of Quebec had come from Bishop's College. (Great applause.)

Dr. Nicolls—More than one-half.

The Vice-Chancellor—that is still better, when they considered that in addition to this Diocese, there were college men in orders who were laboring in New Brunswick and in other fields of missionary labor. The work of the students during the past year was done in many instances under great difficulties. They were living in the village, and some had been overtaken by sickness, but this had not hindered them as a whole from attaining a high degree of proficiency. He would like to impress upon the young men that the eyes of the people of the Dominion were upon them, and the maintenance of the reputation of the College must largely depend upon the character of the men who left its walls (hear, hear). The College was not a proprietary institution; there were no individual interests at stake, save the common welfare of the College as a whole. Referring to the presence of the distinguished gentlemen upon the platform, he said His Lordship the Metropolitan was ever ready to aid by his presence and counsel the welfare of the College. The presence of the Hon. Mr. Ouimet, who so ably filled the high office of Superintendent of Education, was also an indication of the interest which is being taken in the Institution by the local Government. Mr. Justice Ramsay had likewise manifested a continued zeal in its prospects. Doubtless these gentlemen would add their testimony to the good which was being done by the students of Bishop's College (applause). Without taking up their time further, he would proceed to

#### THE CONFERRING OF DEGREES.

The following degrees were then conferred in the usual manner:—

- D. C. L. upon Hon. G. Ouimet.
- M. A. upon the Rev. Mr. Thornloe of Stanstead.
- B. A. upon Mr. J. S. Bothwell, Senior degree man.
- B. A. upon Mr. R. Walter Colston.

The reports of the examiners were then read.

Owing to the length of the various reports of the College Examiners we condense from each:—

**DIVINITY.**—Examiner Prof. F. J. Allnatt reports:—Papers give proof of soundness and thoroughness of training. Judge's papers on all subjects are excellent, showing marks of careful and close study, and of a retentive memory. Mr. R. Brown has reached a high standard of excellence. In some points, as grammar and idioms of New Testament Greek, he considers him as standing higher than any other student in the College. Mr. Colston, 3rd year, decidedly worthy of commendation for the thorough proficiency he has shown in the greater part of the work. The students of 2nd year, as a body, appear to be deserving of special notice for the praiseworthy attention they have evidently bestowed their Divinity studies. Chambers, 1st year, distinguishes himself, more especially by the evidence his papers afford of a diligent and thorough study of the Scriptures. Colston and Weatherdon were hindered by illness and bodily infirmity, and Greer was absent, from unavoidable causes, during the greater part of the past year.

**MATHEMATICS.**—Professor Isaac Brock, examiner, reports:—Result of papers more satisfactory than in 1875 or 1876. Out of 37 papers sent in only six were marked "indifferent," twenty have been "highly creditable," and Professor Brock was particularly pleased with papers on Algebra.

**CLASSICS.**—Rev. R. W. Norman, M. A., reports: "The recent examination is one of the most satisfactory that I have ever conducted at Bishops' College. I never gave the students a more thorough and searching examination; I never received such copious replies, and I never remember, on the whole, better work done." The following students are commendably referred to: 3rd year, Mr. Bothwell in his *Æschylus* and *Herodotus* papers; Webster in *Horace* and *Herodotus*, and Lee also in the latter. 2nd year, R. Brown in *Horace*, *Livy* and *Sophocles*; C. Brown, in *Sophocles*; Judge in *Livy* and *Sophocles*. 1st year, Harper's paper in *Homer*, and the *Cicero* paper of Chambers. Out of 3 Latin and 2 English papers, Bothwell did the best in both, the English essay being very creditable. The report contains some very valuable suggestions.

**MUSIC, HISTORY AND LOGIC.**—Professor R. C. Tambs reports:—*Music*, open to all students. Pitching the key and sol-fa-ing at sight. Webster takes first prize and Bishop second.

*History.*—Confined to 1st and 2nd year students, and examination consisted in impromptu essays from subjects given out at the time. The examiner regards the whole as satisfactory, fairly arranged and tolerably accurate. Judge's essay on the Roman Constitution excellent; it being accurate, connected, full and written with neatness.

*Logic.*—Bishop and Judge equal. Both stand first in the logic of second year.

The prizes were next presented by His Lordship the Metropolitan, who, in so doing, added a few kindly words of congratulation to each student.

The following is the students' prize list.

*Divinity.*—R. W. Colston, 3rd year; A. H. Judge, 2nd year; W. B. Chambers, 1st year.

*Mathematics.*—J. S. Bothwell, 3rd year (Mr. Bothwell gained 225 marks out of a maximum of 250); J. W. Weatherdon, 2nd year (gained 93 out of a hundred); E. J. Harper, 3rd year.

*Classics.*—J. Bothwell, 3rd year; R. W. Brown, 2nd year; E. J. Harper, 1st year.

*English Essay.*—J. S. Bothwell.

*Latin Essay.*—J. S. Bothwell, R. W. Colston, equal.

*Vice-Chancellor's prize for Natural History.*—A. H. Judge.

*Music.*—S. W. Webster, 1st prize; Heber Bishop, 2nd prize.

#### SCHOLARSHIPS.

S. P. G. Jubilee Scholarship—Colston. This student was preparing for the Prince of Wales' scholarship but through failing health was compelled to withdraw. A special prize was, therefore, awarded him.

Mathematical prize, founded by General Nicolls—No competition.

#### THE METROPOLITAN'S SCHOOL.

HIS LORDSHIP being called upon to address the students, said he had been willing to follow, on more than one occasion, the example of his friend the Vice-Chancellor. He had made a great many speeches, and there was one quality which usually remarked them—brevity. It used to be the custom of Convocation when he was at Oxford, to speak in Latin. He was very glad to find it was not

the custom here. (Laughter.) A great portion of his heart was given to his own Theological College in Montreal, but there was quite enough of it left to give to Bishop's College. It rejoiced him very much to find that the College which had passed through so many trials, was now ready to go on with the work it had to perform. (Applause.) It was principally through the untiring exertions of the worthy Vice-Chancellor and his kind, unremitting and fostering care that the finances of the College were brought into a satisfactory state, and it rejoiced him to learn that the financial condition of the College was never better in its history. (Great applause.) It had been discussed at a meeting of the Convocation the previous day as to whether the Government of the College and Schools should be divided. The decision which had been arrived at was against his strong convictions, and those convictions were as strong as ever. But he was glad to know that the question had been settled, now and forever. Although such was the case it would not prevent him from giving his assistance to the College whenever necessary. (Applause.) That, they could rely on. He had not much pleasure in referring to their valuable and estimable Rector (Mr. Badgeley), who was about to leave them. He felt there would be a great difficulty in supplying his place; to find one of equal or nearly equal attainments (cheers). He would only add his wish that success might attend him wherever he went, and that God's blessing might be with him. He believed there was yet a great work for this Institution to do in the country. Canada was becoming ripe for the reception of education, and that ripeness would increase. It was his hope and prayer that God might be pleased to give His blessing to this College, and, if He did, that it would be sure to meet with success. In any little service he could render it, they could rest assured that he would place himself at its disposal (cheers).

SPEECH OF THE HON. G. OUMET.

MY LORDS AND GENTLEMEN,—Having, in my own language, expressed some of the sentiments by which I am animated on this occasion, permit me to reiterate, in English, a portion of what I desire to say. I tender to you, gentlemen of the Convocation, my sincere thanks for the honor you have done me by conferring on me the Academical degree, which constitutes me a member of your body. I assure you that I shall not be neglectful of the duties which may devolve upon me as such, nor forgetful of the—on my part—unsolicited compliment. In my official capacity, as Superintendent of Public Instruction in this Province, I have endeavored, and shall always endeavor, to do justice to the claims of institutions founded and carried on by my English speaking and Protestant fellow-subjects, well knowing that we have all at heart the cultivation of piety towards God, loyalty to our common Sovereign, obedience to the laws of the land, and of progress in the arts and sciences, in literature and learning. I desire to co-operate in the success of all our educational institutions, whether Catholic or Protestant, sensible that we have in view common objects—the moral and intellectual welfare and progress of this important section of the Dominion of Canada. I am in frequent official communication both with the Vice-Chancellor or this University and with the Lord President of the Corporation. I am, therefore, cognizant of their enlightened views in regard to education, and of their conciliatory attitude and views with respect to the large portion of the population of the Province who differ in language and creed from those of the founders and promoters of

this institution. On certain points, as was said before by one of my predecessors in office, we have agreed to differ—a circumstance which need not in the least imperil the success of our united endeavors to enlarge and perfect the opportunities of access to the highest standard of intellectual culture for the youth of our country, and the consequent extension of the means of happiness amongst our whole people. Since Confederation there has been a steadily increasing demand for the services of men fitted by previous intellectual and moral training to occupy successfully positions in the various walks of life—not only in the public service, the judiciary, the press and learned professions, but also in connection with the pursuits of agriculture and commerce, public works and the industrial arts; nor can we have any reason to doubt but that such demand will go on increasing commensurately with the growth of our population and with our endeavors to turn to account our vast natural resources, and to make our political and social systems as perfect as possible in all their details. We need not only the application of natural intelligence, of strong arms and of industry, but also trained and highly cultivated minds for the proper direction and carrying on of all those pursuits to which I have alluded. And, when the time comes that we shall be required to concern ourselves more directly than heretofore in international affairs, we must be ready with a supply of men qualified to hold intercourse on equal terms with the enlightened leading men belonging to the other nations of the world. In short, while common school education and the facilities of attaining to a somewhat higher standard in our model schools and academies must ever be the objects of the utmost concern in respect of the great mass of our people, we may not, we cannot, afford to overlook the necessity of providing generously for maintaining amongst us the highest standards of training and intellectual culture, such as can be attained only within the walls of the universities and superior colleges. I am well pleased to observe that the University of Bishop's College has already contributed to the supply of men qualified by their training and acquirements to serve in the highest positions in our community. Its graduates are to be found at the present time occupying useful and high positions in our judiciary, mercantile service, political employment, and even in our federal and local cabinets. I am far from thinking that the opportunities of such training and acquirements should be confined to our cities and principal centres of population. I am aware that this institution has experienced reverses such as are not uncommon in the history of many important educational undertakings on this continent—commercial crises, disasters by fire, apathy on the part of the public in respect of the objects and advantages of university education, and the other hindrances which beset all enterprises having for their purpose the highest moral and intellectual well-being of the people. I am happy to observe that this institution has had vitality enough not only to encounter and survive such disasters, but also to make it manifest that its friends and supporters of the present generation, equal to the occasion, are resolved to persevere in the path of their predecessors, the founders.

On such an occasion as the one which has brought us together this day, I cannot refrain from addressing a few observations more especially to the Reverend the Principal, staff of Professors and Rector of the Junior Department of the Institution. From published documents, as well as from the official annual reports regularly received by the Department over which I have the honor to preside, I have been enabled



to glean much useful and interesting information concerning the early and past history, the progress, aims and statistics of the University of Bishop's College. To you, as the more immediate agents in carrying into execution the enlightened and benevolent objects of its projectors, I consider that all praise is due for the courage, perseverance and truly patriotic spirit which has been displayed in the discharge of your duties—obstructed, as you must have been, not only by the material obstacles and trials to which I have already alluded, but also by that absence of appreciation of the advantages of university education with which you have had to contend, and in consequence of which there has been the further discouragement of a comparative paucity of number of students coming forward to avail themselves of your instruction. Your religious character, your reputation as a body of learned men, and the proofs already afforded of the quality of your work, as evidenced by the men who have gone forth from the institution to occupy various positions of honor and usefulness in our community, are sufficient guarantees to the public that the youth entrusted to your care are sure to receive here intellectual and moral training of the highest order. I think also, that no discouragements of the kind to which I have alluded should have the effect of lessening your future efforts, since the history of all, or nearly all, of the now leading institutions on this continent, many of which have encountered similar or greater obstacles, does not differ much from your own. Permit me, as a sincere friend of your cause, that of university education, properly so called, to express to you my congratulations upon what I know of the value of your unostentatious exertions in that behalf, and at the same time, my hope that the generous action of your co-religionists, and of all who desire that university education should flourish amongst us, may soon furnish you with the means necessary to reconstruct your edifice, lately destroyed by fire, on a scale commensurate with your high aims and objects. In a community like ours, the acquisition of a knowledge of the French language and literature should, I think, be encouraged or facilitated by special provision, not only in the lower grades of educational institutions, but also in the highest. I perceive, indeed, that mention is made of the French language in one of your printed prospectuses, but this is, I presume, in connection only with your Junior Department. It seems to me that such educational displays as were witnessed in the international exposition held at Philadelphia have a most useful tendency to promote the cause of education. I think that every Provincial institution, high and low, should preserve among its archives specimens of the work of its pupils—whether exercises, theses, answers to examination questions, drawings, or other kinds of work. Should such expositions be hereafter set in operation here on a Provincial scale, it is my hope, in that case, that even our Universities will not disdain to co-operate. I am far from desiring to witness between our local universities that sort of competition for students which is implied when the standard of instruction, and that upon which degrees in arts are conferred, are lowered, so as to admit pupils unqualified by previous preparation to be enrolled on the College lists, or graduates to be multiplied by granting degrees to young men possessing attainments in literature and science, but little higher than can be gained by attendance for a few years at an ordinary school or academy. Even if we are to have amongst us but comparatively few graduates of our universities, let us at least have those who have really earned the distinction, so that the academic degree may imply what it is intended to signify.

I am aware that the faculty of Bishop's College maintain standards in respect both of matriculation and of graduation, which must tend to enhance, in the estimation of the public, the character and qualification of those who as students take their collegiate course here with greater or less distinction, and then devote themselves to a professional career. If sufficiently high standards be not adhered to, even at the risk of having comparatively few students to participate in the regular courses of instruction given, then the proper objects of University education are, in a measure, trifled with, the degrees granted carry with them no weight in the public eye, and injury is done to the professions proportional in amount to the number of those graduates who enter them. Permit me, in conclusion, to touch upon one other point. Ours is a mixed community, composed of parts which differ in respect of origin, race, descent and creed. Our population comprises persons of every shade of religious and political sentiment. We possess an extensive territory, while our climate and other external circumstances are such as to impose necessity for the constant exercise of industry and labor, directed by intelligence and skill, in order that we and our posterity may prosper as a people, and turn to good account the vast natural resources which the Almighty has so bountifully bestowed. At the same time, on our own representations of our requirements and wants, we have conferred on us a political constitution, framed and granted by the combined wisdom and benevolence of the Sovereign and Parliament of Great Britain, ever the true friends of the inhabitants of Canada, which guarantees to all the inestimable advantages of religious and civil liberty. But to arrive at the full enjoyment of the natural, political and social advantages thus placed within our reach, it is plain that the sentiments of concord and harmony must exist in the minds and dispositions of all our people. Our past history proves that, in our community, there is special occasion for the cultivation of those sentiments. Considering the impressible nature of the minds of youth and the permanent character of the influence exercised upon them by the training and instruction which they receive at school and college, it becomes the patriotic duty of the managers of all our public institutions, whether universities, colleges, academies, model or elementary schools, to never lose sight of the point to which I now advert. Our young people, the pupils of the day, are soon to go forth to occupy their various positions in life in a mixed community. I think it fitting, that throughout their course of instruction and training, their instructors should judiciously bring to bear upon them such an influence as shall make them thoroughly comprehend that whatever their national descent or creed may be, they will be called upon to live together as fellow-citizens, to labor side by side on this soil of Canada which has, in the past, been moistened by the blood of so many generous defenders and devoted men. I think that special care and forethought should be constantly exercised in habituating them to the practice of repelling from their minds all thoughts of jealousy, hatred and envy, in view of the social and political duties which may hereafter devolve upon them in such a community as ours. They will thus become disposed to treat with respect, the views, sentiments and institutions of all sections of the population amidst which they are to pass their lives, to cherish the love of whatever is dear to all as a nation—and to realize, in the interest of the common weal, that concord and harmony, founded on mutual sentiments of liberality and forbearance, must characterise their social intercourse. To the youth of this institution I would say: while your prize the



advantages of high education which you here enjoy—the advantages of sound and Christian instruction—and while you diligently exert yourselves to profit by those opportunities, bear in mind, also, that you are preparing yourselves to discharge well the duties of citizens of the Dominion of Canada. The study of the history of its component Provinces is well worthy of your attention in that behalf, and fruitful in incidents which ought to prove useful lessons to you and all who are interested in our social and material progress. The future is for you; the lessons of the past are for your guidance. I would remind you that, almost immediately after the close of the great struggle for supremacy on this Continent, the people of the two nations from whom the inhabitants of the Dominion are chiefly descended, began, through their respective governments, to interchange courtesies—showing that it was far from their desire to perpetuate discord in the territories which had been the scene of their own bitter strife. We learn that the French Minister transmitted an application, in courteous terms, to the British Government, for permission to place in Canada a monument to the memory of General Montcalm, with an inscription engraved on it, prepared in Paris, recording the virtues and heroic qualities of the illustrious dead, with which prompt compliance was intimated in terms and manner equally courteous. Later, in the time of Governor Earl Dalhousie, and chiefly through the instigation and munificence of that nobleman, a fine monument was erected at Quebec, bearing on it the names of both Montcalm and Wolfe, in memory of the ending of strife between the nations by the glorious death of both on the field of battle, and in token that, with them, the causes of strife should be buried for ever. Such incidents, I say, should be significant lessons for us, the descendants of those two great nations, and teach us to cultivate amongst ourselves the sentiments to which I have just now adverted. Let us also thankfully and devoutly acknowledge our sense of the blessings which have been now for many years vouchsafed to the people of these favored lands by reflecting on our lot as compared with that of many others. Not long since our neighbors belonging to the great republic witnessed the desolation of their territory by a disastrous, lamentable and fratricidal conflict—the most odious to human nature of all kinds of war. France also, the country of the ancestors of many of our people, has recently been overrun by a foreign enemy, and deluged with blood shed by her inhabitants in the defence of their native land, and, sad to say, in an internecine conflict which afterwards arose amongst themselves; and at this very time events are transpiring and a war raging in Europe and Asia which it is apprehended, may jeopardise the interests of peace among most of the leading nations of the globe.

But in our dear country, and under the sway of our gracious and beloved Queen, the glorious British flag continues to wave over us—for us, as heretofore, the symbol of power to protect, and the emblem of peace.

Mr. Vice-Chancellor, my Lords, I thank you for the patience and kind attention with which you have listened to my remarks.

The hon. gentleman's remarks were loudly applauded.

ADDRESS OF MR. JUSTICE RAMSAY.

Before the Convocation of Bishop's College University, June 28th, 1877.

*Mr. Vice-Chancellor, My Lords, Gentlemen of the Convocation, Ladies and Gentleman:—*

Thirteen years ago, almost to a day, Her Majesty's Representative in this, Her Province of Canada,

honoured our Convocation with his presence. Among the distinguished guests invited to meet His Excellency on that occasion, was the late Mr. McGee, who, being called upon to speak, apologized for not being prepared to address such an assembly—adding that it betokened less respect than was due to one's audience, as well as injustice to one's self, to offer an address without making previous and careful preparation. If such apology was necessary from so gifted an orator—who, by the way, on the occasion referred to, made a most appropriate and eloquent speech, to the great delight of all present—how much more is it so from me? I feel that I need your indulgence, as my official duties, more than usually arduous, have so occupied my time and attention during the last four months, as to leave me scarcely an hour to spare. Since the occasion referred to, we have seen many changes here. Old and tried friends, Chancellors and Vice-Chancellors of the University, Presidents, members of the Corporation, Professors of the College—have gone to their rest or otherwise disappeared from amongst us. The history of Bishop's College has, moreover, been marked with disasters, especially by the occurrence of destructive fires, causing the loss, almost total, of the Library and Museum, that of the extensive buildings belonging to the Junior Department of the Institution, and finally, the destruction of the main College building, which was erected in 1845. But there is also a brighter side to the picture that might be presented. If old friends have gone, their places have been filled by others not less sterling and true; and our efforts to build up a School and College, modelled on the well tried institutions of England, and to promote University education in this Province, have not failed to sustain a merited interest on the part of the public in general, and they have awakened at the same time the sympathy and respect of those amongst us, whose creed and language are not ours. Let me take this opportunity of offering a hearty welcome to Mr. Ouimet who is present with us this day. His high official position as head of the Education Department of the province commands our consideration, and the conduct of his predecessor, Mr. Chauveau, to this institution of all occasions, has prepared us to feel that, in receiving the Superintendent of Education, we welcome a friend. For me, Mr. Ouimet's visit has also a personal interest, for we are old cronies, and I may whisper in all confidence—for it will go no further—it is not the first time we have stood on the same platform together, I hope it may not be the last time we meet on this one. He is accompanied on this occasion by an old friend, of Lennoxville, and of this institution, who is a still older personal friend of mine—Dr. Miles. I know he does not boast of this, especially of the old acquaintance which subsisted between us on the other side of the Atlantic, when he endeavored to impart to me a knowledge of the mathematical sciences, with what success I shall not say, leaving it to yourselves to decide whose fault it was if Dr. Miles did not convert me into an excellent mathematician. But I am digressing to times and matters antecedent to the laying of the foundations of this institution. I will only add, that I am sure we are pleased to see Dr. Miles with us to-day, and that his presence indicates his continued interest in our success and welfare, which is the more acceptable to us as he is a veteran in our good cause. I shall not fatigue you with details intended for the outer world and not for my hearers in particular. You know that the buildings of the Junior Department have been reconstructed on a scale more suitable than those destroyed by fire. You know that the same operation is about to take place with respect to the College proper,

that the finances of the whole institution are inexperienced and vigilant hands, and that now, when Mr. Heneker, the Vice-Chancellor, says "it may be done," we can safely say "fiat," and that, substantially, "it is done." Among the minor aids of good luck, if I may be permitted to use the expression, there is one which seems never to fail us: glorious weather for convocation time. For my part I cannot recall a single occasion when our annual gathering has been attended with the discouragement of bad weather—a fact upon which we have some reason to congratulate ourselves on this occasion, seeing that, in the roofless condition of a large portion of the college buildings, our annual procession of graduates to convocation meeting, and our numerous friends who have come from all parts to attend this meeting, must have experienced personal discomfort, if, in the combination of circumstances required to render such gatherings entirely successful, favourable weather were wanting. There is another thing, of more importance, which I trust will never fail us, and it is the high tone and good feeling by which the men and boys of Lennoxville have ever been animated. I consider this result as an ample recompense for all the sacrifice of time and money bestowed upon the institution by its friends and promoters. It gives us a sure pledge of its stability. We may enlist the services of generous benefactors who owe no special debt to Lennoxville, but as the circle of boys and of graduates who have gone forth to do the battle of life, widens, it is to them that we look for our greatest support, both moral and material. These owe Bishop's College a debt, and one they will be proud to repay, if they have learned within these walls that which is most worth knowing. Much as the learning of the ancients should be prized, we should put a still higher value on loyalty. I do not limit my meaning to the common and restricted sense of loyalty to the sovereign, for that is beyond question—but I mean chiefly the loyalty which is due from one man to another in every relation of life—from the Queen to her subject, from the subject to the Queen—from the master to the servant and vice versa—remembering also that a certain loyalty is due even to one's foe. Need I say that it is due from pupil to his teacher—from the graduate to his *Alma Mater*? Every body and every young man who leaves these walls, will hereafter cherish in his memory the duty of helping us in the measure of his means, by his upright conduct and example in society, by kindly recollections of the greatest of all favours received—by good words, if he can do no more, and, if fortune favour his efforts in life, by remembering that there will always be need for others to come forward to fill the places of the benefactors of this University who have passed or are passing away. We have to-day bid welcome to a distinguished stranger, as well as to old friends.—We have now the less pleasing duty to perform of bidding adieu to one who has played no unimportant part here for several years. The Rector of the junior department, the Rev. Mr. Badgley, is leaving us, and I trust that the great influence for good which he has exercised will not all depart with him. Such changes cannot always be avoided, but I must say that I particularly regret this one. It appears to me that more is to be gained by a permanent occupancy of the chief appointments of the institution than by new schemes. This has been illustrated in a remarkable manner by the Rev. Principal Nicolls. To his long tenure of office and faithful services I mainly attribute the continuation of the same loyal and manly spirit with which the founders of Bishop's College endowed it. I am sure that the best wishes of every member of the institution attend the Rev. Mr.

Badgley and his family on their departure from the scene of their useful and valued services in connection with its junior department. I think, that I have now said enough and that I should weary you if I should advert to other topics, however appropriate to the occasion. I shall therefore only add that I fully concur in what has been already said by his Lordship the Metropolitan and the Superintendent of Education. In conclusion, may the pupils of the Junior Department, and the students of the College—and my friends the Principal and Professors likewise—enjoy their well-earned vacation—and when this comes to a close, may they return to resume their respective duties with renewed vigour and the enjoyment of continued success in the future. (The learned Judge's remarks occasioned frequent and loud applause.)

The VICE-CHANCELLOR then declared the Convocation closed, after which three cheers were given for Her Majesty the Queen.

THE SCHOOL EXAMINATION AND PRIZES.

The VICE-CHANCELLOR paid a high tribute to the excellent abilities of the estimable Rector and to the Rev. Mr. Ambery, who were about to leave the College for England. Speaking of the latter gentleman, he said he possesses the highest possible attainments and is said to stand second to none in the Dominion.

Mr. COLSTON then read the valedictory, a very brief but able paper on the work and influence of the college

THE REPORTS OF THE SCHOOL EXAMINERS

were next read.

SIXTH FORM.

Classical Examinations, 1877.

Maximum in each paper 100 marks.

	Heredotus.	Greek Test.	Grammar.	Horace.	Livy.	Latin prose.	Odyssey.	Latin verse.	Grk. prose.
Robertson.....	85	80	62	83	80	68	77	80	83-698
Chaffey.....	80	80	60	80	76	75	82	76	85-694
Campbell <i>mj</i> .....	0	0	22	55	34	73	0	68	0-272
Williams.....	0	39	22	22	15	49	18	49	0-192

FIFTH FORM.

Maximum in each paper 100 marks.

	Grammar.	Greek Test.	Horacc.	Grk. Exercises.	Homer.	Latin Verse.	Latin prose.	Xenophon.	Cicero.
Morris, <i>maj</i> .....	45	78	87	90	77	86	83	75	60-689
Morris, <i>mar</i> .....	39	60	74	85	31	66	74	76	70-574
Joly, <i>mar</i> .....	18	49	68	62	0	60	74	58	68-457
Ritchie, <i>mar</i> .....	0	48	28	61	0	0	38	0	47-222
Petry.....	0	67	0	0	16	0	0	43	0-115

R. W. NORMAN, M. A.,  
Examiner.

In connection with the above report, Mr. Norman says I wish especially to notice the Hesodotus, Livy, Odyssey and Greek Testament papers, which are most voluminous, and would do credit to any school. Again, he says, I notice with pleasure a wider range of classical reading in the upper part of the school.

Professor Ambery, classical master, also speaks very highly of the classical part of the work and its kindred subjects, which have been very satisfactory. Special mention is made of the historical and English subjects of the sixth and fifth forms. Robertson comes in for special mention in ancient geography, history and Shakespeare. The Latin and Greek of the sixth form is spoken of as being excellent. The grammar and translation of the third and second forms were very high and close. The results are given in the prize lists.

Professor R. C. Tambs, Examiner in mathematics, in his report, makes special mention of Campbell, *Max.*, whose papers were excellent, reflecting great credit both on pupil and teacher.

THE COLLEGE SCHOOL PRIZE LISTS.

*Christmas Examination, 1876.*

General Proficiency.	Form 6—Chaffey.
" "	" 5—Not awarded.
" "	" 4—Lowdwell.
" "	" 3—Johnston.
" "	" 2—Brown.
" "	" 1—Strange.

*Midsummer Examination, 1877.*

The Governor-General's Silver Medal for Classics—Robertson.
The Governor-General's Bronze Medal for Mathematics—Campbell, <i>max.</i>
Chancellor's Prize—Head boy of Upper School—Chaffey.
V.-Chancellors Prize— " Lower School—Schofield.
General Proficiency. Form 5—Morris, <i>ma.</i>
" " " 4—Donahoe.
" " " 2—Ambery.
" " " 1—Strange.
Divinity—1st prize—Chaffey.
" —2nd " —White.
" —3rd " —Ambery.
Irving Mathematical Prize, Lower School—Emmett, <i>mar.</i>
Arithmetic Prize, junior boys—Ambery.
" Old Boys' " Prize, English Subjects, Upper School, Smith, <i>mar.</i>
French—1st Prize, Upper School—Campbell, <i>mar.</i>
" 2nd " Lower School—Joly, <i>mar.</i>
Greek and Latin Grammar, Principal's prize :
Upper School—Campbell, <i>mar.</i>
Lower School—Schofield.
Rev. R. W. Norman's Latin Prose Prize—Campbell.
" Rector's Prize—Williams.
" " " —Carey.

His Lordship the Metropolitan delivered the prizes.

TESTIMONIAL TO THE RECTOR.

A pleasant and unexpected feature of the proceedings was the presentation by the boys of the school to Rev. C. H. Badgley, their esteemed rector, of an elegant and costly album accompanied by an address.

Mr. Badgley was quite overcome with this expression of affection and appreciation on the part of his young friends, and the few broken utterances of thanks to which he gave expression were intensified by an emotion he could not suppress.

After there rousing cheers were given for the Vice-Chancellor, Hon. Mr. Ouimet and Mr. Badgley, the National Anthem was sung and the meeting was declared adjourned.

In the evening a brilliant conversation was held in the town hall, at which a large number of ladies were present. Thus terminated the most successful Convocation ever held at Lennoxville College.—*Montreal Gazette.*

**The examinations at Montreal--Presentation of prizes and diplomas at the Normal School--Catholic educational establishments and their examinations, &c.**

On Thursday, the 28th June, the work of examining into and rewarding merit in our public schools absorbed the attention of the Protestant School Commissioners during the early part of the day, and in the afternoon the McGill Normal School diplomas were given to the graduates. Below will also be found the proceedings at several other establishments, and among them some of our Catholic schools and convents. The following is a record of the proceedings :—

McGILL NORMAL SCHOOL.

The annual meeting of this well known educational establishment was held yesterday afternoon in the Normal School building, Belmont street. It was the twentieth annual meeting for the distribution of diplomas and prizes to the ladies and gentlemen who have successfully competed in the examination which followed the past year's study.

Shortly after 3 o'clock the room had been crowded with the students and their friends. On the platform were Principal Dawson, LL. D., F. R. S., &c., of McGill College, the Very Rev. Dean Bond, Rev. Dr. Wilkes, Hon. Mr. Ferrier, Principal Hicks, Professor McGregor, Mr. Lunn, Rev. Mr. Baylis, and Professors Andrews and Fowler.

Principal Hicks having called the assemblage to order, the Very Rev. Dean opened with prayer.

In the absence of the Hon. the Superintendent of Education, Dr. Dawson, as the Chancellor of McGill University, took the chair. In addressing those present, he said :—It is a matter of general regret to us that the Hon. the Superintendent of Education is prevented by other engagements from conferring the diplomas on our young teachers to-day, and from giving us his usual words of counsel and encouragement. On this, the twentieth annual distribution of diplomas of this school, and in the presence of those who, like the Hon. Mr. Ferrier, Principal Hicks, Professor Robin and Professor McGregor, have been connected with it from the first, I may be pardoned for a few words of personal reminiscence from which a lesson may be drawn for those who are younger. When I was invited to Montreal in 1855 by the Governors of McGill University, I knew that an Act of Parliament existed for the institution of Normal Schools in this Province, and my own latest educational work in Nova Scotia was the organization of a Provincial Normal School, but I did not expect to have any connection with such work here. The first intimation of it was given to me by the late Sir Edmund Head, who seemed, as an educationist, to be deeply impressed with the fact that Lower Canada was in this respect lagging behind the other provinces. He stated to me that there was a strong desire on the part of Mr. Cartier and Dr. Chauveau to carry into effect the promises made by the Legislature. But there were many difficulties, and he reckoned on the McGill University taking an active part in the matter on behalf of the Protestant population. I confess that, knowing what such a work involved, the proposal was to me the death-knell of many of my cherished dreams of scientific work and reputation. But it was heartily taken up by the Governors of the University; Judge Day, the Hon. Mr. Ferrier, Mr. D. Davidson, the late Hugh Ramsay, more especially, entered into it with zeal. A meeting of friends of education was held, at which Dr. Chauveau explained the plans he had in view for three Normal schools, and this work has begun. Of the many difficulties and anxieties and the severe labor attending its initiation, I shall say nothing; but I may say, in the presence here of many of them, that a noble band of educational workers has rallied round this school, and that its continued usefulness and prosperity are mainly due to men still members of its staff; and now twenty years have passed away, and every year this school has been a practical training college for young men and women entering upon a profession second to no other in public importance. Its graduates now number several hundreds. Our earlier students are now middle aged men and women. You who are to take diplomas to-day belong to a generation not then born, and many of you have been trained by our pupils. Half a generation of educational work has passed, and perhaps four generations of school children, who have passed on into the work of life, and of whom, in this Province, a vast proportion have directly or indirectly experienced the benefits of this school. My lesson to you is take up worthily and

heartily the works thus handed on to you; sustain it while in your hands; pass it on enlarged and improved to the generations to come. And now I must detain you no more with reminiscences of the past, but shall ask for that in which you are no doubt more interested, the report of the session just closed.

Professor Fowler having led the school in singing "Father now our work is done."

Principal Hicks read the following, his annual report:

REPORT FOR 1876-77.

At the close of the twentieth session of the McGill Normal School the duty devolves upon me of presenting the annual report.

During the past year we have admitted into the school 123 pupils, of whom 18 were males and 105 females.

Of these pupils 43 were from the country and the rest from Montreal. The pupils entering for the first time presented the customary certificates as to character, and underwent the usual examination for admission, according to the regulations of the school.

Of the pupils admitted during the session, 5 entered the academy class, 43 the model school class, and 75 the elementary school class.

Of the whole of these, owing to failure in the semi sessional examinations, and other causes, 29 were obliged to leave the classes, and the total number of pupils presenting themselves for the sessional examination at the beginning of the present month was 94.

I am now able to recommend for diplomas 75 pupils, who have been successful in their examinations, and who, in all other respects, have satisfactorily met the requirements of the institution.

Of the diplomas now recommended, 4 are for academy diplomas, two of which are assigned to university graduates who have had their names placed on the list of those applying for the academy certificates, according to the rules which may be found in the Normal School calendar; 30 are for Model School teachers, and 41 for elementary school teachers.

The total number of diplomas granted to teachers since the opening of the McGill Normal School, in 1857, will be raised at the close of this session to 1,087. Of the students who secured diplomas at the close of session 1875-76, a large number obtained situations, either in Montreal or in the country; of these 10 held academy diplomas, and 22 Model School diplomas.

A few holding Elementary School diplomas found employment in country schools, but the greater number re-entered the institution in order to study for a higher certificate.

On the 25th of March last the McGill Normal School had been in existence 20 years, and during the whole of that time actively engaged in the work for which it was established. I am sorry that the time at my disposal has not allowed me to gather together a few particulars connected with the labors of those who during this long period were sent out by the Institution in order to undertake the responsible duty of teaching the youth of this part of the Dominion of Canada.

I feel convinced that there would be no difficulty in proving that of these a very large number remained so long in the profession that they considerably exceeded the time which the law demands from all who go successfully through a course of Normal School training.

In hastily glancing over the lists of names of those who received diplomas in past years, I find some who have now been more than eighteen years engaged in teaching, and I have no doubt that if the investigation were continued through each year to the present time, it would be found that in this respect the McGill Normal School has been fortunate in training a large number of persons, who in many ways were faithful to the obligations which they undertook when they presented themselves to be prepared for the office of teacher.

It is impossible to estimate the benefits which the Province has received from teachers, of all classes, trained or untrained, during the last twenty years; but of this we are certain, that the establishment of the Training Schools was needed at the time of their inauguration, by the rapid growth of a prosperous community, and considering the advancement of education during this period, it is but right to attribute to them a fair share of the beneficial results which are acknowledged on all hands to be so apparent at the present time.

Bearing upon this, I cannot refrain from speaking of the satisfaction it gave me to notice in the Report on Education

for the Province of Quebec for 1875-76, that it is strongly recommended by the Superintendent to give occasional rewards to teachers, as a recognition by the Government of length of service, and also of general success in their professional duties.

I am glad to be able to state that I have heard from many parts of the Province good accounts of teachers prepared by our Normal School.

I am aware that in some countries it is usual for as much testimony as possible to be obtained by those who have charge of training institutions for the success of their pupils after they have commenced the general work of teaching, and that its publication is always a strong incentive to those who have established their characters as teachers.

I have no doubt that our School Inspectors might considerably increase their usefulness, if they would in all cases make special mention of schools deserving of favorable notice in their respective districts, and particularly so if in doing this they could promote a disposition on the part of teachers generally to avail themselves of the advantages which are always supposed to be connected with a course of professional training.

The trained teacher who may have devoted perhaps three years of his life to preparation for his work, at much expense to himself and others, has more than ordinary claim to notice if successful, and the institution with which he may be connected ought not altogether to be forgotten in the matter.

I may add here that I have on more than one occasion in my reports spoken of the importance of giving some title to trained teachers, to distinguish them from those who obtain a certificate after a few hours' examination in literary subjects only, and I can but report that I have in no way changed my opinion on that subject.

I continue, as far as circumstances will admit, to correspond with those of our trained students who are engaged in country districts, and I am well aware of the advantages which result from the maintenance of connection on their part with the school from which they have received a certificate of fitness for their occupation, and I am always glad if at any time I can be of service in aiding them wherever difficulties may present themselves.

A judicious regulation of the amount of work required from our students during the course of their training has been most carefully attended to since the opening of the school. My predecessor, Dr. Dawson, gave this matter constant supervision, and I have not neglected to follow his example. It is in a great measure owing to this that in all the past sessions of the school the ordinary course of instruction has never in any way been interfered with by absence through sickness, and also that after leaving the Institution our pupils have invariably been in every way capable of intering upon their duties as teachers, either in the city or elsewhere.

I am much gratified to be able to state that the Government of the Province has during the past season authorized additions to be made to the Normal School building, for which repeated applications had been made in past years.

We have by this means acquired excellent waiting rooms for our pupils in training besides four additional rooms over each of our Model Schools.

Independent of these advantages, the whole building has been put into repair and otherwise rendered fit for the carrying out of the work of the school.

When the Hon. Mr. Ouimet, the Superintendent of Education, visited the school at the close last session, he carefully examined our school building, and it was through his representations and influence that the whole of the necessary work has been done. I need not say that we feel grateful to him for his kind consideration in the matter.

The Model Schools remain under the charge of the same teachers as in the past two years. They are in every way efficiently carried on.

Mr. F. W. Hicks, M. A., still superintends the Boys' Department Miss A. Swallow the Girls' Department and Miss L. Derick has charge of the primary School.

The schools are most necessary adjuncts to our Normal School, and the teachers are fully aware of the responsibility resting upon them in the work of training our students.

Our teaching staff in the Normal School remain the same as in former years, with the exception of Mr. Duncan, the teacher of drawing, who resigned his post after 20 years' assiduous attention to his duties. Professor Bird has succeeded him and comes to us with the highest recommendations.

I have again to acknowledge my indebtedness to all the

gentlemen who take part in the course of instruction in the school. In speaking of this, I do not wish to refer merely to the lectures in the class-room, but to that general interest in the welfare of the institution, which manifests itself in a disposition to aid me in the difficult work which must necessarily be connected with a school of this nature.

During the past year the pupils of the school have received religious instruction from the rev. gentlemen who were so kind as to take charge of this important duty during last session.

I need hardly say that they lay us under great obligations for so long a continuance of voluntary service for the benefit of the school.

I cannot close my report without thanking most sincerely the Committee of the Normal School, and Dr. Dawson, the Chairman of that Committee, for their kind attention to many important subjects which have come before their notice during the past year, and also for the general interest which they show in every matter that relates to the welfare of the institution.

He then read the following list of the successful students :

ACADEMY DIPLOMAS—UNIVERSITY GRADUATES.

1. Robert Crothers, of Montreal.
2. Frederick Emberson.

ACADEMY DIPLOMAS.

1. John W. Tucker, of Sorel, Earl of Dufferin medal and honorable mention in Greek, Latin, Mechanics, Hydrostatics, Trigonometry and French.

2. Caroline Dawson, of Montreal.

MODEL SCHOOL DIPLOMAS.

1. Louisa Morris, of Montreal, Prince of Wales medal and prize, and honorable mention in history, geography, grammar, English literature, arithmetic, book-keeping, algebra, geometry, Latin, French, elocution and instrumental music.

2. Alice K. Anderson, of Gaines, N. S., honorable mention in arithmetic, mensuration, algebra geometry, Latin, chemistry and object lessons.

3. Esther Sicotte, of Kerry, Ont., honorable mention in history, book-keeping, Latin, French, chemistry and object lessons.

4. Anna Toof, of St. Armand, P. Q., honorable mention in English grammar, arithmetic, mensuration, book-keeping, algebra, geometry and Latin.

5. Isabella Young of Montreal, honorable mention in book-keeping geometry, Latin, elocution and instrumental music.

6. Clarissa Butler, of Windsor, N. S., honorable mention in English grammar, agricultural chemistry and object lessons.

7. Elizabeth Orr, of English River, P. Q., honorable in history, geography, English grammar, book-keeping and drawing.

8. Elizabeth Binmore, of Montreal, honorable mention in history, arithmetic, book-keeping, algebra and drawing.

9. Jessie Smith of Montreal, honorable mention in geography, English grammar, geometry, Latin and elocution.

10. Amy F. McKee, of Iverness, P. Q., honorable mention in history, geography, arithmetic and drawing.

11. Elspeth McClanaghan, of Howick, P. Q., honorable mention in history, geography and grammar.

12. Mary Rough, of Montreal, honorable mention in history.

13. Lillian Robins, of Montreal, honorable mention in arithmetic and geometry.

14. Josephine Cunin, of Montreal, honorable mention in arithmetic, mensuration, book-keeping, algebra and French.

15. Elizabeth Baker, of Montreal.

16. Catherine Martin, of Montreal.

17. Christian Richardson, of Montreal, honorable mention in object lessons and drawing.

18. Annie Ward, of Danville, P. Q.

19. Alexander Young, of Ste. Rose, P. Q., honorable mention in arithmetic and geometry.

20. Elizabeth Malthy, of Montreal, honorable mention in vocal music.

21. Mary Overing, of Montreal.

22. Rachel Corner, of Montreal, honorable mention in Latin and elocution.

23. Alexander Elliott, of Clarendon, P. Q., honorable mention in drawing.

24. Euphemia Macdonald, of Huntingdon, P. Q., honorable mention in drawing.

25. Margaret Gilmour, of Montreal.

26. Mary Lutledge, of Montreal.

27. Grace Harper, of Montreal.

28. Ida Lyons, of Montreal.

29. Jane Rorke, of Montreal.

30. Annie Thompson, of Hemmingford, P. Q.,

ELEMENTARY SCHOOL DIPLOMAS.

1. Jessie Reed, of Montreal, honorable mention in geography, English grammar, composition, English literature, arithmetical algebra, geometry, mensuration, book-keeping, botany, naura, philosophy, elocution and vocal music.

2. Mary Williams, of Montreal, honorable mention in history, geography, English grammar, English literature, geometry, mensuration, book-keeping, botany and French.

3. Robert Campbell, of Montreal, honorable mention in geography, composition, English literature, book-keeping, art of teaching elocution, drawing and vocal music.

4. Thomas Moore, of Quebec, P. Q., honorable mention in geography, English grammar, arithmetic, algebra, geometry, art of teaching botany and drawing.

5. Sarah Misell, of Montreal, honorable mention in geography, English grammar, book-keeping, natural philosophy, botany and drawing.

6. Amanda Holland, of Montreal, honorable mention in algebra, book-keeping and drawing.

7. Cornelia Akin, of Montreal, honorable mention in arithmetic, algebra, geometry, book-keeping, elocution and drawing.

8. Helen Ogilvie, of South Georgetown, P. Q., honorable mention in geography, English grammar, composition and arithmetic.

9. Elvira Hilton, of Hamilton, Ont., honorable mention in English grammar, geometry, elocution and drawing.

10. Margaret Seath, of Montreal, honorable mention in book-keeping and elocution.

11. Margaret Reeves, of Ormstown, P. Q., honorable mention in geography, arithmetic and algebra.

12. Eliza Boyd, of Montreal, honorable mention in drawing.

13. Samuel Rondeau, of St. Elizabeth, P. Q., honorable mention in geography, English grammar, book-keeping, French and drawing.

14. Jessie Lebeau, of Montreal, honorable mention in English grammar.

15. Margaret Crothers, of Clarenceville, P. Q., honorable mention in composition, book-keeping and botany.

16. Ann Jane Cooper, of Montreal, honorable mention in arithmetic and book-keeping.

17. Catherine Taylor, of Montreal.

18. Elizabeth White, of St. Lamberts, P. Q.

19. Janet Ross, of Ormstown, P. Q., honorable mention in drawing.

20. Helen R. Seath, of Montaeal, honorable mention in book-keeping.

21. William Gamble, of Lachine, P. Q., honorable mention in drawing.

22. Isaac Hargraves, of Beech Ridge, P. Q., honorable mention in English grammar, book-keeping, elocution and drawing.

23. Mary Fyfe, of Montreal.

24. Ellen Peacock, of Hemmingford, P. Q., honorable mention in geography and English grammar.

25. Harriet Symington, of Montreal.

26. Henrietta Anderson, of Montreal, honorable mention in drawing.

27. Caroline Robertson, of Montreal.

28. Amelia McKeown, of Montreal, honorable mention in composition.

29. Charlotte Lang, of Chateauguay Basin, P. Q., honorable mention in geography.

30. Helen McDiarmid, of Covey Hill, P. O., honorable mention in drawing.

31. Marion O'Grady, of Montreal.

32. William Johnstone, of Rockburn, Q. Q., honorable mention in vocal music.

33. Belle Bruce, of Huntingdon, P. Q.

34. Mary Norris, of Montreal.

35. Margaret Hyde, of Montreal.

36. Annie Nashin, of Montreal.

37. Mary Cote, of Québec, honorable mentioned in French.

38. Elizabeth Cuttle, of Montreal.

39. Kate Kirkman, of Montreal, honorable mention in drawing.

40. Lydia Sinclair, of Montreal.

41. Martha Sawyer, of St. Louis de Gonzague, honorable mention in drawing.

The graduates having been called up in succession, Principal Dawson presented the prizes and diplomas, adding a few words of encouragement or commendation in certain cases.

Miss Annie F. McKee then read the valedictory on behalf of the classes, thanking the Professors and teachers for their patience, &c., and alluding in terms of gratitude to the interest shown by the hon. the Superintendent of Education in promoting the usefulness of the institution by providing proper accommodations for the fast enlarging school. She closed with some well-chosen words of advice to her classmates, and was heartily applauded.



The overture "Italia in Algeria," Rossini was then performed in a wonderfully correct and spirited manner by Misses Morris and Young.

Professor McGregor then read the farewell address on behalf of the professors and teachers, giving some excellent hints as to their future action in life.

The graduates sang "Gently Sighs the Breeze," a part song, which was creditably rendered.

After some remarks by the Rev. Mr. Baylis on religious education in connection with the Normal School, Principal Dawson added a few words of warning to the students to be diligent in learning always, and the national anthem having been sung, the Rev. Dr. Wilkes closed the proceedings with the benediction.

Principal Hicks announced that he would be happy during the next three or four days to afford any information in his power to those wishing it in connection with the McGill Normal School.

The recipients of diplomas then dispersed to congratulate each other on success, &c., &c., and soon after very solemn quiet reigned in place of the scene of much labor and busy study that have taken place during the past ten months.

#### MCGILL MODEL SCHOOL.

This school in connection with the McGill Normal School for teachers, held its annual examination yesterday afternoon at 2 o'clock p. m. Some time elapsed before the children and spectators became seated, and shortly after 2 o'clock Principal Hicks and the Hon. Mr. Ferrier came on the platform. As usual, the attendance of visitors was large, the space not occupied by the scholars being filled in every part.

Professor Hicks in opening the proceedings explained the object of the gathering; the examinations concluded in the morning left nothing further to do except the distribution of the prizes, which would be proceeded with at once, no time being allowed for speeches. He could not let the occasion pass without alluding to the beneficial nature of the Model School in connection with the training of the Normal School teachers. These teachers did the work of educating the children in the most thorough manner, while the school of children was essential necessary to the young teachers, whose method of teaching here commenced and was watched over by professors and teachers of much experience. He could testify that these young teachers were most careful in the performance of their duty, and the confidence with which parents confided their children year after year to their care was evidence that the best of results followed. Principal Hicks then alluded to the assistance afforded them by the Provincial Government, which had enabled the school to increase its usefulness very largely during the past year by extending the school, and giving the scholars more adequate accommodation than they formerly enjoyed. He trusted they would be able to make a proper use of it, and that highly beneficial results would be shown in appreciation of the boon granted. He attributed much of this benefit to the exertions of the Hon. Mr. Ferrier, who had remembered them in his position towards the Government. He was certain that gentleman had the thanks of the pupils and parents as well for his interest in them (applause). He would not say any more, because he was certain each little one was anxiously waiting the prizes which had been earned, and after singing, the giving of these would be next in order (applause).

Professor Fowler having announced the tune, the Primary Department stood up, and a chorus was very nicely sung.

Miss Derrick then announced the names of prize winners, and the little people were called up one by one and received the reward of merit, the Hon. Mr. Ferrier presenting each with the treasures.

After some further singing, Miss Swallow for the Girl's Department read the list of prizes, and the successful competitors were called up and received the reward of diligence or aptness, as the case was.

Mr. F. W. Hicks, M.A., head master, read the list of the prizes given in the boys' department, and these having been presented by the Hon. Mr. Ferrier, the ceremonies were closed with some remarks by the Chairman.

Mr. Ferrier could not help saying how delighted he was to have been present and witnessed the proceedings of the day. The increase in the Model School must have been patent to everyone who paid any attention to the education of the

Province, and it was encouraging for those who had endeavored to help the school to notice it. The school really was a necessity, and he was glad to see that the change made in the Educational Department of the Government had worked the marked improvement so noticeable everywhere in the Province. No department was so highly important in its bearing on the interests of the Province as that of education, and he (Mr. Ferrier) was happy to bear testimony to the effect of the change in that department for the better. Before the Premier took the Department of Education in hand to had too much to attend to, and that attention which its importance demanded was not given to the work. Since the Hon. Mr. Ouimet had resigned the Premiership and taken charge of the department of education, improvement had been made every day. Principal Hicks had mentioned him (Mr. Ferrier) as being deserving of credit for the improvements in the school—the extension of school accommodations. It was, however, to the Superintendent of Education that the whole credit belonged, and to him was due the thanks of all for his exertions on behalf of the school. They had a better way of carrying on their work to-day than they ever had under the old system, and unless Mr. Ouimet had given his attention to the department over which he presided this could not have been said. He hoped when the scholars again met in the fall the new wings would be finished that were to be added to the school and the enlargement completed. (Applause) In conclusion the hon. gentleman paid a high compliment to Principal Hicks, to whom he attributed much of the success of the Normal School system. That gentleman had spent the whole of his life in the study of the question, and too much could not be said in returning him thanks for the service he had rendered in promoting the educational system of the country. (Loud applause.) Continuing, the Chairman announced that after the singing of the National Anthem, the school would close and remain so until the first Monday in September next.

Needless to say this announcement was hailed with delight, and after the National Anthem had been sung, the scholars were dismissed for the holiday season of 1877.

#### QUEBEC HIGH SCHOOL.

##### CLOSING EXERCISES.

(from the *Morning Chronicle* of June 27th.)

The public midsummer examination of the High School, St. Denis street, Cape, took place yesterday beginning at ten o'clock. There were present a large number of lady and gentleman visitors during the morning, amongst whom we noticed Revd. Dr. Cook. Professors Weir and McQuarrie, Rev. Messrs. Wright, Clarke and Mitchell, Messrs. E. T. Fletcher, Jos. Whitehead, &c. The examination was principally conducted by the Rector and Masters of the School, in their different classrooms, many of the gentlemen present as visitors being also invited to take part in it.

At two o'clock in the afternoon, the closing exercises of the school took place in Examination Hall. The boys lined each side of the room at the upper end, and the spectators present were Revd. Dr. Cook, in the chair, Professors McQuarrie and Weir, and Messrs. H. S. Scott, W. Walker, John C. Thomson, M. Goldstein, John Jones, Alex. Woods, J. Dunbar, G. Veasey, H. Fry, W. Hossack, Commander Ashe, W. Home, &c., besides a large number of ladies.

The exercises commenced with a recitation of the "The Dying Gladiator" by Master F. Drayner, rendered in a particularly distinct and pleasing manner and loudly applauded.

Then followed a Latin reading from Cicero, *Lex Gabinia* by Master H. Fry, who acquitted himself of the task with an alacrity that bespoke a careful and laborious student. Master Fry was loudly applauded at the close of his reading.

Master A. Veasey recited the "Charge of the Light Brigade," in a manner very creditable to one so young. Then came a French reading by Master A. Bignell,



the rendering of which bore testimony to the care and attention bestowed upon French accent and pronunciation in the Quebec High School.

Master A. Dunbar recited the legend of Horatius from Mccauley's Life of Ancient Rome, with a distinctive and careful pronunciation that earned for him enthusiastic applause.

A German reading,—“*Die Pfirsichen*,” or the story of the five peaches was inhesitatingly rendered by Master M. Goldstein, who appeared perfectly at home with his subject.

Another of Macauley's lays was rendered in capital style by Mr. F. E. Woodley, bring the performance of the boys to a close.

The Rector of the school, Mr. Dale, read a brief report of the work of the past year, the principal points of which were allusions to the engagement of a regular mathematical master, and the establishment of a preparatory department in connection with the High School. Mr. Dale also drew attention to the printed honor list and table of promotions, which had been placed in the hands of visitors, and accounted for the low standing upon them occupied by some of the leading boys, on the ground that they had missed a portion of the half-yearly examinations.

Then ensued the ceremony of presenting the medals.

Rev. Dr. Cook regretted that the duty of presenting the latter should have devolved upon him, more especially considering that so notable a statesman and scholar as Lord Dufferin had performed the same duty at this time last year, and had offered to the boys timely advice for their guidance and instruction at school and throughout life. He would therefore, refrain from making a long address on the present occasion.

Master Henry Fry was then called forward. Master Fry is the head boy of the school, having maintained his position from last year, when he received His Excellency the Governor-General's silver medal. Dr. Cook having informed Master Fry that it was not deemed advisable to give the medal to the same boy two years in succession, complimented him upon the gallant manner in which he had maintained his position in the school, and presented him with a handsome prize volume from the Directors. Master Fry received the book and retired amid much applause.

Master M. Goldstein was then called up to receive the Governor-General's silver medal, amid loud applause, Dr. Cook recompanying the presentation with a few appropriate remarks.

The bronze medal, presented by the Governor-General, was taken by Master G. H. Bland. In handing the medal to this young gentleman Revd. Dr. Cook alluded to the honors that had been gained by his brother, Mr. Salem Bland, who had come out at the head of the list in the McGill College examination in Montreal, and from whom better news are yet expected, since he is at the present time competing, with every chance of success, for the Gilchrist Scholarship. The reverend gentleman trusted that Master Bland might follow in his brother's footsteps. (Applause.)

The medal presented by H. Fry, Esq., for competition in English, was awarded and handed to Master H. Fry.

The Principal then announced that the boy's exercises having been concluded, they would then take their holidays, which would continue till Tuesday, the 4th September, an announcement that was received by the boys with uproarious manifestations of pleasure and delight.

Mr. Dale also expressed his thanks to the masters for the efficient discharge of the very laborious duties which had fallen upon them during the last few weeks.

Mr. H. S. Scott, addressing the chair, expressed the critical condition in which the school had recently been placed by the decease of the late esteemed rector, but trusted that now, under Mr. Dale, it would go on to greater success than ever.

Rev. Dr. Cook conveyed these expressions to the Rector, and Mr. Dale expressed his obligation to the directors for their appreciation of his labors, stating that he saw but one obstacle to the continued progress of the school, the financial difficulties under which it as present labored. He trusted that some one in Quebec or elsewhere would be liberal enough to come to the financial aid of the institution.

The meeting then broke up, the boys taking their departure with noisy demonstrations of joy at the arrival of the looked-for vacation.

The following is the honor list.

1st., 2nd., 3rd. places.—*Greek*:—IV form—1 Fry, H; 2 Bland, G H; 3 Cassels, C E. III form—1 Meredith, F; 2 Thibaudeau, A; 3 Davidson, W. *Latin*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Bland, G H. III form—1 Bland, C; 2 Woodley, S; 3 Meredith, F. II form—1 Dunbar, J; 2 O'Neill, F; 3 Bignell, P. I form—1 Veasey, A; 2 Home, W; 3 Van Felson, A. *Latin Composition*:—IV form—1 Bland, G H; 2 Goldstein, M; 3 Fry, H. III form—1 Bland, C; 2 Davidson, W; 3 Meredith, F. II form—1 Dunbar, J; 2 Seifert, A. *Arithmetic*:—IV form—1 Bland, G H; 2 Goldstein, M; 3 Fry, H. III form—1 Bland, C; 2 Bignell, A; 6 Davidson, W. II form—1 Taschereau, C; 2 O'Neill, F; 3 Bunbar, J. I form—1 Veasey, A; 2 Home, W; 3 Van Felson, A. *Preparatory*—1 Welch, H; 2 Rousseau, L; 2 Bornstein, L. *Algebra*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Shaw, G; 3 Bland, G H. III form—4 Bignell, A; 2 Thibaudeau, A; 2 Davidson, W. *Geometry*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Bland, G H. III form—1 Bignell, A; 2 Bland, C; 3 Davidson, W. *French*:—IV form—1 Goldstein, M; 2 Fry, H; 3 Bland, G H. III form—1 Meredith, F; 1 Thibaudeau, A; 2 Davidson, W. II form—1 Dunbar, J; 2 Moffatt, J; 3 Taschereau, C. I form—1 Van Felson, A; 2 Veasey, A; 3 Home, W. *English*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Bland, G H. III form—1 Bland, C; 1 Thibaudeau, A; 2 Bignell, A. II form—1 Bignell, P; 2 Dunbar, J; 2 O'Neil, F. I form—1 Veasey, A; 2 Laurie, A; 3 Van Felson, A; 3 Home, W. *Reparatory*—1 Welch, H; 2 Fry, A; 3 Dawson, H. *English Literature*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Bland, G H. *Recitation*, 1st form—1 Veasey, A; 2 Laurie, A; 2 Van Felson, A. *Preparatory*—1 Rousseau, L; 2 Bornstein, L; 3 Johnstone, G. *History*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Cassels, C E. III form—1 Thibaudeau, A; Bland, C; 2 Bignell, A. II form—1 Moffat, J; 2 Bignell, P; 3 Dunbar, J. *Geography*:—IV form—1 Fry, H; 2 Goldstein, M; 3 Shaw, G. III form—1 Thibaudeau, A; 2 Woodley, S; 3 Davidson, W. II form—1 Seifert, A; 2 Dunbar, J; 3 Bionell, P. I form—1 Veasey, A; 2 Home, W; 3 Laurie, A. *Preparatory*—1 Dawson, H; 2 Welch, H; 3 Fry, A. *Boor-keeping*:—IV form—1 Goldstein, M; 2 Fry, H; 3 Bland, G H. III form—1 Bland, C; 2 Hastings, A; 3 Bignell, A. *Writing*—II form—1 Dunbar, J; 2 Fry, W; 3 Hare, F; 3 Henderson, W; 3 Fyfe. I form—1 Veasey, A; 2 Laurie, A; 3 Van Felson, A. *Preparatory*—1 Fry, A; 1 Welch, H; 3 Laurie, A. *Chemistry*:—IV form—1 Goldstein, M; 2 Fry, H; 3 Shaw, G. *German*—III form—1 Goldstein, M. II form—1 Seifert, A. *Spelling*—I form—1 Home, W; 2 Veaseo, A; 3 Laurie, A. *Preparatory*—Jones, R L; Bornstein, L; Welch, L.

The following promotion have been made:—From form IV to V.—Fry, H; Goldstein, M; Bland, G H; Shaw, J; Cassels, C E. From III to IV.—Bland, C; Bignell, A; Davidson, W; Thibaudeau, A; Woodley, S; Meredith, F; Hastings, A; Joseph, S. From II to III.—Dunbar, J; O'Neill, F; Seifert, A; Bignell, P; Taschereau, C; Peters, A; Moffatt, J; Bachanan, N; Fry, W; Woods, H; Fletcher, C; Hunter, J; Dean, A; Proctor, J; Mountain, A. Prom I to II—Veasey, A; Van Felson, A; Laurie, A; Home, W; Fisher, E; Craig, J; Simons, J; Drayner, F; Barrow, R; Brodie, C; Myles, J; Green, S. *Preparatory* to I.—Welch, H; Rousseau, L; Bornstein, L; Jones, R L; Dawson, H; Fry, A; Duval, E H.

#### PREPARATORY AND HIGH SCHOOLS.

(MONTREAL.)

The annual closing exercises and distribution of prizes to the pupils of the Preparatory and High Schools were held on the 27th June, in the hall of the High School building. The hall

presented quite a holiday appearance, and was tastefully decorated with flags and flowers. The attendance was very large. Among those present were Messrs. S. E. Dawson (School Commissioner, who presided), Principal Dawson, Rev. Dr. Wilkes, Professor Andrews, Dr. Howe, Rector of the High School. Mr. Lunn, Mr. Arthy, Head Master of the Preparatory School, Mrs. L. H. Scott, Lady Principal of the girls' High School, Mr. Morehouse, an old High School boy, at present on a visit from Chicago, and a number of others.

The proceedings opened with prayer.

THE HEAD MASTER'S REPORT

of the Preparatory School was read by Mr. Arthy. The report opened by stating that the record of the past was marked by success. The number of pupils was 217 compared with 198 the year previous. Several applications had been made for admission, which had to be declined for want of room. The health of the pupils had not been so good as desired, and the year just past had been marked by sickness. The efficiency and assistance of the teaching staff was referred to and duly acknowledged.

At the conclusion of the report the names of the successful candidates on the prize list was read, and the prizes distributed.

Between the reading of the several class lists, some excellent singing and recitations were given, in the latter department more especially, the degree of proficiency was acquired most creditable.

As soon as the prize list in the Preparatory School was concluded.

Dr. Howe, Rector of the High School, presented his

ANNUAL REPORT.

He said : It is not necessary that I should take up your time with any lengthy report of the High School for the session now closing. The year has been good, both as to work and results, but not marked by more than our usual success, nor by more than the usual number of the failures which will always be the "something bitter" to rise in the memory of the teacher however honest his efforts may have been. We have had between 240 and 250 boys in the school this year, about 40 more than last year—a notable increase, and mainly on the Classical side. The attendance has been good till, as usual, within the last fortnight, and the classes full up to and including the 5th Form, which has been larger than in former sessions. The 6th Form has had no addition to its number. A suggestive text for an educational sermon might be supplied by the fact that of some 75 boys who began their curriculum as a 2nd Form five years ago, seven only out of the 13 composing the present 6th Form are original. That is, nearly 70 are dispersed and 6 have joined the Form during its career. It would be easy enough to offer an additional and higher year's study in our schools, but there would, I think, be no pupils to follow it. However, the boys of this year's sixth have worked so steadily and successfully that I am sure I may say with consent of their masters that they have furnished an example of the survival of the fittest. By them the High School, as usual, has headed the list of candidates who have lately passed the school examination of McGill University. The two highest in that list will presently come before you as the first and second of this school for their year. This is not the time for entering into an argument upon what is nevertheless an interesting question of metaphysics, so that I will only stop to say that these two boys have done something towards making me wander back to a youthful theory I had long discarded as one *insanientis sapientie*, viz, that what is called particular talent is only particular taste, and that mind well applied will succeed in anything. It is much too common among young people to abandon a study because they fancy they have no ability for it.

These two boys have done well both in classics and mathematics, and I firmly believe that their accuracy in the analysis of language, whether Latin, Greek, English or French, is very much owing to their discipline in Geometry and Algebra, I will, if you will permit me, Mr. Chairman, turn to our boys and tell them that if they wish to do their Cæsar well let them stick to their Euclid.

I have satisfaction in stating that last winter our senior boys formed among themselves a High School Literary Society under the direction of Dr. Kelly, to whom our thanks are due for what has proved a success, as those can testify who were present in this room last night at the first public entertainment given by the new Society.

It is a pleasure to me to say that I am under obligations to the Masters of the School for the steady and faithful discharge of their duties. Some of us have, owing to circumstances which need not be particularized had more than ordinary pressure of work.

The discipline of the School has presented no difficulty which should stand in the way of my thanking the boys for their general good behavior, whilst wishing them pleasant holidays.

A. ASPINWALL HOWE, LL.D.,  
Head Master.

CLASSICAL DEPARTMENT.

Sixth Form.

*Dux*—Alex. Falconer, Davidson Gold Medalist, and Dufferin Silver Medalist.

Maximum marks, 7,000—1. Falconer, 6,973; 2. Macaulay, 5,624, Dufferin Bronze Medalist; 3. Macpherson, 2,613; 4. Weir, 2,385.

Latin—1. Falconer; 2. Macaulay; 3. Macpherson; 4. Weir.

Greek—1. Falconer; 2. Macaulay; 3. Weir; 4. McGibbon.

English—1. Falconer; 2. Macaulay; 3. Weir; 4. Lancey.

French—1. Falconer; 2. Macaulay; 3. Macpherson; 4. Weir.

History—1. Falconer; 2. Macaulay; 3. Weir; 4. Lancey.

Geography—1. Macaulay; 2. Falconer; 3. Lancey and Weir, equal.

Arithmetic and Mensuration—1. Falconer; 2. Macaulay; 3. Lancey; 4. Kinghorn.

Algebra—1. Falconer; 2. Macaulay; 3. Kinghorn.

Geometry and Trigonometry—1. Falconer; 2. Macaulay; 3. Lancey; 4. Weir.

Natural Philosophy—1. Falconer; 2. Macaulay.

Religious Studies—1. Falconer; 2. Macaulay.

Writing—1. Macpherson; 2. Macaulay; 3. Falconer.

Phonography—1. Falconer; 2. Macaulay and White, equal.

Conduct—Falconer and Macaulay.

Punctuality—1. Falconer.

Associates in Arts of McGill University—Falconer, Macaulay, Macpherson, McGibbon, Lancey, Drew and Weir. Junior School Certificate—Richardson.

Fifth Form.

*Dux*—Henri Lafleur, Montreal.

Maximum marks, 6,500. 1. Lafleur, 5,620 marks; 2. Duclos, 4,861 marks; 3. Macpherson, 4,358 marks; 4. Trenholme, 4,136 marks.

Latin—1. Lafleur; 2. Rose; 3. Duclos and Macpherson, equal; 5. Trenholme.

Greek—1. Lafleur; 2. Macpherson; 3. Duclos; 4. Rose; 5. Childs.

English—1. Macpherson; 2. Lafleur; 3. Drummond; 4. Duclos; 5. Martin and Rose, equal.

French—1. Lafleur; 2. Duclos; 3. Cockfield; 4. Martin; 5. Macpherson.

History—1. Macpherson; 2. Lafleur; 3. Godfrey; 4. Cockfield; 5. Trenholme.

Geography—1. Lafleur; 2. Macpherson; 3. Stephen and Trenholme, equal; 5. Duclos.

Arithmetic—1. Trenholme; 2. Cockfield; 3. Taylor; 4. Costigan; 5. Duclos.

Algebra—1. Taylor; 2. Costigan; 3. Woods; 4. Cockfield; 5. Trenholme.

Geometry—1. Taylor; 2. Lafleur; 3. Duclos; 4. Costigan and Platt, equal.

Natural Philosophy—1. Duclos; 2. Lafleur; 3. Smith; 4. White; 5. Costigan.

Religious Studies—1. Lafleur; 2. Duclos; 3. Costigan and Macpherson, equal.

Writing—1. Trenholme; 2. Rose; 3. Chapman; 4. Macaulay; 5. Belcher.

Phonography—1. Trenholme; 2. Duclos; 3. Chapman; 4. McLennan; 5. Lafleur.

Conduct—Cockfield, Woods and Godfrey,

Punctuality—Macpherson.

Fourth Form.

*Dux*—James George Ross, Montreal.

Maximum marks, 5,500. 1. Ross, 4,752 marks; 2. Rose, 4,642 marks; 3. Boyd, 4,438 marks; 4. Ames, 3,752.

Latin—1. Boyd; 2. Rose; 3. Ross, ma.; 4. Ames.

Greek—1. Ross, ma.; 2. Rose; 3. Parker; 4. Boyd.

English—1. Boyd; 2. Young; 3. Ross, ma. 4. Rose.

Elocution—1. Parker; 2. Wheeler; 3. De Zouche; 4. Ames.

French—1. Ross, ma.; 2. Boyd; 3. Rose; 4. Batchelder.

History—1. Ross, ma.; 2. Ames; 3. Rose; 4. Parker.

Geography—1. Rose; 2. Ames; 3. Ross, ma.; 4. Batchelder.

Arithmetic—1. Ross, ma.; 2. Boyd; 3. Rose; 4. McTaggart.

Algebra—1. Ross, ma.; 2. Boyd and McTaggart, equal; 4. Rose.

Geometry—1. Rose ; 2. McTaggart ; 3. Parker ; 4. Ross, ma.  
 Religious Studies—1. Ross, ma. ; 2. Ames ; 3. Boyd ; 4. Young.  
 Writing—1. Brock ; 2. Parker ; 3. Batchelder ; 4. Ames.  
 Phonography—1. Boyd ; 2. Ross, ma. ; 3. Ross, mi. ; 4. Ames.  
 Conduct—Young, Rose and Ames.  
 Punctuality—McTaggart and Rose.

#### Third Form.

*Dux*—Richard Scobell Kinghorn, Montreal.  
 Maximum marks, 4,500.—1. Kinghorn, 3,839 marks ; 2. Grafton, 3,656 marks ; 3. May, 3,649 marks ; 4. Campbell, 3,206 marks ; 5. Chapman, 2,742 marks.  
 Latin—1. Grafton ; 2. Kinghorn ; 3. May ; 4. Campbell.  
 Greek—1. Grafton ; 2. Torrance ; 3. Kinghorn ; 4. Campbell.  
 English—1. Kinghorn ; 2. May ; 3. Grafton ; 4. Ewing.  
 Elocution—1. Smith, *minor* ; 2. Muir ; 3. Monck ; 4. Haldimand.  
 French—1. Duval and May (equal) ; 3. Campbell ; 4. Kinghorn.  
 History—1. May ; 2. Grafton ; 3. Kinghorn ; 4. Campbell.  
 Geography—1. Grafton ; 2. Kinghorn ; 3. May ; 4. McGounn.  
 Arithmetic—1. Chapman ; 2. Kinghorn ; 3. Simpson ; 4. McIntyre, *minor*.  
 Religious Studies—1. Campbell and Grafton ; 2. Hamilton ; 3. May ; 4. Ross.  
 Writing—1. McIntyre, *minor*.  
 Conduct—Robertson.  
 Punctuality—White.

#### Second Form.

*Dux*—Julius Marshuetz Mayer, Montreal, 3,623 marks.  
 Maximum marks, 4,000.—1. Mayer, 3,623 ; 2. Gilbert, 3,313 ; 3. Mackay, 2,926 ; 4. Binmore, 2,906.  
 Latin—1. Mayer ; 2. Mackay ; 3. Binmore ; 4. Robins.  
 English—1. Mayer ; 2. Gilbert ; 3. Binmore ; 4. Campbell.  
 Elocution—1. Mayer ; 2. Macvicar ; 3. Robbins ; 4. Bessey and Binmore, equal.  
 French—1. Mayer ; 2. Mackay ; 3. Binmore ; 4. Gilbert.  
 History—1. Gilbert ; 2. Mayer ; 3. Carmichael ; 4. White.  
 Geography—1. Gilbert ; 2. Mackay ; 3. Mayer ; 4. Elliot, mi.  
 Arithmetic—1. Mayer ; 2. Gilbert ; 3. Binmore ; 4. Elliot, ma.  
 Religious Studies—1. Mayer ; 2. Gilbert ; 3. White ; 4. Judge and Greenshields, equal.  
 Writing—1. Gilbert ; 2. Bryson ; 3. Mackay ; 4. Binmore.  
 Conduct—Mackay.  
 Punctuality—Carmichael and Gilbert.

#### COMMERCIAL DEPARTMENT.

#### Sixth Form.

1. William Schafeld, Murray Silver Medalist.
2. Frank Busted, second prize for General Progress.

#### Fifth Form.

*Dux*—Wm. C. Simpson, Montreal.  
 Maximum marks, 6,500 ; 1. Simpson, 5,968 marks ; 2. Fraser, 5,317 marks.  
 English—1. Simpson ; 2. Fraser ; 3. McDougall.  
 French—1. Simpson ; 2. Fraser ; 3. McDougall.  
 History—1. Fraser ; 2. Simpson ; 3. Skalfe.  
 Geography—1. Fraser ; 2. Simpson ; 3. Skalfe.  
 Arithmetic—1. Simpson ; 2. Fraser ; 3. DeSola.  
 Algebra—1. Simpson ; 2. DeSola ; 3. Fraser.  
 Natural Philosophy—1. DeSola ; 2. Skalfe.  
 Religious Studies—1. McDougall ; 2. Simpson.  
 Writing—1. Simpson ; 2. Fraser ; 3. Craig.  
 Book-keeping—1. Simpson ; 2. Fraser ; 3. DeSola.  
 Phonography—1. Fraser ; 2. Simpson ; 3. McDougall.  
 Conduct—Simpson.  
 Punctuality—Fraser.

#### Fourth Form.

*Dux*—George Stodart, Montreal.  
 Maximum marks, 5,500 ; 1. Stodart, 4,493 ; 2. Gnaedinger, 3,946 ; 3. Foster, 3,620 ; 4. Elliott, 3,074.  
 English—1. Foster ; 2. Elliott ; 3. Ssodart ; 4. Gnaedinger.  
 Elocution—1. Stodart ; 2. Skalfe, mi. and Mooney, equal ; 4. Foster.  
 French—1. Stodart ; 2. Labelle ; 3. Marshall ; 4. Earle.  
 History—1. Fraser ; 2. Foster ; 3. Stodart ; 4. Gnaedinger.  
 Geography—1. Foster ; 2. Gnaedinger ; 3. Stodart ; 4. Fraser.  
 Arithmetic—1. Gnaedinger ; 2. Stodart ; 3. Elliott ; 4. Foster.  
 Algebra—1. Fraser ; 2. Elliott ; 3. Marshall ; 4. Gnaedinger.  
 Geometry—1. Cains ; 2. Stodart ; 3. Skalfe, ma. ; 4. Marshall and Foster.  
 Religious Studies—1. Stodart ; 2. Fraser ; 3. Mooney ; 4. Foster.

Writing—1. Money ; 2. Gnaedinger ; 3. Foster ; 4. Stodart.  
 Book-keeping—1. Stodart ; 2. Foster ; 3. Gnaedinger ; 4. Garth.  
 Phonography—1. Stodart ; 2. Gnaedinger ; 3. Fraser ; 4. Foster.  
 Conduct—Mooney.  
 Punctuality—Gnaedinger.

#### Third Form.

*Dux*—Robert Watts Dalkers, Montreal.  
 Maximum marks, 4,500. 1. Daikers, 4,057 marks ; 2. Lovell, 3,306 marks ; 3. Osgood, 3,081 marks ; Hadley, 2,228 marks.  
 English—1. Daikers ; 2. Lovell ; 3. McDunnough ; 4. Osgood.  
 Elocution—1. McDunnough ; 2. Lazarus ; 3. Daikers and Osgood, equal.  
 French—Daikers ; 2. Giberton ; 3. Lovell ; 4. Fauteux.  
 History—1. Daikers ; 2. Osgood ; 3. Lovell ; 4. Hadley.  
 Geography—1. Daikers ; 2. Osgood ; 3. Lovell ; 4. Hadley.  
 Arithmetic—1. Osgood ; 2. Lovell ; 3. Daikers ; 4. Hadley.  
 Religious Studies—1. Daikers ; 2. Lovell and Osgood, equal ; 3. McDunnough.  
 Writing—1. Ramsay ; 2. Cheese, 3. Daikers ; 4. Lovell.  
 Book-keeping—1. Daikers ; 2. Lovell ; 3. Osgood ; 4. Cheese.

#### Second Form.

*Dux*—Theodore Gnaedinger, Montreal.  
 Maximum marks, 4,000 A1. Gnaedinger, 3,731 marks ; 2. Riepert, 3,235 marks ; 3. Allan, 2,983 marks ; 4. Smith, 2,270 marks.  
 English—1. Riepert ; 2. Gnaedinger ; 3. Allan ; 4. Smith.  
 Elocution—1. Tibbs ; 2. Allan ; 3. Gnaedinger ; 4. Baird.  
 French—1. Hamilton ; 2. Allan ; 3. Riepert ; 4. Bonacina.  
 History—1. Gnaedinger ; 2. Allan ; 3. Smith ; 4. Whitehead.  
 Geography—1. Whitehead ; 2. Gnaedinger ; 3. Allan ; 4. Louson.  
 Arithmetic—1. Gnaedinger ; 2. Riepert ; 3. Louson ; 4. Allan.  
 Religious Studies—1. Tibbs ; 2. Allan ; 3. Gnaedinger ; 4. Baird.  
 Writing—1. Riepert ; 2. Gnaedinger ; 3. Louson ; 4. Maguire.

At the close of the distribution,

Mr. S. E. Dawson made the following address to the boys :—  
 It has given me great pleasure to come here to-day and assist at the giving of these prizes which mark the results of your labors and efforts during the past year. I have always felt a deep interest in the school ; always for 25 years back I have had some one dear to me here, and it seems to me as if I had been talking about the High School all my life-time. As it has been with me, so it has been with a large number of the citizens of Montreal. Many of the most influential merchants and professional men of the city have passed through this School. Such as they are you all have the privilege of knowing, and the same effort and application which gives you success here will give you success in the larger field of the world. I say, effort and application are the only watch-words of success. I do not believe much in smart boys—but I do believe in earnest boys and in persevering boys—boys who go to work at their studies as if they meant to learn and were not afraid to put out their energies. Natural gifts do very much, but perseverance equals all. The fable of the hare and the tortoise is always true—for you may depend upon it that genius is nothing else but an immense capacity for taking trouble. As for the boys who now leave us for good, I would like them to remember that if they are done with us we are not done with them. It is a great privilege to go through a school like this, and we expect great things of them. Let their motto be the good old one, "Noblesse oblige." They are bound in honor to show that they are the better for this training. After years of cultivation we expect and their parents expect the full blossom, manly deeds and noble efforts. As in school, so in college, or in the world, go at your work as if you were determined to succeed, and remember that there is but one star which never misleads—the star of duty ; let that be your pole star, and your path on the ocean of life will be clear. It would be wrong to pass over the present occasion without a word of thanks to the Rector and the teachers who have just closed another year of labor. In this world the labor of a teacher will never meet with its full appreciation ; that work demands the most untiring attention, and is wearing both to the body and the mind, and yet there must come a glow of deep seated satisfaction to every teacher when he meets, as he must continually do, former pupils who have achieved the greatest of all success, the esteem of their fellow-citizens. Our worthy Rector, if any one should ask him where are the results of his labors, might reply in the words of the great architect, "Look around you," for a noble man is a greater thing than a noble building. Justify the boast, my young friends. You cannot all be distinguished citizens, but you can all be what is better, you can all be good citizens. And now Good Bye.

Rev. Dr. Wilkes also gave the lads some good advice and expressed the pleasure which it gave him to be present.

Three cheers were given for the Queen, and the proceedings terminated.

#### THE PROTESTANT COMMISSIONERS' SCHOOLS

The Protestant Commissioners' Schools were astir early yesterday morning, and at nine o'clock the days labors were opened with the examination of the Point St. Charles and Grace Church schools, the scholars of the latter school joining with those of the former school. Mr. Dunkin was the head master, Mr. Parsons, assistant master. Mr. S. F. Dawson and Professor Robins represented the School Commissioners, and report the examination as a very thorough exposition of the children's progress during the past year. The prizes having been distributed, the National Anthem concluded the programme, and Mr. Dawson and Professor Robins proceeded to the Royal Arthur School, where were assembled some 470 pupils, Mr. Humphreys, head master. The programme of the exercises was as usual, the presentation of prizes being made by the gentleman named. The Ann and Mill street school having assembled in the Ann street school building, Mr. Dawson accompanied by Professor Robins, took the chair at noon, and a highly successful examination was the result. A feature of the examination was the elocution, which department is under the supervision of Miss McGeary, and the musical department, each of which show an amount of earnest effort very creditable to pupils and teachers alike. Annie Ritchie read "Jessie Brown at Lucknow," Miss E. Allan read "The Charcoal Man," and Willie Gardner "The Fugitive Slave." "The Seven Ages of Woman" was represented by several little girls, and was very funny indeed. Having given the prizes to the successful competitors, Mr. Dawson had much pleasure in bearing testimony to the hard work that had been done by the teachers in all the schools. He said not only the Commissioners, on whose behalf he thanked them, but the parents should feel grateful for the pains taken to educate their children. He alluded especially to the drawing prizes, more than half of which had been taken by Ann street school. And in conclusion assured the scholars that their holidays would commence from date and would continue until the first Monday in September. There would be one month however, in which school would be held on half time, the pupils attending in the morning. The National Anthem concluded the day's work.

#### PRINCE ALBERT SCHOOL—ST. HENRI.

The scholars of this school were examined yesterday afternoon, in the presence of the Trustees, Messrs. Davidson, Bickerdike and Cornell. The attendance of the parents and friends of the school shows that an increasing interest is taken in the work of education in this important suburban town. The children were examined in the various subjects by the Principal, Mr. Chambers; and, at the close, the chairman expressed the satisfaction of the trustees at the great progress made in all the studies. Some good pencil drawings, and original designs, made by the elder children, were greatly admired. The execution of the latter show that the scholars have gained a knowledge of two very important principles in drawing, viz., freedom of hand and symmetry of form. The attendance, which has been over a hundred, has increased so much as to demand additional accommodation, and, in consequence, the trustees are contemplating an alteration or enlargement of the school buildings. The junior classes are under the charge of Misses Palmer and Burket. The prizes were distributed in the following order:—

Senior division—E. J. Chambers, 2,513 (marks); Annie P. Chambers, 2,417; Hannah Williams, 2,216; J. G. Cornell, 2,028; J. Webster, 1,980; T. Bedford, 1,925; A. Stewart, 1,876; Amy Cornell, 1,855; Martha Duffen, 1,843; P. Burket, 1,783; Annie Linklater, 1,676; M. Campbell, 1,413; M. Parker, 1,243; C. Norton, 1,222; B. Webster, 1,186.

Junior division—Mary Martmit, 1,413 (marks); N. Bracher, 1,340; T. Burket, 1,271; J. Mack, 1,175; C. Norton, 1,116; A. Talbot, 937; L. Mathews, 766; P. Meaney, 542; J. Wood, 409; A. Field, 393.

#### BERTHIER (en haut) GRAMMAR SCHOOL.

The annual public examination of the above institution took place on Tuesday, the 26th instant. Among those present were

the Rev. W. C. Merrick, Chairman, and the Rev. A. L. Fortin, together with a large number of parents and friends of the pupils. The scholars were carefully and severely examined in the various branches of the school course, and by their prompt and correct answers gave proof of the care and thoroughness of the training they had received at the hands of their teachers, the French, which is made a specialty in the school, being particularly good. The composition and penmanship of the pupils elicited the warm commendation of all present. After a few encouraging remarks from the Chairman and the Rev. A. L. Fortin, the following prizes were distributed by the Rev. W. C. Merrick to the boys who distinguished themselves in the written competitive examinations:—

FIRST CLASS.—Henry Dunlop, 1st in general standing; Bennie Clements, 2nd do do; Edwin McManus, 3rd do do; Bennie Clements, Spelling, Grammar, French and History; Henry Dunlop, Reading, Composition, Algebra, Astronomy and Geometry; Edwin McManus, Composition, Arithmetic, Geometry and Physics; George Mackenzie, Reading, Writing and French; John Hastings, Composition, Geography, History and Geometry; John Brady, Drawing, Book-keeping and Composition; James Forneret, French and Book-keeping; Vic. Forneret, French; John Allan, Latin and Arithmetic; Marshal Ralston, Book-keeping; John Hastings, prize for good conduct.

SECOND CLASS.—Wm. A. Hamilton, 1st in general standing; Geo. B. Houlston, 2nd do do; H. D. Hamilton, 3rd do do; Wm. A. Hamilton, Spelling, Reading, Grammar, Geography, and also for good conduct; Geo. B. Houlston, French and Drawing; H. D. Hamilton, Writing, Composition, and also for good conduct; W. Lund, Drawing; A. Ransom, Spelling, and also for good conduct; W. Nutter, for general improvement since Easter; H. L. Leaycroft, for good conduct.

#### CLARENDON ACADEMY (Shawville, Co. Ottawa).

It was my privilege to attend the examination of the school in this village on Friday the 9th ult. There were present Mr. McGrath the school Inspector for this county, and Dr. May of the Educational Department of Ontario. The school room was well filled by parents and friends of the scholars. The exercises were opened with singing by the children who also sang several pieces during the day with much taste.

One of the most attractive features of the examinations was the intense interest in their studies manifested by the scholars, and at the same time their answering showed correct and thorough training.

After reading and spelling in which very young scholars showed great advancement, the classes were examined in Grammar and Geography and then followed with mental exercises, the scholars acquitting themselves most satisfactorily.

The classes in Latin answered very correctly making as was thought but a single mistake. The answering in animal and vegetable physiology was very spirited.

At the close of the examination Dr. May addressed the scholars and the audience, expressing great satisfaction with what he had seen and heard. It was his opinion that the school would not only compare favorably with the school under his jurisdiction in Ontario but that it would even take a higher stand than most of them. He thought Mr. Williamson and himself were the only teachers who had ever successfully attempted to teach two or three classes together, and he concluded by bestowing great praise upon both teacher and scholars.

The prizes are to be given on the twelfth, when it is hoped a good number will be present. Two medals are to be given as well as several prizes in books. The winners of the medals which are of genuine silver, are Miss Shaw and Miss L. Hodgins. Some essays were read during the examination in the preparation of which but a short time was taken up. Two of them especially showed great readiness and correctness of language on the part of the compositors.

Too much cannot be said for Mr. Williamson. Nothing but a thorough understanding of and love for children, and the greatest pains taken with them could produce such results as were shown on Friday last, and I am sure when the years are past, and these scholars take their places as men and women, and come to face the stern realities of life, the remembrance of the days spent with their present teacher will be of the most pleasant kind.—(From the *Pontiac Advance*.)

Shawville.

W. H. N.

## CATHOLIC COMMERCIAL ACADEMY.

The distribution of the prizes in the above Academy took place on Saturday morning, 30th June. At 9 o'clock the hall was filled with the relatives and friends of the scholars. Among the gentlemen present were the Rev. Abbe Verreau, Principal of the Jacques Cartier Normal School, Rev. Father Sorin, Rev. Father De Lavigne, Director of the Montreal College, Rev. Father Archambault, of St. Joseph Church, and the Rev. Father Salmon; also, His Honor the Mayor, Mr. Gedeon Ouimet, Superintendent of Education, Messrs. E. Murphy, P. S. Murphy, S. Rivard and several other well-known gentlemen. At the opening, a piece entitled the "March of the Crusaders," was excellently played by the Academy orchestra, after which Master William Forbes read a narrative of the leading events of the scholastic year in French. The prizes were then distributed to the pupils of the Primary Course. Master Thomas Doherty, a pupil of Mr. F. Boucher, gave a violin solo, and received loud applause, of which he was really deserving, after which the prizes were given to the scholars of the Intermediate and Commercial courses. "India Mail" galop by the orchestra, followed by the distribution of prizes to the pupils of the Polytechnic School, after which the prizes of honor were distributed as follows:—

The Peter S. Murphy prize, a gold medal and \$50, was awarded to Mr. Emile Vanier, pupil of the Polytechnic School of Montreal, third year, for his irreproachable conduct, constant application, and marked success, during his complete course of study, from 1874 to 1877.

The Edward Murphy first prize, a gold medal and \$50, was awarded to Treffle Dubreuil, pupil of the Commercial Course, 1st degree, for his irreproachable conduct, constant application, and marked success during the past scholastic year.

The Edward Murphy second prize, a silver medal and \$20, was awarded to William Desbarats, pupil of the Commercial Course, 1st degree, for his irreproachable conduct, constant application, and marked success during the past scholastic year.

The Edward Murphy second prize, a silver medal and \$20, was awarded to William Desbarats, pupil of the Commercial Course, 1st degree, for his irreproachable conduct, constant application, and marked success during the scholastic year, 1876-77.

The "Comte" prize of \$50 was awarded to Thomas C. Doherty, pupil of the Commercial Course, 1st degree, for his irreproachable conduct, constant application, and marked success during the scholastic year, 1876-77.

At this Academy a class has been formed for pupils who desire to learn stenography, and the following eight pupils have received diplomas of the first degree from L'Institut Stenographique des Deux Mondes, at Paris: Messrs. Remi Andgrave, Alexander Cusson, Treffle Dubreuil, Daniel Kearns, Pierre Poitras, Louis Selby, F. X. St. Charles and Arthur Terroux.

Two of the above scholars, Treffle Dubreuil and Pierre Poitras, can write from 115 to 120 words a minute, and took down *verbatim* all the speeches that were made on St. Jean Baptiste Day. This speaks well for their success in future.

The Valedictory was spoken in English by Master Daniel Kearns, who delivered it in a highly commendable manner, and if any trust can be placed upon appearances this young gentleman is sure to make his mark in the world. The Valedictory in French was spoken by Treffle Dubreuil, of whom it is unnecessary to make any remark, as he carried off the Edward Murphy's first prize. Speeches were made by Hon. M. Ouimet Mr. Edward Murphy, the Mayor and Mr. Archambault. "God Save the Queen" was sung and the scholars and their friends departed.

## COMMERCIAL ACADEMY OF THE CHRISTIAN BROTHERS' SCHOOL.

The annual distribution of prizes to the pupils of the above academy took place on the 26th Inst., and quite a number of the relatives and friends of the pupils were present assembled to witness the pleasing spectacle. The Rev. Fathers Moreau, Leduc and Villeneuve, Dr. Hingston and Mr. O. J. Devlin were also present.

Several dialogues, recitations and songs were rendered by the scholars in a very creditable manner, after which the distribution of prizes and testimonials took place, which occupied considerable time.

There were also five special prizes awarded as follows:—

1st prize, Hugh Morgan, a purse of \$25, presented by N. Valois, Esq.

2nd prize, Napoléon Desjardins, a gold watch, presented by Dr. Hingston.

3rd prize Alexandre Belenger, \$15, presented by Judge Coursol.

4th prize, Jeremiah Colfer, \$10, presented by O. J. Devlin, Esq.

5th prize. M. Dolan, a gold breast pin, presented by T. E. White.

We might mention here that Master Hugh Morgan, though only 13 years of age and suffering from deafness, has acquired through steady application to his studies and unremitting attention to his kind and untiring teachers, a knowledge of the different branches which would surprise a great many, in fact something similar might be said of a great many of the scholars.

After the special prizes had been given, a few words of congratulation to the pupils in French were spoken by one of the Rev. Fathers present, and in English by Dr. Hingston, after which a closing address was given in English by Master Feron and in French by Nap. Desjardins, and the children departed after bidding good-bye to their teachers for a couple of months' vacation.

## VILLA MARIA CONVENT.

The annual distribution of medals, diplomas and prizes took place at Villa Maria on Wednesday, the 27th—the ceremony this year, however, being strictly private. The disappointment felt by many of the parents in being deprived of the highly valued privilege of themselves placing the crowns of merit on the fair young brows of their daughters and of personally witnessing their triumphs was in great measure compensated by the interesting ceremony held immediately after the distribution in the Convent Chapel. Within the latter sacred enclosure were gathered a number of the parents and friends of the pupils who had come to bring their young charges to their respective homes; several distinguished clergymen occupied the sanctuary, while the Very Rev. Canon La Marche presided. Two by two the pupils filed in, the graduates opening the procession, bearing the prizes or glittering medals lately awarded them, and wearing the crowns they had earned by long months of diligent study and application. Innocent, modest girlhood is always fair to look upon, and as the pupils slowly advanced to the altar rails, and with earnest prayer and sweet thrilling hymn there deposited their crowns, more than one fervent petition went up from the hearts of the spectators that those happy, smooth young brows might long remain unshadowed by life's cares and their thornless crowns prove the pledges of the unfading wreaths of eternity. The graduates of this year were sixteen in number:—Miss Soline Kelly, New-York; S. Jones, Colorado; Mary Gibson, New York; J. Alexina Loranger, Sorel; Albina Laurent, Montreal; Ida Bond, Montreal; Fabiola Pellant, Ottawa; Annie Kelly, Montreal; Louise McDonald, Montreal; Nellie Royston, New York; Maggie Collins, Montreal; Marion Murphy, Quebec; A. McAhorn, Portland; Elisa Feron, Montreal; Martha Lindberg, New York; Anne Carey, Manitoba. Several of these young ladies competed successfully for the medals of His Excellency the Governor General; but the fortunate winners were Miss Soline Kelly, New York, and Miss Albina Laurent, Montreal. The names of the sister graduates of these two young ladies who proved their equals in point of merit and consequently received substitutes for His Excellency's medals, were:—Miss Loranger, Sorel; Miss Janes, Colorado; Miss Bond, Montreal; Miss Pellant, Ottawa; Miss Gibson, New York. The prize of Natural History, a magnificent microscope, given by Edward Murphy, Esq., was won by Miss Louise McDonald; the prize of Domestic Economy, a richly wrought medal, presented by Mr. Edward Murphy, of Montreal, fell to Miss Feron. Gold medals for proficiency in mathematics were also awarded by the Rev. Mother Superintendent-General, to Miss Lindberg, New York and Miss Collins, Montreal. Finally, a small golden harp, reward of excellence in music, was presented to Miss Kelly. It would be ungrateful on the part of any friend of education to close an article of this nature without paying a tribute to the kind generosity of His Excellency Lord Dufferin, who encourages so nobly our educational establishments, awakening among youthful toilers up the steep hill of Science, an emulation, a persevering energy hitherto unequalled. We subjoin a copy of the letter from Government House, Ottawa, to the happy winner of each medal, which letter, doubtless, will be preserved as sacredly as the medal itself, even till the soft silken locks of girlhood shall have whitened beneath the slow and heavy hand of Time.



[Copy of letter received from His Excellency's Secretary.]

The Secretary of the Governor-General of Canada presents his compliments to Miss——, and in transmitting the accompanying medal is desired by Lord Dufferin to convey to her an expression of His Excellency's sincere congratulations on the success that has attended her efforts in the recent competition.

Government House,  
Ottawa, May 19, 1877.

#### HOCHELAGA CONVENT.

Yesterday afternoon, 27th June, the annual distribution of prizes took place in the above Convent. An address was given by Miss E. O'Brien, after which the Gold medal was given to the following young lady graduates:—Misses Marie Gagnon, Abbie O'Brien, Corinne Walker, Estelle O'Brien and Mathilda Moreau. Numerous prizes were given to other pupils. During the distribution several pieces of music were delivered in excellent style by some of the pupils, and at the conclusion an address in French by Miss Marie Gagnon. Among the specimens of work taught in the Institution are the following subjects, which were on exhibition in the Convent until 3 o'clock on Tuesday afternoon, and they were much admired by a large number of visitors.

#### DRAWING AND PAINTING.

Album containing handsome pieces in drawing painting, by Miss Minnie Cook. Premier regret (a piece in black crayon), Miss Minnie O'Meara. Canoe Building at Pappero Island (a piece in pestel), by Miss Cornelia Williams. Indian Scene on the St. Lawrence (a piece in pestel), by Miss Abbie O'Brien. Roses and Camellias (a piece in water colors), by Misses Minnie O'Meara and Estelle O'Brien. Flowers and monograms, by the Misses Mary Ann McGrath and Erva Payne. Anchor and Flowers (oil painting on rice paper) by Miss Marie Lechevalier. Sketches in black crayon, by Misses Maggie Breen, Fannie Pardee and Rosalie Brown.

#### NEEDLE WORK.

Embroidered nightdress, by Miss Melanie Poupart. Embroidered morning wrapper, by Miss Marie Lechevalier. Pillow slips, by Miss Loranger and Ella Haines. Table cover, by Miss Lucy Cook.

#### KNITTING.

Quilt and crochét, by Miss Florence Wurtele. Shawl and sack, by Miss Justine O'Meara. Opera cape, by Miss Josephine Mount. Sack, by Miss Minnie O'Meara.

#### EMBROIDERY IN WOOL.

King John, by Miss Hattie Brady. Screen and sofa pillow, by Miss Julia Casey. Chair, by the Misses Sarah Stephens, and Rosalie Brown.

The above pieces of work give a good proof of the untiring devotion of the Sisters to the advancement of the pupils placed under their charge, and also reflect great credit on the pupils themselves.

#### University Intelligence.

The Corporation of McGill University have great pleasure in acknowledging the following donations to the Faculty of Arts, during the quarter ending April 25th, 1877:—

1. *To the Library.*—From the American Philosophical Society, Philadelphia, Proceedings, 1876; Nos. 96 and 98, 2 parts, 8 vols. From W. B. Lambe, Esq., 15 vols., forming part of the historical records of America and Canada. From M. C. Healy, Esq., Results of Meteorological Observations, U. S., from 1854 to 1859, 2 vols., 4to. From the University of London, England, Catalogue of the Library of the University of London, royal 8vo. From A. Agassiz, Esq., Annual Report of the Trustees of the Museum of Comparative Zoology at Harvard College, Cambridge, for 1876, pam., 8vo. From the Royal Society, London, Philosophical Transactions for 1875 and 1876, vol. 165 (part II.) and vol. 166 (part I.), 2 vols., 4to. From the Royal Society, London, Proceedings, Nos. 164, 174; from November

18th, 1875, to June 15th, 1876; 11 pams., 8vo. From the Institution of Civil Engineers, London, Minutes of Proceedings, vol. 47 (part I.), 8vo. From the Government of the Province of Quebec, Statuts de la Province de Québec, pour 1876, 8vo. From the Government of Washington, Astronomical and Meteorological Observations made during the year 1874, at the United States Naval Observatory, 8vo. From G. M. Dawson, Esq., F. G. S., Notes on the Appearance and Migrations of the Locust in Manitoba and in the North-West Territories; Summer of 1875; pam. 8vo. From the Central Board of Agriculture, Halifax, N. S., Annual Report for the year 1876; pam. 8vo. From the Superintendent of Public Instruction, Report on Education for the year 1875-76; 4 copies, 8vo pap. From A. I. Dubois, Esq., C. E., Elements of Graphical Statics and their Application to Framed Structures, with plates; 2 vols. 8vo. From Gen. A. J. Myers, U. S. A., Annual Report of the Chief Signal Officer to the Secretary of War for 1864 and 1876; 2 vols. 8vo. From Frederick Griffin, Esq., by bequest, 2,692 volumes, comprising works on historical, literary, scientific and other subjects. Do. do. ...., 559 pamphlets, being principally periodicals. From the Imperial Academy of Sciences, Vienna, per Dr. F. von Hochstetter, Voyage of the Austrian Frigate Novara round the Earth; 18 vols. 4to. 4 pams. 4to, and 7 maps, large fol.

2. *To the Museum.*—From Prof. Osler, M. D. - Five specimens of Canadian Polyzoa. From Alderman McCord, M. A.—Drawings of Ferns. From D. Robertson, Esq., Montreal.—Skull of Polyneesian, and Native Cloth, Tahiti. From Lieut.-Col. Grant, Hamilton—Fossils from the Niagara Limestone. From Hon. Judge McCord.—Fossils from Perce. From J. E. Torrance, B. A., &c.—Specimens of Minerals from Borneo, &c.

#### Obituaries.

##### THE LATE MR. JUSTICE SANBORN.

Very many of our readers will share with us to-day the deep regret we feel at having to record the death of the Hon. Mr. Justice Sanborn, of the Court of Queen's Bench. The learned Judge had gone for a brief vacation to Ashbury Park, New Jersey, accompanied by two daughters and two sisters-in-law. He had been suffering for two days from a kind of fever, but was not considered seriously ill. On Tuesday morning, about six o'clock, while seated in an arm chair, he experienced a sudden attack, from which he did not recover. The nature of the illness is not yet known here, but it is conjectured to have been some form of apoplexy. The remains will be brought to this city for interment.

The career of Judge Sanborn is in every way a remarkable one, and deserves well to be held up before young men for imitation. He was a native of New Hampshire, the date of his birth being 1821. He graduated at Dartmouth College, N. H., of which institution his brother is now, we believe, a Professor. In early life he taught school in the Sherbrooke Academy, where he formed life-long friendships with several of our leading professional men. Subsequently he studied for the legal profession, and during a portion of his term of study was in the office of Mr. A. Robertson, Q. C. After commencing the practice of the profession, he entered into partnership with Mr. Brooks, M. P., whose sister was his first wife. His position at the Bar was one of the foremost, and his character during his entire professional career without blemish. In 1850 he was elected to Parliament for Sherbrooke, and subsequently represented Compton. He was elected a Legislative Councillor before Confederation, and on the completion of the Union was appointed to the Senate; and not long before the resignation of the Conservative Government was elevated to the Bench, being assigned to the Sherbrooke District. Shortly after the new Government came into power there were vacancies on the Bench of the Court of Appeals, and Judge Sanborn was translated to that Court in March, 1874. A complimentary dinner was given to him at Sherbrooke on the occasion. Since that time he has applied himself with unsparing devotion to the onerous duties of his high position, and whatever prepossession may have existed at one time against his appointment, it may safely be said that Judge Sanborn has fully and completely lived it down. During the last three years, during which he has been brought into intimate communication with the Bench and Bar of the Province, he has won alike the love of his professional brethren by his amiable qualities, and their esteem and admiration for the eminent legal abilities displayed by him on the Bench. Few men could be so ill-spared as Judge Sanborn. He was a bright and shining example of the upright lawyer, the learned and conscientious Judge, the



good citizen, the devoted husband, the kind father. His death leaves a blank on the Bench of the Appeal Court, which it will be difficult to fill.

Judge Sanborn had a brother in Montreal, the Deputy Sheriff. He also leaves a son, who was admitted to the practice of the law but a few days ago.—(From the *Montreal Gazette* of July 19th.)

#### THE LATE PRINCIPAL NICOLLS.

Jasper Hume Nicolls, D. D., Principal of the University of Bishop's College, died at Lennoxville on the 8th of August.

He was a son of the late General Nicolls, formerly Commanding Royal Engineer at Quebec. In his youth, he was a pupil, and *dux* among the scholars, of the Royal Grammar School—now the High School of Quebec; he also received a part of his early education under the care of the late well known Dr. Twining of Halifax, and of the present Dean of Toronto. Subsequently, his immediate preparation for College was made under the Superintendence of the Rev. J. N. Harrison, Vicar of Laugharne, South Wales, whence he proceeded to Oxford and Matriculated at Oriel College. As a student he became distinguished for the extent and accuracy of his classical and literary attainments. Having graduated in Honors, he competed successfully for the Michel Fellowship at Queen's College, Oxford, and subsequently, during a few years, devoted himself to the duties of a Tutor in the University, taking, in the mean time, Holy Orders.

In the year 1845, when Mr. Nicolls was in his 26th year, he was invited to return to Canada to assume the principalship of the College just then founded at Lennoxville by the late Bishop Mountain. The Bishop and his coadjutors in that undertaking desired to select for the post a man who should combine the qualifications of piety, high scholarship, experience in teaching, devotion to the cause of education, and ability to adapt himself to the requirements and circumstances of a new country, where, outside of the cities, it would have been premature then to expect any immediate appreciation of the objects of higher education, or to assume that there was any immediate need of an institution of the highest class, except in respect of young men preparing for the Ministry.

Some overtures had already been made to the late Rev. S. S. Wood, Rector of Three Rivers, who was known to be qualified for the office, and whose appointment, and removal to Lennoxville, it was thought, would not involve the same risks and personal sacrifice as in the case of a gentleman imported direct from England. Those overtures, however, led to no result; and, finally, Mr. Nicolls was nominated to the important position—important, not with reference to emoluments, which embraced only an income of £300 sterling, with residence and fuel, but in view of the aims and objects of the projectors of the College, animated by the laudable desire to establish an institution of the highest class in the Eastern Townships, in a locality likely to become the chief educational centre for supplying the wants of a future numerous English-speaking and Protestant population.

Abandoning his more lucrative pursuits at Oxford, and, in a material sense, his better prospects of preferment in England, Mr. Nicolls accepted the appointment, and in the month of October, 1845, arrived at the scene of his future labours of more than 30 years' duration. The foundations of the College buildings had been laid but very recently. The walls were only a few feet above ground.

In the small country village, which, then, was accessible from the cities only after a painful journey of two days, and which held postal communication with Quebec and Montreal only twice a week, there were present very few of the requisites for carrying on College work. A private house, ill adapted for the purpose, and a few apartments in the hotel of the place, had been hired for the temporary accommodation of students, school boys, the Principal and his staff of Colleagues,—which last consisted of the late Rev. Lucius Doolittle, Honorary Bursar, Dr. Miles and E. Chapman, Esq., Professors of Mathematics and Classics, and, later, the Rev. J. Hellmuth, Professor of Hebrew, now the Lord Bishop of Huron. About 12 students, and twice as many Schoolboys had come forward for admission.

Under every species of discouragement, the zealous principal applied himself to the work of organizing the infant undertaking—a work, which, at the outset, and during several years succeeding its opening, only presented signs of life and but doubtful prospects of ultimate success. Within a month of the opening one of the most promising of the students was carried off by fever. About 18 months later, the principal having been deputed to England for the purpose of raising funds with which to erect a College Chapel and initiate a library, two fine young men, students in Divinity, perished by drowning. With the exception of a few noble examples, the residents of the country whose circumstances might have warranted the expectation of support and encouragement, kept themselves aloof, appearing to regard the undertaking as an exotic planted amongst them by strangers and perhaps not meriting their efforts to nourish

it and sustain its growth and life. Academical caps and gowns, Professors of Literature and science, students and scholars, come amongst them to cultivate the dead languages, were not objects for local sympathy, so that local support was almost entirely wanting, and the attendance of pupils derived almost wholly from the cities. The late Rev. L. Doolittle, who had been a warm promoter of the project of establishing a Protestant College in the Eastern Townships, was wont to expatiate, in conversation with the Principal and his colleagues, upon the causes which prevented the youths themselves from desiring to flock in to participate in the proffered higher educational opportunities; "This backwardness" said he "on the part of the youth of the country, will disappear in due time, *shyness* is the main cause; each one, when the idea of entering such an academical institution is propounded to him, is actuated by feelings similar to those which arise in the mind of a young person when invited to attend a ball for the first time."

But the Principal took a broader view of the case. He affirmed his belief that the work to be accomplished by himself and his colleagues could not but be of the nature of mere *pioneering* until the College should be in a position to offer enlarged educational facilities. There must be, he said, besides the main building, a College Chapel and a well stocked library, scientific apparatus and a museum. Then there should be established faculties of Law and Medicine as well as those in Arts and Divinity and above all, additions to secured the endowment and a Royal Charter for granting degrees. Even while the walls of the main building were only in course of erection he looked hopefully forward to the ultimate attainment of all those objects, encouraging his more desponding colleagues by remarking that, as to probable paucity of numbers to profit by their instruction, this defect would disappear by the time that those requirements should be provided for. To promote the early provision of them he laboured with all his might, and, chiefly to his exertions and influence the institution was indebted for its chapel, one of the most beautiful structures of the kind in America, its considerable Library and Museum, as well as for the ultimate obtaining of an University Charter from the Crown in the year 1853.

He had gone twice to England, personally advocated the petition of the College Corporation to the Colonial authorities for the Charter, and on the occasion of each visit, had been tolerably successful in obtaining contributions to the College endowment.

Within 20 years from the day of its opening the Principal, while still in the prime of his life, had the gratification of feeling assured that the institution had fairly taken root. Annually a succession of students had entered and left its halls—not very numerous, indeed, but, considering all circumstances, as large a number as could be expected, seeing that several other collegiate institutions had been founded in other parts of Canada, and that the whole number of young men seeking opportunities of higher education, and belonging to English-speaking families, was comparatively limited. The College had by degrees struggled into note, and, by a vote of the House of Assembly, had come into receipt of \$2,000 a year in aid of its endowment. Lord Elgin, the Governor General, and his successor Sir Edmund Head, on the occasion of their visits to the Eastern Townships, had spoken, publicly, words of kindly encouragement in recognition of the value of the work which the College had already done and was calculated to do in the future; and in 1862, His Excellency Lord Monck, attended by the late Hon. D'Arcy Magee and Sir Alexander Galt, had assisted at the Annual Convocation of the University. "Convocation day" at Bishop's College had become, for the people of the Eastern Townships, a public holiday, observed with the same eclat as "Commencement day" in the Colleges of the United States. So far, the Principal's work had prospered in his hands notwithstanding the discouragements by which he was beset during the earlier years of the undertaking.

In the year 1858, the financial and commercial difficulties which prevailed in England and America, had greatly affected the interests of the College, and for a time crippled its resources, but the Principal cheerfully submitted to a reduction of his stipulated income until general prosperity was restored.

About this time his staff of Collegiate Officers was powerfully re-inforced by the arrival of the Rev. J. W. Williams, now Lord Bishop of Quebec, who was appointed Professor of Belles Lettres and Rector of the Junior Department, and who served under Principal Nicolls during five years with distinguished success until his election, in 1863, to the Bishopric, in succession to the late Bishop Mountain, the founder of the College.

Since that time—another period of nearly 20 years—Principal Nicolls served continuously at his post, usefully and unostentatiously, sending forth annually students and graduates who now occupy positions in the various walks of life, and who, each in his own circle, will bear willing and grateful testimony to the worth and virtues of their former College preceptor. In addition to the general superintendence of the affairs of the College and University, which his position as Principal entailed upon him, he was specially charged with the duties appertaining to the Chair of Divinity founded and

endowed by Mr. Harrold. He regularly presided over all examinations in the faculty of Arts, whether those of the ordinary College course, or those prescribed by the University as preliminary to the conferring of degrees. In the discharge of all his functions, as Principal, and as a Professor, he set his colleagues and his pupils the example of a man ever influenced by a strict sense of duty. Although not particularly strong in constitution, he never gave in to the impediments of temporary bodily ailment, alleging jocosely that he had not time "to be sick", always meeting his classes punctually, and attending faithfully to his general duties.

In 1853, the University of Oxford conferred on him the degree of Doctor of Divinity. Long before this, the Principal had endeared himself to all who came into contact with him—colleagues, students, friends of the College, and a large circle of acquaintance in Lennoxville, Sherbrooke and their environs. Besides being an accomplished scholar, and an accurate and pains-taking instructor, Dr. Nicolls was eminently a Christian gentleman, urbane and polished in his manners, scrupulously polite and kindly in personal intercourse. He seldom or never concerned himself about politics—if ever he did so, it was only on occasions when proposed public measures appeared to him likely to affect collegiate and educational interests. Outside of the walls of his College, whatever influence he possessed or could exert was always ready for the support of sound educational views. In 1865, he was unanimously elected President of the St. Francis District Association of Teachers. In this position he was a consistent advocate of moderate views, during a period when, on the eve of confederation of the Provinces of British North America, some excitement prevailed with respect to the future educational interests of the minority of Lower Canada. He counselled the Teachers to let politics alone, and to make it their chief endeavour to improve their own qualifications and the quality of their work, and thus to recommend themselves and their cause to the appreciation of the public.

Notwithstanding the absorbing nature of his daily avocations, he made it a practice, throughout his long career at Lennoxville, to redeem from his College duties sufficient time to enable him to render invaluable assistance to his brethren as a Minister of the Gospel—generally taking part in the Sunday Services of the parish church or of some neighbouring mission. Nor was he unmindful of the spiritual necessities of poor families resident in districts and neighbourhoods where no special provision existed for the public reading of the scriptures or for public worship, and not a few outlying communities within a circle of many miles' distance from Lennoxville, would gratefully bear testimony to his disinterested personal services in that behalf. Nor were the good offices of the Principal grudgingly bestowed on occasions when he discovered merit and good natural gifts hindered by the want of a helping hand from access to opportunities of cultivation, which alone might be needed to qualify their possessors for positions of usefulness in society. Those who have thus profited by his generosity, and kindness of heart, will doubtless be painfully reminded by the news of his decease that they have lost their most valued early friend; while in the majority of such cases it is likely that the facts never became generally known, since, in the exercise of such benevolence, Dr. Nicolls was not one to disregard the precept "Let not thy left hand know what thy right hand doeth".

He inculcated, both by precept and example, the very highest tone as respects sentiments of honour and morality, nor is there a man living in Canada and occupying a public position, who more sedulously and ardently devoted himself to the cultivation among his pupils of loyalty in all the relations of life. His students during the past 32 years—in fact all who knew the late Principal—will undoubtedly bear that testimony to his memory, now that he has gone to his rest. On the occasions of public gatherings connected with education, and notably on the University "Convocation days" he never omitted to illustrate practically the injunction of Holy Writ "Fear God, Honour the King". His surviving Colleagues, and his friends, and especially his former pupils, now scattered throughout the Dominion, will not soon forget the worthy and patriotic Principal's earnest manner, and the peculiar and striking movement of head and wave of hand—gestures made as if in utter abandonment to the inspiration and feeling of the moment—when he was wont, toward the close of such meetings, to step forward and summon his audience to finish with "God save the Queen!".

As soon as it became known in the community, amidst which he had passed nearly the whole period of his manhood, that Principal Nicolls was dangerously ill, general anxiety was manifested, which was intensified by the rumour, at an early stage of his brief illness, that his family already despaired of his life. There had been a College Council meeting, at which the Principal assisted with his customary attention to business relating to College affairs. At its close, he felt unwell and, as was not usual on his part, complained of indisposition. Within a few days, symptoms of inflammation of the brain shewed themselves, and as his case became more alarming, an eminent physician,

Dr. Hingston of Montreal, was sent for. But medical skill, and human aid, were unavailing to save the precious life. Dr. Hingston visited the patient twice. On neither occasion did he feel able to hold out the slightest prospect of recovery. After an illness of about ten days, during the greater part of which Dr. Nicolls was unconscious, he breathed his last. At the comparatively early age of 58 years, he died at his post of duty in Bishop's College—died *in harness*, after a laborious and most useful service of 32 years, universally respected and regretted. So far as is known to the writer of these lines, this truly Christian gentleman never had a personal enemy, and scarcely a detractor to disparage his merit and virtues. His strictly consistent course of conduct, and uniformly amiable bearing towards all, based upon the dictates of Christian love and charity and genuine kindness of heart, secured for him an immunity from hostility and detraction on the part of others such as seldom falls to the lot of an official occupying a high public position. He leaves behind him none but sorrowing friends and admirers, and it is certain that by his decease a serious loss has occurred to the community at large, as well as to the branch of the Christian Church of which he was a member.

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Quebec, August 15th 1877.

## MISCELLANY.

**Tact.**—People cannot help having been born without tact, any more than they can help having no ear for music; but there are occasions when it is almost impossible to be quite charitable to a tactless person. Yet people who have no tact deserve pity. They are almost always doing or saying something to get themselves into disgrace, or which does them an injury. They make enemies where they desire friends, and get a reputation for ill-nature which they do not deserve. They are also continually doing other people harm, treading on metaphorical corns, opening the cupboards where family skeletons are kept, angering people, shaming people, saying and doing the most awkward things, and apologizing for them with a still more terrible bluntness. If there is one social boon more to be desired than another it is tact; for without tact the career of the richest and most beautiful is often utterly marred.

**Weight and Health.**—The weight of the body, as is well known, has often been assumed as an infallible proof of the maintenance of the condition of the body, or of a deposition of tissue, and the food which keeps up a man's weight has been regarded as on that account satisfactorily nutritious. Remarking upon this, in his recent address at Munich, Prof. Voit says that the weight of the body is really no criterion of the value of the food taken, because, while the weight, remains constant, or even increases, water may increase in the tissues and albumen and fat diminish; or there may be an increase in the weight and deposition of fat, while there is also at the same time a diminution of the albumen of the body—the fact being that badly-nourished people are usually not lighter than others, but their bodies contain more water and less albumen and fat than those who are well nourished. Prof. Voit also adds that the subjective feeling of satisfaction is equally deceptive; that the Irish peasant who consumes ten pounds of potatoes in the day feels quite satisfied, and yet is badly nourished, in point of fact, though not conscious of it.

**Cucumber eaters, beware!** We have always regarded cucumbers as "poor vittles," and have wondered at the greedy avidity with which some people eat them. Cold, sappy, tasteless vegetables, that must be disguised with salt, pepper and vinegar to make them palatable, and after all they are neither nutritious nor wholesome. They cause an immense amount of cholera, bowel-complaint and cholera. But, to the other perils which beset them, there is now another added. Dr. Leidy, at a recent meeting of the Academy of Sciences, Philadelphia, announced a discovery well fitted to startle cucumber-eaters. It was to the effect that this vegetable or fruit—which is it? is liable to be infested with tape-worm. The doctor exhibited a specimen of a tape-worm taken from the inside of a large cucumber. It had all the characteristics of a true tape-worm, but belonged apparently to an unknown species. "The ovaries, containing round yellow eggs, are confined to the anterior extremity of the segment." That's the scientific account of the peculiarity which distinguishes this kind of tape-worm. Perhaps the

peculiarity arises from its having dwelt in the cold heart of a cucumber, instead of the warm stomach of a human being. Very likely these "yellow eggs" hatched inside a man, woman or child, develop somewhat differently than they are apt to do inside a cucumber. At any rate, it is not calculated to sharpen the appetite for cucumber, when the possibility is realized of eating along with it the fragments and eggs of tape-worm.

*Advertiser.*

*Croup.*—Croup is an inflammation of the inner surface of the windpipe. Inflammation implies heat, and that heat must be subdued or the patient would invariably die. If prompt efforts are made to cool the parts in case of an attack of croup, relief will be as prompt as it is surprising and delightful. All know that cold applied to a hot skin cools it, but all do not know that hot water applied to an inflamed skin will certainly cool it off. Hence the application of ice-cold water with linen cloths, or of almost boiling water with woollen flannel, are very efficient in the case of croup. Take two or three pieces of woollen flannel of two folds large enough to cover the whole throat and upper part of the chest, put this in a pan of water as hot as the hand can bear, and keep it thus hot by adding water from a boiling tea-kettle at hand; let two of the flannels be in the hot water all the time, and one on the throat all the time with a dry flannel covering the wet one, so as to keep the steam in to some extent; the flannel should not be so wet when put on as to dribble the water; for it is important to keep the clothing as dry as possible, and the body and feet of the child comfortable and warm. As soon as one flannel gets a little cool put on another hot one, with as little interval of exposure as possible, and keep up this process until the doctor comes, or until the phlegm is loose, the child easier, and begins to fall asleep; then gently wrap a dry flannel over the wet one which is on, so as to cover it up thoroughly, and the child is saved. When it wakes up both flannels will be dry. The same result will follow if cold water is used, the colder the better; the cloths should be of muslin or linen and of several folds thickness, large enough to cover the whole throat and the upper part of the breast.

*Higher Education of Women.*—At the recent annual commencement of the University of Toronto, Vice-Chancellor Moss, in closing the proceedings alluded to the fact that Chancellor Blake had with praiseworthy liberality founded a permanent scholarship in the University, of \$100 per annum, to be competed for in the departments of civil polity and ethics, and constitutional history. This was the first permanent scholarship established by private bounty, and coming from so distinguished an alumnus was a precedent worthy of imitation by our wealthy countrymen. He commended liberality in this direction, and instanced the frequency of it in other times and in other countries where wealthy men had thus handed their names down to a grateful posterity. Mr. Moss referred also to the increase in numbers which had marked the classes and graduates during the past year, and took up at some length the question of the education of women, as it had been occupying the attention of the Senate. It is a subject which occupies increased attention in England, the United States, and in this Province, and the manner of treating it had undergone vast changes within the past few years. Much had actually been done for the improvement of the education of women. There were persons who thought that certain subjects of knowledge should remain sealed books to women, and who thought that there were subjects woman's more limited capacity was unable to grasp. He was no great believer in that doctrine. There were certain subjects which woman did not care about; but when she has a faculty for literature or science she could become as well learned in these branches as men. The cases of Mary Somerville and Maria Mitchell long since had refuted the contrary proposition. But the means afforded women for improvement as yet had not been very large; and perhaps those who had charge of her education were not entirely free from blame for this. Too much attention had been given to the acquirement of the most superficial accomplishments. They could not expect great results if the system of educating women confined itself to the acquirement of these so called accomplishments. Under this system a girl who had no hand for drawing or eye for colour was kept hour after hour learning to paint, or drumming at a piano for which she had no taste. Something had to be done in systematizing the education of women, and this University had made some advance in that particular direction. He was inclined to agree with Prof.

Huxley when he said, "Let us have girl graduates by all means; they will not be the less fair for wisdom, and golden hair will not curl less sweetly over their brows by reason of there being more brains within." In their university system a matriculation examination was prescribed. To pass this was considered evidence of the possession of a sufficient degree of general culture to pursue a university course. What the Senate proposed to do was to establish examinations for women, wherever it will be found desirable, in the very same subjects in which their brothers were examined within these university walls. The qualifications would be the same, with the exception that a female going up for these examinations shall not take all the subjects which are prescribed for the male candidate, but one of a number of grades of subjects. If she have a turn for classics she may present herself in that department; if for mathematics or the sciences or literature, she may come up and the university will test her knowledge of these subjects, and award certificates to those who reach the required standard. Such a system as this had been inaugurated in England by the Universities of Oxford and Cambridge with gratifying results, and it remained to be seen whether the young women of Canada would show themselves deserving of a like offer. Unless a more liberal education was given girls in the preparatory schools, this proposition of the Senate would be deprived of much of the benefits it was expected to confer. By proper training in the ladies' colleges, and with the proposed examinations, they might hope that the standard of female education would be raised to the height they desired, and then indeed might they hope, under the influence of such a system of education, and the other influences of good which surround our young people, to see an approximation to the ideal woman of the poet.

—The *Transcript* has a very interesting article upon the early schools of Maine. As far back as 1630 the whole white population of what is now the State of Maine, consisted of a few hundreds of Englishmen scattered along the islands on the coast, and at the mouths of rivers, engaged in fishing and cheating the Indians in the purchase of their furs. Unlike the Pilgrims and Puritans who settled Massachusetts, they were mere adventurers, and no thought of school entered their heads. During the whole time of settlement, before Massachusetts purchased the province in 1677, there is no evidence of any provision for education. The young grew up in ignorance. The first evidence of the existence of schools of any kind is to be found in the early town records. Under the laws of Massachusetts, every town containing fifty families was required to support one schoolmaster and those containing one hundred families to maintain a grammar school. Those laws were often not complied with, and towns were indicted for not maintaining schools. This compelled action, and the first evidence of it is found in the town records. Thus we find in the record of ancient Falmouth, under date of Sept. 15th, 1729, "the selectmen were requested to look out for a school-master to prevent the town's being presented." They acted, it appears, rather from fear of the law than proper regard to the importance of the subject. The town had then been settled nearly a century, yet Willis, our historian, says, "it is probable, considering the poverty of the people, that no measures for public education had been taken previous to the time mentioned in the record." So Bourne, in his History of Wells and Kennebec, says the people "had lived here fifty years, and children had been born and grown to manhood without instruction in the common rudiments of education. Many of the population could neither read, write, or cypher. There was not a schoolhouse in town, and if any provision had been made by private persons for the instruction of their children, it must have been at some of the dwelling houses; though there is good reason for the belief that down to this period (1715) no school of any kind had been maintained. The evidence shows that, with very few exceptions, the most influential had grown up with little or no intellectual culture." In 1715 it was voted that "the selectmen use their endeavours to procure a schoolmaster for the town at the town's charge, not exceeding £20 per annum and his diate." The next year £30 were given, and it was further voted that "the persons with whom Mr. Martyn (the schoolmaster) diates be paid six shillings per week." It seems that the practice of "boarding round" had not then been invented, though the teachers were put upon their "diate."

*Origin of Family Names.*—The assumed name of MacAlpin brings us to the whole order of Macs, now spread out in all

directions. Mac is the Gaelic equivalent for son, and accordingly Mr. McAlpin would in an English dress be Mr. Alpinson. There happen to be two distinct classes of Macs, those with a Highland origin, such as Mackay, Macpherson, Macgregor, Macneil, Macfarlane, Macleod, and Macdonald—all great clans in the olden time; and the Macs of Galloway, where Gaelic is now extinct, and the races are somewhat different from the Highland sects—perhaps with a little Manx and Irish blood in them. Among the Galloway Macs are found the names Mac-lumpha, Maclechie, and MacCandlish, which evidently do not sound with their true Highland ring. The Irish have likewise the form of expression for son. They use the single letter O, as O'Connell and O'Donnell. The O, however, signifies grandson, as it continues to do in the old Lowland vernacular in Scotland, where an aged woman in humble life may be heard saying of her grandchild, "That is my O." Prefixes or termination for son are common among names in every civilized country in Europe. As is well known, the Norman Conquest gave a new character to English names. From that time many of the most notable of our surnames are to be dated, nor only in England, where the Conquest made itself cruelly felt, but in Scotland where families of Norman origin gradually effected settlement by invitation and otherwise. Names traceable to the Norman families are very commonly derived from heritable possessions, and till this day bear a certain aristocratic air, though altered in various ways. Doubtless in the lists of those "who came over with the Conqueror," there are innumerable shams; but there are also descendants of veritable invaders. We might, for example, instance the late Sir Francis Burdett (father of the Baroness Burdett Coutts), who traced his origin by a clear genealogical line to Hugh de Burdett, one of the Norman soldiers who fought at Hastings in 1066. That gives a pretty considerable antiquity to an existing family without change of name. On the Scottish side of the border, we could point to a family, Horsburgh, of that ilk, as being not less than eight hundred years old, and always occupying the same lands and possessions. Wallace, Bruce, Dundas, Fraser, Stewart, or, to use its French form, Stuart, are also Scottish surnames of great antiquity. To these we might add two names now ennobled, the Scotts, Dukes of Buccleuch, and the Kers, Dukes of Roxburgh. We find these names meandering through history six or seven hundred years. On the original names borne by noted Norman families in England and Scotland, time has effected conspicuous changes. The prefix de, which was once held in high esteem, has been generally dropped. There has, likewise, in various cases, been what might be called a vulgarizing of the names. De Vesce is transformed into Veitch, De l'Isle into Lyle, and De Vere into Weir. Through various changes De Montfitchet sinks into Musket, De Moravie into Grosart. We cannot speak with too much contempt of the mythic fables invented to explain the origin of the names Forbes, Guthrie, Dalryell, Douglass, Naesmyth, and Napier—grand old names, which existed ages before the imaginary incidents have been clumsily assigned as their commencement.

*Popular Science.*—Two great tendencies of modern thought are every year more and more marked; one relating to its character, and the other to the form of its expression. The thinking of the age is taking a scientific direction and becoming more profoundly imbued with the scientific spirit, while the leading minds of all nations are contributing their choicest work for periodical publication. Not only are old sciences perfecting and new ones arising with a rapid development of positive knowledge, but the method of the movement is steadily extending to all spheres of opinion, and influencing important questions with which it was long supposed that science had nothing to do. It is one of the marked effects of the recent growth and diffusion of the scientific spirit that is giving a new earnestness and seriousness to literary effort, bringing forward questions of universal interest into greater prominence, and inducing in the most eminent minds a desire to communicate more directly and immediately with the people, by the readiest modes of publication. Hence, in England, France, and Germany, as well as in this country, the best thought appears in the popular magazines. A further result of this tendency to earnestness, in recent periodical writing, is that authors are taking the responsibility of their work before the public, by attaching their names to their magazine contributions. The old and vicious system of anonymous writing in the reviews is declining, and giving place to the open, manly, and honest expression of the writer's convictions. Through the operation

of such causes, periodical literature is acquiring a weight and influence in our time much greater than it has ever had before.—Prof. Youmans.

*Don't Worry About Yourself.*—To retain or recover health, persons should be relieved from anxiety concerning disease. The mind has power over the body—for a person to think he has disease will often produce that disease. This we see effected when the mind is intensely concentrated upon the disease of another. We have seen a person sea-sick, in anticipation of a voyage, before reaching the vessel. We have known people to die of cancer in the stomach or any other mortal disease. A blind-folded man slightly pricked in the arm, had fainted and died from believing he was bleeding to death. Therefore, persons well, to remain well, should be cheerful and happy; and sick persons should have their minds diverted as much as possible. It is by their faith that they die. As a man thinketh, so is he. If he wills not to die, he can often live in spite of disease; and, if he has little or no attachment to life, he will slip away as easily as a child will fall asleep. Men live by their minds as well as by their bodies. Their bodies have no life of themselves; they are only receptacles of life—tenements for their minds, and the will has much to do in continuing the physical occupancy or giving it up.

*A Wail from an Intemperate Man.*—The waters have gone over me. But out of the black depths, could I be heard, I would cry out to all those who have but set foot in the perilous flood. Could the youth to whom the flavor of his first wine is delicious as the opening scenes of life, or entering upon some newly-discovered paradise, look into my desolation, and be made to understand what a dreary thing it is when a man shall feel himself going down a precipice with open eyes and a passive will; to see his destruction, and have no power to stop it and yet to feel it all the way emanating from himself; to perceive all goodness emptied out of him, and yet not able to forget a time when it was otherwise; to bear about the piteous spectacle of his own self-ruin; could he see my fevered eyes, feverish with last night's drinking, and feverishly looking forward for this night's repetition of the folly; could he feel the body of the death out of which I cry hourly with feeble outcry to be delivered, it were enough to dash the sparkling beverage to the earth in all the pride of its mantling temptation—to make him clasp his teeth.—Charles Lamb.

*Old Acquaintance.*—Should auld acquaintance be forgot? Oldedly, in nine cases out of ten, if the forgetting, and above all the being forgotten, were possible. It is one thing to grapple the friends we have, and their adoption tried, to our souls with hoops of steel, and another to be grappled by miscellaneous persons whose claim on our regard and proof of theirs is found in the almanac and only there. Why are people who are old acquaintances and nothing more, to take possession of us like conscious benefactors, speaking of us, if not to us, of our fireside names, criticising us with the air of experts, being self-complacent on our successes and candid on our failures, exposing our motives and lamenting our hidden beliefs? Why do they question us on our private affairs, offer us point-blank condolences on the skeleton in our closet, jocosely blurt out unpalatable truths, find fault with our new carpet, advise us? These are the privileges of intimacy, of friendship, and they have known us so long. By the popular computation the having been aware for a long time of each other's existence is intimacy, indifference multiplied by years is friendship. Only let a man have been acquainted with you from your childhood and he has, by every recognized law of good feeling, the same right to take an aggressive interest in your proceedings that your relations possess by their relationship, and your bosom friends by your own conferring.—*London Examiner.*

*Virtuous Energy.*—The first thing to be attended to is to have it distinctly and explicitly graven into the soul, that there is only one thing that can give significance and dignity to humanity, viz., Virtuous energy; and that this energy is attainable only by energizing. If you imagine you might come to their finest manifestations? The Divine idea can be realized. There is sunshine enough in the world to warm all. Why will not men make it a point to treat every other man's wife well but their own—have smiles for all but their kindred. Strange, pitiable picture of human weakness, when those we love best are treated worst; when courtesy is shown to all save our friends! If one must be rude to any, let it be to some one whom he does not love—not to wife, sister, brother or parent.



Let one of our loved ones be taken away, and memory calls a thousand sayings to regret. Death quickens recollection painfully. The grave cannot hide the white faces of those who sleep. The coffin and the green mound are cruel magnets. They draw us farther than we can go. They force us to remember. A man never sees into human life as when he looks over a wife's or mother's grave. His eyes get wondrous clear then, and he sees as never before what it is to love and to be loved; and it is to injure the feelings of the loved.—*Golden Rule.*

*Origin of the military salute.*—A correspondent of the *Army and Navy Gazette* gives the following account of the origin of the military salute:—"Within the last few years, among the many changes which have been introduced into the army is that of the salute. Why the old time-honoured salute was abolished no one knows; but it is an interesting fact, and one probably unknown to most of our readers, that the old salute, which consisted in the hand being brought into a horizontal position over the eyebrows, has a very old origin, dating, in fact, from the commencement of the history of the English army. Its origin is found in the tournaments of the Middle Ages, and was as follows:—After the Queen of Beauty was enthroned, the Knights who were to take part in the sports of the day marched past the dais on which she sat, and as they passed they shielded their eyes from the rays of her beauty. Such was the very interesting origin of the old salute, and it is a question worthy the attention of our military authorities, why should not the old salute, possessing such an origin, and associated with our army from the very earliest times, be restored? It is difficult to discover for what purpose it was ever abolished. The principal part of the officers' salute, kissing the hilt of the sword, dates also from the Middle Ages. When the Crusaders were on the march to the Holy City, the Knights were in the daily custom of planting their long two-handed swords upright in the ground, thereby forming a cross, and before these they performed their morning devotions. On all military occasions they kissed the hilts of their swords in token of devotion to the cause of the Cross, and this custom was perpetuated after the Crusaders were numbered among the things of the past, and when the religious origin of the salute was forgotten.

*Printing before the Flood.*—A great deal has been said, says the *London Echo*, as to the inventor of the art of printing, the period when the invention itself first saw the light, and the locality where it was born. Two out of three of these points, need not, however, excite discussion. It is a good while since the remark that "there is nothing new under the sun" was made, but anterior to that remote period—namely, some 4,000 years ago—the first printing machine existed in Babylon! If proofs be required of this rather startling assertion it may easily be found, for it exists no farther off than Trinity College, Cambridge. In that place there is preserved a solid cylindrical figure about seven inches in length and three inches in diameter at each end. On the surface of this miniature cask-like cylinder minutely and finely wrought characters are engraved, and these are arranged in vertical lines. It is, therefore, a striking example of the ingenuity of the ancients, and shows their method of preserving and multiplying national or family records. It is quite evident from the indented lettering of the Babylonian printing machine—for such it really is—that some means of applying pressure to it was in use among the Ninevite "typos," this being so, the primitive appliance at Cambridge must be said to embody the identical principle of the newspaper machines of the present day.

*The "Happy Despatch."*—Some curious details are given by a Japanese newspaper—the *Tchoga Chimboun*—as to the manner in which some of the "aristocrats of the old school" in that country, who were condemned to death for the part they took in the late insurrection, but who preferred *hari kiri* to decapitation, spent the last few hours of their lives. Four Samourai insurgents of Koumano who escaped on the night of the 24th of October, assembled at the house of one by name Yonemara for the purpose of ending their existence by the "happy despatch" in his hospitable dwelling. Before, however, giving themselves over to death they gave themselves over to drinking, dancing, and singing, as though on a festive occasion. Their hostess, without any wish unnecessarily to curtail their enjoyment, with much tact and good feeling advised them not to keep up this revelry too long, as the police could hardly fail to hear the disturbance caused by their songs and dances. They turned a deaf ear, however, to her kindly warning, and continued to drink and amuse themselves for the whole day, saying that if the "shizohu" arrived they were prepared to fight them. The hours thus passed pleasantly away until sunset, when the party arrayed themselves in the robes which, according to old Japanese fashion, are appropriate for the ceremony they were about to perform, and, having offered up their prayers to the gods, "happily despatched" themselves without further delay.

*Old and New Ties.*—A woman may do a great deal to keep her husband's love, if not to deepen it, by tact, and justice, and kindness

to his relations. Nor need there be the slightest fear that in so doing she is running any risk either of forgetting her own, or of tempting him to forget them. Two points here are beyond dispute. One of them is, that a woman invariably cleaves to her own relations—nay, if possible, feels them more necessary to her after her marriage than they were before. The other is, that the husband very often goes with his wife in this matter, and takes up her people as if they were his own, partly because from reasons which it would be tedious and perhaps unnecessary to enumerate, he is more at ease with them, and freer from old complications and differences; partly because, his own relations doing exactly the same, if he did not go with his wife he would be nowhere. The more however, that the wife's heart is touched and gratified by her husband's so thoroughly identifying himself with her home and her people, the more careful should she be not in any way to alienate him from his own belongings, or to discourage his seeing them whenever he likes. If her relations have now become his, his own have not ceased to be his. He has two sets instead of one, and the new ties cannot dissolve the old ones.

*King Alfred's Cakes.*—Alfred comes nearer to perfection than any prince of whom history makes mention, though scandal was once busy even with his stainless name. In youth he is said to have been dissipated, and even to have alienated his subjects by his misgovernment and immoralities. If so, he made a noble atonement. *Apropos* of the great English king, every one knows the story of the burnt cakes and the scolding he received from the cowherd's wife, but the conclusion of the story is not so generally known. According to William of Malmesbury and other later chroniclers, the cowherd, whose name was Denulf, having afterwards on Alfred's recommendation, applied himself to letters, was made by him Bishop of Winchester, and was the same Denulf who died occupant of that See in 909. But what became of Mrs. Denulf? Possibly she lived to be an antitype of Mrs. Proudie, for the English clergy in the pre-conquest days were not averse from marriage, and nearly two centuries were yet to elapse before Gregory VII. should introduce a uniformity of celibacy into the Church. But of course the assertions of the worthy precentor of Malmesbury must be taken with an occasional grain of salt, as when, praising the strict and efficient police kept by Alfred in his domains, he says that a purse of money, or a pair of golden bracelets would in the time of this king remain for weeks exposed in the highway without risk of being stolen.

*How Our Bodies Lose Heat.*—We have to look upon ourselves as warm and humid bodies placed within a cooler atmosphere. Such bodies lose their heat in three different ways:—1. Radiation. 2. Evaporation. 3. Conduction. This triple arrangement is of great advantage for the heat department of our organism, inasmuch as the existence of these different routes allows of a delicate regulation—that, for instance, which we lose in a given case by radiation can be made up by diminution of loss through the other routes, and *vice versa*. The losses by radiation and by conduction are the most constant under equal conditions, and evaporation of water is the principal means for equalizing differences resulting from varying production of heat or from difficulties of the two other routes. Allow me to illustrate this by drawing your attention to some every-day phenomena. You arrive, for instance, in a hotel after a journey during a cold winter's day, and have at once a fire lit in your room. Let the fire be ever so bright the thermometer even rise to a reassuring degree, you must stick to the fire-place; the room does not get warm. If you continue to live in the same room, and have the fire kept in, it will by-and-by get comfortable, even if the thermometer in the room should stand lower than on the first day, and you will think quite correctly that the room wanted time to get warmed through and through. Before that had taken place the loss of heat by increased radiation into the incompletely warmed space made itself sensibly felt in the heating department of your body. Radiation is the stronger the greater the difference of temperature between the two bodies. Surrounded as you are in a room not only by air, say of 68 degrees Fahr., but also by walls, furniture, etc., which stand, perhaps, at 38 degrees to 40 degrees, your body radiates its heat particularly toward those colder objects, till they also get warmer. For a room to be warm it must get warmed with all which it contains.

*The Origin of Vaccination.*—All honour to the name of the immortal Jenner, who sleeps in his quiet grave on the green cliffs of Folkestone. What a glorious morning "for England, home, and beauty" was that of the 14th of May, 1796, the birthday of vaccination. On that day matter was taken from the hand of Sarah Nelmes, who had been infected while milking her master's cows, and this matter was inserted by two superficial incisions into the arms of James Philips, a healthy boy of about eight years of age. He went through the disease in a regular and satisfactory manner; but the most agitating part of the trial still remained to be performed. It was needful to ascertain whether he was free from the contagion of

small-pox. This point, so full of anxiety to Dr. Jenner, was fairly put to issue on the 1st of the following, July. Small-pox matter, taken immediately and directly from a small-pox pustule, was carefully inserted by several incisions, but no disease followed. Now by this one simple and brave experiment upon the lad James Phillips, Dr. Jenner established a law which the experience of millions upon millions of human beings in generations since has only served to strengthen. It is, too, wonderful to think that there can be a single individual in these islands who cannot see at a glance the simplicity, beauty, and truth of this law. There is no contagion in the world so certain and sure as the contagion of small-pox—not even that of hydrophobia or rabies in the dog. The very emanations or exhalations from the body of any one sick in small-pox, if breathed by a healthy person, are in many instances sufficient to induce the disorder; and yet here is this healthy young boy, James Phipps, who receives the small-pox matter into his very blood, and still he does not take the disease.

**CARLYLE and His Printers.**—Miss Martineau says of Carlyle's habits of authorship that "His manuscript is beautifully neat, when finished, and a page holds a vast quantity of his small, upright writing. But his own account of his toil in authorship is melancholy. He cannot sleep for the sense of the burden on his mind of what he has to say; rises weary, and is wretched till he has had his coffee. No mode of expression pleases him, and, by the time his work is out his faculties are overworn. It is a great object in his case to have the evenings amused, that his work may not take possession of his mind before bedtime. His excessive slowness is a perfect mystery to me, considering that the work is burdensome. If he dwelt lovingly on his researches, I could understand it. But perhaps he does, more than he is aware of. If not, his noble vocation is a hard one." In correcting his proofs Carlyle alters the phraseology time and time again, until his own mind is harassed with the work and his printers are wholly out of patience. An anecdote showing his mode of revision is thus related by Miss Martineau:—"One day while in my study I heard a prodigious sound of laughter on the stairs, and in came Carlyle, laughing aloud. He had been laughing in that manner all the way from the printing-office in Charing Cross. As soon as he could he told me what it was about. He had been to the office to urge on the printer, and the man said, "Why, sir, you really are so very hard upon us with your corrections! They take so much time, you see!" After some remonstrance, Carlyle observed that he had been accustomed to this sort of thing; that he had got works printed in Scotland and—"Yes, indeed, sir," interrupted the printer, "we are aware of that. We have a man here from Edinburgh, and when he took up a bit of your copy, he dropped it as if it had burnt his fingers, and cried out, "Lord have mercy! have you got that man to print for? Lord knows when we shall get done all his corrections!"

**Cerebral Localization.**—The question as to how far the brain exercises an influence on the motions of animals has been engaging scientific men for years. Dr. Broca was among the first who investigated the subject; he proved that when a man was deprived of the faculty of speech by a stroke of apoplexy, there invariably existed a lesion at the very same spot in the brain, viz., in the anterior region, and on the posterior side of the third frontal circumvolution to the left. Hence the conclusion that this was the seat of the faculty of speech in man, and thus one was led to conceive a special place for every intellectual action. Fritz, Hilzig, Ferrier, Carville, and Duret, the most prominent among those who have treated the question, operate as follows:—They take off part of the skull of a dog, then apply electric wires to different parts of the brain thus laid bare, and watch the motions produced. Certain points cause none, so that it is not the whole brain that acts on the muscular system, but only special points. Ferrier operated on monkeys in the presence of the London Royal Society. According as he touched various parts of the cerebrum, the ape would shake his fist at the public, raise or stretch a leg, or cut faces. It was shown that in the monkey the centre of motion of the tongue answered exactly to that to which the faculty of speech pertains in man. From all this it follows that the surgeon may now know precisely the point of the skull at which to apply the trepan. Thus, not long ago, a man was brought into the Hospital St. Antoine. He had received a blow on the left temple, and, on coming to himself again, could only speak with difficulty, and then he would call a fork an umbrella, a lamp a hat, and so on. Moreover his right arm was half paralyzed. The surgeon at once knew what he had to do; he applied the trepan to the proper spot, and hit upon a piece of bone that compressed the brain. This splinter was removed, and the patient at once recovered the use of his right arm. A few days later his tongue was freed from all impediment, and he left the hospital perfectly cured.

**Stone Rivers.**—In the Falkland Islands there occurs a natural phenomenon which has not so striking a development in any other part of the world. It consists of a series of Stone Rivers, which are found in nearly all the valleys in the East Island. They are from a

few hundred yards to a mile or so in width, and are composed of accumulations of blocks of quartzite, of an irregular form, and from two to twenty feet long, and about half as wide. These rivers of stone look at a distance like glaciers, and like them are fed by tributary streams, and seem to be flowing toward the sea. The stones are worn smooth on the surface by the action of the atmosphere, are almost clear of soil, and are mainly covered with a thin, tough, white lichen, that gives them the appearance of being coated with ice. Under the stones in the bed of their channel, a stream of water may generally be heard on its way to the sea, and sometimes a ray of sunlight, piercing through the interstices between the irregularly-piled blocks, evolves a brilliant flash of reflected light. Sir C. Wyville Thompson has attempted in a brief paper in *Nature* to account for this singular phenomenon. In the ridges surrounding the valleys there occur bands of quartzite of unequal hardness. In course of time the softer bands disintegrate, allowing the harder blocks to fall out upon the sloping hillside. A number of causes unite to impel the accumulating masses to creep slowly down the slopes of even the slightest inclination. One of these is the alternate expansion and contraction of the soil by moist and dry weather, which induces a gradual sliding down the descent, while the rains wash away all the earth that adheres to the blocks. An enormous length of time must have been consumed in the creation by this slow process of the great Stone Rivers of the Falkland Islands, but Sir C. Wyville sees no evidence that ice had any part in their formation. In his opinion, wherever there is a slope the soil-cap must be in motion, however slow, and dragging over the strata beneath the rocks imbedded in it, which are piled in moraine-like masses where the progress of the earth-glaciers is partially arrested, as by the narrowing of the mouth of a valley.

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**ABSTRACT FOR THE MONTH OF JUNE, 1877.**

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT MCGILL COLLEGE OBSERVATORY. HEIGHT ABOVE SEA LEVEL, 187 FEET.

Day.	THERMOMETER.				BAROMETER.				† Mean Pressure of Vapour.	‡ Mean Relative Humidity.	WIND.		SKY CLOUDED IN TENTHS			° Rain and Snow Melted.	Day.	
	Mean.	Max.	Min.	Range.	Mean.	‡ Max.	‡ Min.	Range.			General direction	Mean Velocity in m. p. hour.	Mean.	Max.	Min.			
Sunday	1	73.84	83.5	63.0	20.5	30.0509	30.077	30.002	.075	.4255	51.1	S. W.	10.4	3.9	6	2		1
	2	75.59	85.0	63.4	21.6	29.9561	30.039	29.869	.170	.4829	55.7	S. W.	7.7	5.7	9	2		2
	3	61.96	67.8	56.0	11.8	29.7249	29.812	29.688	.126	.3565	64.5	W.	11.0					3 Sunday
Sunday	4	60.66	65.5	51.8	15.7	29.8297	29.865	29.798	.067	.3229	62.0	W.	13.8	7.4	10	1	0.13	4
	5	64.25	70.2	54.4	15.8	29.8486	29.892	29.817	.075	.3644	63.7	W.	7.3	7.9	10	1		5
	6	67.47	75.7	55.5	20.2	29.9247	29.948	29.906	.042	.4985	73.9	N. E.	7.5	5.7	9	2		6
Sunday	7	69.27	74.8	60.9	13.9	29.9170	29.943	29.895	.048	.5672	79.4	N. E.	6.7	5.9	10	2	0.07	7
	8	72.91	79.7	62.9	16.8	29.7569	29.870	29.629	.241	.6057	75.1	E.	3.3	4.1	9	0		8
	9	57.59	65.3	50.9	14.4	30.0331	30.112	29.896	.216	.3059	64.7	S. W.	7.1	5.7	10	1	0.01	9
Sunday	10	65.19	76.2	53.5	22.7	30.1005	30.152	30.004	.148	.3910	61.1	W.	12.3	2.1	6	0	0.20	10 Sunday
	11	67.92	76.2	55.3	20.9	30.0526	30.127	29.947	.180	.4325	61.9	S. E.	7.4	4.7	10	0	0.15	11
	12	68.35	74.9	63.1	11.8	30.0089	30.068	29.965	.103	.4112	60.6	S. W.	9.2	4.9	10	0	0.08	12
Sunday	13	71.49	78.4	63.5	14.9	29.9931	30.094	29.834	.260	.5020	65.9	W.	10.7	3.2	9	1	0.03	13
	14	67.81	73.8	64.6	9.2	29.7400	29.809	29.699	.119	.6011	89.2	S. W.	7.9	6.5	10	1	Inapp.	14
	15	74.8	83.5	63.1	20.4	29.9214	30.050	29.745	.305	.4269	59.5	S. W.	10.5	9.5	10	6	0.86	15
Sunday	16	69.79	78.8	59.2	19.6	29.9214	30.050	29.745	.305	.4269	59.5	S. W.	12.1					16
	17	68.85	73.4	55.0	23.4	29.8307	30.095	29.673	.422	.4251	58.9	N. W.	11.6	2.5	10	0		17 Sunday
	18	59.02	66.6	50.0	16.6	30.1342	30.238	29.995	.243	.2550	51.1	W.	13.4	3.0	9	0		18
Sunday	19	59.94	63.7	55.5	8.2	29.7006	29.904	29.562	.342	.4407	84.4	S. W.	5.5	2.2	10	0		19
	20	56.55	62.0	51.9	10.1	29.7766	29.975	29.603	.372	.3207	69.9	S. W.	7.7	9.7	10	9	0.04	20
	21	60.24	70.0	49.1	20.9	29.9035	29.998	29.819	.179	.3059	59.4	N. W.	14.4	6.2	10	1	Inapp.	21
Sunday	22	62.2	67.8	57.8	4.4	29.6785	29.858	29.587	.271	.4589	71.7	S. W.	16.2	5.1	10	0	Inapp.	22
	23	66.19	76.7	56.8	19.9	29.9050	29.951	29.866	.085	.3419	66.5	S. W.	5.2	6.0	10	1	0.05	23
	24	60.12	67.0	53.6	13.4	29.9930	30.020	29.960	.060	.3174	55.2	W.	10.7					24 Sunday
Sunday	25	63.50	70.3	52.8	17.5	30.0200	30.051	29.989	.062	.3926	59.6	N. E.	5.2	6.2	10	0		25
	26	67.30	73.6	56.0	17.6	29.9645	30.023	29.912	.111	.4857	76.7	N. E.	3.9	1.2	3	0		26
	27	66.10	75.8	59.7	16.1	29.8865	29.945	29.787	.162	.5530	83.6	S.	2.6	6.5	10	1	0.05	27
Sunday	28	67.19	75.0	59.9	15.1								4.8	7.7	10	4	0.13	28
	29												5.5	9.9	10	9	0.19	29
	30																	30
Means .....	65.730	73.105	57.63	16.07	29.9097			.1725	.4227	66.59		8.63	5.52					31

Barometer readings reduced to sea-level and temperature of 32° Fahr. † Pressure of vapor in inches mercury. ‡ Humidity relative saturation being 100. Observed.

Mean temperature of month, 65.73. Mean of max. and min. temperature, 65.06. Greatest heat was 85.0 on the 2nd; greatest cold was 49.1 on the 23rd,—giving a range of temperature for the month of 35.9 degrees. Greatest range of the thermometer in one day was 23.4, on the 19th; least range was 4.4 degrees on the 24th. Mean range for the month was 16.07 degrees. Mean height of the barometer elastic force of vapor in the atmosphere was equal to .4227 inches of mercury. Mean relative humidity was 66.06. Maximum relative humidity was 98 on the 30th. Minimum relative humidity was 35 on the 11th. Mean velocity of the wind was 8.63 miles per hour; greatest mileage in one hour was 29, on the 10th. Mean direction of the wind west south-west. Mean of sky clouded 55 per cent. Rain fell on 16 days. Total rainfall, 2.35 inches.