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The German Method of Teaching Writing and Reading, with suggestions for its introduction into English Schools.

Paper rea by G. C. Mast, Esq., before the College of Preceptors.

Mr. Chairman, Ladies, and Gentlemen,—Allow me, in the first instance, to make a few remarks on the title of my Paper. I beg you clearly to understand that my main object is to place before you a new method of teaching Reading as a substitute for what I consider the very inadequate methods prevalent in this country.

But Reading being, in its first stage, and by the proposed method, inseparably connected with Writing, as will presently be seen, I was compelled, in the title, to link the two terms together.

I call it the German method, not because it is the only one followed in my native country, but because it originated, and is gradually displacing all other methods, there.

An experience of twenty-two years as a teacher in this country having convinced me, however, that the best methods imported from abroad will fail, unless they are judiciously adapted to the varied circumstances of this country, I have endeavoured to work out what I consider sound German principles in regard to the subject, in such a manner as to produce a natural and intelligent method of teaching elementary Reading and Writing suitable for English schools. The principles upon which it rests are those of the " Lautir method " or " Phonic method," as further developed in the " Schreiblese Unterricht," or " Write and Read " method.

The former is the work of the Bavarian Councillor of Education, Dr. Heinrich Stephani, who lived at the beginning of the present century ; the latter is ascribed to Dr. Johann Baptist Graser, a countryman and contemporary of Stephani.

According to this " Phonic Write and Read " method, writing and reading are taught simultaneously ; the latter, so to say, through the former. Spelling is entirely dispensed with, and the child is taught only the sound or power of the letters, and not their names.

My limited time forbids me to attempt even a short sketch, instructive as it might be at the present moment, of the historical development of the methods of teaching Reading in Germany, so I proceed at once to the main object.

Every wise teacher who has to instruct children coming direct from home, would naturally endeavour to make this transition from home to school as little striking, and as pleasant, as possible.

A little friendly conversation with the children, a few questions, such as " How did you like your breakfast ? " or " How did you sleep last night ? " would elicit an answer ; and this answer would probably afford an opportunity to the teacher ta correct the bad pronunciation of some children ; and he would thus convey the first instructions in such a manner that the child would really not be aware of being taught at all.

The most simple object, a book, a slate, an article of dress, or a picture that may hang in the school room, may serve as material for these *preparatory exercises for the organs* of speech and for the ear. Or a piece of poetry, suitable for children, may at once be committed to memory by them, the teacher saying line after line slowly and distinctly, and the pupils repeating after him, both in chorus and singly. Then would follow the analysis of this piece of potry into *words syllables*, and *sounds*. As an example I would propose the following :—

1. " Oh, I love the merry sunshine!
It makes my heart so gay,
To hear the sweet birds singing
On their summer holiday.

2. " Oh, I love the merry sunshine,
The dewy morning hour;
With rosy smiles advancing
Like a beauty from her bower.

3. " Oh, it charms the soul from sadness,
It sets the spirit free;
The sunshine is all beauty,
Oh, the merry sun for me!"

After the pupils have committed to memory the first stanza, the teacher would say it slowly, stopping after every word, the children repeating afterhim, and counting the parts which they would recognise as *words*. They would then in turn say,—" Oh " is a word, " I " is a word, " love " is a word, &c.

To effect the analysis of the words into *syllables*, the teacher would let the children find out that words, for the utterance of which we have to make only one effort, like " Oh," " I," " love," " the," &c., consist of *one syllable;* while those for the utterance of which we have to make two, three, or more efforts, like " mer ry, " " sun-shine," " ho-li-day," consist of two, three, or more syllables. As in the analysis of the lines into words, the pupils, one after the other, will say of how many syllables each word consists.

Lastly, the syllables are dissolved into *sounds*. The teacher again, in the first instance, would pronounce slowly and distinctly a syllable consisting of more than one sound, l-o-ve, when the pupils will have no difficulty in discovering that the word " love " consists of *three sounds*, l-o ve ; the syllable " mer," of the three, m e-r; " ry," of two, r-y ; " sun " of three, s u-n ; " shine," of three, sh-i ne ; " it," of two, it ; " makes," of four, m-a-ke-s, &c., and so every word. In this manner the whole piece of poetry would be analysed into *words*, *syllables*, and *sounds*. And it is this dissolving of words finally into *simple sounds*, and not into letters, which is the key to this phonic method.

Any teacher, who can grasp this idea of analysing words into their respective *sounds*, will easily understand the rest of this method.

But in this process it is absolutely necessary to proceed in a scientific manner, namely, to look closely at facts, and not to be led away by customary or conventional notions. The results will, in many ways, be striking to some of you, for all the anomalies of English spelling will be laid bare. It will be found that several letters bear a false name ; that one and the same sign or letter represents several sounds, and that in several instances one and the same sound is represented by various signs. The letter *i*, for instance, has obtained its name, not by right, but by a kind of usurpation. For if you take any page of writing, and count the letters *i*, you will find that, as a rule, there are twice as many so-called short *i* or, properly speaking, *ĕ* sounds, as long *i*. In the Lord's Prayer, for instance, the letter *i* occurs twenty times ; and only one of them has the *i* sound, but sixteen sound like *i*, as in *which*, *in*, *kingdom*, &c.

The same is the case with the letter *u*, which, if frequency of occurrence were to entitle a sound to its name, ought to be called *u*, as in *but*.

Again, you are aware that the letter *a* must stand for the four distinct sounds of *ā*, as in *fare ;* of *a*, as in *man;* of *a*, as in *far ;* and of *a*, as in *war*.

While, on the other hand, the *ŏ* sound is represented by five different signs ; by an *o*, in *do ;* by a *oo*, as in *wool ;* by an *ou*, rs in *would ;* by a *u*, as in *rude ;* and by a *ui*, as in *fruit*. The English suffer in this respect, as in other things, according to Mr. Gladstone, from an " incapacity of detecting discord ; " from a partial absence " of that sense of harmony between the inward and the outward," of which he " had been lamenting the weakness."

The consequence is, that the art of teaching Reading is more difficult in English than in those languages where there is a fixed sign or letter for almost every sound, as is the case in German for instance. But if even in Germany it was at one time considered a matter of the utmost importance to find out the very best method of teaching Reading, how much more ought it to be considered so in England, where the difficulties are greater !

Parallel with the above preparatory exercises for the organs of speech and for the ear, must be practised the exercises for the hand and eye, the object being to enable the pupils to understand and practise the formation of letters. The pupils will draw on their slates, first with the help of the ruler, afterwards free hand, the exercises contained on the two sheets, A and B.

At the same time the teacher will explain such simple but most important notions as a *straight line* (for horizontal), *upright* (for perpendicular), *slanting*, *slanting up to the right*, *slanting down to the left*, *round*, *crooked*, *point*, *half*, *quarter*, *thick*, *thin*, &c.

These exercises will not only prepare the pupils for writing, but be the most useful introduction to *drawing*.

These Preparatory Exercises are, for Reading and Writing, what ploughing the ground is for sowing. If the ground is well prepared and the sower, at the right time, scatters a healthy seed, he may fairly hope for a rich harvest; for *time*, *rain*, and *sunshine* rarely fail to do the rest.

I now proceed to explain the sheets before you, containiug, in thirty short lessons, every feature essential to the English phonic Write and Read method, and which I beg most respsctfully to submit to your careful examination. The teacher would first write on the black-board the letter *o*, the pupils copy it, and call it *o*. Then the letter *n* is writen, and called *n*, not *enn ;* then *on*, and *no*, &c.

In regard to the order in which the various letters and combinations are taken, I was principally guided by the facility with which their sounds can be caught by beginners. Thus the sounds *n*, *m*, *l*, *r*, *s*, are readily caught by children ; and by the time they have mastered them in their combinations, they are so familiarised with the way of catching and combining souuds, that the most difficult are easily learned by them.

(After having explained the contents of the sheets, the speaker went on to say) :—Both in the Lessons and in the Key, it will have been noticed that in several instances one sign or letter had to do duty for two sounds: —*a*=*a* in *man*, and *a* in *far ; o*=*o* in *so*, and *o* in *love ; u*=*u* in *bull*, and *u* in *use : y*=*y* in *yet*, and *y* in *many*, &c. The reason for this economy in signs my conviction is, that the smaller their number the less likely will confusion be caused in the minds of the children. On the other hand, experience has borne out what might *a priori* be expected, that children rarely miss the correct sound if it is approximately represented in words which they understand : their imagination makes up for the imperfect representation. But in syllables which have meaning, it does not matter which of the two approximate sounds they take.

Economy of means to the end will also be seen in the arrangement of the lessons. As a rule, the children have only one new letter or sound to learn in each lesson, and the letters previously given re-appear, mostly in new combinations ; thus every lesson is easy, yet fresh, and

the tediousness of frequent repetition of one and the same syllables or words is avoided. The method rests on the assumption that children are intelligent, not mere machines.

In regard to writing the lessons, I do not consider it essential that the pupils write the whole of them. The smaller or greater quantity of writing may be left to the judgment of the teacher, who must act according to local circumstances.

Nor is it, in my opinion, essential to the method, that the introduction of the letter press characters be postponed till the thirty lessons in script characters are completely mastered by the children; though I would express my conviction that there is no greater impediment to the progress of learning for young children, than confusion of ideas caused by a multiplicity of subjects.

What we call want of attention on the part of children is often simply their incapacity to take in the various ideas that are crowded before their minds. The maxim "Slow and sure," applies to the first steps in learning more than to the last.

Although on these points there may be a difference of opinion, yet of the utility of one of the two main principles of this method—the most intimate union between Writing and Reading—there cannot be a doubt on the mind of any one who has seen what immense advantages accrue to Reading from the facility with which, by the use of strokes, dots, ties, and brackets most difficulties in teaching Reading are removed, apart from the other great gain, that the young child has at first, so to say, only one tool to handle.

But as in every happy marriage both partners profit equally through their union, so the *Youth Writing*, which in the first instant led *Lady Reading* to the altar, is ultimately not less blessed than his lady love; for it may be a matter of doubt whether writing is not as much promoted as Reading by this method, particularly English Writing in regard to spelling, in as much as the pictures of the words, with all the contrivances employed, impress themselves deeply on the memory of the children, and enable them to reproduce the words correctly.

The complete mastery by a child of this *Write and Read* course would lead it to the next step, the *Read and Write* course, in which, as the name indicates, Reading letter-press characters comes first, and copying would follow. But into that time forbids me to enter; nor is it necessary, for with a proper text-book it offers no difficulties.

I stated at the beginning, that I proposed this method as a substitute for what I consider the inadequate methods prevalent in Englaud. But are not these methods really everything that could be wished for? Do the young children of this country not learn Reading very easily? In answer to these questions, I beg first to state that, even if the results were satisfactory, it would still be a question whether they might not be obtained in a more rational and cultivating manner. But, according to the best authorities in this country, these results are bad. Speaking of the results of our teaching in elementary schools, the *Times*, Nov. 22, 1873, says:—"The Reading, in particular, at many schools, is not at all what it should be, and what it might be made with care. We need better text-books, and a more intelligent use of them on the part of both masters and pupils." And Mr. Robson, one of the Vice Presidents of the Council of the College of Preceptors, writes to the *Times* a few days later:—"I cannot, however, refrain from saying, that the argument affords a sufficient explanation of the fact acknowledged by Dr. Abbott and Mr. Morley—that the results of our existing system of primary education show it to be a miserable failure."

How could it be otherwise? Let us glance only a few moments at what is being done.

A child, on entering school, is first taught the alphabet—not a difficult task to be sure. But no sooner has the young pupil to make out, from the names of the letters, syllables and words, than there begin that misery and darkening of the mind so much in accordance with the notice of the Principal of Flushing Institute, who wrote shortly thus: "Dear boys, Trouble begins September 15." How can it strike the intellect of any rational being that de-o sounds do; orbe—double o—kay book; or double u—e—ar—e were? What misconception of means to an end! What an unnecessary waste of words! Nay, what a lavish of rubbish strewn upon the path of a little child, that should be guided gently and lovingly on its new road! What is the explanation that so intelligent a race as the English have suffered so long such an absurd system almost unchallenged? for in a book on "Primary Instruction," by Mr. Simon S. Laurie, I find it stated that the Alphabetic or Spelling Method is thus almost universally practised. Is it not possible to find the explanation in the spirit that prompted the declaration of a well-known English divine, who, according to Professor Max Müller, thought that the fearful orthography of English formed the best psychological foundation of English orthodoxy, because a child that had once been brought to believe that t h-r-o u-g-h sounded like "through," t h-o-u-g-h sounded like "though," r o-u-g-h sounded like "rough," would afterwards believe anything.

Surely, if many other divines are of the same opinion, need we wonder if England, in regard to education, is behind several continental nations, who in other matters willingly go to school to England. But let it be remarked, the mischief above referred to does not arise so much from the *spelling* of words, that is to say, from the signs employed to represent their sounds, but chiefly from the absurdity of saying the name of each letter; the truth of which statement is clear from the facility with which the above words can be read by the method I have suggested, although their spelling is not changed at all.

Not much better than this Spelling method is the so called "Look and Say" method, in which Spelling is, indeed, dispensed with. But in this method too much power of abstraction is demanded from a young child, to find out by himself the sounds of each letter from the syllables and words printed, with all the irregularity of English spelling; and the whole method, however cleverly worked out by some authors of elementary books, embodying this system, resolves itself into a mechanical and tedious repetition, without causing any pleasure to the child, or improving his intellect.

Most extraordinary proposals have been made to avoid these staring evils, and to obtain better results.

One of these proposals before the public is, to introduce a purely phonetic method of spelling, which is much as to allow everybody to write each word as he likes. The consequence of the general adoption of this plan would entail the extinction of English culture at the earliest possible time; for an unsettled condition of the language would undermine every solid foundation of knowledge, culture, and laws. Another proposal is the introduction of an enlarged alphabet of 40 letters, so as to have a distinct sign for every sound in the English language. The consequence of the general adoption of this method, which would virtually require every child to learn 4 times 49, or 160 signs, to be able to read and write, would restrict the means of acquiring knowledge to a few intelligent children, while the mass of them would be debarred from acquiring the most efficient key to knowledge.

But there is no fear that England's high position will ever wreck on such small rocks ahead. A greater danger might arise from the acceptance of a proposal emanating

fram a gentleman in high position, Lord Sandon, namely, to send children to school at three years of age. Of course, if our children cannot learn reading in from four to six years, why not give them a few years longer, and take these away from their merry days of childhood? That such a proposal could seriously have been made by a gentleman upon whose opinion the interest of education in this country to a great mesure depends, proves that not all Ministers of Education are also practical schoolmasters.

If Lord Sandon's proposal were acted upon, the rising generation would not rise very high, either in body or intellect; and twenty years hence the standard for our recruits would have to be lowered still more; nay, the very safety of our homes and property might be placed in jeopardy. Why, the proper place for children, under ordinary circumstances, is their home; that is the proper Kinder-garten, where young plants prosper best. Kindergärten and nurseries are only good in exceptional cases, where children are deprived of their natural guides, their parents or relations.

I have tested my method, amongst others, with one of my own children, a girl just six years of age. Three months ago she had had no instruction whatever either in reading or writing, now she can read and write as well as many children after one or two years' instruction by the ordinary methods; and during these three months I could not spare more than ten to fifteen minutes daily, and that not without missing several weeks.

These ten to fifteen minutes daily afforded her nothing but unmixed pleasure, and I had rather to curb her eagerness for being taught than to resort to any kind of stimulus. Teachers will find also that this method, which encourages children rather to find out the words themselves than to be told by the teacher, enables them to perform their arduous task with less trouble to themselves than the constant "telling" of other methods. My own experience justifies me in the expectation that, by this method, a whole class of sixty to eighty, consisting of children of various degrees of intelligence, could, with regular attendance, be taught Reading and Writing fairly in considerably less than twelve months by any good teacher. Yet it is not by speedy result that I wish this method to be judged; for early results are not the only test of a method in teaching. Its chief claim for the careful examination of every teacher rests, in my opinion, upon its being a clear, rational, and natural guide of any child to the fruitful garden of knowledge.

But whatever your opinion on the subject may be, I am happy to have had an opportunity to place my ideas, on what some may consider the trivial subjects of elementary Reading and Writing, before an audience of intelligent teachers and others, who take an interest in education; for on no point do I agree more with the learned Professor of the Science and Art of Education to this College, than on the truth, expressed so eloquently in the Introductory Lecture in January this year, on the importance of sound methods in elementary teaching, when Professor Joseph Payne said: "Whether the child love or hate knowledge,—whether his fundamental notions of thing shall be clear or cloudy,—whether he shall advance in his course as an intelligent being, or as a machine,—whether he shall, at last, leave school stuffed with crude undigested goblets of knowledge, or possessed of knowledge assimilated by his own digestion, and therefore a source of mental health and strength,—whether he shall be lean, atrophied, weak, destitute of the power of self-government and self-direction, or strong, robust, and independent in thought and action,—depends almost altogether on the manner in which his earliest instruction is conducted."

How far I have succeeded in fulfilling these conditions in my proposal of a method of teaching the most important branches of the earliest instruction of a child, I must now leave to your judgment.—*Educational Times.*

Teachers and Taught.

Now that school examinations are all over, and teacher and pupil are both resting for a while from their labors, parents and guardians will have the opportunity, through an intercourse less broken than heretofore, of judging to what extent their children or wards may have improved, or in what respects they may be considered deficient. During this period of more unreserved intimacy with their charges, they will also be able from continuous observation to pronounce as to the efficiency of our present school system and its results, moral, mental and physical on those subjected to it. We shall probably, then, be only anticipating the thoughts, if not the words, of many anxious parents, if we briefly call attention to some of what we, in common with several others, consider the objectionable features of some even of our best schools.

The pupil, often at the age of mere infancy, is compelled, in many cases, to spend six hours every day in almost uninterrmitting attention, sitting, for the most part; and, as we can well recall, generally under such conditions as tend to make weariness of body correspond with languor and listlessness of mind. To this imprisonment must be added two hours of preparatory study taken from the remainder of the day, making, in all, eight hours of hard labor. And what are the subjects, to be enlightened as to which so much time is devoted, so much energy exerted, so much suffering endured? We simply put the question. We do not intend answering it, except so far as to say, from personal experience, that many of them, and some of those on which most time and strength are expended, are, for all practical purposes of life, next to useless. Another question that suggests itself has regard to the mode in which instruction in these and other branches is imparted. And, in reply, we appeal to many who have passed through the ordeal of our schools, if it is not often clumsy, vexatious, tedious, and uninteresting. In very few schools are such important subjects as history, geography, the groundwork of natural science, the art of letter-writing and other branches, useful as well as pleasant, made anything but a weariness of the flesh, and the ignorance which prevails among many young people who have "finished their education," on questions connected with them, is sufficient proof of the little benefit which they derived from their study. We have seen letters written by persons who had passed through the whole routine which we would not like to receive from any of our children.

The obvious conclusion to be arrived at is that there is something which needs reforming altogether in the mode of conducting our schools. We think the long hours are a mistake. And only those are anxious to retain them, who are satisfied as long as their children are taken care of and give them no trouble. But popular prejudice will, we fear, continue, for a long time to come, to oppose any reduction. The only remedy in this case, is to employ part of the time of the school attendance in the duty of preparation.

We also object to the total cessation of study during two months or more in the year. During this time, as teachers must be aware, much of the knowledge previously imparted, especially if there has been anything like "cramming" previous to the examination, is forgotten and the habit of application and attention seriously

impaired. Fully a month is required to wean the mind of a pupil after the holidays from that of inaptitude for continuous study which the *dolce far niente* has induced. It is far better to work moderately all the year round, and as there must be holidays in the summer months, let parents see that a small portion of each day be still devoted to useful study of some kind. Absolute idleness is always injurious.

We do not, by any means, suppose that these remarks will effect any immediate change in the working of our schools. But we offer them, because they express the opinions of many besides ourselves, and because they may lead others to give some thought to a subject which concerns the whole community in the present and still more in the future. If that earnest consideration of the subject, which is its due, be vouchsafed to it by all those interested, we have no doubt that eventually such a reform will be introduced into our school system as will prove a blessing to the generation that is growing up and to those that come after it.—*Montreal Gazette.*

SCHOOL EXAMINATIONS.

Close of the Scholastic year at Villa Maria.

Among the many interesting *seances* which have marked the close of the scholastic year in the various educational institutions of Montreal, none have proved more brilliant than " distribution day " at Villa Maria, Monklands, which came off with the usual eclat yesterday forenoon 23rd June. This establishment, from its unrivalled situation—the size, airyness and comfort of the building itself, the large number of pupils, and the completeness of the system of education, has become most widely known, not only within the Dominion but throughout all parts of the neighboring States. As usual, a numerous and fashionable audience, including a large number of our most prominent citizens, filled to overflowing the vast hall of the convent, decked with artistic taste, and garlanded with leafy branches and fragrant flowers, pleasant proofs of that summer so tardy this year in its coming. The opening overture, pianos and harps, was followed by a favorite motif from " La Traviata," executed on the same instruments. After this the gold medal for excellence of conduct was awarded to Miss McCormick. The graduates were then presented with their diplomas, medals and prizes. Their names were as follows : The Misses Levesque, Harding, Ford, Leprohon, McShane, De Grosbois, Latour, Globensky, McGarvey, Edsall, McNamee, May, McGuire, O'Reilly, McLean, Riley, MacDonald, McCormick, Sweeny. The prize for Natural History, a handsome microscope, given by Edward Murphy, Esq., of this city, was awarded to Miss Levesque. Miss Latour was the recipient of the gold medal, for proficiency in domestic economy, presented by Mrs. M. P. Ryan, of Montreal. Then followed Rule Britannia—ably rendered—on harps, pianos and guitars. The two medals given by His Excellency Lord Dufferin, the Governor General of Canada bearing on one side the portraits of Lord and Lady Dufferin, and on the reverse the Dominion Arms, were then presented—the silver to Miss Annie McGarvey, the bronze to Miss Brussard. Congratulatory letters from His Excellency to the happy winners of these high distinctions were then read aloud by the Rev. Canon Leblanc. A few touching words of felicitation were also addressed to them on the part of their companions by Miss May and Miss Tache. " Home, Sweet Home " played on four harps, with very fine effect, followed. Miss Leprohon then recited a poetical tribute to the memory of the illustrous Margaret Bourgeois, foundress of the order of the Congregation Notre-Dame, the sisters of which are at the head of so many flourishing educational establishments, notably Villa Maria. We subjoin the poem alluded to, eloquent of those far off days when Sister Bourgeois first landed on our shores ; and beheld, instead of our present beautiful city with palatial homes and stately public edifices, vast forests and a few settlers' cabins surrounded by wooden palisades.

How many such days, triumphant and bright,
Have filled Villa Maria with golden light
Since first 'bove the portal the statue fair
Of our lady was placed with hymn and prayer,
And the sweet name given—borne since then—
Name precious to angels and unto men.

How many a time in this dear old hall,
Have pupils and teachers gathered all
To crown true merit with wreath and prize,
And bring glad light to young sparkling eyes,
To hearts of parents and friends a joy,
Unlike Earth's pleasures—without alloy.

How many who passed their childhood here,
And to whom each familiar spot was dear,
When later launched on life's glitt'ring scene,
Throughout all changes have faithful been—
Though the word might tempt, and pleasure woo—
To Margaret Bourgeois' high teachings true.

It is now two hundred years and more
Since first set foot on Canadian shore
That saint-like heroine, fair and pure,
Prepared all things for Christ to endure ;
Resigning all kindred—all earthly ties,
And her sunny home neath fair France's skies.

A dreary, lone sight for her to see
Was our infant city of Villa Marie !
True, proud St. Lawrence with silver foam
Laved softly the base of our island home,
But frowning forest and tangled wood
Made the land a dreary solitude.

Nor mansion, chapel, nor glinting spire
Reflected the sunset's fading fire ;
The wigwam sent up its faint blue smoke,
The owlet's shill cry the stillness broke,
While the colons' rude huts ungainly stood
Within the frail palisades of wood.

Undaunted by fear of the savage foe,
Wild midnight blaze, or the assassin's blow ;
Careless of suffering—famine—want—
That haunted the settlers like spectres gaunt,
Sister Bourgeois had but one hope—one aim :
To humbly work in her Master's name.

Kindly she gathered around her knee
The dusky daughters, unfettered—free—
Of the forest tribes, and with woman's art
Ennobling, softening each youthful heart,
Fashioned them with true womanhood,
Slow unto evil and prompt to do good.

And their pale face sisters had full share
In this noble heroine's tender care ;
And grew up holding as holy and dear
The sacred duties of woman's sphere ;
Adding the firmness and courage high—
Chief need of our sex in days gone by.

Margaret Bourgeois' daughters have nobly all
Responded unto her mystic call ;
Through sunshine and joy—through storm and pain—
In one unfailing, unbroken chain
Of teachers devoted—naught left undone
To fulfil the high task by her begun.

For ourselves ; sweet sisters, the duty ours
To treasure the teachings of girlhood's hours,
Bringing with us hence, as a holy spell
That amid life's snares will shield us well,
The lessons with wisdom and virtue fraught,
By the foundress bequeathed—by her daughters taught.

It was now the turn of the Undergraduates to receive their prizes and distinctions, the gold medal for excellenoe of conduct in this course being awarded to Miss Brennan. The superior course came next, after which a magnificent morceau entitled : Le Réveil du Lion—Caprice héroique de Kontski, drew forth anew the applause of the audience. The members of the senior and junior classes received their well earned rewards. A spirited dialogue in French and vocal sacred music followed ; and then arose from harps, pianos and guitars, the well known strains of the National Anthem announcing the conclusion of a *seance* that had proved throughout, to all present, a period of unalloyed and complete enjoyment.—*Montreal Gazette.*

Polytechnic School.

An examination of the polytechnic class in connection with the Catholic School Commissioners' Commercial Academy, on the Plateau, was held last night 23rd June, at eight o'clock. The examination was conducted by Principal U. E. Archambeault and the associate professors of the school, and was attended by Rev. Mr. Nolan, S. J., Rev. Mr. Billion, S.S., and the friends of the pupils. The polytechnic class is a new feature in our public school system, having been established only two years ago to meet the urgent demand for scientific education. The class is as yet very small, consisting of only five students, of whom two are in their first year and three in their second year. It is gratifying to know that the progress made by the class so far is on the whole satisfactory ; though it is to be regretted that the small attendance detracts materially from the usefulness of the school. It is encouraging to believe, however, that when the eminently practical character of the instruction given here and its great advantages are known and appreciated, a large number of young men will hasten to avail themselves for those useful arts and professions which require a preparatory scientific training and which have been hitherto almost totally neglected by Canadian youth in search of a calling. We have been asked to bring to public notice the great advantages offered by this class, and we do so in the full confidence that it needs only to be known to become widely popular, for, here, the architect, the engineer, the chemist, the builder, the mechanic, the manufacturer, may obtain that solid foundation upon which to build a high professional reputation. The subjects of examination were pratical, the demonstrations on the blackboard by geometric, algebraic and other problems showing a thorough knowledge of fundamental principles. The readiness with which the different formulæ were given in chemistry, is worthy of special mention. The students are Messrs. E. Vanier, S. Pariseau and W. Haynes ; of the first year Messrs, E. Marceau and E. Papineau. The questions put by the examiners were searching and exhaustive and although several failures occured, the answers were on the whole very creditable to the class. In natural philosophy, the principle of the refraction of light, the construction of electric batteries, atmospheric pressure, the displacement of water by floating bodies, the density of gases, &c., were explained and formulæ given. In chemistry the nature of simple and compound bodies, the properties of metals and metalloids of gases, acids, alkalies, etc., were shown, as well as the compounding and decompounding of bodies, and the formalæ ; also, chemistry applied to the arts, such as alcoholic fermentation, manufacture of soap, of carbonate of soda, bleaching with chlorine, fixing colours in photography, etc. In geology the best varieties of iron and copper ores were pointed out ; the nature of coal formations, the components of feldspar, &c., were also explained. In mechanics, the steam engine was dissected and the various systems of cut-off valves, sliding locomotive valves, differences in the European and American system of locomotives, &c., illustrated. In architecture, Mr. Pariseau was called upon to explain the difference between basilicas and churches. He also particularized the Byzantine style, instancing the churches of St. Sophia and of St. Mark's (Venice) as the principal buildings of this style and referred to the transition from the Byzantine to the Roman. The examination being over, Mr. Archambault addressed the visitors, briefly explaining to them the difficulties with which he had had to contend, and thanking them for the interest they had shown in his efforts to establish a scientific school, after which the class was dismissed and the proceedings terminated.

We cannot close without mentioning the very creditable designs exhibited by the pupils. Among these, the architectural designs in sepia by Mr. J. O. E. Marceau were especially worthy of notice. Mr. Haynes, Mr. Parent and others exhibited very creditable mechanical designs and topographical plans, and altogether much skill and talent were visible in this department.—*Montreal Gazette.*

Bishop's College, Lennoxville.

The annual Convocation for the conferring of degrees in Arts and Medicine, and for transacting other business, took place in the College Hall, on Thursday, 24th June, at 2.30 p. m. The chair was occupied by the Hon. George Irvine, M. P. P., who had been previously elected to the office of Chancellor of the University, rendered vacant by the lamented death of the Hon. Edward Hale. The Chancellor was supported by their Lordships the Bishops of Quebec and Montreal, respectively President and Vice-President of the corporation, and also by the newly-elected Vice-Chancellor, R. W. Heneker, Esq. There was a large attendance of old members and friends, of the Institution. Proceedings were commenced by the conferring of the honorary degree of D. C. L. upon the Chancellor and Vice-Chancellor of the University. The following gentlemen were then presented by the Dean of the Faculty of Medecine, for the degree of D. M., M. D. : Messrs. Pigeon, Davis and Gouin, in regular course, and Prof. Fuller, M. D., of McGilt College, for an *ad eundem* degree. The Rev. Principal of the College next presented the Rev. Professor Roe, one of the original alumni of the College, and G. B. Shaw, Esq., M. D., Professor of Chemistry in the Medical Faculty for the degre of M. A. The following gentlemen were then admitted to the degree of B .A. : Messrs. Nicolls, Montizambert and Young. Messrs. Webster, Grier, Weatherdon, P. H. Keays, J. Keays, Bothwell, Bishop, Colston and Lyster, were then formaly matriculated as members of the University. After the reading of the Classical, Divinity and Mathematical reports, forwarded by the Rev. R. W. Norman, Rev. J. Brock, and H. H. Miles, esq, L. L. D. the prizes for the successful competitors in each subject were presented by the Chancellor :

Classics—Messrs. Nicolls, Simpson and Colston.

Divinity—Messrs. Nicolls and Simpson.

Mathematics—Mr. Young, who had gained with credit the Mathematical scholarship for the year 1875.

English Essay (prize divided(—Messrs. Nicolls and Bothwell.

Mountain Jubilee scholarship—Mr. Simpson.

Prizes for the best primary and final examinations in

he Medical course were then conferred upon Dr. Davis, and for Anatomy and Dissection on Mr. Wm. Young. The meeting was then addressed by the classical examiner, the Rev. R. W. Norman, M. A., who spoke with satisfaction of the progress of the College and School, under its recent difficulties, and expressed his full confidence in its increased prosperity if those under its system endeavored to prove themselves worthy of the advantages offered them. Mr. Norman also stated the present occasion would probably be the last time that he could look forward to filling the office of classical examiner for some time to come. Dr. Nicholls there upon asked permission to offer the best thanks of the University to Mr. Norman for the kindness and ability with which for five years he had performed the duties of examiner in classics of both the college and the school, and to express their sincere regrets that he would no longer fill the post. This proposition was most enthusiastically received. The Rev. J. Brock then made a few appropriate remarks upon the divinity and junior mathematics of the students, speaking in high terms of Messrs. Nicolls and Simpson, and favorably of Mr. Colston. Dr. Pigeon then delivered the valedictory of the graduates in medicine, was followed by Dr. Campbell, Registrar of the Medical Faculty of Bishop's College. Mr. Nicolls delivered a brief but interesting valedictory address in behalf of those who had recently been admitted to the degree of B. A., and had thus completed their College course. Effective speeches were then delivered by the Bishop of Quebec, E. Brooks, Esq., and Mr. Heneker. The first dwelt on the very gratifying fact that the College was now entirely free of debt, which had hitherto hampered its progress; that a larger number of students had been admitted as matriculants than he could ever remember, and that the institution was now in possession of the new school buildings, admirable in their arrangements in all respects, and especially as regards safety, spaciousness and ventilation. Mr. Brooks spoke warmly of the success of the College and the benefits which it had bestowed upon the community, and urged that the senior departement should be rendered more popular by the addition of a Faculty in Law and Departements of Civil Engineering and Applied Science. Vice Chancellor Heneker informed the Convocation, as Chairman of the Building Committee, that the expenses of the new school buildings would be defrayed partly out of the insurance monies, without any trenching on the College funds, and partly out of private subscriptions, and that when all the latter were paid the fabric, which in every way reflects the highest credit on Mr. G. G. Bryant, the contractor, would be handed over to the governing body free of debt. Dr. David had the pleasure st stating that as a medical man he had carefully examined the new school house, and could distinctly affirm that the ventilation and sanitary conditions generally could not be improved. The Chancellor concluded his address by assuring the members and friends of the University of his warm interest in its welfare and his readines to assist it on every occasion.

Almost every address was prefaced by deep regrets expressed at the loss which the College has sustained by the death ef the late Chancellor, so long its patron and faithful friend, while its members were congratulated at the appointment to the respective offices of Chancellor and Vice-Chancellor, of two gentlemen so highly qualified as the Hon. George Irvine and Mr. Heneker.

The conversazione ordinarily held by the students was this year omitted out of respect to the memory of the late Chancellor, and in consequence the boys of the school went home by the afternoon train, their prizes having been distributed by the Chancellor earlier in the day.

SCHOOL PRIZE LIST.

His Excellency the Governor-General's silver medal (Classics), Hamilton; do bronze (Mathematics), Ogden.
Chancellor's prize—Form V., Hamilton.
Classical prize—Form IV., Boswell; Form III., Welch.
General Proficiency—Form II., not awarded; upper 1st, McIntyre; lower 1st, Tupper.
Irvine Mathematical prize—Form I., Macdonald, *mi.*
Divinity—1st prize, Hamilton and Heneker (*æq*); 2nd, Pearce; 3rd, Emmet, *max.*; 4th, Ross, *ma.*
English subjects—"Old Boys'" prize, History and English Literature, Campbell, *max*; 2nd prize, Petry,———; 3rd, do, McIntyre; 4th, do Tupper.
French—1st Prize, Campbell, *max*; 2nd do, Joly *max*; 3rd do, McIntyre; 4th do, Tupper.
Mr. Galton's extra prize, Heneker.
Greek and Latin Grammar (Upper School)—Hamilton.
Greek Grammar (Lower School)—Winslow.
Latin Grammar (Lower School)—Pearce.
Spelling (Upper School)—Campbell *max.*
Spelling (Middle School)—Winslow.
Spelling (Lower School)—White, *ma.*
Rector's Prize, Heneker.

Berthier Grammar School.

The annual examination of the above institution took place on the 24th June. There were present the Rev. W. C. Merrick, M. A., Examiner and Secretary of Trustees; the Rev. G. Forneret, Lt. Colonel Hanson, H. W. Coyle, Esq., besides other friends. The pupils were examined *viva voce* by the Rev. W. C. Merrich, the Rev. Principal McManus, Mr. Kneeland, Assistant Master, and Miss Amaron, teacher of French. The answers were highly satisfactory. The Rev. Principal then made a few remarks, in the course of which he paid a just tribute to the character and ability of Mr. Kneeland, who was about to leave the school to undertake other duties. The Rev. Mr. Merrick then said a few words of encouragement to the pupils, after which Master Samuel Christian read a valedictory. The prizes were then distributed. Annexed is the prize list:

SENIOR DIVISION.

General Standing—1, R. H. Klock; 2, Miss E. Clements; 3, W. Arnold.
Punctality.—Chas. Arnold.
Grammar.—Dunn and Klock.
Geography—Klock.
History.—E. Clements.
Spelling.—E. Clements.
Reading.—W. B- Robb.
Writing.—Greene.
Arithmetic.—Klock and H. Lunan.
Algebra.—Klock.
Geometry.—Klock.
French.—E. Clements, W. Arnold and J. Burnet
Latin.—E. Clements and Klock.
Book-keeping.—Klock.
Composition.—Burnet.
English Literature.—Dunn.
Drawing.—Greene.

JUNIOR DIVISION.

Gen. Standing—1 S. Christian; 2 B. Clements; 3 J. P. Arnold.
Conduct—W. Lund, E. Ransom and A. Ramsom.
Punctuality—W. Hibbard.
Grammar—S Christian.
Geography—J. P. Arnold, Clements and A. McManus.
History—H- H. King.
Dictation—C. Forneret and Lopez.
Reading—J. Forneret and Harrison.
Writing—Christion.
Arithmetic—Christian.
French—B. Clements.
Composition—E. Lucia.
Object Lessons—W. Hibbard.
Drawing—Victor Forneret.
Book-keeping—Christian.
General Progress—Aaron Ransom, W. McManus.

A spelling match was then held in the two divisions for prizes presented by Mr. Merrick, which were taken by Klock (Senior Division) and C. Forneret (Junior Division).

A vote of thanks was passed to Mr. Christian of Montreal, and Mr. Lunan of Sorel, and Rev. W. Merrick, for prizes offered for competition in the School.

McGill Normal School.

ANNUAL PRESENTATION OF DIPLOMAS.

The distribution of diplomas to the successful students at the Annual Midsummer Examinations of the McGill Normal School, took place on the 25th June. Hon. Judge Day, in the absence of the Hon. Mr. De Boucherville, Minister of Agriculture, presiding. There were also present Dr. Miles, representing the Minister of Public Institution Principal Dawson, of McGill College, Chairman of the Normal School Committee, Hon. James Ferrier and Mr. Peter Redpath, members of the Committee. Mr. W. Lunn, Revds. Dean Bond, Dr. Jenkins, Dr. Taylor, Rev. R. Laing, W. C. Baynes, B. A., Dr. Baker Edwards, Professors Andrews and McGregor, and others. There was a large attendance of citizens and friends.

The Rev. Mr. Armstrong opened the proceedings with prayer.

The Chairman briefly addressed the meeting expressing regret at the absence of the Hon. Mr. DeBoucherville, and congratulating the students on their diligence during the past year, wished them a long career of usefulness and prosperity.

Principal Hicks then read his annual report, which states that during the past year the students had shewn a marked desire to fit themselves for their future professional duties, and would thereby be a benefit to the Province. 118 persons had applied for admittance at the commencement of the year—101 females and 17 males; of the latter two were University graduates, who entered according to ordinary regulations. Of the present total, 120, 68 were from the country aud 52 from Montreal. A large number of those applying at the beginning of the year had already been in the institution, and re-entered to study for higher diplomas. He recommended seventy-five students for certificates,—five for academy, twenty-seven for model school, and forty-three for elementary school diplomas; raising the total number granted since the inauguration of the institution to 942. He stated that the students in the past had faithfully redeemed their pledges by becoming teachers in this Province. Of the 71 successful students during the session of 1873-4, 36 are at present teaching, and the remainder re-entered the Institution with the exception of 8, who are for the present unavoidably prevented from attending. The attention shewn by the students in observing order and discipline was referred to and the model schools declared to be an important adjunct to the training school forming an indispensable portion of the training of the students, and in all respects everything that could be desired. Mr. F. W. Hicks, presides over the young men's departement, Miss F. W. Murray and Miss L. Derrick respectively over the young ladies and primary departements. The labours of city clergymen in affording religious instruction is noted, also the urgent need of repairing the school before next session—a fact he had called attention to in almost every previous report—and the necessity of its early enlargement to obviate the inconvenience at presence felt in relation to both the higher and lower schools and which in a large degree hinders the carrying out of the purposes for which the training schools were established. The report concludes with expressions of thanks to the committee and to Dr. Dawson, the chairman, for his kindly endeavours towards promoting the welfare of the Institution during the past session.

The diplomas were then presented to the students by the Principal, assisted by Dr. Miles, and the prizes by the Hon. Judge Day who bestowed words of commendation on the recipients. The following is a copy of the list:

UNIVERSITY GRADUATES.

1. Ernest M. Taylor, of Stanstead: Academy diplomas.
1. Jane Reason, of Quebec: The Earl of Dufferin prize, silver medal and honourable mention in Greek, Latin, hydrostatics, mechanics, trigonometry, geometry and drawing.
2. Andrew Stewart, of Howick: The Earl of Dufferin's prize, bronze medal, and hnourable mention in Greek, hydrostatics, trigonometry and geometry.
3. David M. Gilmore, of Havelock: Honourable mention in geometry and trigonometry.
4. Jane Scroggie, of Montreal: Honourable mention in elocution.

MODEL SCHOOL DIPLOMS.

1. Marguerita Francis, of Prescott, Ont: Honourable mention in history, education, geography, English grammar, English grammar, English composition, English literature, writing, arithmetic, algebra, geometry, elocution, French and instrumental music.
2. Martha Warsup of Laprairie: Prince of Wales medal and prize, honourable mention in history, education, georaphy, English, grammar, English composition, English literature, writing, arithmetic, algebra, mensuration, elocution, Latin and agricultural chemistry.
3. Grace Hendrie, of Montreal: Honourable mention in history, education, geography, English grammar, English composition, English literature, arithmetic, geometry, mensuration, elocution and agricultural chemistry.
4. Alma Jubb, of Montreal: Honourable mention in English composition, writing, elocution, French, agricultural chemistry, vocal and instrumental music and drawing.
5. Georgina Hunter of Montreal: Honorable mention in education, English grammar, English composition, geometry, elocution, chemistry and idstrumental music.
6. Elizabeth Ross, of Gould, P. Q.: Honourable mention in education, geometry, book-keeping, Latin and instrumental music.
7. Beatrice Graham, of Huntington: Honourable mention in education, geography, Fnglish grammar, English composition, elocution, French, instrumental music and drawing.
8. Fanny Edwards, of Montreal: Honourable mention in history, composition, writing, agricultural chemistry and elocution.
9. Alexander Weir, of Montreal: Honourable mention in history, composition, book-keeping, geometry and Latin.
10. Jessie Weir, of Quebec: Honourable mention in English grammar, Latin, French and instrumental music.
11. Jessie Algar, of Stormont: Honourable mention in educotion, English grammar, English composiiion, elocution and vocal music.
12. Blanche Smith, of Montreal: Honourable mention in English grammar.
13. Catherine Harper, of Montreal.
14. Margaret Williams, of Montreal: Honourable mention in English grammar.
15. Louisa Woods, of Montreal: Honourable mention in drawing.
16. Alexander Struthers, of Philipsburg; Honourable mention iu mensuration.
17. Mary Ann Dawson, of Montreal: Honourable mention in elocution, instrumental music and drawing.
18. Robert Struthers, of Philipsburg: Honourable mention in arithmetic and geometry.
19. Emma Charlton, of Montreal.
20. Jessie Maver, of Montreal: Honourable mention in elocution.
21. Julia Sutton, of Edwardstown, Q.: Honourable mention in education.
22. Agnes Smith, of Pointe Claire.
23. Mary Marshall, of Montreal.
24. Mary Scrogge, of Montreal.
25. Charlotte Currie, of Montreal.
26. Margaret Maguire, of Montreal.
27. Mary Allan, of English River, Q.

ELEMENTARY SCHOOL DIPLOMAS.

1. Harriet Bothwell, of Durham: J. C. Wilson, Prize and Honourable mention in education, arithmetic, elocution, botany and drawing.
2. Clarissa Butler, of Kinsey: Honourable mention in history, English literature, arithmetic, French and elocution.
3. Mary J. Publes, of Montreal: Honourable mention in history, education, English grammar, English literature, French and elocution.
4. Honora Sheehan, of Montreal: Honourable mention in history, education, English grammar, writing, book-keeping, arithmetic, French and vocal music.
5. Margaret H. Stewart, of St. Anicet: Honorable mention in geography, English grammar, arithmetic, algebra and geomesry.
6. Christian Richardson, of Montreal: Honorable mention in French.
7. Mary E. Armitage, of Durham: Honourable mention in writing, arithmetic, algebra, elocution and book-keeping.
8. Francis C. Haney, of Lakefield: Honourable mention in history, education, arithmetic, and geometry.
9. Eva Stigsby, of United States: Honourable mention in history, education, geography, writing, book-keepin, arithmetic and elocution.
10. Alice Ball, of Bolton, Q.: Honorable mention in education, arithmetic, algebra and geometry.
11. Isabella Dunkerley, of Montreal: Honourable mention in writing, education and botany.
12. Isabella E. Cairnie, of Melbourne: Honourable mention in history and geography.
13. Agnes Muir, of South Georgia: Honourable mention in history, education and English composition.
14. Georgie Fuller, of Chatham: Honourable mention in arithmetic.

Elizabeth Scott of Montreal.

16. Alice E. Perrin, of Montreal: Honourable mention in geography and elocution.
17. Mary M. Gordon, of Montreal: Honourable mention in history.
18. Elizabeth Mealley, of Prescott, Ont: Honourable mention in geography.
19. Elizabeth Malthy, of Montreal: Honourable mention in vocal music.
20. Mary J. Wilkinson of Chicoutimi.
21. Louisa A. Carrigan, of Montreal: Honourable mention in geography and arithmetic.
22. Elizabeth M. Fraser, of Montreal.
23. Deelt Shufelt, of Montreal.
24. Abbie Squire, of Sutton.
25. Janet Turner, of Beauharnois.
26. Caroline Dawson, of Montreal: Honourable mention in education.
27. Agnes Greenshields, of Montreal: Honourable mention in education.
28. Elizabeth Tickel, of Montreal: Honourable mention in arithmetic.
29. Francis M. Cutter, of Sutton.
30. Emma J. White, of Montreal.
31. Mary A. Stephen of Montreal.
32. Anne M. Condie, of Howick: } equal.
33. Emma V. Shufelt, of Brome: }
34. Ida Lyons, of Montreal.
35. Alexander Dey, of Glengarry.
36. Mary A. Curran, of St. Johns.
37. Elizabeth Baker, of Montreal: } equal.
38. Grace B. Harper, of Montreal: }
39. Maria C. Brown, of Quebec.
40. Rebecca Gillis, of Inverness.
41. Carmen Walker, of Cramahe.
43. Eugénie Auger, of St. Hyacinthe.
43. Helen McClaughlin, of Montreal

At the conclusion of the distribution,

Miss M. Francis read the valedictory address, in which expressions of the deepest respect and regard are offered to Principal Hicks; regret at the termination of their pleasant and brief intercourse together, a high appreciation of the benefits derived from the institute, and a hope of increased usefulness in their present sphere are expressed.

Professor Robin, School Inspector to the Protestant Board of School Commissioners followed in an interesting address to the students as to the best mode of ensuring the proper training of a child both mentally and physically. He further expressed his conviction that children could be taught the rudiments of education earlier than is the general rule, and that to without endangering their health. At present these subjects were taught too late; and in most schools very imperfectly. A child of seven years of age should be able to read and write tolerably well, and solve problems in multiplication, and this without interfering in the least with its childish pleasures. By a wise course of instruction at twelve years of age, it would have a good idea of two languages, read a newspaper with pleasure, and converse on common topics with ordinary propriety, but in order to do this increased facilities must be provided to enable them to teach more thoroughly and rapidly than hitherto.

Rev. R. Laing expressed pleasure to find that the students had proved themselves more than equal to one of the severest courses of training in the Dominion. There was a certain degree of sadness and regret in the completion of almost any work and he was sure his hearers felt regret at parting after their brief intercourse and completion of their arduous tasks. This regret, however, they could convert iuto motive power by making a firm resolve to complete any good project once begun. They had a great work before them—one of the noblest that could be pursued by either man or woman, that of teaching their fellowmen—but before they could be true teachers those principles they had received during the past three years must be well shaken down and a more extended knowledge of human nature acquired—and that was perhaps the most difficult of comprehension. In order to ensure success he urged them to constant study and well directed work; to cultivate a real love for humanity, and a strong and earnest love for the truth.

Principal Dawson said that under the regulations for the establishment of Normal Schools in this Province, the Minister of Public Instruction is empowered to associate with himself, for the direction of one of these schools, the corporation of McGill University, and by this means he was giving it a back bone that could not be given in any other way. They had just completed their 18th session; diplomas, amounting to nearly 1,000, had been awarded since inauguration; and 75 young teachers were being sent out to labour in this province. He testified to the warm interest shewn by the committee in the work, and also to the earnestness and zeal of Principal Hicks and his assistants; adding that they had executed a work for which this Province should be thankful. At the close of the session, he had examined the papers of the students and averred that there had been no failure far lack of the utmost care and attention to their studies.

He was aware they had worked with cramped and inefficient means, and, in this connection, stated that the committee had urged upon the Provincial Government that some further encouragement should be given the Normal School and were thankful to say that Government had granted them additional aid, although only half the sum petitioned for. They had also urged the necessity of enlarging the building and were informed that that matter would be attended to. Formerly the Committee had only given diplomas, but now they had something to mark eminence in culture, thanks to the Governor-General, who had given not one prize only, but two, and in this case they were wanted, and he was thankful to say that the first had been taken by a lady—the highest degree that could at present be taken by her sex—and he hoped that more would enter to compete for

this special distinction next year, which he was sure they were especially thankful to Earl Dufferin for. In the model school they had three Prince of Wales medal—given at a time when that school was the highest; and in the elementary class they had another. These prizes assisted in stimulating them, and undoubtedly had an influence in making the work better and more lasting. There was another stimulus that had very markedly helped to elevate school training—the system of common schools under the Protestant Board of School Commissioners, of which they had reason to be proud and thankful, for while the Normal School had been doing good to them in supplying teachers they had opened up situations for the students and sent up others who would again go forth to teach. Thus it was that the work acted and reacted. He also referred to the annual examinations recently instituted at McGill College for the pupils of public schools obtaining the distinction of Associate in Arts and believed that before long a similar distinction would be open for competition by young ladies. In conclusion he trusted that every one of them wherever they might go and whatever they might do would be and act to the honour of the country they live in.

Rev. Dr. Jenkins said when first he became a member of the Protestant Board of School Commissioners ten years ago, he attended a similar meeting to the present and he felt though he did not then express it—that if an education such as was imparted there to those preparing to teach could be put within the reach of the daughters of our citizens it would be the greatest benefit that could be conferred in this country. That idea had been working in his mind for the past ten years and was now about being realized. He referred to the Montreal High School for girls, and he hoped that in another ten years the education imparted to either Protestant boys and girls in this city would he second to none on this continent. He could not express the pride he felt as a citizen, father, minister of religion, or as an educationalist—if he might be allowed so to say—to think that such an institution was in the midst of them. He testified as one coming in daily contact with the teachers to the thoroughness of the work that was being done. How that handful of men and women accomplished the work they did, he was unable to conceive; being undermanned and limited to space and he trusted that their friend Dr. Miles would carry back to the Minister of Instruction a record of what was being done, and the need for an increased staff and larger space. He recommended the young people to enter the academic class, as a preparation for a thorough efficient course of teaching and the taking of the highest diploma. He hoped specially that those who had taken the elementary diploma would enter the model school next year. In conclusion, he stated that they were accomplishing great good to the people of the Province intellectually morally and religiously.

Principal Hicks referred to the remarks of Rev. Mr. Laing, and said he felt sorry at parting with his pupils at the close of a session that had been to him a very happy one, and could not have been more so. The attendance of gentlemen had been larger and their conduct had been everything that he could desire. That of the ladies was always what he wished it to be. The Model school class during the last session numbered 40, and he trusted that Dr. Jenkins' advice would be taken in that regard at the beginning of the 19th session, which would open on Wednesday 1st September next.

The proceedings concluded with singing "God save the Queen" and prayer by the Ven. Dean Bond.

At intervals during the proceedings, musical selections were played by students on the piano with organ accompaniment, under the direction of Professor Fowler.

High School closing day.

A Large Concourse of the Parents and Friends of the Scholars —Giving Away the Prizes and Announcing the Status of the Scholars.

The last scene in the term of 1874-75 of the Montreal High School for boys took place on the 25th June in the High School building, corner of Dorchester and University streets. The Preparatory High School participated in the proceedings in connection with the Senior Department, the whole being a very interesting occasion. Shortly after 3 o'clock the pupils filed into the room and occupied their benches, where they awaited the opening.

There were on the platform the Rev. Dr. Jenkins, Chairman of the Board of School Commissioners, in the chair; Dr. Dawson, Ven. Archdeacon Leach, Professor Robins, Dr. Howe, Dr. Kelley, Mr. Lunn, Mr. Baynes, Alderman Stephens and others.

The Rev. Dr. Jenkins, Chairman, having delivered the opening prayer, then called upon Professor Robins, Head Master of the Preparatory High School, who gave his annual report, in substance as follows:—

Since the opening of this school in 1870, 462 boys have entered; 186 completing their course of study have been advised to enter the High School; six have left through illness, five have died, twenty-two have left the city, and five have entered other schools under the control of the Board of Protestant School Commissioners. Of the remainder 102 will continue in the school after sending 42 boys this year to the High School. This year 153 boys entered of whom 144 remain. Permit me to express my entire satisfaction with the labours of those associated with me in the government of the school, upon whom the teaching of the pupils has almost wholly devolved, and to whom the highest credit is due for the proficiency exhibited in the oral examinations of May, and the later written examinations, by the results of which the prizes now to be awarded have been to a great extent determined.

INFANT CLASS.

First prize, Parker; second prize, Strohmayr; third prize, Leithead. Honorable mention—Reading, Shackell, Martin, Strohmayr, Parker. Writing, Leithead, Parker, Jacobs, Shackell, Strohmayr. French, Martin, Drawing, Parker, Leithead, Napier, Tables, Parker, Jacobs, Martin, Leithead, Strohmayr. Geography, Jacobs, Shackell. Grammar, Parker, Martin. Scripture History, Strohmayr. Punctuality, Haldimand, Bryson. Parker has been on the Honour Roll 22 weeks; W. Robertson 19 weeks; Leithead 17 weeks; Shackell 15 weeks; Bryson and Strohmayr 14 weeks; Ransom 8 weeks; Hamilton 7 weeks, and Haldimaud 6 weeks.

FIRST FORM.

First prize, Murphy; second prize, Darey; Honorable mention—Reading, Murphy, Darey, Cassils, Gardner, Shackell, Cook, Tidmarsh. Writing, Foley, Murphy, Darey, Fuhrer, Bissett, Kemp, Scott. Arithmetic, Shackell, Murphy, Bissett, Arnton, Turner. Grammar, Murphy, Darey. Geography, Murphy, Gardner. French, Bissett, Murphy, Darey, Fuhrer, Arnton. Scripture History, Murphy, Tables, Murphy, Cassils. Drawing, Fuhrer, Ireland, Foley, Scott. Punctuality, Paterson, Fuhrer. Fuhrer has been on the Honor roll 28 weeks, Eneas 22 weeks, Darey 22 weeks, and Hodgson 18 weeks.

SECOND FORM.

First prize, Mayer; second prize, Fair, Honorable mention—Reading, Fair, Leithead, Bessey, Springle, Howard. Writing, Tabb, Bryson, Morrice, G. Inglis, Mayer, Leithead, Bessey, Reid, Fair, Hone, J. Inglis. Arithmetic, Mayer, Reid, Fair, Allan, Brodie. Spelling, Mayer, McGregor, Fair, Evans, Christie. Geography, Mayer, Allan, Leithead, White, Baird, Black. Grammar, Mayer, McGregor, Allan, Evans. Scripture History, Mayer, Allan. French, Mayer, Evans, Drawing, Tabb, Bessey. Good Conduct, W. Reid. Perfect Recitations, J. Mayer. Punctuality, Evans, Hone.

THIRD FORM.

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

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

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

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

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

for reasons of economy again, is wholly occupied in teaching, so that other class-rooms have had little visiting from me, and the whole responsibility of the work in them has devolved on the masters there engaged. I thank them for the efficient discharge of their duties, and also for the readiness with which they have, in addition to their own hard work, undertaken that of others, when absence from illness, and, alas! death, has made their doing so necessary.

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

June 28th, 1875.

The following is the list of prizemen, and the status of the different forms :—

CLASSICAL SIDE.

SIXTH FORM.

Dux.—Davidson, Medallist, William D. Lighthall, Montreal.

Maximum marks, 7,000—1 Lighthall, 6,699; 2 Howard, 4,096; 3 Dawson, 3,903.

Latin, 1 Lighthall; 2 Howard; 3 Dawson. Greek, 1 Lighthall; 2 Dawson; 3 Howard. English, 1 Lighthall; 2 Howard; 3 Esdaile; 4 Dawson. French, 1 Lighthall; 2 Howard; 3 Dawson. History, 1 Lighthall; 2 Kerry; 3 Esdaile; 4 Dawson. Geography, 1 Kerry; 2 Dawson; 3 Esdaile. Arithmetic, 1 Lighthall; 2 Smart; 3 Kerry; 4 Dawson. Algebra, 1 Lighthall; 2 Smart; 3 Howard. Geometry, &c., 1 Lighthall; 2 Smart; 3 Howard; 4 Dawson. Natural Philosophy, 1 Lighthall; 2 Howard; 3 Dawson. Religious Studies, 1 Kerry; 2 Dawson; 3 Lighthall. Writing, 1 Lighthall; 2 Howard; 3 Hamilton. Phonography, 1 Lighthall; 2 Dawson and Howard, equal. Punctuality, 1 Kerry. Good Conduct, Kerry.

FIFTH FORM.

Dux.—Jacques Herbert Darey, Montreal.

Maximum Marks 6,500. 1 Darey, 5,522; 2 Lafleur, 5,021; 3 McGill 3,981; 4 Bull 3,813.

Latin, 1 Darey; 2 Lafleur; 3 Johnson mi; 4 McGill. Greek, 1 Darey; 2 Lafleur; 3 McGill: 4 Bull. English, 1 Bull; 2 Lafleur; 3 Darey; 4 Adams. French, 1 Lafleur; 2 Davey; 3 Reddy; 4 McGill. History, 1 Darey; 2 Bull; 3 McGill; 4 Lafleur. Geography, 1 Darey; 2 McGill; 3 Lafleur; 4 Bull. Arithmetic, 1 Bull; 2 McGill; 3 Cole; 4 Bissett. Algebra, 1 Bull; 2 McGill; 3 Darey; 4 Cole. Geometry, 1 Darey; 2 Bull; 3 Lafleur; 4 McGill. Natural Philosophy. 1 Bull; 2 Darey; 3 Lafleur and Smith; 4 McGill. Religious Studies, 1 Darey; 2 Lafleur. Writing, 1 McGill; 2 Johnson, ma; 3 Smith; 4 Cole. Phonography, 1 Lafleur; 2 Darey; 3 McGill; 4 Shaw. Punctuality, Darey. Good Conduct, Reddy.

FOURTH FORM.

Dux, Alexander Falconer, Montreal.

Maximum marks, 5,500.

1st, Falconer, 5,419; 2nd, Macauley, ma., 2,591; 3rd, McPherson, mi., 2,491; 4th, McPherson, ma., 2,460.

Latin, 1 Falconer; 2 Macpherson, ma.; 3 Macpherson, mi.; 4 Gibson. Greek, 1 Falconer; 2 McPherson, mi; 3 Macpherson, ma; 4 Torrance. English, 1 Falconer; 2 Macaulay, ma; 3, Macpherson, mi; 4, Weir. French, 1 Falconer; 2 Macrae; 3 Macpherson, mi; 4 Macpherson, ma. Arithmetic, 1 Falconer; 2 Macaulay, ma; 3 Weir; 4 Macrae. Geometry, 1 Falconer; 2 Macaulay, ma; 3 Brophy; 4 Richardson. Algebra, 1 Falconer; 2 Macaulay, ma; 3, Macaulay, mi; 4, Richardson. History, 1 Falconer; 2 Macaulay, ma; 3 Weir; 4 McLea. Writing, 1 Macpherson, mi; 2 Falconer; 3 Torrance; 4, Macpherson, ma. Phonography, 1 Falconer; 2 Macpherson, mi; 3, Macpherson, ma; 4 Richardson. Elocution, 1 Belcher; 2 Macpherson, mi; 3 White; 4 Falconer and Macpherson, ma. Conduct, Falconer and White. Punctuality, Falconer.

THIRD FORM—DIVISION A.

Dux—Henry Lafleur, Montreal.

Maximum marks, 5,500. 1 Lafleur, 4,190; 2, Gardiner, ma., and Trenholme, 2,529; 3, McPherson, 1,893; 4 McLennan, 1,861.

Latin, 1 Lafleur; 2 Gardiner, ma; 3 Childs. Greek, 1 Lafleur; 2 McLennan; 3 Gardiner, ma. English, 1 Lafleur; 2 Gardiner, ma; 3 McLennan and Macpherson, equal. Elocution, 1 Lafleur and McLennan, equal; 2 Gardiner, ma; 3 McDougall and Kinloch, equal. French, 1 Lafleur; 2 McLennan; 3 Gardiner, ma. History, 1 Lafleur; 2 McPherson; 3 Denovan. Geography, 1 Lafleur; 2 Denovan; 3 McPherson. Arithmetic, 1 Trenholme; 2 Lafleur; 3 Gardiner, ma. Religious Studies, 1 Lafleur; 2 Denovan; 3 Donahue. Writing, 1 Trenholme; 2 Denovan; 3 Donahue. Writing, 1 Trenholme; 2 Rose; 3 McDougall. Good Conduct, 1 Trenholme; 2 McPherson and McCorkill.

THIRD FORM—B DIVISION.

Dux—Charles Albert Duclos, St. Hyacinthe.

Maximum attainable, 4,500; 1, Duclos, 4,131; 2, Craig, 2,594; 3 Brock and Kemp, 2,461 and 2,453. Latin, 1 Duclos; 2 Craig; 3 Scott. Greek, 1 Craig; 2 Scott; 3 Duclos. English, 1 Duclos; 2 Craig; 3 Patton. Elocution, 1 Duclos; 2 Brock; 3 Craig. French, 1 Duclos; 2 Kemp; 3 Fraser. History, 1 Duclos; 2 Godfrey; 3 Buchanan. Geography, 1 Duclos; 2 Kemp; 3 Schneider. Arithmetic, 1 Kemp; 2 Duclos; 3 Barry. Religious studies, 1 Kemp; 2 Duclos; 3 Parker. Writing, 1 Brock; 2 Craig; 3 Parker. Conduct, Hadley, Fair, Whyte. Punctuality. Hadley, Parker.

SECOND FORM.

Dux—Thomas Williams Boyd, of Montreal.

Maximum marks, 4,000. 1st, Boyd, 3,644; 2nd, Wheeler, 2,790; 3rd, Young, 2,193; 4th, Adams, 2,191.

Latin—1, Boyd; 2, Wheeler; 3, Young; 4 Adams. English—1 Boyd; 2 Wheeler; 3 Young; 4, Adams Elocution, 1 Adams; 2 Wheeler; 3, Boyd; 4, Selwyn. French, 1 Wheeler; 2 Boyd; 3 Young; 4 Adams. History, 1 Boyd; 2 Adams; 3 Young; 4 Selwyn. Geography, 1 Boyd; 2 Adams; 3 Young; 4 Wheeler. Arithmetic, 1 Boyd; 2 Wheeler; 3 Adams; 4 Reddy. Scripture Geography, 1 Boyd; 2 Adams; 3 Wheeler; 4 Kerry. Writing, 1 Young; 2 Reddy; 3 Rose; 4 Nicholson. Conduct, Young and Reddy. Punctuality, Young.

COMMERCIAL SIDE.

SIXTH FORM.

Dux—Huntly Brodie Mackay, St. Vincent de Paul.

Maximum marks, 7,000. 1 Mackay, 5,973, Dufferin silver medallist, for mathematics; 2 Swan, 4,060, Dufferin bronze medallist, for mathematics; 3 Christian, 3,177.

English, 1 Mackay; 2 DeSola; 3 Christian. French, 1 Mackay; 2 Christian. History, 1 DeSola; 2 Mackay; 3 Swan. Geography, 1 DeSola. Arithmetic, 1 Mackay; 2 Swan; 3 DeSola. Algebra, 1 Swan; 2 Mackay. Geometry, &c, 1 Mackay; 2 Swan. Natural Philosophy, 1 Mackay; 2 Swan. Religious Studies, 1 Mackay. Writing, 1 Christian; 2 Mackay; 3 Swan. Bookkeeping, 1 Christian; 2 DeSola; 3 Swan. Phonography, 1 Mackay; 2 Swan; 3 Christian. Punctuality, Kerry. Good conduct, Kerry.

FIFTH FORM.

Dux.—Alexander F. Gunn, Montreal.

Maximum marks, 6,500—1 Gunn, 4,544; 2 Weir, 4,256; 3 Thompson, 4,178; 4 Air, 3,566.

English, 1 Thompson; 2 Aird; 3 Gunn; 4 Weir. French, 1 Thompson; 2 Gunn; 3 M'Goun; 4 Weir. History, 1 Weir; 2 Aird; 3 Gunn. Geography, 1 Solmes; 2 Thompson. Arithmetic, 1 Gunn; 2 Weir; 3 Aird; 4 Thompson, Algebra, 1 Thompson; 2 Aird; 3 Gunn; 4 M'Goun. Geometry, 1 Aird; 2 Gunn; 3 Weir; 4 Thompson. Religious Studies, 1 Aird. Writing, 1 Weir; 2 Gunn; Book-keeping, 1 Weir; 2 Gunn; 3 Thompson; 4 Aird. Phonography, 1 Gunn; 2 M'Goun 3 Weir. Punctuality, M'Goun. Good conduct, Solmes.

FOURTH FORM.

Dux.—Robertson Macculloch, Montreal.

Maximum marks, 5,500—1st Macculloch, 5,297; 2nd Bentley, h,497; 3rd DeSola, 1,967; 4th Starke, 1,847.

English, 1 Macculloch; 2 Nelson; 3 Bentley. Elocution, 1 DeSola; 2 Macculloch; 3 Bentley. French, 1 Macculloch; 2 Myers; 3 Nelson. History, 1 Macculloch; 2 Presgrave; 3 Bentley. Geography, 1 Macculloch; 2 Bentley; 3 Wilson. Arithmetic, 1 Macculloch; 2 Starke; 3 Bentley. Algebra, 1 Starke; 2 Macculloch; 3 Bentley. Geometry, 1 Macculloch; 2 DeSola; 3 Starke. Religious Studies, 1 Macculloch; 2 Presgrave; 3 Bentley. Writing, 1 Starke; 2 DeSola; 3 Nelson. Phonography, 1 Macculloch; 2 Myers and Bentley; 4 Starke. Bookkeeping, 1 Macculloch; 2 Starke; 3 Nelson. Conduct, Macculloch. Punctuality, Macculloch.

THIRD FORM—DIVISION A.

Dux.—John N. Fraser, Montreal.

Maximum marks, 4,500. 1st Fraser, 4088; 2nd Murphy.

Fraser, 1st in English, French, Arithmetic, Scripture History, Geography, Elocution and Punctuality; Murphy, 1st in Writing and Book keeping.

THIRD FORM—B DIVISION.

Dux.—Frank James Craig, Montreal.

Maximum attainable, 4,500; 1 Craig, 3,817; 2 Robb, 2,875.

English, 1 Craig; 2 Robb and Slesser (equal.) Elocution, 1 Robb; 2 Craig. French, 1 Skaife; 2 Craig. History, 1 Craig; 2 Skaife. Geography, 1 Slesser; 2 Roob. Arithmetic, 1 Craig; 2 Slesser. Religious Studies, 1 Robb; 2 Craig. Writing, 1 Slesser; 2 Robb. Book-keeping, 1 Craig; 2 Robb. Conduct, Skaife. Punctuality, Cunningham.

SECOND FORM.

Dux.—James Rae Murray, Montreal.

Maximum marks, 4,000. 1st Murray, 3,719; 2nd Boyd ma, and Muirhead, 1,841; 4th Garth, 1,268.

English, 1 Murray; 2 Boyd ma; 3 Muirhead. Elocution, 1 Murray; 2 Earle mi; 3 Boyd ma. French, 1 Murray; 2 Jacobs; 3 Guy. History, 1 Boyd ma; 2 Murray; 3 Boyd mi. Geography, 1 Murray; 2 Boyd ma; 3 Muirhead. Arithmetic, 1 Murray; 2 Muirhead; 3 Jacobs. Religious Studies, 1 Earle mi; 2 Garth; 3 Murray. Writting, 1 Murray; 2 Muirhead; 3 Garth. Conduct, Murray snd Boyd ma. Punctuality, Murray.

The Rev. Dr. Jenkins then presented the prizes, saying a few words of encouragement to each of the boys, and as the prizewinners received their reward and retired to their seats, the applause which they received from their class-mates was loud and long.

During the afternoon, at intervals were given exhibitions of proficiency in elocution by several scholars, under the direction of Professor Andrew, as follows:—Murray, from the Preparatory High School, in costume, "Young Lochinvar;" Muir, from the same, "The Glove and the Lions;" a scene from "Much Ado About Nothing;" the grave scene in "Hamlet" by Stirling, Kinloch, McLennan and Gardiner, the first two as first and second grave-diggers respectively, and the last two respectively Hamlet and Horatio. The players' scene from Hamlet was also given—all in a manner that told most creditably for the teachers that are under Professor Andrew's guidance.

The prizes having been presented, the chairman called upon Alderman Stephens to say a few words to the boys, as he had been a High School boy.

Alderman Stephens wished the boys to understand that he thought himself the oldest High School boy then present in the room and as such would only say a few words to them. He recollected the time when he used to think Dr. Howe tyrannical and overbearing, especially when he was caned for disobedience or some other fault, and at that time he yearned for the day when he would be a man, emancipated from school, where he thought he had too much work. He had found the difference since that time, and now expressed his thankfulness to Dr. Howe for the canings which he got, because he had found that they were for his benefit, and was only sorry Dr. Howe had not caned him a good deal more (laughter). Alderman Stephens further advised the boys to make the best use of their time, both in school times and holidays, in acquiring whai knowledge they could gain, for he would assure them that when they became men and were at work in the lawyer's office, the warehouse or factory, they would have no time for anything but business.

Principal Dawson having been called upon, said he would merely testify to the high state of preparation in in which he found pupils of the High School at the examinations for places as students in McGill University, and he hoped that this year there would be a larger number than ever.

The Rev. Dr. Jenkins, as Chairman of the Board of School Commissioners, wished to bear testimony to the efficiency which he saw manifested by Professor Robins and the teachers under him in the preparatory High School, and also in the High School, by Dr. Howe and his assistants. He also wished to place upon record his sense of the loss which the school had experienced by the death of the late Mr. David Rodger, whom he had known for twenty-seven years He could say no more than endorse that which had been so fitly uttered by others on the same subject. In conclusion he would wish them all a good holiday and good bye for the time being. Having announced that the prizes for the model school seniors would be given in the morning at 10 o'clock in the Hall where they were at present engaged, he pronounced the Benediction and the meeting broke up.—*Gazette.*

POETRY.

The Spirits of the Wind.

Where is your home, ye wanderers free?
In what far land, across what sea?
Live ye in some vast cavern rude,
Some unexplored solitude.

Or dwell ye where no sound is heard,
No voice of man, or beast, or bird?
Had ye your strange, mysterious birth
Beyond the narrow bound of earth?

Where ye might mingle with the flight
Of spirits from the world of light—
Bright messengers that sometimes come
From the dear land, the land of home.

All haunts are yours, all forms, all shades,
O'er moorland brown, or woodland glades;
Now toying gently with a flower.
Then rushing on with fiercest power.

Ye ring a melancholy chime,
In the sad pensive Autumn-time
O'er fading flowers that once were bright
In the resplendent Summer's light.

And o'er the leaves with rustling sound,
Drifting so gently to the ground,
Singing o'er withered heaps and sere,
A dirge for the departing year.

In softened light of Summer eve
A gentle touch ye often leave
Upon the weary brow of pain,
That quiet ne'er may know again.

Round mansion hoar and gray with eld,
Your carnival is often held,
With hollow shrick or fearful moan,
Anon, with sad, mysterious groan.

Ye rush across the restless sea,
In all your wild tumultuous glee;
And stately ship and pennon fair
Lie buried by your fury, there.

Howe'er ye came, where'er ye go,
Through joyous scenes or haunts of woe,
Ye ever do His bidding still—
Our great Creator's sovereign will.

—*Chambers's Journal.*

OFFICIAL NOTICES.

Ministry of Public Instruction.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Lieutenant-Governor has been pleased by order in council, of the 14th of April last, and in virtue of the powers conferred on him by the 48th and 136th clauses of chapter 15 of the Consolidated Statutes of Lower Canada, to make the following appointments, to wit :

Cuonty of Bonaventure, Restigouche.—Mr. William Adams, *vice* Mr. James W. McDonald.

County of Bonaventure, Hope.—Mr. John Votier, *vice* the Reverend H. C. Stuart.

County of Two Mountains, Saint-Joseph du Lac.—Mr. Guillaume Fauteux, *vice* Mr. Félix Trottier.

County of L'Islet, Saint-Cyrille.—Mr. François Xavier Duchesneau, *vice* Mr. Louis Côté.

County of Témiscouata, Notre-Dame du Lac.—Mr. Pierre Cloutier, *vice* the late Henri Beaulieu.

And by another order in council dated the 21st of May instant :

County of Ottawa, township Bouchette.—Messrs. Joseph Nault, Calixte Lafontaine, André Beauregard, Narcisse Riopelle, and Cyrille Saint-Amour.

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His Excellency the Lieutenant-Govérnor, has been pleased by order in council, of the same date and in virtue of the powers conferred on him by the 48th and 136th clauses of chapter 15 of the Consolidated Statutes of Lower Canada, to appoint :

1. County of Hochelaga, village St. Jean Baptiste.—M. John Lee, *vice* M. James Davidson.

2. County of L'Islet, St. Cyrille.—M. François Xavier Duchesneau, *vice* M. Louis Côté.

3. County of Missisquoi, East Farnham.—Messrs. Portie B. Kittridge, Hemon Allan, Gilbert Boright, Alexandes C. Dupry, and Philip W. Faber.

4, County of Ottawa, St. Joseph de Wakefield.—Messrs. Patrick Farrell, Thomas Daly, Patrick McGoey, William Palon, and Patrick Kilfoil.

5. County of St. Johns, St. Luc. Mr. Jacques Renaud, *vice* Mr. Moïse Dupuis.

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His Excellency the Lieutenant-Governor has been pleased, by order in council, of the 23rd of June last, and in virtue of the powers conferred on him by the 17th section of chapter 16 of the 32nd Victoria, to make the following appointments of school commissioners for the city of Montreal, to wit :

1. (Catholic).—The Reverend Mr. Edmond Moreau, *vice* the Rev. M P. Leblanc, whose terms of office expired on the 30th of June last.

2. (Protestant.)—The Reverend Dr. John Jenkins, continued in office.

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EXAMINERS.

His Excellency the Lieutenant-Governor, has been pleased, by an order in council, dated the 20th of May instant, and in virtue of the powers conferred on him by the 105th clause of chapter 15, of the Consolidated Statutes of Lower-Canada, to appoint Hobart Butler, Esquire, member of the protestant board, established at Bedford, to examine candidates for primary school certificates, for the district of Bedford, *vice* the Reverend W. Fyles, resigned.

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CHICOUTIMI.

His Excellency the Lieutenant Governor has been pleased, by an order in council, dated the 23rd of June last, and in virtue of the powers conferred on him by the 105th clause of chapter 15, of the consolidated statutes of Lower-Canada, to appoint Edouard Savard, Esquire, member of the commission established at Chicoutimi, to examine candidates for primary school certificates in the county of that name.

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MUNICIPALITY LIMITS.

The Lieutenant-Governor has been pleased, by order in council, of the 23rd of June last, and in virtue of the powers conferred on him by the 30th clause of chapter fifteen of the consolidated statutes of Lower Canada.

1. To detach from the school municipality of Saint-Damien, in the county of Missisquoi, to unite it to that of Saint-Sébastien, in the county of Iberville, the following territory to wit : 1o. Lots numbers fifteen, fourteen and three-quarters of number thirteen, in the ninth concession of the seigniory of Noyau ; 2o. Lots numbers seventeen, eighteen, nineteen, twenty, twenty-one and twenty-two, of the cast concession of Noyau ; 3o. The lots situate on the division line of the east concession of Noyau, between the latter and the Rivière-aux-Brochets, and being numbers four, five, six, seven, eight, nine, ten and eleven, of the eleventh range of the township of Stanbridge, and lot number four, on the twelfth range of the said township ;

2. To separate from the actual school municipality of Leeds, in the county of Megantic, that part of the township of the same name, which has just been erected into a rural municipality, under the name of Leeds-South, and with the same limits as those which it has as such, to wit : comprising the first five ranges of the township of Leeds, with that part of the township of Thitford, belonging to the school municipality of Leeds, to wit : from lot number twelve to the end upon all the ranges.

3. To separate from the township of Clarendon, in the county of Pontiac, the villags of Shawville, in the said township, and erect it into a school municipality, under the same name and with the same limits as those it has as a rural municipality.

SCIENCE.

The phenomena of sleep.

Dr. Egbert Guernsey, in the June number of the *Medical Union*, thus discourses of sleep, from a physician's point of view :—

"How is sleep induced, and what is the condition of the brain during this period of rest ?" are questions not merely of curiosity but of real practical use. Either the nervous mass as a whole is quiescent, undisturbed by currents of nervous energy, or currents are still kept up, but at an even unaltering pace. Ths latter conclusion seems the most plausible, and is more distinctly borne out by facts. The nervous system is seldom allowed to fall into entire somnolence, but however profound the slumber, the mind still seems to retain waking impressions, and is to a certain extent under their influences even in sleep. A person even very much fatigued, who has previously accustomed himself to that self-discipline, will fall into a deep and sound slumber, and yet wake up promptly at a time specified in his waking moments, notwithstanding he might have slumbered for hours had it not been for his act of the will. A gentleman, who in the prosecution of his business is obliged to travel constantly, taking the train at all hours, and catching his sleep when and where he can get it, informs me he never has any trouble, however much fatigued he may be, in waking at any specified time. Even without this strong exercise of the will power, the brain, however profoundly quiescent, is keenly alive to certain sounds, however oblivious it may be to others. The physician hears the first tap of his night-bell, though he might sleep on undisturbed while a band of music was playing in front of his windows, the roar of the thunder or the crash of artillery that was making the windows rattle and the bed tremble beneath him. The mother starts from her deep slumber at the first cry of her child, her ear quickly catching, however profound may be her sleep, almost its altered breathing. It is said of a young man, a midshipman, wishing to commend himself to the commander, spent eighteen hours out of twenty-four in watching and recording the signals, only retiring to rest when utterly exhausted. Then his slumber was so profound that the loudest noise would produce no impression, but simply whisper in his ear the word 'signal' and in an instant he was on his feet wide awake and ready for duty. We are all familiar with a kind of waking sleep, in which a perfect stillness or some monotonons sound lulls us into a kind of semi-unconsciousness. Any disturbing element may rouse up the currents of nerve force into full activity, but without them consciousness gradually disappears, according as the nerve currents are unvaried, in their degree, until sleep, more or less profound, is produced.

"Facts such as we have stated are in favor of a certain low degree of nerve action as existing under every variety of state, from the light sleep to the most profound. On this hypothesis, when all the currents, of the brain are equally balanced and continue at the same pitch, when no one is commencing, increasing, or abating, consciousness or feeling is null and mind is quiescent. A disturbance of this state of things wakens up the consciousness for a time; the variety or stimula in this waking state forbidding this perfect equilibrium from being attained. * * *

"Sleep is a positive necessity. It is a period of recuperation, during which there is a restoration of what has suffered collapse, waste or disturbance during the period of waking activity. The tired brain and the aching muscles regain, by rest, strength and power to obey the mandate of the will. The demands of the material form for rest are so great as often to defy the actions of the mind. During the cholera summer of 1849, while practising in the country, so constant and fatiguing were my professional labours that I have ridden for miles on horseback sound asleep. Almost every physician in active practice during periods of epidemics, when his strength was taxed to the utmost, has dropped into a sleep, as I have done many times while walking the street. During the battle of the Nile many of the boys engaged in handling ammunition fell asleep even while the roar of the battle was going on around them. It is said that in the retreat to Corunna whole battalions of infantry slept while in rapid march. The most acute bodily sufferings are not always sufficient to prevent sleep. The worn-out frame of the victim of the Inquisition has yielded to its influence in the pause of his tortures upon the rack, and for a moment he has forgotten his sufferings. The Indian burned at the stake, in the interval between the preliminary torture and the lighting of the fire has sweetly slumbered, and been only aroused by the flame which was to consume him curling around him."

MISCELLANY.

The Manners of Pupils of Public Schools.—We all of us brag a great deal about our public schools, (*i. e.* those of the United States,) although we take occasion not unfrequently to criticise them freely in this or that particular. There is one defect in the system, however, that we believe has not been pointed out. This is the manners of the pupils. Those who have occasion to see much of the boys and girls turned out of the public schools are a little startled at the free-and-easy manners they possess, at the remarkable self-possession and self-assertion they exhibit, at the supreme confidence in themselves and supreme disregard for their elders which they manifest at every turn. It cannot be assumed that discipline is not maintained in our public schools; when one visits these institutions he discovers no lack in this particular; yet let him encounter the pupils anywhere in public, and he finds that in a majority of instances their manners are wholly bad. They seem to respect neither places nor persons. They are insolent in bearing and insolent in language when they have an opportunity; they swagger as they please; they would wear their hats before the king if there were such a personage in the country; they whistle and sing in every presence; they loudly assert, by their manner, that they consider respect for their elders an unmanly weakness; they wholly lack that fine and admirable spirit of subordination that in well-trained youth is so excellent a preparation for the time when they may for themselves exercise authority. All these evidences of bad breeding are really very surprising as well as vexations. We wonder how it is that, in institutions where a certain discipline is well maintained, so much ill-breeding should be exhibited by their graduates. The young people—but we are thinking more particularly of boys, so let us confine our observations to the masculine sex—the boys that graduate in the public schools are some of them well-mannered youths, but this is because their home training has been good; and there are others, gathered from the streets, who have gained something in decorum by their school experience; but, as a whole, the influence of the schools upon manners is very slight indeed. As we have said, this is very puzzling, and can only be accounted for by the fact that, while a necessary order and discipline are maintained in the class-rooms, there is no instruction in the principles of politeness, no distinct ethical training, no enforcement of a code of conduct. This is unfortunate. It might be well to consider whether it would not be an advantage to the pupils, and to the public generally, if the lads at these establishments should be sent forth with a litile less grammar and arithmetic, were these deficiencies compensated for by that personal discipline which makes well-conducted men. Society falls into chaos where there is no subordination, no reverence and respect, no concern for the comfort or rights of others. Politeness not only includes a multitude of minor virtues, but it is the one thing that is indispensable if contact with the word is to be rendered endurable; and for the reputation of the American name, as well as that of our system of public education, it is greatly to be wished that the curriculum of our schools should include a system of training calculated to make gentlemen as well as creditable scholars of the pupils. —*Appleton's Journal.*

Meteorology.

Observations taken at Halifax, Nova Scotia, during the month of June, 1875; Lat: 44° 39' North; Long. 63° 36' West; height above the Sea, 130 feet, by 2nd Corporal J. T. Thompson, A. H. Corps.

Barometer, Highest reading, on the 9th	30.347	inches.
" Lowest " " 8th	29.211	
" Range of pressure	1.136	
" Mean for month (reduced to 32 F)	29.970	
Thermometer, Highest reading on the 22th	83.4	degrees.
" Lowest " " 2nd	29.4	
" Range in month	54.0	
" Mean of all highest	73.6	
" " " lowest	42.8	
" " daily range	30.8	
" " for month	58.2	
" Highest reading in sun's rays	129.0	
" Lowest reading on the grass	25.3	
Hygrometer, Mean of dry bulb	62.8	
" " wet "	56.9	
" " dew point	51.9	
" Elastic force of vapour	.388	grains.
" Vapour in a cubic foot of air	4.3	
" " required to saturate air	2.1	
" The figure of humidity (Sat. 100)	.67	
" Average weight of a cubic foot of air	530.0	
Wind, Mean direction of North	1.5	days.
" " " North East	1.0	
" " " East	0.5	
" " " South East	2.0	
" " " South	3.5	
" " " South West	6.0	
" " " West	6.0	
" " " North West	6.5	
" " " Calm	3.0	
" " Daily force	2.7	
Cloud, Mean amount of (0 to 10)	6.0	
Rain, Number of days it fell	6	
Amount collected on ground	4.26	
Fog, Number of days	4	

ABSTRACT FOR THE MONTH OF JUNE, 1875.

OF TRI-HOURLY METEOROLOGICAL OBSERVATIONS TAKEN AT McGILL COLLEGE OBSERVATORY. HEIGHT ABOVE SEA LEVEL 187 FT.

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. hours.	Mean.	Max.	Min.		
1	63.81	73.3	51.0	22.3	30.1257	30.195	30.065	.130	.3889	67.0	E.	6.3	0.1	4	0		1
2	66.89	76.6	57.4	19.2	30.0627	30.123	29.996	.127	.4369	66.9	S. W.	10.3	2.1	4	0		2
3	65.14	74.0	56.8	16.2	30.0027	30.030	29.964	.066	.4676	75.6	S. W.	10.7	5.1	10	0	0.01	3
4	64.29	74.9	55.1	18.9	30.0561	30.101	30.010	.091	.3996	68.2	W.	11.2	3.1	8	1		4
5	67.62	77.7	50.4	18.3	29.9985	30.111	29.872	.239	.4902	73.1	S. W.	6.5	6.5	10	3	0.03	5
Sunday 6		67.0	57.6	9.4							N.	10.9					6 Sunday
7	54.81	57.7	52.7	5.0	29.8429	29.869	29.814	.055	.3654	65.0	S.	3.9	8.2	10	3	0.25	7
8	60.72	69.5	51.0	18.5	30.0192	30.160	29.877	.283	.3646	69.7	W.	11.2	1.9	5	0		8
9	64.55	74.7	51.5	23.2	30.1841	30.294	30.112	.182	.3799	62.9	S. W.	7.9	3.5	7	1		9
10	62.52	74.7	53.7	21.0	30.0567	30.109	30.006	.103	.4189	74.2	N. E.	5·7	2.9	8	0		10
11	69.32	80.7	55.2	25.5	30.0159	30.126	29.864	.262	.5071	71.6	S.	7.3	3.2	7	0		11
12	68.30	76.4	56.3	20.1	29.7097	29.808	29.608	.200	.5466	80.6	S. W.	13.2	7.0	10	1	0.67	12
Sunday 13		56.4	39.8	16.6							W.	11.4					13 Sunday
14	54.56	64.1	45.7	18.4	29.8282	29.892	29.763	.129	.2732	65.2	W.	10.8	6.0	10	3		14
15	57.35	64.7	46.1	18.6	29.8216	29.865	29.782	.083	.2842	61.6	N. E.	9.8	3.6	7	0		15
16	57.60	63.1	48.1	15.0	29.8699	29.946	29.826	.120	.3027	64.4	N. E.	7.3	2.6	7	0		16
17	59.15	66.7	49.4	17.3	30.0042	30.036	29.975	.061	.2075	61.5	N. W.	5.5	0.9	2	0		17
18	57.79	65.0	50.0	15.0	29.9327	29.991	29.852	.139	.3601	75.5	S. E.	8.0	7.4	10	3		18
19	62.10	72.5	51.7	20.8	29.7871	29.896	29.736	.160	.3569	66.0	N. W.	10.0	5.9	10	1	Inappreciable	19
Sunday 20		76.1	55.8	20.3							W.	11.7					20 Sunday
21	68.82	79.3	58.0	21.3	29.9671	30.050	29.880	.170	.4045	57.5	W.	13.5	9.1	10	7		21
22	72.11	83.9	59.8	24.1	29.8674	29.936	29.793	.146	.5332	66.7	S. W.	15.2	9.1	10	8		22
23	74.17	82.5	61.1	21.4	29.7385	29.795	29.675	.120	.6546	77·7	S. W.	13.0	6.5	10	3	0.16	23
24	70.45	77.4	65.4	12.0	29.7736	29.902	29.635	.267	.6090	81.1	W.	7.7	8.1	10	6	0.40	24
25	67.75	74.5	62.3	12.2	29.8547	29.962	29.684	.278	.5106	75.5	W.	9.7	3.9	10	0		25
26	68.69	76.8	56.9	19.9	29.8976	29.970	29.822	.148	.5984	83.9	S.	7.8	4.5	10	0	Inappreciable	26
Sunday 27		84.4	65.4	19.0							S. W.	10.1				0.08	27 Sunday
28	67.80	76.2	56.8	19.4	29.7862	30.141	29.519	.622	.5472	78.0	N. W.	12.5	6.0	9	0	0.09	28
29	64.04	73.0	52.7	20.3	30.0784	29.191	29.917	.274	.4604	70.2	S. W.	6.4	4.1	10	0	0.66	29
30	68.86	75.8	63.6	12.2	29.8535	29.877	29.823	.054	.5970	85.2	S. W.	10.8	5.5	10	0	0.85	30
Means	64.585	72.96	54.91	18.05	29.9283			.1734	.4448	71.95		9.54	4.8				

* Barometer readings reduced to Sea level and to temperature 32° Fah. † Pressure of Vapor in inches of Mercury. ‡ Humidity relative, saturation. 100.

Mean temperature of month, 64,58. Mean of maxima and minima temperature, 63.93. Maximum temperature on the 27th was 84.4 Minimum temperature on the 13th, 39.8, giving a range of temperature for the month of 44.6 degrees. Greatest range in one day was 25,2, on the 11th; least range was 5, on the 7th. Mean height of the barometer was 29.9283. Highest reading was 30.294, on the 9th; lowest, 29,519, was on the 28th, giving a range of .775 inches. Mean elastic force of vapor was equal to .4448 of an inch of mercury. Mean relative humidity, 71.95. Maximum relative humidity was 97, on the 28th, 27th, 30th during rain——,Minimum was 42 on the 19th, during fair weather, immediately after light rain. Mean velocity of wind for month, 9.54 miles per hour. Maximum velocity, 25 miles per hour was on the 21st; prevailing wind from the south-west. Mean of sky clouded in tenths, 2, 4.8. Rain fell on 16 days. Total precipitation in inches of water, 3.26 inches. Number of auroras, 10.

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