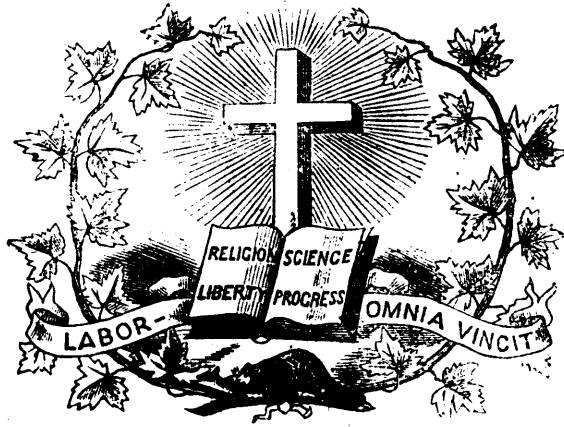


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THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

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Professional Unity.

How has it fared with the scholastic profession during the past year? Is professional unity more possible now than twelve months since? Are the members of the teaching fraternity now more closely knit together in the bonds of brotherly love than they were then? Is their education in matters of public business progressing? Are mutual confidence and forbearance more generally the characteristics of our teachers, or do they, on the other hand, still deserve the epithet of "noncoherent"? These, and many such questions, naturally suggest themselves at the beginning of another year, and demand from us the most serious consideration.

By a striking coincidence, the three great divisions of the profession held important meetings during the last week of 1872. At Birmingham, the head masters of the first grade schools met in solemn conclave; at Bedford the middle class teachers conferred on matters affecting their interests; and in Dublin the national teachers held an important congress, in which the elementary teachers of England, Scotland, and Wales, were well represented. It is interesting to observe that all sections of the scholastic body are aiming at the same mark—the exten-

sion and improvement of public education—and are complaining of the same difficulties which retard their progress. Seeing, then, that teachers of all grades have so much in common, is it Utopian to hope for the time when, as in the medical and legal professions, every qualified teacher shall form part of a powerful and united "brotherhood"? It has been truly said that the next generation of Englishmen will be what the teachers make them. Can anything, therefore, be of greater importance than the welfare of that body which holds in its hands the destinies of the empire? We warn our legislators and patriots that they must look to the matter, and, for England's sake, must aid the teachers in their efforts to secure a due recognition of their important services. The profession must be consolidated. It must also be raised from that social degradation, which the folly and errors of the past have twined about its members. Nor will the country grudge the cost of accomplishing these ends. With the future of the nation depending upon its teachers, parsimony would be treason, and procrastination, ruin. Our desire for a professional Union which shall embrace every teacher "from the Head-Master of Eton to the humblest village schoolmaster," is not Utopian. It is gradually becoming a State necessity, and evidences are not wanting to show that the sharp lines now dividing the different grades of teachers will be ultimately obliterated. Already we hear of graded schools and of scholastic registration. Have we not, too, a Chartered Corporation, which, although it has failed to wield wisely the power placed in its hands, and has miserably failed in its duty to the public, must not be allowed much longer to remain useless in the hands of incompetent managers. The machinery for securing professional unity exists, and requires only the motive force of public opinion.

But while the masters of the first and second grade schools are evincing a desire for union among themselves, and are proving—unintentionally, it may be—the need for general union, it is among the so called elementary or third grade teachers of England that the most marked progress has been taken. This body, as the most numerous section of the profession, will materially influence the action of any future organisation, and from it the

initiative of combination has proceeded. By the formation of their National Union, by the creation of their own organ, and by their co-operation with Scotch and Irish teachers, they have taken the lead in professional action, and have evidenced an enthusiasm and a cohesiveness not shown by their superior brethren. We may safely say of them, in reply to the questions in our opening paragraph, that their branch of the profession has fared well during the year that is gone; that they are more closely knit together by brotherly bonds than heretofore; that they are less mistrustful of their fellows and more confident in their own cause than once they were; and that by their action during the past year, professional unity has been rendered possible. What we now require is, the bringing together, for professional purposes, the teachers of all grades. Out of the mutual respect for each other's opinions thus engendered would spring the germs of future success. Let us hope that, before the close of the present year, we shall have to chronicle many of these meetings.

The difficulties in the way are not to be underrated; they can be overcome only by the forces of common interest and public devotion. The first aim of every teacher must be the advancement of public education; the next, to sustain the honour, well-being, and dignity of his profession. As an example of these difficulties, we need only cite the many divisions existing among the teachers of second grade schools. There are the *endowed* schools, with vested rights and ancient benefactions; the *private* schools, an odd mixture of excellence and enterprise with incompetency and roguery; and the *proprietary* schools, which are generally well managed and officered. It will be no easy task to weld into one mighty force their various interests, traditions, and prejudices. Again, the very terms applied to different classes of teachers are false and misleading. The *elementary* teacher properly so called, is one who teaches the elements, and is to be found in every school—from Eton and Harrow to the poorest ragged school of the Metropolis. The term is not therefore, synonymous with "certificated teacher, nor are the qualifications of the certificated teacher necessarily of a lower order than those of the unregistered and unstamped private schoolmaster. Other difficulties abound with which we may deal at a future time. For the present it must be sufficient for us to state our full confidence that the unification of the whole scholastic body will gradually become a reality, and that public policy demands it. The profession must be purged of incompetent and dishonest pretenders, and for this purpose nothing would be so effectual as a general union, which could by examination, put a mark on a teacher's worth. That this power would be more safely wielded by a professional body than by the Government few will doubt. With such a union pension schemes would be superfluous, promotion by merit would be secured, and the whole of our schools would ultimately be officered by properly qualified teachers. The social status problem then would solve itself, and the whole education of the country would be placed in the hands of those best fitted by social graces and scholarly acquirements to hold so sacred a trust. Space will not permit us to say more now, but on other occasions we hope to examine fully the various proposals for the attainment of "professional unity."—*The Schoolmaster*.

The Right Man in the Right Place.

Three important reforms tending directly to the elevation of the whole body of National Teachers of Ireland have

been effected during the short time that the present Resident Commissioner, P. J. Keenan, Esq., C. B., (formerly a Pupil of the Central Model Schools, Dublin, and afterwards Head-Master of the same) has held the reins of office. First in order came the opening up of the Head and Assistant Masterships of Model Schools to the competition of all teachers who discharge their duties satisfactorily, and who have the ambition to fight their way to higher positions and brighter prospects. The Regulations have been some time before the public; and in a former number of our Journal we drew attention to the scheme, and analysed its provisions. This was no empty concession; for examinations have already been held, and many eager candidates have come forward to contest these valuable prizes. To our certain knowledge a great number of young persons—hopeful and promising teachers—are now studying most assiduously for the next and future examinations; and independently of the inherent justice of the measure, and the feeling of contentment it is calculated to diffuse among the teachers, it will do much good by stimulating young teachers to study.

Soon afterwards the Resident Commissioner's plan for throwing open the Inspectorships to teachers of Ordinary National Schools, was laid before the Board and passed; and now the case stands this way:—That while all other classes of Her Majesty's subjects require to be nominated—and a nomination is sometimes a thing not easy to procure—the National Schoolmasters are entitled to claim examination without any nomination at all.

It is not easy to estimate the effect of this wise measure on a very large and increasing body of teachers. Many, who are within the age and who have attained the highest class, are already bestirring themselves. We have received a great number of letters evincing extraordinary interest in the matter; anxiously asking for information regarding the nature of the examinations to which the Civil Service Commissioners subject the candidates. So numerous and pressing are these communications, that we have resolved to print the whole of several sets of questions of which we give the first instalment in this issue of the Journal. We expect that this will be productive of much good; for while the questions will deter the incompetent from wasting their time in useless exertions, they will fully enlighten those scholarly men who may fairly hope for success, as to the exact extent and depth of the preparatory study.

But it is the young men who are just entering the service who will be most visibly affected by these openings to high promotion; for they have now an all absorbing motive for study. To use a well-known French phrase, every young teacher may now be said to carry a marshal's baton in his knapsack. Let it not be said that this will make teachers too ambitious. We have heard a great deal of foolish talk about ambition. For our own part we openly assert that we never yet met a really first rate man who was not ambitious. An ambition to rise—that is, a healthy, well-regulated ambition—is not a reprehensible quality in a young man; but on the contrary, is commendable—a thing to be admired and encouraged. It would be well for the public service and for the country in general, if we had many more men than we have, penetrated with that sort of ambition that constantly stimulates a man to advance himself by means of self improvement and a conscientious discharge of duty. The greatest benefactors of the human race were urged on to their labours by a noble ambition; and the very men who hold in their hands the destinies of this great empire, would never have reached their present position, or given the country the benefit of their talents, if they did not possess this much-abused quality of ambition,

But to return to our theme. We need not enlarge on the third great event in the teachers' progress. In the later phases of the negotiations about the \$500,000, several persons contributed to a successful issue; and we, ourselves, claim credit for a portion of the good work. But let us not forget the prime movers in this whole affair. Several circumstances have come to our knowledge that show what a debt of gratitude the teachers owe to His Excellency the Lord Lieutenant; for the glitter of his position cannot hide the gentle working of a kind, human heart. Lord Hartington, Chief Secretary for Ireland, was equally active in his exertions to bring the matter to a favourable issue. And then again let us remember that the most difficult thing of all was to obtain the consent of the Treasury to grant the money in the first instance; and that the success of the movement at this most critical period, as well as in the subsequent stages, including the very last, was chiefly due to the watchful exertions and the delicate and skilful management of the Resident Commissioner.

Have we arrived at the goal? Have the National Teachers topped the summit level, and is there an end of our upward progress? No; we believe there is much work—serious work—still before the Commissioner. As to mere salary, we have heard that this \$500,000 was not intended as the final settlement—that the sum originally proposed was \$1,000,000, to come partly from the Consolidated Fund, and partly from local taxation. The teachers have already received the splendid instalment now paid in results' fees, and we may hope that the next will follow in due course, and will be applied to increase the teachers' salaries.

And now for the last question, and one of the most important. We were recently told by good authority that the Commissioner was elaborating a scheme of pensions. How difficult a matter this is we know from the proceedings of our brethren in England. It will tax all the diplomatic ability of the Commissioner to carry this point; but the spirit of the time is with him, and we have full confidence that he will bring this matter of pensions to a successful issue.

Hitherto it has been too much the fashion for young men to enter the service of the Board merely to make it a stepping stone to something else. But the time is coming—and indeed has almost come—when the position of National Teacher will be eagerly sought after as a permanent life settlement. Young people will feel that they are entering a profession which affords to all its members, not merely a bare competency, but comfort, moderate independence, and respectability, with the assurance of a provision for old age; and which holds out to those who possess more than average talent and application, a fair hope of promotion to the higher branches of the service.—*The Irish Teachers' Journal.*

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

COUNCIL OF PUBLIC INSTRUCTION.

The Lieutenant-Governor, by an Order in Council, dated 19th June, 1873, was pleased to appoint the Honorable Pierre Joseph Olivier Chauveau and the Honorable Joseph Goderich

Blanchet, Members of the Catholic Committee of the Council of Public Instruction, and John William Dawson, Esq., LL. D., F. R. S., F. G. S., a Member of the Protestant Committee of the said Council.

MINISTRY OF PUBLIC INSTRUCTION.

The Lieutenant-Governor, by an Order in Council, dated June 20th, 1873, was pleased to appoint

Joseph Henry Richardson, First Assistant-Accountant and Louis Lefebvre, Second Assistant-Accountant, in the aforesaid Department.

MEMBERS OF GASPE BOARD OF EXAMINERS.

The Lieutenant-Governor was pleased,—by an Order in Council, dated 10th June, to appoint the Rev. M. Jean Joseph Monge, to be a Member of the Gaspé Board of Examiners, and

By an Order, dated 20th June to appoint the Rev. Mr. Richard Mathers and Owen Thomas Connick, Esq., M. D., to be Members of the same Board.

MEMBERS OF RIMOUSKI BOARD OF EXAMINERS

The Lieutenant-Governor,—by an Order in Council, dated 19th July,—was pleased to appoint the Revd. M. Edouard Guilmet, Curé of Ste. Luce, a Member of the aforesaid Board of Examiners, in the room stead of the Revd. M. G. Nadeau, deceased; also the Revd. M. Louis Desjardins, Curé of Ste. Cécile du Bic, a Member, in the room and stead of the Revd. M. F. Laliberté, removed from the District.

SCHOOL COMMISSIONERS.

The Lieutenant-Governor was pleased,—by an Order in Council, dated 10th June,—to appoint the following:

Arundel, Co. Argenteuil:—Mr. G. J. McKenzie to replace M. A. B. Filion.

Acton Vale, Co. Bagot:—M. Honoré Plante to replace M. Edouard Leclair.

St. Stanislas Kostka, Co. Beauharnais:—M. Alexis Lemieux to replace M. Edouard Colette.

Shenly, (St. Honoré) Co. Beauce:—MM. Godfroi Poulin, Pierre Chabot, Anselme Roy, Ambroise Jean, and Antoine Audet;

Ireland (North), Co. Mégantic:—MM. Patrick McCaffrey, Joseph Forbes, Thomas Armstrong, Charles Cumming, and Joshua Keogh.

Ste. Monique, Co. Nicolet:—M. Joas Boisvert, to replace M. Onésime Réné.

Bouchette, Co. Ottawa:—MM. Théophile Malbœuf, André Beauguard, Antoine Thibault, Auguste Clément and Pierre Guertin.

Petites Bergeronnes, Co. Saguenay:—MM. Narcisse Dallaire, Antoine Maltais, André Tremblay, Jérôme Tremblay and Thomas Desbiens.

St. Camille, Co. Wolfe:—The Rev. M. Venant Charest to replace M. Adolphe Paquin.

QUEBEC PROTESTANT BOARD OF SCHOOL COMMISSIONERS.

The Lieutenant-Governor was pleased,—by an Order in Council, dated 19th June,—to appoint

Robert Herbert Smith, Esq. a Member of the Protestant Board of School Commissioners for the City of Quebec.

SCHOOL TRUSTEES

The Lieutenant-Governor,—by an Order in Council, dated July 26,—was pleased to appoint the following:—

St. Theodore d'Acton, Co. of Bagot:—Ambrose Duncan, Louis Robichaud, and David Adam, Esquires.

MONTREAL PROTESTANT BOARD OF SCHOOL COMMISSIONERS.

The Lieutenant Governor,—by an Order in Council, dated June 27th, 1873,—was pleased to appoint the Revd. Donald Harvey McVicar, D.D. a Member of the Montreal Protestant Board of School Commissioners.

SEPARATIONS, ANNEXATIONS, ERECTIONS, ETC., OF SCHOOL MUNICIPALITIES.

The Lieutenant-Governor,—by an Order in Council, dated February 17, 1873,—was pleased

To detach School Districts Nos. 1 and 2 from the Municipality of Shoobred, and annex them to that of Nouvelle, for School purposes.

The Lieutenant-Governor,—by an Order in Council, dated 10th July,—was pleased

To detach, from Victoriaville, Co. Arthabaska, that part of said Municipality commencing by and including the lands of George Beauchemin and running as for as the boundary line between the parishes of Ste. Victoire and St. Albert, and to annex it to the latter parish for School purposes. The change to take effect on and after 1st July, 1873 :

To erect into a School Municipality the new parish of St. Charles de Caplan, Co. Bonaventure, comprising part of the Township of New Richmond and part of that of Hamilton, with the same limits as assigned to it for civil purposes :

1. To detach from the school Municipality of Grande Grève, Co. Gaspé, that part of the District commencing by and including the lands of Joseph Smith and running North-West as far as the division line between Grand Grève and Baie-Nord-de-Gaspé, giving a frontage of about two miles and a depth of about the same ;

2. To detach, from the School Municipality of Baie-Nord-de-Gaspé, that part of the District, commencing by and including lot No. 18,—claimed by Thomas Corbett,—and running towards the North-West as far as the division line between the two above-named Municipalities, giving a frontage of about a mile and a half and a depth of two miles, and to unite these two portions of District and erect them into a separate school Municipality to be known by the name of "Cap-aux-Os ;"

To divide the Township of Ireland, Co. Megantic, into two school Municipalities, as now divided for civil purposes ; Ireland (North) to comprise the 7, 8, 9, 10, 11, and 12 Ranges and part of Craig's Road ; and Ireland (South) to comprise the 1, 2, 3, 4, 5, and 6 Ranges ;

To erect the Township, Bouchette, Co. Pontiac, into a separate School Municipality, with the same limits it has for civil purposes ;

To detach Les Petites Bergeronnes, Co. Saguenay, from the Municipalities of Tadousac and Bergeronnes, and erect it into a separate School Municipality to be known by the name of "Petites Bergeronnes," giving a frontage of a mile and a half on each side of the Rivière des Petites Bergeronnes and a depth of six miles back from the River St. Lawrence.

The Lieutenant-Governor,—by an Order in Council, dated 27 June,—was pleased

To erect the following, viz:—all the lands included within the limits of the Municipality of the Canton of Chambly, as constituting a rural corporation ; the land adjacent to said rural Municipality, lying between the Village of the Canton and the new line of Rail-road, now being made at said place, called Shefford, Stanstead and Chambly Railroad, and comprising the said road in the said place with its depôts and bridges, erected in the part of Chambly adjoining the said Village of the Canton, so that the said new School Municipality shall be bounded as follows, namely:—on the South and South-East, by the river Chambly and the Basin of Chambly ; on the North-East, by a stream emptying into the Basin of Chambly, near the Old Fort of Chambly, and which separates the Municipalities of the Canton and of the Basin as far as the Chambly Canal, and continued from the Canal as far as the above-named Railroad ; on the South-West by the said Railroad from the stream as far as the river Chambly ; the said Railroad in this part with its depôts and bridges to make part of the Municipality to be known by the name of "Canton de Chambly," in the Co. of Chambly ;

To detach, from the School Municipality of Warwick, the North-East half of Lot number four, and lots five and six of the sixth Range, and annex them to the School Municipality of St. Albert, Co. of Arthabaska :

To detach, from the School Municipality of Litchfield, lots number thirteen to twenty eight, inclusive, in the first Range, and all the Second and Third Ranges, and erect them into a separate School Municipality to be known by the name of "Lower Litchfield."

The Lieutenant-Governor,—by an Order in Council, dated 19th July,—was pleased

To unite the Townships of Mulgrave and Derry, Co. Ottawa, and erect them into a School Municipality by that name, with the same limits as for civil purposes ;

To erect into a School Municipality the new Parish of "St. Joseph de Lepage," Co. Rimouski, with the same limits as for civil purposes ;

To annex to the Municipality of St. George de Cacouna, Co. Temiscouata, that part of Ile Verte, which has been already annexed for civil purposes.

The Lieutenant Governor -- by an Order in Council, dated July 26,—was pleased

To detach the Village of Lennoxville from the remaining portion of the Township of Ascot, and to erect it into a separate School Municipality, with the same limits as for civil purposes.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

AYLMER.

Session of May 7th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class*, (E) :—Misses E. Maud Ellewell and Bella Rae.

Second Class :—Misses Isabella Armitage, Janet McFarlane, Messrs. John Rolston and Antoine Roy (F).

JOHN R. WOODS, Sec'y.

BEDFORD (PROTESTANT)

Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class* :—Misses Cynthia Bowker, Wilmina J. Boyd, Mary Bull, Emma Currie, Clara M. Dryden, Emma Fairfield, Emma M. Gardner, Ruth A. Hayes, Mary Ann Irving, Julia A. Kemp, Catherine Lavalette, Alice E. McKechnie, Ella A. Sewell, Narcissa L. Scott, Eva Patenaude, Alice W. Powers, Minnie Remington, Eleanor Reuter, Mary E. Vance, Emily Virgo, Messrs. Thomas Hope and Nathan O. Lewis.

Second Class :—Misses Sarah L. Blake, Lovinia V. Baird, Betsey Bradley, Annie Galbraith, Cornelia C. Jones, Flora Parsons, Emma V. Shufelt, Mary L. Smith, Messrs. Abner Bedec, Carlton Goddard, Frank H. Hubbard, Marvin Harvey and Harlow C. Perry.

WM. GIBSON, Sec'y.

CHARLEVOIX AND SAGUENAY.

Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class* (F) : Miss Virginie Gosselin.

CHS. BOIVIN, Sec'y.

KAMOURASKA.

Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class* (F)—Misses Marie Caron, Anais Dubé, Clodia Dumond, Joséphine Lévesque, Victoria Langlais, Eugénie Lavoie, Elise Lagacé, Arthémise Roy, and Ernestine Roy.

Second Class :—Misses Cedulice Michaud and M. J. Victoire Tardiff.

P. DUMAIS, Sec'y.

QUEBEC (PROTESTANT).

Session of February 4th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class* : Mr. William P. Sloane and Miss Margaret McKay Armstrong.

D. WILKIE, Sec'y.

Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class*, (E) :—Mr. Thomas Duncan.

Second Class :—Mr. Albert B. Wark, Misses Mary Eames and Margaret Ann Kidd.

D. WILKIE, Sec'y.

QUEBEC (CATHOLIC.)

Session of May 6th, 1873.

ACADEMY DIPLOMA, *First Class*, (F) :—Mr. Pierre Joseph Ruel.
ELEMENTARY SCHOOL DIPLOMA, *First Class*, (F) :—Misses Marie Beaulé, M. Marcelline Bétic, M. Pamela Chalifoux, Joséphine Charbonneau, M. Françoise Mercier, Marie Henriette Normand, and Marie Anne Paquet.

Second Class, (F) :—Misses M. Martine Audet dite Lapointe.

M. Virginie Benoit dite Abel, M. Aglaé Bérubé, Marie Elmire Blouin, M. Zélie Boisvert, M. Anne Boisvert (E.), M. Léa Alvina Charland, M. Eudoxie Coulombe, M. Adèle Zénila Couture, M. Elmire Dorval et M. Elizabeth Fournier (E.), M. Julie Gagnon, M. Desneiges Garon, Arthémise Labrie, M. Virginie Labrie, M. Clorinthe Laffèche, M. Adélaïde Laroche, M. Edwidge Labrie, Elise Leclerc, M. Léocadie Lemay, M. Adèle Lemay, M. Victoria Léveillé, M. Elmiro Marceau, M. Louise Mercier, M. Perpétue Vallières, and Joséphine Charbonneau (E).

N. LACASSE, Sec'y.

MONTREAL (PROTESTANT).
Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class* (E):—Misses Susan Calder, Clara M. Caldwell, Mary J. Cameron, Annettie Derick, Anna Featherstone, Almira J. Fosburgh, Martha E. Manning, Henrietta M. McCallum, Elizabeth J. Millar, Emma L. Sawyer, Kate A. Schuyler, Messrs. George B. Cross, Joseph Ringland, and John H. Stewart.

Second Class, (E):—Misses Agnes Carmichael, Jane C. Hunter, Mary McKell, Rose M. Roney; (F):—Flavie Carrière, Marthe Dalpé; (E):—Messrs. Wm. Johnston and Wm. Mills.

T. A. GIBSON, Sec'y.

MONTREAL (CATHOLIC).
Session of May 6th and 7th, 1873.

ACADEMY DIPLOMA, *First Class*, (F. & E.)—M. Augustin Gay.
MODEL SCHOOL DIPLOMA, *First Class*, (F): Messrs. Evariste Destroismaisons, Timothée Fontaine, Napoléon Latremouille (F. & E.) Misses Azilda Majeau and Parmelie Rousseau.

Second Class, (F):—Messrs. Jean Eugène Guérin and Joseph Mauffette.

ELEMENTARY SCHOOL DIPLOMA, *First Class*, (F):—Misses Corina Benoit, Victorine Benoit, Marie Sophronie Bibaud, Marcelline Boudreau and Léonidas Bourguoin dit Bourguignon, Elisa Cartier, Marie Olivine Chabot, Amandine Chartrand Régina Coiteux, Marie Régina Daigle, Elise Daigle, Philomène Dubien, Thaise Dubois, Anne Clotilde Delorme, Clara Destroismaisons, Louise Emma Deragon, Anastasie Fontaine, Rosalie Gendron, Delima Gratton, Rachel Jeanson, Emilienne Lafrance, Octavie Laroche, Julie Lavallée, Olympe Leduc, Albina Lussier, Elise Meagher, Marie Monciau, Arthémise Robert, Rose de Lima Robidoux, Elise Azilda Russy, Octavie Rivard Dufresne, Rose Anna Stebenne, Zéphirine Tellier, Marie Denise Thériault, Salomé Vanasse, Adèle Vannier, Céline Vannier, Mathilde Verdon, Philomène Barré, Marie L. Sylvestre Beausoleil, Hermine Blanchard, Julienne Brisson, Marie Emélie Chaloux, Laure David, Rose Emma Gauthier, Elise Lanier, Annie Latremouille, Cornelia Lafranchise, Flavie Lécuyer, Adèle Métra, Hermine Paré, Alphonsine Pelletier, Zénaïde Poulin, Mathilde Régnier, Marie Sauvé, Olympe Tremblay, Messrs. Joseph Alphonse Levesque and Israël Dufresne.

F. X. VALADE, Sec'y.

RICHMOND (PROTESTANT).
Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *Second Class*:—Misses Edith A. Bothwell, Ada E. Hogue, Louise Lewis and Henrietta Shanks.

C. F. CLEVELAND, Sec'y.

RICHMOND (CATHOLIC).
Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class*, (F): Misses Marie Amanda Hudon and Domithilde Morin.

Second Class:—Misses Virginie Bergeron, Aurélie Blanchet, Victoria Bergeron, Marie Anabella Beauchesne, Marie Levania Desmange, Calixte Pothier and Marie Joséphine Rocheleau.

F. A. BRIEN, Sec'y.

STANSTEAD.
Session of May 6th, 1873.

ELEMENTARY SCHOOL DIPLOMA, *First Class*, (E.)—Misses Edna J. Johnson, Ida J. Wadleigh, Ella Todd, Jane E. Taylor, Mabel A. Norris, Jessie Morrill, Julia E. Robinson, Susan A. Oliver, Hannah Blaylock, Della Pope, Lydia A. Aldrich and Mary Jane Boudreau (F.)

Second Class:—Misses Amelia Lord, Matilda McGowan, Carrie Woodward, Ella Dolloff, and Susan Webb.

C. A. RICHARDSON, Sec'y.

SHERBROOKE.

Session of May 6th, 1873.

ACADEMY DIPLOMA, *First Class*, (F): Mr. Milton S. Woodman.
ELEMENTARY SCHOOL DIPLOMA, *First Class*, (F):—Misses Joséphine Bélanger and Phoebe Côté; (E.) Eliza Bowen, Ellen M. Bernard, Bridget Dillon, Emma S. French, Adaline Hunting Sarah McCurdy, Jane McCurdy, Mary McArthur, Maria A. Nutting, Margaret Pender, Esther E. Richardson, Margaret Stokes, Mattie M. Weir, and Alice Willey.

Second Class: Misses Clara M. Hunting, Jessie Kirkpatrick, and Clara McKay.

S. A. HURD, Sec'y.

DIPLOMAS GRANTED BY NORMAL SCHOOLS.

McGill, Session of 1872-73.

ACADEMY DIPLOMA:—John Rowan Sprong (University Graduate), Hans Stephenson, Lillias Watson, and Margaret Henderson.

MODEL SCHOOL DIPLOMA:—Lucinda Lawless, Martha Richardson, Margaret J. Clarke, Jessie Jamieson, Adelaïde Garrity, John C. McCorkill, Susan Rodger, Robert Varner, Jessie Campbell, Christina Crichton, Annabella G. Ure, Jane McGarry, Elizabeth Cockburn, Catherine J. Stephen, Zadoc Lefebvre, Annie R. Algar, Martha Gratton, Isabella Reid, Jonathan Smiley, Helen Henderson, George Skinner, Zelinda Cross, and Mary Peyton.

ELEMENTARY SCHOOL DIPLOMA:—Anna McFee, Catherine J. McFee, Mary Ann Baillie, Jessie Rodger, Sarah B. Hurt, Jane Reason, Alice May Christie, Jeremiah R. Elliot, Agnes Maxwell, Annie S. Thomson, Louisa Vessot, George J. McManus, Isabella M. McBratney, Martha Beckham, Ellen G. Scott, Jessie Mayer, Andrew Stewart, Sophia Swift, Mary C. Brown, Mary J. Elliott, Julia E. Sutton, Jane E. McNaughton, Delima St. James, Henrietta Ryan, Jane Gray, Robert Smart, Kosciah A. Hodge, Isabella Stewart, Alexandra Scott, Margery J. McKillop, Helen G. Hart, Rachel Hunt, Margaret Brown, Kate A. Graham, Sarah J. Meyers, Thomas E. Cunningham, Elizabeth Mitchell, Joseph Curran, Annie Fowler, Mary Kerr, Catherine Herbert, Agnes Shaver, Isabella Campbell, Isabella Smith, Jeanie Morrison, Mary Johnstone, Robert McKorkill, Jane Ogilvie, Christina Lawson, Sarah McLeod, Mary MacMillan.

W. H. HICKS,
Principal.

Laval, Session of 1872-73.

ACADEMY DIPLOMA:—Alexander Chassé, Félix Pagé, Odina Cloutier, and Hermel Tremblay.

MODEL SCHOOL DIPLOMA:—Louis Tremblay, Tancrede Dubé, Louis Dufresne, Ls. George LeBœuf, Alphonse Lavigne, George Gagnon, Jean Sirois, Patrick Ahern, Eléonore Blouin, Céline Lavoie, Marie Lavallée, Cécile Fontaine, Emélie Pelletier, Sarah Lachance, Hermine Giguère, Aurore Dionne, Eugénie Gobeil, Joséphine Lemieux, Claire Blanchet, Délima Hamelin, Philomène Lagis, M. Louise Béland, Alice Tremblay, Elise Bouchard, Bédilia McNamara, and Céline Blanchet.

ELEMENTARY SCHOOL DIPLOMA:—David Dufresne, Edmond Turgeon, Emile Plante, Pierre Dutil, Elzéar Boivin, Victor Leclerc, Joseph Simard, J. Bte. Morissette, Alphonse Belleau, Abdon Guay, Amédée Tanguay, Damasc Bélanger, Zéphirin Noël, Ludger Miville-Déchènes, Téléphore Dick, Marie Guenette, Luce Nadeau, Emma Chaperon Young, Caroline Levêque, Letitia Rousseau, Jessé Gauthier, Céline Gingras, Marie Thivierge, Thais Gagné, Madeleine Caron, Antoinette Généreux, Marie DeGuise, Henriette Croteau, Céline Chamberland, Joséphine Dorval, Euphemie Moussette, Eléonore Chabot, Marie Mercier, Hélène Bechard, Augustine Durand, and Catherine Murphy.

PIERRE LACAGÉ, Pte.,
Principal.

Jacques Cartier, Session of 1872-73.

ACADEMY DIPLOMA:—Ismaël Longtin, Evariste Loblanc, Vitalien Cléroux, Delphis Martin, and Julien Tille.

MODEL SCHOOL DIPLOMA:—Casimir Grégoire, Hormidas Prud'homme, Casimir Valiquet, David Dupuis, Joseph Jasmin, Louis A. Olivier, and Constantin Lecavalier.

ELEMENTARY SCHOOL DIPLOMA:—Simon Aubin, Arsène Godin, Joseph Brassard, and Albert Laurendeau.

H. A. J. B. VERREAU, Pte.,
Principal.

THE JOURNAL OF EDUCATION.

QUEBEC, JUNE & JULY, 1873.

Report of the Minister of Public Instruction for the Province of Quebec, for the Year 1871 and in part for the Year 1872. (1)

To His Excellency

THE HON. SIR NARCISSE FORTENAT BELLEAU, Knight,
Lieutenant Governor of the Province of Quebec.

Sir,

I have the honor to submit for your Excellency's approval my report upon the state of Public Instruction in this Province for the year 1871, and in part for the year 1872.

I am happy to be in a position to announce continued progress, as well in the number of schools and the scholars attending, as in the efficiency of these schools. There is to day in several of the school municipalities of this Province a great many model schools, and in nearly half the elementary schools the instruction given in several of its branches forms part of the education given in a model school.

It is not that I am yet perfectly satisfied with the results obtained, and that I do not feel the necessity of trying to improve the system, but it is still evident to every person whose mind is not prejudiced that the country is progressing; and there is every reason to believe that at a day not far off, we will have a general system of education so well organized that it will compare favorably with the most perfect school system of any other country.

Without doubt before our efforts are thus crowned with success we shall have great obstacles to overcome. Owing to our rural population not being more concentrated it happens nearly always that the school house is removed a considerable distance from the homes of a certain number of the children; if we add to this reason the severity of the climate, we can understand that it is extremely difficult for children to attend school regularly. From this their progress is retarded. The scarcity and the high price of manual labour enforces upon parents the necessity of withdrawing their children from school at the moment when their intellects commence to develop, and when they are in a better condition to profit by teaching.

Difficult as it is to remedy this inconvenience, there is, nevertheless one means by which the effect may be diminished. This plan is adopted with advantage in the United States and generally amongst people of English origin; children who have attained an age when they are able to assist their parents in farm labour, do not in consequence entirely abandon school; they continue their attendance during the winter season, until they are sufficiently advanced to have secured a good primary education. It is not uncommon to see in the United States, youths from 15 to 16 years of age going to school during the winter season.

It would be very desirable to see this state of things in this Province, and we cannot too soon hail the day when our people will more perfectly understand the advantages obtained from an education sufficiently advanced to be useful.

I can therefore only urge upon parents who already appreciate the vital importance of popular education, the necessity of setting the example by sending their children to school during the winter, a season during which they can better spare them than in any other.

(1) By the Translators to the Legislative Assembly.

The establishment of Normal Schools has greatly contributed to elevate the standard of instruction. School masters or school mistresses teaching in the vicinity of a school conducted by a pupil from one of these institutions, ought to endeavour by all means to raise to the same standard their schools, or they will see their schools and themselves falling into discredit. The Normal Schools have also had for result the formation of a class of instructors much superior to that previously available. This, the different boards of examiners readily acknowledge.

We appreciate more and more the pupils educated at these schools. The principals affirm in their reports that they have received this year a great number of applications, to which they found it impossible to give a satisfactory reply. It is to be regretted that the limited number of these scholastic institutions will not permit the granting of one of their diplomas, to all school masters and school mistresses.

All professions, even all trades, call for a preparatory study or apprenticeship. How happens it then that the management of a school, admitting it to be at all times most difficult to acquire the science of imparting knowledge, does not call for any special preparation? would it not be admitting an absurdity, in opposition to the experience of all communities.

Whenever in fact a system of education for the people exists, the system of creating schools for the training of teachers is regarded as one of the conditions of success.

We hear of charges from time to time against the cost of these schools in our Province; but if we will only give ourselves the trouble to compare our outlay in this particular, with the expenditure of other countries for the same object, more particularly with the different adjoining States, we shall feel convinced that we do not expend for the support of our normal schools one half the amount which other people believe is advantageously set apart for that purpose. The school inspectors generally acquit themselves of their duties with zeal and success. These officials are a powerful aid to the department, which without them could render but a poor account of the progress acquired, as well as securing a satisfactory arrangement of the numerous difficulties inseparable from the administration of the school law.

They also establish during their visits the degree of capacity, of zeal and aptitude of the school masters and school mistresses and recommend to the school authorities the dismissal of those who fail to give satisfaction. Now this last point is far from being unimportant in a country where a sufficiently large number of the school commissioners, are themselves incapable of judging of the manner in which a school is conducted as well as the progress made by the pupils.

I should not omit to point out a progress that each day turns to advantage and which tends to fill up a blank already remarkable in our society, namely certain secondary establishments of education holding a position between the college and the elementary school.

We have to day four classes of scholastic institutions; the elementary school, in which is given a primary education more complete than in the first named; the academical school or industrial college, where a liberal education can be obtained without including a study of the dead languages.

This class a few years ago was almost an imperfection in our system of education; but there is every reason to believe, that in this particular but little remains to be desired.

In fact every year we see many of these institutions spring up, which from the outset determine to place themselves upon the most respectable footing.

The City of Montreal set the example by establishing a commercial school which the Catholic school commissioners, owing to want of means could not develop as far as was desirable. But to day the commercial academy is one of the most flourishing scholastic establishments in our country. Its usefulness is advantageously felt every day. In a word it is an institution that does honour to the Catholic school commissioners of Montreal, not only for the able manner in which it is conducted, but for the beauty of the buildings in which the school is held.

The Protestants on their side have not remained behind; they also own several prosperous establishments, in the direction of which but little is left to be desired.

The other institutions of this class, worthy of notice in this report, are those of Terrebonne, Levis, St. Michel, St. Thomas, and l'Islet, etc., etc.

Two new institutions have sprung into existence this year, one at Arthabaskaville and the other at Lotbinière. The first will more particularly meet an urgent want in that part of the country, where but few superior schools are to be found.

The establishment of such institutions is of the utmost importance to the community. It is here that the child receives a practical education adapted to all classes of society, more particularly to the working and mercantile

classes. It is here, where the middle classes are trained who are to a certain extent the living soul of a nation and who make its prosperity when it attains the pinnacle of its mission.

Finally, the fourth class of these scholastic institutions is the classical college, in which can be obtained the course of education required for the liberal professions. We have in the Province a sufficiently large number of these institutions, too many perhaps in proportion to our population, for we must not lose sight of the vital want of the more particularly practical education so much required in a young country like ours.

At the head of the various classes of educational institutions enumerated above, there still remains the University, but I do not include it in the special classes referred to. I regard it, to a certain extent, as the crowning of a collegiate education.

The statistical tables and extracts from the reports of the school inspectors being only published *in extenso* every three years, and this having been done last year, the report which I have the honor to present will contain only a *résumé* of the statistics.

The first table gives a statement of the municipalities, which are constantly increasing, school districts and school houses, from 1857.

TABLE showing the increasing number of municipalities, school districts and school houses for every fifth year from 1857.

	1857.	1862.	1867.	1870.	1871.	Increase over 1857.	Increase over 1862.	Increase over 1867.	Increase over 1870.
Municipalities	507	588	737	791	801	294	213	64	10
School Districts	25	3079	3329	3605	3661	1093	582	332	56
School Houses	2015	2449	2860	3145	3233	1223	759	378	92

It establishes an increase of ten municipalities, of 56 schools districts and 92 schools houses, in the year just elapsed.

1853, as regards educational institutions and the pupils who attend them.

The increase in the number of institutions in 1871 over 1870 amounts to 35.

The following table indicates remarkable progress from

TABLE showing the progress of Public Instruction in Lower Canada, since the year 1853.

	1853	1854	1855	1856	1857	1858	1859	1860	1861
Institutions	2352	2795	2868	2919	2946	2985	3199	3264	3345
Scholars	108284	119733	127058	143141	148798	156872	168148	172155	180845
Contributions	\$165848	\$238032	\$249136	\$406764	\$424208	\$459396	\$498436	\$503859	\$526219

Continued.

	1862	1863	1864	1865	1866	1867	1868	1869	1870
Institutions	3501	3552	3604	3706	3826	3712	3913	3912	4028
Scholars	188284	193131	196739	202648	206820	208030	212838	214498	217504
Contributions	\$542635	\$564810	\$593964	\$597448	\$647067	\$728494	\$792819	\$894857	\$976788

Continued.

	Increase over 1853.	Increase over 1858.	Increase over 1863.	Increase over 1868.	Increase over 1869.	Increase over 1870.	Decrease from 1870.
Institutions.....	1171	1068	511	150	1516	35
Scholars	114730	76142	10174	29883	8516	5510
Contributions.....	\$787248	\$493700	\$160277	\$388286	\$58239	\$23692

The increase in the number of pupils during the same period of time is 5,510; that of 1870 over 1869, was only 3,006. The total amount of the contributions is \$953,096; last year it was \$976,788 showing a decrease of 23,992 for the year 1871 as compared with 1870. This decrease is only in the item for buildings and repairing school houses; the other three columns all show an increase, as may be seen in the annexed table.

	\$	cts.	\$	cts.	\$	cts.	\$	cts.	\$	cts.
1870.....	123,381	08	233,733	17	529,183	12	90,441	24	976,788	60
1871.....	124,002	19	246,792	29	535,981	12

Quebec, Dec. 15, 1872.

(To be Continued.)

P. J. O. CHAUVEAU,
Minister of Public Instruction.

SUMMER VACATIONS.

Quebec High School. (1)

ANNUAL EXAMINATION, EASTER, 1873.

The annual examination of the Quebec High School was brought to a termination yesterday, April 9th. The examination extended over two days, and was conducted under the Professors, by Rev. Dr. Cook and Revd. W. B. Clarke. The first day was devoted more especially to the English branches, in grammar, geography, &c., and the boys shewed great proficiency, evidencing careful grounding. In history and geography especial excellence was shewn. Yesterday the classics, French, German, and mathematics were the subjects of examination, and we remarked the results of careful study in many instances. In the mathematical branches it was made evident that no pains had been spared to make the pupils thoroughly comprehend the matter they had been studying. Indeed it was shewn throughout that the teachers strove rather to promote the acquiring of information in such form as would prove permanent and valuable, than to educate the pupils to the prize essay and parrot recitation point. In the commercial department the working of the year was shewn in the specimens of accounts, bills of sale, &c., displayed on the tables. The selections from exercises, letters, &c., shewn were in very many instances highly creditable. The system of handwriting taught is a bold, round, commercial hand.

The educational system of the Quebec High School has been so frequently explained in the Chronicle, that we need not refer to it at length. It is practical and thorough, and the best evidence of this is the numbers of qualified men sent forth from this institution, and proficiency of the one hundred intelligent, bright lads pursuing their studies there now. Under the management of Mr. Wilkie assisted by Mr. Miller and Mr. DeVaro, the school is in a

flourishing condition, and the pupils are making most satisfactory progress.

At the conclusion of the examination of the fourth class in French yesterday afternoon, Rev. W. B. Clarke addressed the friends and relatives of the scholars assembled in the Grand Hall in a few chosen words. The school, he said, was in a flourishing condition. He had to express his great satisfaction with the manner in which the boys acquitted themselves. They shewed evidence of the careful training they were under going. He took special pleasure in remarking the comprehensiveness shewn; they seemed perfectly to understand what they were learning. He was glad to see in the arithmetical department the inculcation of the laws of proportion, those important laws by which things were governed. The people of Quebec should know the great value of this institution. He was afraid too few knew of its work. He had seen schools in the old country and here, but he had never met with any surpassing the Quebec High School in excellency of system. It was an institution of which the city might well be proud, and people did not require to send their sons out of Quebec to be educated while the High School existed. Of course, being the High School it was natural that more should be expected from its scholars than from those of common schools, but those expectations had been fully met. He gave credit to the Rector and the masters for their unremitting exertions in the noblest of all toils, and trusted the school would go on in the future as in the past, to flourish and do good.

Mr. Wilkie spoke briefly for the masters and pupils.

ORDER OF MERIT.

FOURTH CLASS.

- Greek—1 Whitehead; 2 Oliver.
- Latin—1 Oliver, 2 McLimont; 3 Whitehead
- German—1 Whitehead; 2 Wilkie; 3 McLimont.
- French—1 Oliver; 2 Wilkie; 3 Clint.
- Euclid—1st Div., 1 Oliver; 2 Wilkie and Whitehead eq. 2nd Div., 1 Clint; 2 McLimont.
- Algebra—1st Div., 1 Wilkie and Whitehead eq. 2nd Div., 1 McLimont and Sampson eq.

(1) The order of precedence observed in the arrangement of the reports of the several institutions has been the date.

Pract. Geometry—1 Wilkie and Whitehead eq.
 Natural Philosophy—1 Wilkie; 2 Oliver; 3 Whitehead.
 Arithmetic—1st Div., Whitehead. 2nd Div., Sampson.
 Geography and History—1 Whitehead; 2 Wilkie; 3 Oliver.
 English Composition—1 Clint; 2 McLimont.
 Essays—1 Wilkie; 2 McLimont.
 Chron. Charts—1 Sampson.
 Writing and Commercial Accounts—1 McLimont; 2 Sampson.

THIRD CLASS

Greek—1 Cassels; 2 Grant; 3 Judge.
 Latin—1 Cassels; 2 Morkill; 3 Grant.
 German—1 Dunscomb; 2 Bell.
 French—1 Fletcher; 2 Morkill; 3 Dunscomb.
 Euclid—1 Cassels; 2 McKenzie; 3 Judge.
 Algebra—1 Morkill; 2 Cassels.
 Natural Philosophy—1 McKenzie; 2 Cassels; 3 Morkill.
 Arithmetic—1 Morkill; 2 Cassels; 3 McKenzie.
 Geography and History—1 Cassels; 2 McKenzie and Grant eq.
 English Composition—1 Cassels; 2 Bell and Grant eq.
 Essays—1 Cassels and Judge eq.
 Chron. Charts—Elliott.
 Writing and Commercial Accts—1 Cassels; 2 Grant; 3 Morkill.

SECOND CLASS

Latin—1 Drummond; 2 W. Goldstein; 3 Watson and Ray eq.
 French—1 Drummond; 2 Ray; 3 R. Borland; 4 Laird.
 English—1 Geo. Stevenson; 2 Drummond; 3 Garneau and Ray eq.
 Geography and History—1 Drummond; 2 Geo. Stevenson; 3 Patton.
 Recitation—1 Bowley; 2 Veasy; 3 Laird.
 Arithmetic—1 Veasy; 2 W. Goldstein; 3 Drummond and Colley.
 Writing—1 Hethrington; 2 Drummond.
 Commercial Accounts—1 Drummond; 2 Hethrington; 3 Borland and McPherson eq.
 Largest Collection of Exercises—1 Patton; 2 Drummond; 3 Hethrington.

FIRST CLASS

Latin—1 M. Goldstein; 2 Jno. Glass; 3 Manschreck; Jac. Goldstein and Fry eq.
 French—1 Jno. Glass; 2 Pourtier; 3 Thibaudeau; 4 Clint.
 English—1 Jno. Glass; 2 Shaw; 3 Tiegget.
 Geography and History—1 Jno. Glass; 2 Manschreck and Shaw, eq; 3 Wiggs.
 Recitation—1 Holt; 2 Fry.
 Arithmetic—1 Jno. Glass; 2 Sebire; 3 Jac. Goldstein and J. Richardson, eq.
 Writing—1 Manschreck; 2 Thibaudeau.
 Commercial Accounts—1 Wiggs and Thibaudeau, eq.
 Largest Collection of Exercises—1 Manschreck; 2 Paddon.

D. WILKIE, M. A.,
 Rector.

—Chronicle.

Convocation of Bishop's College, Lennoxville.

The annual Convocation of Bishop's College for conferring degrees, held on June 26, proved an eminently successful gathering. There was a large attendance of the clergy of the surrounding district and of laity interested in the welfare of the Institution. Among those in attendance were His Lordship the Bishop of Montreal and Metropolitan, the Bishop of Quebec, Judge Ramsay, Judge Sanborn, R. D. Heneker, Mr. Brehaut, Police Magistrate, Montreal, Canon Lonsdell, Col. Bouen, Rev. Messrs. Reid, Young, Fyles, R. Lindsay, D. Lindsay, E. King, Fothergill, &c.

After an address by Chancellor Hale, the following degrees were conferred:—Judge Sanborn, D. C. L., M. A., in course; G. W. Zulicke, James Hepburn, B. B. Smith, James King, B. A., in course; R. Campbell, A. Stevens, Rev. Isaac Brock, of Oxford, new County Rector of Sherbrooke, late Principal of Hern College; *ad eundem*, M. A., H. Gattof, of Exeter College, Oxford, admitted to M. A.; A. W. Powell, of Cambridge, to B. A., *ad eundem*.

The following gentlemen had the Matriculation Oath administered to them:—W. Westover, C. Hemming, T.

Young, R. Montizambert, G. W. Racey and Homer Chapman.

Six new students are spoken of for next term.

The following scholarships and prizes were awarded in the College:—A. Stevens, Scholarship of the Society for the Propagation of the Gospel, as the excellence of his classical examination warrants; L. Tucker won the Gen. Nicoll's Mathematical Scholarship in a way which called for a special compliment from Dr. Miles; F. Blaylock got the Mountain Jubilee Scholarship for reading; L. Tucker, prize for an English essay; A. Nicholl, classical prize in senior lecture, also the mathematical prize in senior lecture; Robert Campbell, an extra prize for general good work; Homer Chapman, classical prize in the junior lecture; C. Hemming, prize for French.

In awarding the prizes to the graduates in the College the examiners spoke of the excellence of the work done in classics and mathematics.

The following were the prizes in the school:—

Divinity—Lewis, son of the Bishop of Ontario; Badgley, max, Hamilton, Watson, Merritt, Heneker, Wurtele, max. Head of form at Christmas, 1872—Wurtele, Abbott, Webb, Raynes, Loundes, Merritt.

Classics—Abbott, max, Captain of the school; Brooks, Ogden, Boswell, Watson, max; Merritt.

French Prizes—K. Eyre, max; Brooks, Eyre, major; Morris, maj.; Anderson.

Mathematical Prizes—Hooper, max; Rodman, 2 prizes; Macdonald, max; Bowell, Macfarlane.

English Subjects—Brooks, Hamilton, Watson, max.

Greek Grammar—Smith, Boswell.

Latin Grammar—Abbott, max; Abbott, major.

English Essay—Dayton.

Latin Prize—Abbott, max.

Latin Extra—Eyre, max.

Good Conduct—Shuter.

Judge Sanborn delivered a lengthy speech on the education question, and was followed by the Bishop of Quebec, who said he was prepared now as he was previously to break a lance in defence of Bishop's College, but he was satisfied it needed no defence.

Mr. R. Campbell delivered the valedictory address to the graduates.

Rev. Mr. Badgley, the Rector, read the report of examiners.

Rev. R. W. Norman gave a review of the work done by the students.

The prizes were afterwards presented, and the proceedings, which were marked by a perfect unanimity of feeling, were brought to a close by the company singing the national anthem. In the evening there was the usual conversation of the students, which appropriately closed the session.

At a meeting of the Corporation, held on Wednesday, a committee was appointed to further to the best of their power the appointment of one single body, of examiners for the degrees of B. A. and M. A. for all colleges in the Dominion, at least in the two provinces of Ontario and Quebec. The gentlemen of whom the committee is composed are—Bishop of Quebec, Principal and Vice-Principal of Bishop's College; Rev. A. Scarth and R. D. Heneker, Esq. On the same day the games of the school took place and were very successful. There were also meetings of the *alumni*, or former students of the College, who seem to be more closely attached to their *alma mater* since the recent criticisms it has met with, and of convocation, and a party was given to the old boys visiting Lennoxville. Among other incidents was the presentation yesterday morning of a locket of the value of \$100 to the matron, Mrs. Irving, by the boys of the boarding house.

We subjoin reports of the principal addresses delivered on the occasion.

Chancellor HALE, in the course of an introductory speech, said that at the opening of the seventh Convocation that it had been his lot to attend he felt particularly gratified to find they were encouraged and supported by the presence and countenance of the two right reverend prelates, the Bishops of Montreal and Quebec, both of them warm friends of the Institution, and willing to assist it whenever the occasion arose. He was much encouraged to find that so large a number of the clergy were in attendance, and particularly gratified to think that so very large a number of their old students clustered around their old *Alma Mater* to afford it encouragement and support. (Applause.) Having explained that the Bishops of Ontario and New Hampshire were unavoidably absent, although the former prelate had stated his intention to make an extra effort to be present to show his sympathy with the institution, he asked, if with the encouragements afforded them, they might not feel sure that Bishop's College had the support of the Episcopal Church, and that the congregations of the different churches bore it in their warm recollection. He congratulated the college that its former students were coming forward with gifts to enable the college to carry forward its work more successfully. They had also to feel gratified at the state of the institute's finances. Taking the figures contained in the last report, he found there was a balance of \$1,200 over and above the expenditure of the year. In addition a sum of \$1,050—their proper share of the Protestant marriage license fees—had been received at that most opportune moment, and there must be added the increase in fees owing to an augmented number of students which they might confidently look forward to under the present management of the institution. In conclusion the Chancellor announced the appointment of the Revd. Canon Gilson as Professor of Divinity—an announcement which was received with applause.

Rev. Mr. Badgley presented and read Mr. Norman's report to the Principal of the College and Rector of the school. His report to the Principal of the College contained the following remarks:—"I think, Mr. Principal, you have every reason to be satisfied with the progress of the students. Sound scholarship is a plant of slow growth, and when I call to mind the absence of early training in the fundamental portions of a classical education, I feel both gratification and surprise at the result arrived at. In the senior class Mr. Tucker, Mr. Nicholls and Mr. Stevens deserve very honorable mention. In the junior lecture one name cannot be passed by, that of Mr. Chapman. He must be possessed of good abilities combined with a sustained perseverance, and his papers evince the accurate and careful training he has received. In the course of his report of the examination of the school Mr. Norman said:—"The work of the school is on the whole higher and sounder than last year. The fact that there has been no sixth form last year has, after all, been an advantage. The standard of the fifth form is considerably higher than it was last year, so that when it is elevated into the dignity of a sixth its members will be more worthy of that high intellectual position than the sixth form of 1872."

Judge Sanborn after receiving the degree of D. C. L., delivered an address. He said all efforts connected with education were gratifying to those who have an interest in education, and it would be a strange anomaly in this day and in this age to find intelligent persons who were not interested in education. We in this country were particularly in need of institutions of the character of Bishop's College. Those Eastern Townships and the main portion of the Province in which we live were comparatively new, many, indeed, most of the people who

originally came here were without capital or friends,—the only friends they had were the members of their families, and their own strong arms and axes. (Applause.) Now, that was only a few years ago, and many of the present residents are representatives of that class. They had but little time during which to give their attention to the culture of their minds, and they had also, of course, little time to devote to the establishment of institutions calculated to give the advantage of higher culture to their children. Moreover, they of the Protestant community occupied a somewhat anomalous position in this portion of the Dominion by comprising only a small minority of the people, surrounded and connected by those not only of another religion, but of another race, whose educational institutions must necessarily be entirely distinct, and in which they could have no participation, and from which they could gain no strength. The founding of colleges in a Province like Quebec was a work not only of time, but a work of labour and patience, prompted by love and intended to prove a benefit to society at large. (Applause.) The erection of Bishop's College had been thus prompted; and having observed its progress—for he had resided in the neighborhood for the last thirty years and had been present at the laying of the foundation of the College—and having become familiar with the manner in which those who were connected with it advanced its interests under difficulties which required no little strength and effort to surmount, he could speak a word of good cheer on the condition in which he found the College to-day, [loud applause.] He felt much pleasure in being present on this occasion, and although he was not of the communion of those who had the spiritual oversight of the College, still he must say that he did not feel ill at home there. [Applause.] He felt proud of the boast, that he was not one of those who would like to see confined within the particular channels in which his own views might happen to run, all the efforts made for the elevation of the minds of the community and for the education of the young. [Applause.] He rejoiced to see efforts put forth by every denomination of Christians for the education of our youth, and the elevation of them to a full appreciation and comprehension of their duties, that they may become citizens worthy of their country and loyal to their Queen (loud applause). He and the communion to which he belonged had some little forms; they had been nurtured in their own particular creed—they had naturally fallen into that creed, in some respects in a traditional way; but there were principles which rose above traditions, there were principles which every man who desired the prosperity of his fellows, every man who desired the success of his country, every man, above all, who desired pure and undefiled religion to prevail in the country—if he had a mind large enough to comprehend matters affecting the well-being of society—would rejoice to see every denomination prospering which was making an effort to raise society by giving it educational advantages (applause). Bishop's College had some particular advantages as well as disadvantages. He had mentioned some of its disadvantages. Those they could not overcome—they were incident to the position in which they were placed. That College was the pioneer of British University education in the Eastern Townships, and it was the only institution that raised education to a standard to deserve the respect of the community—and entitle the College to the approval and respect of other colleges and place its degrees on an equality with those of other colleges. (Applause.) One of its advantages, therefore, was that it possessed an experience of twenty-five years upon which to work, which was a long period in these days. Again, every educational institution must necessa-

rily take into consideration the circumstances in which it is placed and the genius of the people amongst whom the institution is situated and avail itself as far as possible of those advantages. We could not expect in our time and under the circumstances in which we were placed to carry education to the high standard to which it was carried in older countries. We had neither the means to do it nor the men to do it. We must work with the means we possess and obtain practical results from these means. (Applause.) And he had no doubt that was the case at Bishop's College. He believed there ought to be sympathy between every university and college and the people of the country in which it was placed. He was not prepared to approve of all that he saw in educational matters as well as in other matters of the present day. People were prone to progress too fast, or what they called progressing, to seek to complete their education too rapidly; but while that was a fact and while more time was needed to give a thoroughly sound education to youth than they were willing to give or had patience to give in these days, we had to take that matter into consideration and consider the particular circumstances of the age, and of the country, and of the sphere in which we live, and as far as possible adapt our educational institutions to those particular circumstances, when the institution could not bend the genius of the people to itself. We must make the students practical men, (applause,) men capable of taking hold of the circumstances of the particular sphere in which they placed themselves. And that led him to consider another point that had often occurred to him, and an objection which was often made. They were often met with this remark, "What is the use of a College degree," and they were pointed to men who had been successful in life who yet had not received college training, and it was argued that if a man had the elements of genius in him they would be developed by the circumstances in which he was placed and by contact with the difficulties he would have to meet in life. There was something in this no doubt; but he asked any person who had not had the advantages of a liberal education and who had made his way in life, and had taken an elevated position, frankly to state if he had not labored under disadvantages and labored imperfectly, and stood on doubtful ground on many occasions, whilst those who had passed through a course of training knew the ground on which they stood and the materials with which they were working, and thus able more easily to overcome difficulties that came in their path. (Applause.) Here then lay the great advantage. A man who had a genius for mechanics, and who was skilful with tools, might become by his own exertion, without serving any apprenticeship, a good workman; indeed, there were instances of such becoming very excellent workmen. But take the man who had had the advantage of the experience and observation acquired during an apprenticeship, and it would be found that, whether he had a natural genius for mechanics or not, he learned the trade in ordinary course and thus prepared himself to enter upon it without difficulty. (Applause.) Apply that to the educated man. The self-educated man entered upon everything hesitatingly and was always in doubt as to whether he had adopted the right course or not, and it was perhaps many years before he found himself in a position in which he knew his ground. It was not so with the man who had been educated. Upon any subject he was in a position to consult books and understand them, and by applying to it the power of application which had been acquired by years of study, he could attain almost any position. He offered those observations in full sympathy with the educational efforts put forward in Bishop's College as elsewhere

in the Province, and with the most earnest desire that those efforts might be successful in raising our youth to as good an average position, in proportion to their number, as the educated men to be found elsewhere, so that we might be proud of the country in which we live as far at all events as education was concerned. (Applause.) The learned gentleman then urged that the education of the masses must be improved, and in conclusion expressed his best wishes for the prosperity of Bishop's College

The Bishop of Quebec, who was very warmly received, delivered a short address. He said he knew Bishop's College so well, and he loved her so well, that on all occasions and with all comers he was prepared to break a lance in her defence. (Loud applause.) Not that she stood in need of his defence—the blood of Douglas could protect itself—(Renewed applause)—not that she stood in need of any defence now, for he believed she had struck the roots deep into the soil of those Eastern Townships. (Loud applause.) At this present time she stood before the Province as she had not stood for many years past, with the whole staff of her Professors complete once more. (Applause.) His Lordship then referred to the circumstance that the Principal was about to visit England in consequence of ill-health, and in this connection paid a tribute to the ability of the Rev. Mr. Badgley, who would discharge the duties during the Principal's absence. His Lordship also alluded to the appointment of Canon Gilson as Professor of Divinity and to the appointment of Mr. R. C. Tambs as one of the Professors. Continuing, the Bishop said the embarrassment of the College came from its being more generous than wise in erecting those buildings for the use of the school which ought to have been put up at the expense of the country, which reaped the advantage of them. (Applause.) The College came forward, erected the buildings and embarrassed itself, and the authorities were obliged for a time to suspend the professorships. They would now, however, be able to support the full teaching staff. He did not believe the country, which evidently appreciated the Institution, would have done its duty to Bishop's College until it paid for the buildings, and when that took place it would always be able to keep its full staff of professors. (Applause.) There was one other topic upon which he would like to touch. Ever since he had been in this country he had said both privately and publicly, that the one thing which spoiled the value of the degrees of this country was the number of the universities at which they were granted. (Applause.) He believed the fact that degrees emanating from so many distinct sources led to competition of the most unwholesome kind, the tendency of which was to lower the quality of education, and it undoubtedly had the effect of lowering, in the estimation of the public, the degrees given. He had, therefore, pleasure to inform them that only yesterday a resolution was passed by the Corporation of Bishop's College, by which a committee was appointed to correspond with the Universities in the Dominion with a view to securing that every University should agree, before conferring degrees, to subject the candidates to an examination conducted by a Common Board of Examiners, let the candidates be educated where they may. (Applause.) When once that Board was established, immediately the value of their degrees would rise, and a degree would be something worth having. He mentioned that matter because if the plan proposed could only be carried out, which he hoped would be done, the standard of education throughout the country would be raised, and it would remove the temptation that now existed to lower the standard by taking away the power people now had of depreciating each other's degree. (Applause.) For that reason he rejoiced

that the resolution had been passed. But he mentioned it for another reason, and it was that it afforded clear proof that they of Bishop's College were willing to let in the daylight, that they were not ashamed of what they did, and that they were willing to match their men against any. (Loud applause.)

Rev. R. W. Norman in the course of some remarks, observed that Bishop's College had passed through a period of trial, such as must come sooner or later to every institution, and bearing that in mind, they had reason to be well satisfied with the results obtained. They had also had other trials, which had been alluded to in a passing way. They had had things said that he would rather not have been said. It was not his business there, it would be unworthy of the position he held, and unworthy of that assembly, if he in any way mentioned matters that had been said against the institution in other parts, by a certain few individuals. He would only say to those who were members of the institution to allow such remarks to pass by, for they would do it no harm. They should only act determined to show to the world that the College was not in the condition which those persons assumed it to be in, and when he looked around and saw the number of students, he thought the College seemed to be in as vigorous and lively a condition as an institution could well be in. (Applause.) He assured his friends and the students that such trials as those he had referred to would do them all good, and in closing he said: "May the College prosper, because it deserves to prosper; may it strike roots deeper down in the confidence and love of the Dominion, and may the stream of its benefits flow onward, broader and deeper, streams of which Horace beautifully writes: *Labitur et labitur ad omne volubilis æcum.*"

The students' Conversazione held in the evening was attended by members of leading families in the townships, and was an exceedingly pleasant gathering.

The question of the conferring of degrees by colleges having been somewhat largely discussed recently, it may be interesting to the public to know the subjects required for the degree of B. A. at Bishop's College, Lennoxville, as compared with those required at Oxford University, England. We believe the following statement is correct:

TO OBTAIN A DEGREE AT LENNOXVILLE.

Mathematics—Euclid i. to xi.—Arithmetic, Algebra (whole), Plane Trigonometry, Mensuration of Heights and Distances, Use, &c., of Surveying Instruments, Spherical Trigonometry, Plane Astronomy, Elements of Chemistry, Laws of Heat, Laws of Electricity, Outlines of Natural History, Physical and Mathematical Geography, Elementary Mechanics, Hydrostatics, Pneumatics.

Classics—12 books, Prose, Greek Testament.

Divinity—Old and New Testament, History: Paley and Butler.

Philosophy—Logic, Rhetoric and Moral Philosophy.

History—Roman, Greek, English, in part.

French—Translation, Composition, Dictation and Literature.

English—Composition.

TO OBTAIN A DEGREE AT OXFORD.

Mathematics—Euclid i. to vi, or an equivalent—Arithmetic, Algebra to Simple Equations.

Classics—6 (longer) books, and Prose and Greek Testament.

Divinity—Old and New Testament, History, Thirty-nine Articles, with Bible proofs.

History—Small portion of Roman History.

—Gazette.

McGill Normal School.

PRESENTATION OF DIPLOMAS, MONTREAL.

Of all our city institutions, probably one of the most useful of them is the McGill Normal School. The instruction there imparted is "twice blessed: it blesseth

those who give, and those who take." Throughout its operations there is a retroactive movement, for although the education imparted is given gratuitously, each student lays him, or herself, under an obligation to engage in the work of teaching for at least three years, and thus, not only is the individual attendant on its classes personally benefited, but each year there goes out a most influential and effective teaching power.

Indeed, according to a calculation, made by Dr. Dawson, the teachers, who, during the session last past, were fitted for their arduous duties, formed a staff numerous enough to superintend the tuition of at least four thousand pupils, and still the good work goes on. To the founders, promoters and supporters, of this establishment, the best thanks of the community are due. The campaign they inaugurated against ignorance has, indeed, been a most successful one, the little one has become a thousand, and the number who directly or indirectly have to be thankful for its benign influences is positively incalculable. Yesterday (June 26) was Exhibition Day in Belmont street, and as usual, the Hall was crowded with spectators, among them being many of our leading citizens.

The meeting was presided over by Hon. Mr. Justice Day, and upon the platform with him sat Principal Hicks, Dr. Miles, Assistant-Secretary of the Ministry of Public Instruction; Hon. J. Ferrier, Dr. Dawson, Rev. Dean Bond, Rev. Dr. Wilkes, Rev. Dr. Jenkins, Rev. Professor McVicar, Rev. J. Lafleur, Rev. R. M. Thornton, Mr. G. Moffatt, Mr. W. C. Baynes, Dr. Schmidt, Dr. J. B. Edwards, Mr. W. Lunn, Professor Robins, Professor Darcy, and Professor McGregor. Professor Fowler, as usual, conducted the musical part of the exercises, and under his leadership the pupils gave a number of very excellent songs. The proceedings were opened with prayer by Rev. Dr. Wilkes.

Principal Hicks then read the annual report as follows:—I have the honour of presenting the report of the McGill Normal School for the session of 1872-73, being the 16th since the opening of the Institution in 1857. The Session has been a full one as regards the number of students, and, I trust, the successful candidates for diplomas whom we are about to send out as teachers, may still maintain the good character of the school, and justify the confidence reposed in them. We admitted during the past year 116 applicants, of whom 100 were female students, and 16 male students. To these I must add one university student, who entered the school according to the usual regulations. Of the applicants for admission 59 were resident in Montreal, and 57 from the country. Of the whole number of applicants, 35 had been successful in former sessions in obtaining diplomas, and re-entered the school for a higher certificate; four entering the academy class, 31 the model school class; the remainder, 81 in number, formed the class studying for the elementary diploma. After the final examination I was able to recommend for certificates 80 students, of whom 4 were for academy diplomas; 23 for model school diplomas; and 53 for elementary diplomas. The diplomas granted at the end of this session, added to those granted in previous years will raise the whole number of certificates issued by the McGill Normal School to 796. The total number of persons to whom diplomas have been granted is 583. Of these diplomas 39 are for Academies; 232 for Model Schools, and 525 for Elementary Schools. I am happy to be able to state that I can give satisfactory particulars respecting the students, 69 in number, who obtained diplomas at the end of last session. The five students who then secured Academy diplomas were immediately employed. Out of the eighteen students who received Model School diplomas, 17 accepted engagements in schools, and the remaining one re-entered the Normal School to join the Academy Class. Of the 46 students who received Elementary diplomas, 24 obtained

situations in the country, where they are now teaching, and 21 re-entered the Normal School to join the Model School class; and with reference to the remaining one, I may state, that, owing to illness, she was advised to rest for a while after the fatigues of the session, and that, ultimately she will make application, also, for employment in the profession. It will, thus be seen that out of the students who succeeded last session in securing the diplomas 69 in all, 46 are now teaching, and that the remainder except one, re-entered the Normal School for further preparation for the work of the institution. Of the students who have been successful at the end of the present session I have no doubt a large number will be equally successful in obtaining situations, and, very probably, a considerable portion of the rest will re-enter the school for a higher certificate. I cannot speak too highly of the conduct of our students during the past year. As in former sessions, nothing has occurred to interfere in any way with the quiet working of the whole of our school arrangements. To the experience and good will of the whole of the Professors we owe these beneficial results, and I am heartily glad of an opportunity of testifying to the ability and hearty cooperation of these gentlemen, and of expressing my sense of what I am indebted to them in this respect. It is agreeable to me to be able to report that during the past session we have been in a position to give more than ordinary attention to the practice of teaching and the preparation of lessons on the various subjects lectured upon by the Professors. The pupils have, under the direction of these gentlemen, arranged the subject matter of lessons which they have given orally, either to selected classes from the model schools, or before the students themselves in the class room. and in all cases they have received such aid and counsel as will be of the greatest importance to them at the beginning of their teaching career. I may also add that much care has been taken in the lessons given in music and drawing, so as to insure, as far as possible, a systematic course of teaching in these important branches of ordinary education. I must not omit to report that before the close of the last session it was intimated to the officers of the school by a gentleman of Montreal, formerly a student of the school, that he wished to give a Prize of \$40 and a useful book to the most successful student in the elementary school class. This kind act, independently of its advantage to the class to which it is apportioned, is gratifying as a recognition of benefits derived from the institution. We have now a prize for each of the two divisions, the Model school class, and the Elementary school class, but in speaking of this, although in every way thankful for the interest taken in the school, I trust that the attainment of the diploma will still continue to be the first object sought by our students, and the next success when engaged in the active work of their profession. I can, only, repeat in this Report what has been so often said in past years respecting the model schools. They still maintain their high standing, and continue as in former sessions to retain the good opinion of the public, as is evidenced by the number of applicants for admission far exceeding the seating room of the building. I can speak in the highest terms of the teachers. From the Boys' school under the charge of Mr. F. W. Hicks we have received some of the best male students of the last two sessions, and the Girls' Department, superintended by Miss Murray has furnished us with a large number of pupils, also for training, several of whom are now successfully employed as teachers in Montreal, and the country districts. Miss Derrick's Primary Department is, as usual, filled with scholars, and large numbers are waiting for admission as vacancies occur. Miss Derrick's work in this school, in preparing her pupils for the more advanced

schools, can only be rightly estimated by those who are acquainted with the value of sound elementary instruction and training. The Ministers of Religion in the city, have, as in former years, met the students of the school every week, for the giving of religious instruction, and these gentlemen deserve the thanks of all connected with the institution for their important services. In answer to enquiries respecting the position held by our former students, I have received much information from them, and have had much pleasure in continuing the intercourse which began in the Normal School, and I have not failed to notice that in every instance they are desirous of expressing their gratitude for benefits received from this institution. Many of those who are now teaching in the country are seeking to acquire the means to re-enter the school, and I need hardly say we shall be heartily glad to see them. I wish I could report that endeavours were being made to increase the salaries in all the country districts. Although there is considerable improvement in this respect, there is yet room for a great deal more. From the last report of the Minister of Public Instruction, it is satisfactory to learn that the manner in which the trained teachers of this institution fulfil their duties in schools entrusted to their care is repeatedly recognised by the Government School Inspectors, who are well able, from their daily experience, to give an opinion in this matter. I have now only to call attention to one or two points which I consider of importance to the future success of the school. We still suffer for the want in the building of good waiting-rooms for the students, both male and female, a want which compels us to allow the lecture-rooms to be used for study at a time when they ought to be entirely free for ventilation. The want of these, as I have before stated, greatly interferes with that attention to order and discipline which is of paramount importance in a school for the training of teachers. The model schools, also, suffer equally from the want of class rooms, necessitating the daily use of the passages of the building for class teaching, to the great inconvenience and injury of both pupil and teacher. Our schools will, I trust, maintain their present good standing, and the teachers and professors will, I am sure use all their influence for this purpose, it is but fair, however, that they should have the advantages which are now to be found in the new school buildings erected in the city, in which nothing is found wanting which may be of use to the teacher in the important but difficult task of teaching and training a large number of pupils. In conclusion I beg to thank most sincerely the Committee of the School for their kind and prompt attention to all those things which required their consideration during the past session.

LIST OF DIPLOMAS.

ACADEMY DIPLOMA.

1. John Rowan Spang, (University Graduate) of Montreal.

ACADEMY DIPLOMA.

1. Hans Stephenson, of Wakefield, honorable mention in Greek, Latin and Mechanics, Hydrostatics, Trigonometry, Geometry, Zoology and French.
2. Lillias Watson, of Melbourn, honorable mention in Latin, Mechanics, Trigonometry, Geometry, Zoology and French.
3. Margaret Henderson, of Montreal, honorable mention in Geometry, Hydrostatics and Elocution.

MODEL SCHOOL DIPLOMA.

1. Lucinda Lawless, of Montreal, Prince of Wales Medal and Prize, honorable mention in Education, History, Geography, English Grammar, English Literature, Latin, Arithmetic and Mensuration, Algebra, Geometry Book-keeping, Agriculture, Zoology, French, Elocution, Natural Philosophy and Drawing.
2. Martha Richardson, of Montreal, hon. mention in History, Geography, Latin, Arithmetic and Mensuration, Algebra, Geometry, Book-keeping, Zoology, French and Elocution.

3. Margaret J. Clarke, of Montreal, hon. mention in Education, English Grammar, Latin, Arithmetic and Mensuration, Zoology, French, Natural Philosophy and Instrumental Music.
4. Jessie Jamieson, of Montreal, honorable mention in Education, History, Geography, English Grammar, Latin, Arithmetic and Mensuration, Geometry, French and Drawing.
5. Adelaide Garrity, of Mascouche, honorable mention in Geography, Composition, Geometry and Elocution.
6. John C. McCorkill, of Montreal, honorable mention in Elocution and Instrumental Music.
7. Susan Rodger, of Montreal, honorable mention in English Grammar, French, Latin, Arithmetic and Mensuration, Algebra, Elocution and Instrumental Music.
8. Robert Varner, of Montreal, honorable mention in Geography and Latin.
9. Jessie Campbell, of Montreal, honorable mention in English Grammar and Latin.
10. Christina Crichton, of Valleyfield, honorable mention in History and Latin.
11. Annabella G. Ure, of Montreal, honorable mention in Education, History and English Literature.
12. Jane McGarry, of Rawdon, honorable mention in English Grammar and Elocution.
13. Elizabeth Cockburn, of Montreal, honorable mention in Elocution and Vocal Music.
14. Catherine J. Stephen, of Montreal, honorable mention in Education.
15. Zadoc Lefebvre, of New Glasgow, honorable mention in English Grammar.
16. Annie R. Algar, of Stormont, Ont., honourable mention in Vocal Music.
17. Martha Grafton, of Montreal.
18. Isabella Reid, of Montreal.
19. Jonathan Smiley, of Rawdon.
20. Helen Anderson, of Montreal.
21. George Skinner, of Melbourne.
22. Zelinda Cross, of Durham.
23. Mary Peyton, of Rawdon.
24. Jane E. McNaughton, of Hinchinbrook.
25. Delima St. James, of St. Constant.
26. Henrietta Ryan, of Montreal.
27. Jane Gray, of Rawdon.
28. Robert Smart, of Montreal.
29. Kesiah A. Hodge, of Eaton.
30. Isabella Stewart, of Montreal.
31. Alexandra Scott, of Howick.
32. Margery J. McKillop, of Inverness.
33. Helen G. Hart, of Sorel.
34. Rachel Hunt, of Rawdon.
35. Margaret Brown, of South Georgetown
- 36 } Kate A. Graham, of Montreal.
- 36 } Sarah J. Myers, of Montreal.
37. Thomas E. Cunningham, of Rawdon.
38. Elizabeth Mitchell, of Montreal.
39. Joseph Curran, of Havelock.
40. Annie Fowler, of Montreal.
41. Mary Kerr, of South Georgetown
42. Catherine Herbert, of Rawdon.
43. Agnes Shaver, of Williamstown.
44. Isabella Campbell, of Melbourne.
45. Isabella Smith, of Montreal.
46. Jeanie Morrison, of Melbourne.
47. Mary Johnstone, of Huntingdon.
48. Robert McCorkill, of Montreal.
49. Jane Ogilvie, of South Georgetown
50. Christina Lawson, of Montreal.
51. Sarah McLeod, of Lancaster.
52. Mary MacMillan, of Montreal.

ELEMENTARY SCHOOL DIPLOMA.

1. Anna McFee, of Beauharnois, J. C. Wilson Prize and honourable mention in History, Geography, English Grammar, English Literature, Arithmetic and Mensuration, Algebra, Geometry, Book-keeping, Botany, Chemistry and French.
2. Catherine J. McFee, of Beauharnois, honourable mention in Geography, English Grammar, Algebra, Geometry, Book-keeping, French and Chemistry.
3. Mary Ann Baillie, of Montreal, honourable mention in English Grammar, English Literature, Arithmetic and Mensuration, Algebra, Geometry, Book-keeping, Botany, Chemistry and French.
4. Jessie Rodger, of Roxton Falls, honourable mention in Geography, English Grammar, English Literature, Arithmetic and Mensuration, Algebra, Geometry and Book-keeping.
5. Sarah B. Hurst, of Montreal, honourable mention in History, English Grammar, Composition, English Literature, Algebra and French.
6. Jane Reason, of Quebec, honourable mention in History, Geography and English Grammar.
7. Alice May Christie, of Bowmanville, Ont., honourable mention in Education, History, Geography, English Grammar, Composition and English Literature.
8. Jeremiah R. Elliot, of Durham, honourable mention, Geography, English Grammar, Geometry and Book-keeping.
9. Agnes Maxwell, of Montreal, honourable mention in Book-keeping.
10. Annie S. Thomson, of Montreal, honourable mention in Geography and Algebra.
11. Louisa Vessot, of Joliette, honourable mention in Geography, English Grammar and French.
12. George J. McManus, of Havelock, honourable mention in Geography, English Grammar, Geometry and Book-keeping.
13. Elizabeth J. Walsh, of Rawdon, honourable mention in History.
14. Florence N. Hilton, of Montreal, honourable mention in English Grammar.
15. Isabella M. McBratney, of Montreal, honourable mention in English Grammar and Elocution.
16. Martha Beckham, of Lachute.
17. Ellen G. Scott, of Montreal.
18. Jessie Mavor, of Montreal, honourable mention in Elocution.
19. Andrew Stewart, of English River.
20. Sophia Swift, of Rawdon, honourable mention in Elocution.
21. Mary C. Brown, of Montreal.
22. Mary J. Elliot, of Montreal.
23. Julia E. Sutton, of Edwardstown.

The Prince of Wales Medal was awarded to Miss Lawless, and the J. C. Wilson Prize of \$40 and a book was awarded to Miss McFee, who stood first on the elementary school list.

The prizes and diplomas having been presented by Dr. Miles, and the valedictory read by Mr. J. McCorkill, the pupils favoured the audience with a vocal and instrumental musical performance, on the completion of which

Dr. Miles said it afforded him great pleasure to be present after an absence of so many years. Before saying anything further he should discharge the commission with which he was entrusted by the Minister of Public Instruction, who had charged him to express his regret at his inability to attend on account of official duties. The Minister took great interest in the McGill College Model and Normal schools, and hoped soon to be able to testify it. Dr. Miles then congratulated Miss Lawless upon having taken the Prince of Wales medal, the highest prize which it was in the power of this institution to confer. He alluded to the circumstances under which the medal had been founded, and felicitated this institution upon the manifestation of Royal interest. He alluded to the excellence of Miss Lawless' examination, and wished her God speed in the future. The teachers who to day received diplomas left their teachers to go forth to prosecute their future duties, and he had no doubt would ever look back to this institution with the greatest feeling of gratitude. He warned the young teachers to bear in mind that though they had obtained all their education, they were not *ipso facto* bound to have success as teachers, as many of the most highly educated persons had proved the most inefficient instructors. He advised them, in the little details of school work, telling them, above all to be punctual and careful in carrying out the rules of the schools and of the school trustees. He wished to say, that although there were so many varieties of success this year, there were many who had failed, but not from any wilful neglect, some of them on account of delicate health. In the difficulty in which the trustees were thus placed in determining what course to take with regard to them, he felt, indeed, more for them than the disappointed students. If the unsuccessful ones returned next year, no doubt they would succeed, a cause of action which he strongly advised them to follow. It was essential for teachers to acquaint themselves with the laws of the

country relating to education and to achieve this no time should be lost. He did not refer to the technicalities of the law, but to its broad features and if they mastered these not only would they be in a position to benefit themselves but could aid our legislators. He recommended each teacher to subscribe to the *Journal of Education* which was only fifty cents per annum. If it was not now all it should be, if each would occasionally write an article for it they would tend to improve it. Referring to the subject of pensions for teachers, he assured them the subject would be brought up (at some future time) by Principal Hicks, and would, he was in a position to state, have careful consideration.

Miss Rodger, (piano), and Mr. McCorkill, (violin), performed a duett of selections from various airs in admirable style.

Prof. Darcy then delivered an address in French, in which he expressed the deep interest he had ever felt in the pupils, both for the present and future. He congratulated them on the chances that were now afforded them of obtaining education, and warned them not to rest satisfied with their present attainments. He advocated the higher education of women, and, indeed, the best possible education for everyone. He impressed on the teachers who were to be, the absolute necessity of politeness, firmness, and adherence to rule, and generally instructed them as to their future course. He warmly praised Principal Hicks, and the founders, and supporters of the Institution, whose claims upon the whole country were almost incalculable. He expressed his full hope in the future which lay before the graduates of to-day, from whom much was expected by the friends of education.

Very Rev. Dean Bond congratulated the Institution on its complete success. He recollected the time when it was said that a Normal School could not be carried on in Montreal. Rev. Dr. Jenkins and Principal Hicks had then repudiated such an idea and to-day was a satisfactory repudiation of it. He traced up the success of the school to the fact that it had always recognized God. He was proud of this institution because it not only brought them to be an ornament of society but to be God-fearing state heirs of Christ Jesus. Perhaps, the teachers did not now recognize the importance of their position but their Principal did. At one time he was approached to become a minister, but he had declined saying that his work was a far more important position than that of a minister, and so he believed it was. He bore his testimony to the readiness with which the teachers in training had received the truths of religion, and to this he could speak as one of their instructors. He desired to say a word with regard to Mr. Chauveau, whom he had carefully watched for years, to whose earnestness and impartiality he had pleasure in bearing testimony, and which under God had been so successful. He concluded by advising the young teachers, above all, to recognize God in all their actions.

Misses Cockburn and Algar now sang very effectively, "I know a bank whereon the wild thyme grows."

Principal Dawson congratulated Principal Hicks and his assistants on the success of the last session. The class which had gone out had been very large, and was second to none in efficiency. The teaching power it represented was adequate for about 4,000 pupils. About 110 students had entered this school last session, but several of them had failed some at the preliminary examination, and the others at the final. He advised them to come again, and do their utmost to pass the somewhat difficult examination, for it was not everybody who could get a diploma. The McGill University looked upon this one of its branches with peculiar interest, as it had not only a Provincial Father, but had that of the University. But for McGill

he doubted if ever we should have had this school. It was its former Principal who had first taken the matter in hand. To Sir Edmund Head was due much of the credit for this Normal School, and also to Sir G. E. Cartier, but for whose strong hand in this matter, Mr. Chauveau could not have kept up Normal Schools. Sir George had done all he could to aid us. Referring to the religious instruction given by Rev. Dean Bond and his colleagues of other denominations, he paid them a high tribute, referring especially to the services of the Dean. Indeed the Dean had had a small Normal School of his own before this institution was established, and of which this was probably a product. Addressing the graduates, he said that they were inferior to none of their predecessors, and in some respects were their superiors. He directed their attention to the code of teaching in St. Paul's epistle to Timothy, commenting on the injunction "not to strive" or be contentious; "to be gentle" to all, whether to partial parents or unruly children. He enjoined on them to be "apt to teach," which meant to be willing to teach and continuous in teaching. They were to be "patient in wrong," which referred to their own personal matters. They must not, however, let there be any wrong done to the school; such must not continue for a moment. "In meekness" they were to "correct those who opposed themselves;" but this was not to be done in anger. This was the case of the Great Divine Teacher, and were it followed out, whatever was said by others, God would accept their services, and would say they had done what they could.

Principal Hicks announced that the school would re-open on Monday, the first of September. He spoke of the cramped nature of the accommodation for classes, and advised all who proposed to enter the school to make application early.

The proceedings were closed with the singing of the National Anthem, and the Benediction, which was pronounced by Rev. R. M. Thornton.

McGill Model School, Montreal.

This is an institution valuable not only as an educational establishment, but as a school which contributes to the training of the teachers of the future centres a vast amount of interest, and the hall, spacious as it was, was yesterday, (June 25th) filled with parents and friends, all anxious to partake in the triumphs of the children. This admirable school is under the care of Principal Hicks, of the Normal School, but is mainly directed by Miss Murray, Miss Derrick, and Mr. Frank Hicks, who have also under their care a number of the teachers in training, and materially assist in their preparation for their future duties. Upwards of 300 boys and girls are here receiving education, which may be termed first class, ranking as it does, very high, and embracing a series of subjects, which formerly used to be classed with the so-called accomplishments. The elements of Latin and Greek, a thorough drilling in Mathematics, with careful instruction in music, vocal and instrumental, are only items in the *curriculum*, and those who are sufficiently fortunate to obtain admission to the school, may obtain there a course of tuition which is almost unobtainable elsewhere. The scene in Belmont Hall was yesterday afternoon one of a most pleasing character, each scholar wore his or her best dress, and put on the brightest smile possible, while in their hands, or on their breasts, were displayed little bunches of flowers. The examination held in the morning had convinced even the most skeptical of the thoroughness of the training, and those who took the prizes had indeed well earned them.

Just before the opening of the exercises, Dr. Miles, Assistant-Secretary of the Ministry of Public Instruction, Principal Dawson, Principal Hicks, Professor McGregor, Dr. Baker Edwards, Mr. F. Hicks, Miss Murray and Miss Derrick entered the room and took their places on the platform.

Principal Hicks, in opening the proceedings, said that the meeting had been called for the purpose of closing the Model Schools for the holidays, to read the prize list, and to present to the more fortunate of the scholars the rewards which were justly their due. He congratulated himself upon the presence here to day of Dr. Miles, the Assistant-Secretary of the Ministry of Public Instruction, who had ever warmly interested himself in the important subject of schools. He was proud to say that the model schools still retained their efficiency, which would be still further enhanced were it possible to make the much needed extension of premises. To the public at large, the school was of immense interest, as it afforded a superior education to so many young people, whilst the friends of education looked upon it with the very warmest admiration and interest, as it was one of the means of training so large a number of the pupils of the Normal School so far as organization, classification, teaching and training were concerned. It had been an institution of incalculable benefit, not only to the Province, but to the whole community. As there were, however, several gentlemen who had something to say on this occasion, he would refrain from making any further remarks.

Dr. Miles having assumed the chair,

Miss Derrick read the following prize list of the

PRIMARY DEPARTMENT :

Senior Section.

Fifth Class—Helena Harte : Writing, Geography, Conduct Regularity, Punctuality and Arithmetic. B. Gross : Conduct and Punctuality. E. Houghton : Conduct and Spelling. F. Barrington : Arithmetic.

Fourth Class—C. McNider : Spelling and Geography, William Cooper : Punctuality. S. Young : Writing and Arithmetic. N. Duval : Punctuality. W. Brady : Arithmetic.

Third Class—M. Hogan : Writing, Conduct, Arithmetic, Spelling, Punctuality. L. Baylis : Arithmetic and Conduct. W. Bartley : Geography. M. Metcalfe : Reading.

Second Class—E. Duke : Spelling and Writing. G. Thomson : Geography and Conduct.

First Class—E. Gross : Spelling. A. Houghton : Writing and Conduct.

Junior Section.

Fifth Class—M. McLeod : Reading, Writing, Conduct. M. Cox : Spelling and Tables. C. Millar : Spelling and Arithmetic. H. White : French, Conduct and Punctuality. Wm. Martin : Geography. Wm. Greer : Punctuality.

Fourth Class—C. Cookson : Reading, Spelling, Writing, Geography. M. Castlar : Spelling and Tables. M. Cooper : Writing and Conduct. F. Charters : Punctuality.

Third Class—M. Hamilton : Spelling, Tables, Writing, French. F. Easton : Reading, Tables, Writing. A. Henry : Geography and Conduct. L. O'Grady : Conduct.

Second Class—W. Herbert : Reading, Spelling, Arithmetic, Writing and Conduct.

First Class—J. Lawrie : Punctuality. Y. Cooper : Spelling, Arithmetic, Conduct. E. Bobins : Reading and Spelling.

Mr. F. Hicks read the following Prize List in the

BOYS' DEPARTMENT.

Advanced Class.

Jubb : Credit Marks, Etymology, Drawing, French, Geography, Grammar, Canadian History, Algebra, Geometry, Latin, Physics and Theoretical Arithmetic. Frees : Reading, Etymology and Universal History. Edwards : Writing and Book-keeping. Charters : English Composition and Mental Arithmetic.

Senior Division.

10th Class—Kilgour : Geography, Grammar, History of England and Book-keeping. Hurst : Spelling, English Composition, Arithmetic and Book-keeping. W. Smith : Theoretical Arithmetic, Mental Arithmetic, Book-keeping and Credit Marks. Baillie : Writing and Punctuality.

9th Class—Speir : Arithmetic, Geography, Mental Arithmetic, Book-keeping and Credit Marks. Glen : Writing, Drawing and French. Turner : Spelling, English Composition and Grammar.

8th Class—Tannahill : Reading, Spelling, Geography, Grammar, History and Credit Marks. Usherwood : Drawing and English Composition.

Intermediate Division.

7th Class—Berger : Spelling and Geography. Silverstone : Grammar and Arithmetic. Bulling : Reading, Spelling and Credit Marks.

6th Class—R. Thomson : Reading and Writing. Stae : Spelling and Arithmetic. L. Masterman : Grammar, Mental Arithmetic and Credit Marks.

5th Class—A. Smith : Grammar, Arithmetic and Mental Arithmetic. Elwell : Reading and Credit Marks.

Junior Division.

4th Class—Alex. McFarlane : Arithmetic and Writing. Scott : Geography and Spelling. Bilby : Credit Marks and Drawing. Olsen : Reading and Spelling.

3rd Class—Tees : Reading and Grammar. Swan : Geography and Mental Arithmetic. Cunningham : Credit Marks and Spelling.

2nd Class—R. Smith : Geography, Arithmetic and Mental Arithmetic. M. Turner : Grammar and French.

1st Class—Crevier : Spelling, Grammar, French, Geography, Arithmetic and Mental Arithmetic. Spier : Credit Marks, Reading and Drawing. Glen : Punctuality and Writing.

Miss Murray submitted the Prize List of the

GIRLS' DEPARTMENT.

Junior Division.

3rd Class—Maud Cooper : prize in Mental Arithmetic, French and Sewing. Lydia Sinclair : Arithmetic, Grammar, History, French, Miscellaneous Questions, Sewing, Music, Credit Marks, and Punctuality. Eleanor Healy : Spelling, Writing and Punctuality.

2nd Class—Clara Mann : Reading, French and Credit Marks. Esther King : Composition, Mental Arithmetic and Grammar. Sarah Kent : Spelling. Eliza Boyd : Spelling and Writing.

1st Class—Matilda Reeves : Writing, History, Mental Arithmetic, Practical Arithmetic, Sewing and Credit Marks. Eliza W. Boyd : Reading, Spelling, Composition, Geography, Grammar, History, and Sewing.

Intermediate Division.

7th Class—Harriet Binmore : prize in Drawing, Theoretical Arithmetic, Geography, Grammar, French Miscellaneous Questions and Credit Marks. Maud Charlton : Canadian History and Sewing. Annie Barlow : Reading and Writing. Annie Ward : Spelling, Composition, Miscellaneous Questions and Music. Lizzie Meyers : Reading and Mental Arithmetic. Laura Phillips : Spelling and Practical Arithmetic.

6th Class—Carrie Smith : Spelling, Drawing, French and Miscellaneous Questions. Blanche Scott : Theoretical Arithmetic, Geography, Canadian History and Sewing.

5th Class—Jane Tess : Reading, Spelling, Theoretical Arithmetic and Geography.

4th Class—Frances Leslie : Practical Arithmetic. Rachel Pearson : Writing, Reading and Geography. Annie Gross : Reading and Music.

Second Division.

10th Class—Mary Peebles : Prize in Drawing, French, Physiology, History and North American Geography. Honora Sheehan : Spelling, Sewing, Practical Arithmetic and Credit Marks. Elizabeths : Grammar and Theoretical Arithmetic. Elizabeth Dooner : Reading, Writing, French and Grammar. Helen Douglas : General Geography. Kate Norval : English History, Mental Arithmetic and Music.

9th Class—Miriam Meyers : Reading, Spelling, French Grammar and Mental Arithmetic. Robina Seath : Practical and Theoretical Arithmetic. Elizabeth Binmore : French, Physiology, English History and Composition. Hannah Strickland : Sewing,

Credit Marks, Punctuality and North American Geography. Emily Sutton: General Geography, English History and Music. Jennie Elliott: Drawing.
8th Class—Kate McLaren: French, Sewing, Grammar and Credit Marks. Robina Hodgson: Writing. Hannah Keough; Spelling.

Advanced Class.

Georgiana Hunter: Spelling, Practical Arithmetic, Grammar, Book-keeping, Theoretical Arithmetic and Credit Marks. Lydia Tees; French and Geometry. Blanche Smith: General and North American Geography. Mary Ann Dawson: Writing, Algebra and Book-keeping. Henrietta Douglass: Drawing. Mary Marshall: Practical Arithmetic and Latin. Daisy Richardson: Spelling, **English History, General History** and Physiology. Zulime Holmer: Reading. Extra prize in Chemistry G. Hunter.

The prizes were delivered to the pupils by the Chairman, who directed to the recipients a few complimentary remarks.

Addresses were delivered by the Chairman and Principal Dawson, each of whom expressed their satisfaction with the proceedings of the day and the efficiency of the school, regretting, however, that the accommodation for teachers and scholars was by no means sufficient for their wants.

At intervals the pupils sang several very pretty pieces, under the conduct of Prof. Fowler.

The proceedings were closed with the singing of the National Anthem.—*Herald.*

Villa-Maria Convent, Montreal.

CLOSING EXERCISES.

Year after year, as the month of June draws to an end we have had to record the festivities, for so we may call them, attendant on the close of the scholastic term of the Young Ladies' School at Villa Maria. Till within about the last twenty years Monklands, as the fine establishment was then called, was the seat of vice-royalty which after a brief interval was succeeded by those who if not noble or royal by birth were at least royal by reason of their education and their religion. Villa-Maria, as almost every one knows, is within a short distance of the city, being reached by a road which forms one of the most pleasant in its environs, and is situated in a fine and most salubrious position. The views it commands are magnificent: on one side is to be seen the rolling St. Lawrence with the ships floating at anchor in the harbour of Montreal, and the fertile Eastern Townships with their Belœil and Montarville Mountains in the distance, whilst on the other the Montreal Mountains, big and little, the left arm of the Ottawa River and a picturesque back country, form a landscape which many a painter has delighted to limn. The ladies who chose so charming a site as the seat of their operations, at once went to work to adapt the premises to their peculiar purpose and the work of conversion has been so admirably carried out that the Convent is as far as possible removed from asceticism, although the dwelling place of a religious community. It is so conducted as to be as much as can be a home for its inmates, the Sisters being unwearied in their attentions to the charges entrusted to them. Yesterday (June 26th) it was no ordinary scene that was to be gazed upon in this ordinarily quiet retreat, the silence of the place, usually broken only by the laughter of the school girls, or the soft voices of the Nuns, were wakened by the tramp of hurrying feet, and the grating on the walks of numerous vehicles which brought interested ones to witness what the programme aptly called *Le Couronnement de l'Année Scolaire*. Among those who wended their way to Côte Ste. Antoine, were Rev. Mr. Lenoir, of the Seminary of St. Sulpice, and a number of other clergy, Mr.

Justice Loranger, Mr. Sheriff LeBlanc, Mr. W. O'Brien, Mr. M. Mullarky, Mr. E. Murphy, Mr. Globensky, Dr. Leprohon, Mr. McNamee, with a large number of ladies and gentlemen, not only from Montreal, but the surrounding towns, and even from the cities of the United States. The Ladies received their visitors with every kindness, taking especial pleasure in showing the appointments of the house, and its magnificent surroundings. The large Academic Hall, by the time for opening the proceedings, was crowded with people of all classes and conditions. The room was neatly but handsomely set off with evergreens and other decorations, amongst which floated miniature flags and lilliputian banners. The platform upon which were seated the heroes of the day,—if such a term may be applied to young ladies—was handsomely set off by the belongings of an *etagère*, in front of which sat in rows the pupils of the establishment, all in their summer costumes, neat white dresses of muslin or other light material. The graduates of the year were seated to the front, and were distinguished by dark pink collars and sashes, whilst on their head they wore wreaths of white flowers, indicative of the purity of which every effort had been directed to make them the possessors. Almost at the edge of the platform were placed the musical instruments, of the dexterity on which this, of all other days, was to be the grand public exhibition. The musical instruction here imparted has ever been one of its most remarkable features, and therefore no one was surprised to see the young ladies seat themselves at the pianos, the harps and the guitars and strike such music as was from its merit necessarily the admiration of all. The opening piece was "*Les diamands de la Couronne*," produced with remarkable accuracy and finish by the Misses Grant, Scott, Quinn, E. Murphy, J. Murphy, C. Pouliot, K. Keegan and H. Papineau, pianists, and by the Misses Malin, Mullarky and Jodoin, harpists, with the Misses Holton, Lamontagne and Hudon upon the guitar. The tones of the four grand pianos, blending with the liquid notes of the harps and guitars formed a concert of sound which fell most sweetly on the ear, enchanting every one. Miss Moore then in an admirable manner, and with considerable feeling, sang the "*Last Rose of Summer*," accompanied on the harps by Misses Grant, Mullarky and Massoletti. At this stage Rev. Mr. Lenoir, at the request of the authorities of the school, presented to Miss Grant a beautiful little golden lyre, being the first prize in that most delightful of all Arts, that of Music. One of the community, who was seated on the platform, having read over the prize list, the presentation of prizes by the Rev. Mr. Lenoir was commenced, each young lady being escorted to the table by one of her companions. The number of prizes and diplomas was so great that it is impossible for us to publish the whole of them, we however mention a few names:—Misses Almandine Beaudry, Josephine Murphy, Hermine de Salaberry, Emily Murphy, Henrietti Papineau, Mary Reilly, Victoria Prud'homme, Mary O'Brien, Alexina Beaudry, Lizzie Dowd, all from Montreal; Miss Fannie Scott, Ottawa; Sarah Pelletier, Quebec; Ellen Gardiner, Kingston; Cecile Pouliot, L'Islet; Jenny McLean, West Troy; Korleen Moore, Watertown; Georgie Malin, St. Joseph, Missouri; Fannie Massoletti, Boston; Alice Reilly, New Haven; Jennie Dyer, Jennie Keegan, and Kate Keegan, New York. Second Section—Mary Quinn, New York; Mary Egan, Montreal. For House-keeping, an art of which by far too many of our accomplished ladies, are—they fondly dream—in "*blissful*" ignorance, gold medals were presented to Misses Almandine Beaudry, Josephine Murphy, Emily Murphy, and Fanny Scott, whilst lesser prizes and diplomas were handed to other deserving ones.

The pupils of Madame Petitpas, now sang with fine effect, "Les Lauriers," being accompanied on the harp by Misses Massoletti, McCormack and Bellemare. Honours and prizes having been distributed to the pupils in the Cours Supérieur, the "Meeting of the Waters" was played in splendid style by the Misses Grant, Massoletti and Mullarky, on the harp, with Miss Scott on the piano. The honours and prizes accruing to the first divisions, were dispensed in like manner to the others, after which the overture, "Chasse du Jeune Henri," was admirably given, the Misses Grant, Scott, Quinn, K. Keegan, E. Murphy, J. Murphy, McLean and Reilly presiding at the piano, and the Misses Massoletti, McCormack and Bellemare, chasing the notes along the strings of the harp that

"KINGS ONCE LOVED TO HEAR."

The second, third and fourth divisions came in on their respective turns for rewards of merit, subsequently to which the scholars sang, with harp accompaniment, an original vocal and instrumental composition entitled "Les Adiena." At this stage several valedictories in English and French were pronounced; but before speaking of them we should mention the farewell address to the graduates delivered in French by Miss McLachey which was a very elegant production, and was well delivered. But this is a digression and to return to the proceedings where we left them, we should now mention the address to the graduates delivered in English by Miss Kavanagh, and the reply in English by Miss Kelly, and in French by Miss Salaberry after which Rev. Mr. Lenoir briefly addressed the scholars. He congratulated them upon this auspicious event which had indeed been one of the greatest in their lives. He assured them that they all had his best wishes which he also desired to express towards this interesting and influential institution. He heartily thanked them for the excellent music they had this morning presented, which, he ventured to believe, was only one example of the thoroughness of the teaching they had received, and of the diligence with which they had prosecuted their studies. He felicitated the graduates, who this year had completed their studies, and were leaving these happy halls upon the evidence of piety and affection for this institution which they had given in the presentation to the community of a magnificent marble altar for the chapel. He trusted that it would long remain as a cherished memento of the donors, and of their happy connection with Villa Maria. He concluded with an admonition to all of them to guide themselves in their future life by the lessons of piety and goodness which had here been given them, assuring them that in this case they would never have cause for regret. He also complimented the Sisters upon the good work they were performing, wishing them every success in their future endeavours. The proceedings were closed by the singing of the

NATIONAL ANTHEM.

Before leaving this spot, curiosity prompted a visit to the chapel, to see the marble altar, to which reference had been made. It is a very handsome piece of the sculptor's handiwork, and reflects great credit on the craftsmen. Messrs. Tansley & O'Brien, of this city, and upon the generosity of the donors. On the back of the altar is a

PRESENTATION TABLET,

which reads as follows:

"Monument of honour given by the graduate pupils of 1873:—J. McLean, G. Malin, Fannie Massoletti, M. Rielly, H. DeSalaberry, A. Beaudry, S. Pelletier, E. Murphy, H. Papineau, J. Murphy, L. David, M. O'Brien, M. Quinn, N. Gardiner, V. Prud'homme, R. & J. Keegan, R.

Moore, A. Rielly, Alminda Beaudry, J. Dyer, M. Keegan, F. Scott, C. Pouliot, offered to our Beloved Tante La Nativité."

"30th April, 1873."

The Convocation over, there ensued the scene usually attendant on preparations for "home for the holidays:" carriage after carriage load of the ladies left for the vacation, of which we heartily wish them, one and all, a happy enjoyment.—*Herald.*

St. Peter's School, Quebec.

This School was examined on Friday, (June 27th) in the presence of the following ladies and gentlemen:—The Misses Bowen, the Misses Bignell, Mrs. A. Campbell, the Misses Mountain, Mrs. and Miss Simons, Rev. C. H. Hamilton, Rev. M. M. Fothergill, and Rev. W. H. Kay. The following is the result of the examination:—

Sixth Book of Euclid—1st Class—1st, Noble Campbell.

First Book of Euclid—2nd Class—1st, Percy Anderson, Henry Austin, George Mountain, and Sydney Forrest. 2nd—Albert Poston and Willie Woods.

First Book of Euclid—3rd Class—1st, Arthur Bignell, and George Partridge.

Classics Cæsar—1st, Noble Campbell; 2nd, Percy Anderson; 3rd, Fred. Elliott.

2nd Latin—1st, Henry Austin; 2nd, Sydney Forrest and Albert Poston.

3rd Latin—1st, Arthur Mountain, Harry Mountain and Noely Buchanan; 2nd, Harry Woods, Willie Scott, John Simons and Henry Rowand.

Senior Writing—1st, Noble Campbell; 2nd, Henry Austin and Willie Woods.

Senior Reading—(Examined by Rev. C. H. Hamilton)—1st, John Walsh; 2nd, Henry Austin; 3rd, Albert Poston.

Senior Spelling of 26 Difficult Words—John Walsh missed none; Noble Campbell, Percy Anderson, and Henry Austin, one each; Alex. Learmonth, Willie Woods, and Fred. Elliot, three each.

Senior Dictation—1st, Of the following piece of dictation, Noble Campbell, and Henry Austin missed each one word.

The plaguy phthisicky member of the judiciary, the scholarly sacerdotal, and the dyspeptic dwarf in the brown surtout, were highly delighted with the vignettes of the tyrannical seignor and the rhapsodical lexicographer. The little Czarina was in ecstasies because she had destroyed the kaleidoscope, and the syringe which belonged to the parsimonious, hard-hearted maligner. The gaudy butterfly was killed by that incorrigible juvenile during his peregrinations along the meandering banks of the river that flows through the arid plains of those miasmatic regions. Spell the following words: Isosceles, idyl, cuirass, ichneumon, eury, assignee, catarrh, harangues, indictment, pyramids, catacombs, hautboy, and monosyllabic.

Senior Grammar—1st, Noble Campbell, Henry Austin, Percy Anderson and John Walsh; 2nd, Alex. Learmonth.

Junior Spelling—Of the words given A. Austin missed none, Harry Woods, Noely Buchanan, John Simons and Willie Scott missed each one.

Junior Reading—Harry Woods, J. Poston, Noely Buchanan and A. Austin, obtained seven marks out of ten. Willie Scott and Charlie Partridge six and a half.

Junior Grammar—1st, Arthur Mountain, J. Simons, Harry Woods and H. Mountain; 2nd, Willie Scott, Alex. Woods, Henry Rowand and A. Fisher.

Junior History—1st, Arthur Mountain, J. Simons, Harry Woods, Alex. Messervy and A. Austin; 2nd, Noely Buchanan.

3rd Reading—1st, A. Mountain; 2nd, Alex. Messervy.

3rd Spelling—1st, Harry Mountain; 2nd, A. Mountain and Alex. Messervy.

Senior Algebra—1st, Noble Campbell.

Junior Algebra—1st, Percy Anderson and Harry Austin; 2nd, G. Mountain and Sydney Forrest. As Mr. Fortier was absent the French classes were not examined.

The day being warm the remaining classes were not examined. As some of the boys had gone to their summer resorts and others intended to go before the examination began, it was thought advisable to have only the oral examination on Friday, and defer the written examination and the distribution of prizes until Christmas. On this occasion many were so nearly equal, that it was difficult to say in some branches who was first or who second; therefore to do injustice to none the leading boys were ranked as equals. Of those who were absent during the examination or a great part of the term several deserved to be well spoken of. Willie Woods, in some classes would have given a good deal of trouble to many of the leading boys had he not been ill for three or four weeks before the examination. Neither Willie Wilson, George Partridge nor Arthur Bignell was at school for the whole half year, yet Wilson did well in his Latin and Arithmetic, Partridge in his Arithmetic, Latin and Algebra, and Bignell in his Euclid and Latin. Alex. Woods gave much better answers than could have been expected from a boy of his age. Henry Rowand for a boy who has not yet been in attendance more than six months stood very well in several classes. Fred. Duffett was among the first in the junior arithmetic.—*Mercury.*

High School, Montreal.

DISTRIBUTION OF PRIZES.

The long looked for day, to the boys of the High School, opened yesterday morning, (June 28th) with a cloudless sky and a cool breeze, much to the delight of the boys and their friends. At eleven o'clock a goodly assemblage of ladies and gentlemen had arrived, and on the platform were Revd. Dr. Jenkins, Professor McVicar, Mr. T. White, Jr., and several of the Board of Commissioners. Shortly after 11 o'clock the boys entered the room, and took their places in a quiet and orderly manner. The chair was occupied by Dr. Jenkins, who after opening the proceedings with prayer, called on Dr. Howe, the Principal of the School, for his report of the classical division.

Dr. Howe, the Head-Master of the classical department, said—It is my duty, Mr. Chairman, to introduce the morning's proceedings by a Report to your Board, of the Classical Department of the High School for the year now closing.

The number of pupils on this side of the school has in full been 98, which is not so large as in the preceding year. The class lists show that the decrease has been limited to the youngest form of the school, our reinforcement from the Preparatory School having been smaller than usual, and fewer boys having joined it from outside. I regret it, because there is nothing about the education given here more certain, than that the boys who go out of this school in the Highest Form, with the best attainments, are those who entered with us in the lowest. I have too often to combat the mistaken notion of parents, who either do not send their younger children to us, or having done so, remove them for a time to have them, forsooth, better grounded before they commence the course in the High School. "Working up," is the favourite phrase, and it generally results in a "working down." And even in instances where boys return after good training in some respects, their knowledge is not up to the level in all branches. They are well grounded, it may be in Latin grammar, but deficient in arithmetic; and the troubles of this inequality last often through the remaining years of their education, as my colleague well

knows. But the commonest case, as I too well know, is that of boys who have a superabundance of arithmetic and no Latin or Greek at all, who, with some brilliant exceptions, only trouble us in our work, for we can seldom satisfy the expectations of a parent that we shall make amends for his neglect—sometimes gross neglect—of the early education of his child. There is, Mr. Chairman, I may say, on this point, a feeling among us that we should have discretionary power to refuse such pupils, for they unjustly bring discredit upon the school.

The attendance of the boys in my department has been good up to within a week or two. As usual they drop off towards the end of the Session. I have to state also only one of the pupils of my side has been removed from the school of this session, owing to positive dissatisfaction, and, in this case, I believe temper on the part of the parent had much to do with his action. I have had no difficulty of discipline. My boys, taking it altogether, have conducted themselves well, and it is a pleasure to me that in telling you this I say it to them also. The late written examinations have produced results very satisfactory to us of course, especially those of the Sixth Form boys, who are expected to show most knowledge. The accuracy of many of these is indeed something extraordinary, and the papers deserve, and should receive, other examination than ours only. In a Latin paper, 298 and again 294 marks out of 300; also in a mathematical paper, 148 marks out of 150, and similarly in other subjects, shew that we have not laboured in vain. I shall have very great pleasure in giving copies of the printed examination papers to any parent interested in the school, as he may gain from them a good idea of the education given here. It remains for me now to express my obligation to the assistant masters for their zealous attention to their duties and to thank you, Mr. Chairman, and the other members of the Board, for their invariably kind courtesy. I am glad that no necessity has this year arisen for me to ask their support of my authority.

Dr. Howe then read the following report of the standing of each boy in the school, and the two highest in each form, were presented to Dr. Jenkins for prizes. In reference to the fifth form he remarked that the result would probably surprise every one in the school, as Ritchie, who had come out dux, had been absent on account of sickness during the term, and even then not able to be out to receive his prize:—

CLASSICAL DEPARTMENT.

SIXTH FORM.

Maximum, 7,000.

Dux—Eugene Lafleur, 6,885 marks; 2, Gould, 6,290 do; 3, Scott, 5,533 do; 4, Muir, 3,656 do; 5, Thomas, 3,493 do; 6, Atwater, 3,467 do.

Latin—Gould and Lafleur, equal; 3, Scott; 4, Muir.

Greek—1, Lafleur; 2, Gould; 3, Scott; 4, Thomas.

English—1, Gould; 2, Lafleur; 3, Scott; 4, McLennan.

French—1, Lafleur; 2, Gould; 3, Scott.

History—1, Gould; 2, Lafleur; 3, Atwater; 4, Thomas.

Geography—1, Lafleur; 2, Gould; 3, Scott; 4, Muir.

Arithmetic—1, Scott; 2, Lafleur; 3, Gould; 4, Muir.

Algebra—1, Scott; 2, Lafleur; 3, Gould; 4, Atwater.

Geometry—1, Lafleur; 2, Scott; 3, Gould; 4, Gardham.

Nat. Philosophy—1, Lafleur; 2, Gould; 3, Scott; 4, Thomas.

Religious Studies—1, Lafleur; 2, Scott; 3, Gould; 4, Gardham and Thomas.

Writing—1, Gould; 2, Lafleur; 3, Scott; 4, Atwater.

Phonography—1, Lafleur; 2, Gould; 3, Scott; 4, Atwater.

Punctuality—Gardham.

Good Conduct—Gould and Lafleur.

FIFTH FORM.

Dux—Charles Ritchie, 4,436 marks; 2, Macpherson, 4,394 do; 3, Detmers, 3,903 do; 4, Burns, 3,393 do; 5, Budden, 2,225 do. Latin—1, Macpherson; 2, Ritchie; 3, Detmers; 4, Burns.

Greek—1, Ritchie; 2, Dettmers; 3, Macpherson.
 English—1, Burns; 2, Muir; 3, Shaw; 4, Macpherson.
 French—1, Dettmers; 2, Bertrand; 3, Burns; 4, Macpherson.
 History—1, Ritchie; 2, Shaw; 3, Macpherson; 4, Muir.
 Geography—1, Macpherson; 2, Shaw; 3, Ritchie; 4, Dettmers.
 Arithmetic—1, Budden; 2, Shaw; 3, Burns; 4, Ritchie.
 Algebra—1, Budden; 2, Shaw; 3, Macpherson; 4, Dettmers.
 Geometry—1, Sweeney; 2, Budden; 3, Muir; 4, Dettmers.
 Nat. Philosophy—1, Budden; 2, Dettmers; 3, Ritchie; 4, Burns.
 Bible Lessons—1, Ritchie; 2, Macpherson; 3, Shaw; 4, Burns.
 Writing—1, Macpherson; 2, McLaren; 3, Shaw; 4, Muir.
 Phonography—1, Muir; 2, Macpherson; 3, Budden; 4, Dettmers.
 Punctuality—Burns and Dettmers.
 Good Conduct—Budden and Macpherson.

FOURTH FORM.

Maximum, 5,550.

Dux—John Elliot Wolff, 4,612 marks; 2, Lighthall, 4,481 marks; 3, Mackay, 3,913; 4, Dawson, 2,684; 5, Howard, 2,575.
 Latin—1, Wolff; 2, Dawson; 3, Howard; 4, Mackay; 5, Lighthall.
 Greek—1, Dawson; 2, Wolf; 3, Lighthall; 4, Howard; 5, Mackay.
 English—1, Lighthall; 2, Wolff; 3, Mackay; 4, Howard; 5, Dawson.
 French—1, Wolff; 2, Lighthall; 3, Mackay; 4, Dettmers; 5, Seybold.
 Writing—1, Lighthall; 2, Kerry; 3, Wolff; 4, Dawson; 5, Mackay.
 Geography—1, Lighthall; 2, Wolff; 3, Esdaile; 4, Mackay; 5, Dawson.
 Arithmetic—1, Mackay; 2, Wolff; 3, Wallace; 4, Lighthall; 5, Seybold.
 Algebra—1, Lamb; 2, Mackay; 3, Wolff and Lighthall equal; 5, Esdaile and Swan.
 Geometry—1, Mackay; 2, Wolff and Lighthall equal; 4, Wallace; 5, Lamb.
 Bible Lessons—1, Lighthall; 2, Mackay; 3, Wallace; 4, Seybold.
 Writing—1, Lighthall; 2, Mackay and Seybold equal; 4, Bryson; 5, Howard and Dawson.
 Phonography—1, Lighthall; 2, Mackay; 3, Wolff; 4, Seybold and Howard.
 Punctuality—Dettmers.
 Good Conduct—White.

THIRD FORM.

Maximum, 4,500.

Dux—J. Herbert Darey, 4,071 marks; 2, Russell A. Murray, 3,885 do; 3, Paul T. Lafleur, 3,654.
 Latin—1, Lafleur; 2, Murray; 3, Darey; 4, Macpherson, major; 5, Macpherson, minor.
 Greek—1, Lafleur; 2, Darey; 3, Murray; 4, Macpherson, minor; 5, Macpherson, major.
 English—1, Murray; 2, Darey; 3, Lafleur; 4, Bernard; 5, Walker.
 French—1, Murray; 2, Darey and Lafleur, equal; 4, Macrae; 5, Macpherson, major.
 History—1, Darey; 2, Lafleur; 3, Murray; 4, Walker; 5, Reddy.
 Geography—1, Darey; 2, Murray; 3, Lafleur; 4, Macrae; 5, Walker.
 Arithmetic—1, Darey; 2, Murray; 3, Cole; 4, Bernard; 5, Bisset.
 Scripture—1, Darey; 2, Reddy; 3, Lafleur; 4, Macrae; 5, Walker.
 Elocution—1, Smith; 2, Lafleur; 3, Murray; 4, Macpherson, minor; 5, Macpherson, major.
 Writing—1, Macpherson, minor; 2, Murray; 3, Darey; 4, Smith; 5, Lafleur.
 Punctuality—Cole and Murray.
 Good Conduct—Macrae.

SECOND FORM.

Maximum, 4,000.

Dux—Francis Richard Gardiner, 3,331; 2, George Maitland Smith, 2,845; 3, Alexander, 2,079.
 Latin—1st, Gardiner; 2, Craig; 3, McGibbon; 4th, Smith.
 English—1, Craig; 2, Gardiner; 3, Simpson; 4, Smith.
 Arithmetic—1, Gardiner; 2, Craig; 3, Smith; 4, McLea.
 French—1, Gardiner; 2, Smith; 3, Craig; 4, Hicks.
 History—1, Smith; 2, Gardiner; 3, Nixon; 4, Torrance.

Geography—1, Nixon; 2, Smith; 3, McGibbon; 4, Gardiner and Gibson, equal.

Scripture—1, Smith; 2, Muir; 3, Gibson; 4, McGibbon.
 Elocution—1, Muir; 2, Gardiner; 3, Nixon; 4, Holmes and Scott.

Writing—1, Muir; 2, Torrance; 3, Thomson, minor; 4, Thomson, major.

Punctuality—Nixon.

Good Conduct—Belcher and Thomson, major.

Between the distribution of the Prizes to the successful candidates of the 3rd and 4th classes, the famous scene of the orations of Brutus and Anthony from Shakespeare's "Julius Caesar," was given by young Dettmers, as Brutus and Macpherson max, as Anthony. After the conclusion of the prize list, a scene from "As you like it," between Rosalind (Muir) and Orlando, (Nixon) with great effect,—the elocutionary powers of young Muir being especially admired.

Mr. Rodger of the Commercial Department then said:—

In presenting my third annual report, I beg to state that the number at present on this roll is 62; the maximum number 90. Of the 28 who have left during the course of the session, only 3 have been withdrawn from a feeling of dissatisfaction, a few have been removed on account of ill health and will return after the holidays. The majority have gone to business. As compared with last year, the number in attendance shows a decrease of 11; and as compared with the year before that [the first year under the Board] a still larger decrease of 30. I cannot conceal my disappointment at having to report these numbers to the Board, because it is not what I had anticipated, nor what the Board had a right to expect. I am at a loss to account for the falling off, and scarcely know what to suggest as a remedy. Perhaps there is not much improvement to be expected until we have not merely a commercial department of the High School, but a commercial High School, carried on in a separate building, and having its own separate staff of instructors. This, I presume, is impracticable at present; but we look for a good time coming and live in hope. In the meantime, and till then, we will do our best to arrest the evil; though in justice to my colleagues and myself, I cannot attribute the decrease to any shortcoming of ours.

Apart from this, the work of the school has been vigorously and efficiently prosecuted, and satisfactory progress has been made. The examinations, both oral and written, have been thorough, and upon the whole, satisfactory; and if one of the classes has not come up to the standard of its year, this has not been caused to any great extent, if at all, by the fault of the boys, but because the time allotted to their studies has been too little. I do not think that half an hour a day is sufficient time for the Mathematics of the Upper forms.

During the course of the session, as in previous years, several boys of advanced ages, but whose education had been previously neglected, have presented themselves for admission to the school. Acting upon use and wont I have received all such, placing them wherever I thought they would do best. In the case of a few of these, boys of a willing mind and good parts, a few extra lessons after hours soon bring them to the level of their class, and the experiment has been successful. But with the majority, where the willing mind and the good parts are both wanting, it is uphill work indeed. Such do no good for themselves; they are a nuisance to the master, and a drag upon the classes. I think the head-master should have a discretionary power with regard to all such applications.

By a regulation of the Board, the head-master is not allowed to expel a pupil: he can only suspend, reporting the same to the Board. I have had good reason during

the past session to think that the head-master should have power to expel, throwing the onus of an appeal to the Board on the boy and his parents, the decision of the Board to be final.

I cannot conclude my report without thanking my colleagues for their cordial cooperation in carrying on the work of the school. I desire also to thank the members of the Board for the uniform kindness and forbearance shown to me during the past year, when I was prevented by the state of my health from fully discharging the duties of my office.

COMMERCIAL DEPARTMENT.

SIXTH FORM.

Dux—William J. Sennat, Montreal; 1, Sennat, 6,298 marks; 2, Sippell, 5,207 do; 3, Rutherford, 4,587 do.
 English—1, Sippell; 2, Sennat; 3, Earle.
 French—1, Sennat; 2, Rutherford; 3, Sippell.
 History—1, Sippell; 2, Rutherford; 3, Meek.
 Geography—1, Rutherford; 2, Sippell; 3, Sennat.
 Arithmetic—1, Sennat; 2, Rutherford; 3, Sippell.
 Algebra—1, Sennat; 2, Sippell; 3, Rutherford.
 Geometry—1, Sennat; 2, Sippell; 3, Earle.
 Natural Philosophy—1, Sennat; 2, Sippell; 3, Meek.
 Bible Lessons—1, Sippell; 2, Rutherford; 3, Sennat.
 Bookkeeping—1, Rutherford; 2, Sennat; 3, Sippell.
 Writing—1, Sennat; 2, Rutherford; 3, Earle.
 Phonography—1, Sennat; 2, Rutherford; 3, Sippell.
 Conduct—Sippell.

FIFTH FORM.

Dux—Arthur Watkins, Montreal; 1, Watkins, 5,963 marks; 2, Orr, 5,154 do.
 English—1, Watkins; 2, Orr; 3, Cushing.
 French—1, Watkins; 2, Orr; 3, Nelson.
 History—1, Watkins; 2, Orr; 3, Cushing.
 Geography—1, Orr; 2, Watkins; 3, Holland.
 Arithmetic—1, Orr; 2, Watkins; 3, Nelson.
 Algebra—1, Orr; 2, Watkins; 3, Cushing.
 Geometry—1, Watkins; 2, Orr; 3, Nelson.
 Natural Philosophy—1, Orr; 2, Watkins; 3, Nelson.
 Bible Lesson—1, Watkins; 2, Orr; 3, Cushing.
 Bookkeeping—1, Orr; 2, Nelson; 3, Watkins.
 Writing—1, Watkins; 2, Orr; 3, Nelson.
 Phonography—1, Watkins; 2, Orr; 3, Nelson.
 Conduct—Rankin.

FOURTH FORM.

Dux—John Morris, Ste. Therese; 1, Morris, 3,477 marks; 2, Christian, 4,271 do; 3, Kingan, 2,214 do.
 English—1, Christian; 2, Morris; 3, Reid.
 Elocution—1, Reid; 2, Christian; 3, Kingan.
 French—1, Morris; 2, Christian; 3, Smith.
 History—1, DeSola; 2, Morris; 3, DeSola.
 Arithmetic—1, Kingan; 2, Morris; 3, Reid.
 Algebra—1, Monk; 2, Morris; 3, Kingan.
 Geometry—1, Christian; 2, Morris; 3, DeSola.
 Bible Lessons—1, Morris; 2, Christian; 3, Kingan.
 Bookkeeping—1, Christian; 2, Morris; 3, DeSola.
 Writing—1, Christian; 2, Richards; 3, Morris.
 Phonography—1, Christian; 2, Morris; 3, Kingan.
 Conduct—Christian.
 Punctuality—Richards.

THIRD FORM.

Dux—Alex. F. Gunn, Montreal; 1, Gunn, 4,228 marks; 2, Weir, 3,216 do; 3, Scott, 2,681 do; 4, Russell, 2,652 do.
 English—1, Gunn; 2, Larmonth, and Weir equal.
 Elocution—1, Scott; 2, Russell; 3, Gunn.
 French—1, Gunn; 2, Russell; 3, Weir.
 History—1, Weir; 2, Scott; 3, Gunn.
 Geography—1, Scott; 2, Russell; 3, Gunn.
 Arithmetic—1, Gunn; 2, Weir; 3, Russell.
 Bible Lessons—1, Gunn; 2, Weir; 3, Foster.
 Bookkeeping—1, Gunn; 2, Larmonth; 3, Foster.
 Writing—1, Gunn; 2, Foster; 3, Scott.
 Conduct—Larmonth.
 Punctuality—Gunn.

SECOND FORM.

Dux—Macculloch and Thornloe, equal, 3,309 marks; 3, Weir, 2,069 do; 4, De Sola, 1,729 do.

English—1, Thornloe; 2, Macculloch; 3, De Sola; 4, Wardlow.
 Elocution—1, Thornloe; 2, Macculloch; 3, Wardlow; 4, De Sola.
 French—1, Thornloe; 2, Macculloch; 3, Lacy; 4, Wardlow.
 History—1, Thornloe; 2, Macculloch; 3, Nelson; 4, Campbell.
 Geography—1, Macculloch; 2, Thornloe; 3, Wardlow; 4, Weir.
 Arithmetic—1, Weir; 2, Macculloch; 3, Whyte; 4, Hendrie.
 Scripture Geography—1, Thornloe; 2, Weir; 3, Wardlow.
 Writing—1, Whyte; 2, McMartin; 3, Wilson; 4, Morrice.
 Good Conduct—Morrice.
 Punctuality—Macculloch.

Between the delivery of the prizes in this division a scene from "Much a do About Nothing," in which Lafleur mi, as "Dogberry," and Darvey, as "Bergos," gained great applause, and at the conclusion Smith recited "Faithless Sally Brown," which caused considerable amusement.

Professor McVicar was exceedingly pleased with the results of the examinations. He had had many opportunities of judging of the management of the school, and desired to testify to its general efficiency in a public manner. The discipline was excellent, and he had the greatest confidence in all the masters of the High School of Montreal. He hoped the boys who had attained honors would remember that they could go higher and learn more, as McGill College lay open to them, where they could complete their education. He was sorry to have noticed a disposition to make haste and get their education quickly, and also to make money, and to hurry it on; but all could not excel, some must make up their minds to fail; but he hoped they would not be discouraged; and that the influence of the parents would be more brought in force in securing for children a good education. He hoped the school would continue to flourish. There were many improvements wanting, but the means of the Commissioners were at present limited.

Mr. Thos. White had great pleasure in being present on this occasion, and had felt a delight in hearing of the success the school had attained. He had watched over its course, and had been present on every such occasion as the present. He saw there his old master, Mr. Rodger, and he felt that no higher tribute could be paid to the school than the fact that those who were so early connected with the school had remained 25 years with it. He also was pleased to see his old friend Dr. Howe, who came to the school the year he left, but his name was now as familiar as that of Mr. Rodger. He wished the boys a pleasant vacation, and that when they returned that they would prosecute their studies earnestly, and so conduct themselves as they may never have to blush for their conduct at the High School, and the High School never have to blush for them.

Dr. Jenkins, in closing the proceedings, said that the examinations had been equal, as to the character of the the papers and the answers given, to any of previous years, the two first boys were equal to any who had ever left the school. He was glad to see the number of honours that had been taken by the common school boys, and congratulated the Commissioners that the plan they had made to connect the schools had been such a success. He did not agree with many who thought that the introduction of those boys into the High School would be likely to lower the social status, he was sure that they were as gentlemanly in their conduct as any of the others and said that the boys might rather be lowered in social status by what they learned at home. He would say to the masters, on behalf of the board over which he presided, they were thoroughly satisfied with their work, and he doubted if it could have been more earnestly, faithfully, or better done. He considered there was a want of better care of the parents of their boys at home, and unless they seconded the master's efforts they could not turn out good scholars. Boys who were assisted at

home have always distinguished themselves most at the schools for the last twenty-five years. The school had had his confidence, all his children had been educated there, to his perfect satisfaction. Dr. McVicar and himself went from class to class and were perfectly satisfied. Dr. McVicar had been a scholar all his life, and he would stake his own reputation on Dr. McVicar's and if he says it is so it is so. The Commissioners were aware that much was wanted to be done; a new school with a large playground and the preparatory school separate, but they were all things of the future, for his part he would like to see the High School of Montreal second to none.

Three cheers for the Queen and three more for the masters concluded the proceedings, during which, to the credit of the boys, he it said they behaved themselves throughout with a dignity and decorum quite pleasant to see.

PREPARATORY DEPARTMENT.

Yesterday (June 25,) afternoon, at 2 p. m., the distribution of prizes to the successful pupils took place in the school-room, University street. Revd. Dr. Jenkins, Chairman of the Protestant Board of School Commissioners, took the Chair. Principal Howe, Revd. Mr. Lefleur, Mr. Baynes, Professor Robins, and a large number of influential gentlemen, were also present. The proceedings commenced by the boys of the 2nd and 3rd forms singing the Vesper Hymn, and after a recitation, very well rendered by one of the pupils, Professor Robins read the Reports of School Work for the last twelve months. The Report was a very satisfactory one, as the attendance, both in numbers and punctuality, was very good indeed; the pupils also distinguished themselves in their studies, and in their good conduct during the past terms. The prizes were then presented.

We are compelled, through want of space, to hold over the publication of the prize and standing list.—*Herald.*

Catholic Commercial Academy, Montreal.

At the Catholic Commercial Academy of Montreal on Tuesday morning (July 1st) there was a large gathering of the friends of the institute to witness the distribution of prizes to the pupils. Before 9 o'clock the boys were marched to the play-ground under the command of the Professor of calisthenics, M. Boucher, and performed a series of exercises with such wonderful precision that one would have thought them a set of automatons with each movement regulated by machinery. These exercises being over, the boys with their teachers and friends ascended to the large convocation hall, at the top of the building, which they completely filled. As soon as all were seated, and in order, the Academy orchestra, under the direction of M. Boucher, played the Grand March, Delta-Kappa Epsilon, by Pease, in such a style that convinced us that as much care had been bestowed upon their musical as had been on their physical training. Master Emile Vannier then delivered an oration (in French) entitled "Love of Native Land," the composition of one of the Professors of the Academy, its commanding idea was that indifference to the welfare of our country is a crime. Some of the passages evoked loud applause, not only for the nobleness of the sentiments uttered, but for the manner of their utterance—they were "well spoken, with good accent, and good discretion."

After an interlude during which the orchestra played with great spirit the national air, "Vive la Canadienne," Master Robert Anderson read an essay, composed by him-

self, "The discovery of Canada." It was evidently prepared with great care, and reflected credit upon the youthful essayist, who at some future day, if he progresses as rapidly in thought and judgment as he has in the past two years in his studies, will probably follow in the wake of the "Spectator," the "Rambler," and the "Tattler." Then followed the "Maltese Boatman's Song," sung very effectively by the Academy Glee Club.

The distribution of the prizes was then proceeded with. They consisted of books, and from their great number occupied fully an hour in distributing them; this part of the programme was rather tedious, and we were glad when Mr. Edward Murphy rose to explain to the audience the nature of the four especial prizes—*prix d'honneur*—two of which are in perpetuity, viz: the "Murphy Prize," consisting of a gold medal of the value of twenty-five dollars, and in addition the sum of fifty dollars—and the "Prix Comte," thirty dollars. The others, the Prix Coursol, and the Prix Jodoin, fifty dollars each, given to those boys who are the most irreproachable in their conduct, constant in their application, and evince the most marked success in their studies during the scholastic year.

The chief prize, the "Edward Murphy" prize fell to the lot of Master Robert Anderson, who has only recently reached his fifteenth year. The Prize Coursol, to Emile Vannier; the Prize Jodoin, to Joseph Ducharme; the Prize Comte to Henri Pepin. Accompanying the prizes were framed diplomas on parchment, some of the most beautiful specimens of calligraphy we have ever seen. They were executed by M. Westerluc, the professor of writing to the Academy. Mr. Edward Murphy who occupied the chair in the absence of Canon Leblanc, in addressing the happy recipients trusted that when they went abroad into the world and encountered difficulty they would resolve to master their studies; and that they would exercise the same good conduct, and constant perseverance, and vigilance, and care in their professional work as they had done in their scholastic work in order to lay the foundation of future wealth and fame.

Mr. Judge Coursol addressed the audience in French and introduced the Mayor, Dr. Bernard, who said it afforded him great pleasure to be present at the distribution of the prizes, and that he had been deeply interested in and delighted with not only all the arrangements of the school, but its lofty and well ventilated class rooms, its capacious grounds, by the system of education the masters pursued—one eminently practical, and calculated to arouse the warmest feelings in every generous mind; because no matter what commercial profession the pupils may choose, the avenues to honourable fame would be open to them, or at least would be obstructed by no barriers of which they could not command the key. In his official position as Mayor of the City of Montreal he was glad to be present, because he believed that it is of the utmost importance to the cause of good order, to the respectability of the middle classes and the artisans, and to the morals and social condition of this great city that good and proper education should be provided for its people. In accepting the honour and emoluments of his office he was bound to accept the responsibilities attached to the Mayoralty, and he could not possibly do better than follow, in most things, the example set him by the ex-Mayor, Mr. Judge Coursol, therefore he with great pleasure requested to be allowed to give a prize of \$50 for the next scholastic year to be given under the same conditions as those awarded this day. He regarded it as the imperious duty of every one in these times of general economy not to obstruct the limits of education, which ought to be as widely diffused as possible, and he believed that the people would willingly submit to a moderate

taxation for so laudable an object as that of enlightening the ignorant; for it must be obvious to every reflecting mind that it must tend to the happiness and well-being of the people if schools were increased where the grand truths of religion may be communicated and morality inculcated.

The Principal, Mr. Archambault, read the annual report and congratulated the Commissioners upon the increased number of pupils, now numbering 311, and the flourishing condition of the school. In conclusion we cannot avoid expressing the great gratification we experienced in all the internal arrangements of the school, the only thing that seems to be wanted is a gymnasium, and we should be wanting in duty if we did not award to Mr. Peter Murphy, one of the School Commissioners his just meed of praise for unwearied exertions in connection with the school.—*Gazette*.

Convent of Villa-Anna, Lachine, Montreal.

The season of vacation is peculiarly an interesting one in Catholic educational establishments. The extent of accommodation afforded by the many Convents and Colleges, always large and so well situated, secures numerous pupils from far and near, so that upon the annual occasion of vacation *seance*, not only is there to be seen a large collection of pleasing and promising scholars,—in the case of the Convents, beautifully compared by Lord Dufferin to a "*parterre* of flowers"—but also their numerous relatives and friends, as well as many others desirous of encouraging sound education and anxious to witness its happy results.

Of late these agreeable exhibitions and reunions have been numerous in the Province of Quebec, but at no place, we venture to say, were young and old, pupils and guests, better entertained than at the Convent of *Villa-Anna*, at Lachine, on Tuesday, the second July. It is pretty generally known that this Institution is increasing rapidly in extent and distinction, the large suite of buildings, looking so proudly on Lake St. Louis, being equal to the most comfortable accommodation of 600 inmates, and the hourly exertions of accomplished teachers, corresponding fully to the expectations of patrons and the public.

The occasion we refer to was marked by the usual pleasing variety, of happy, healthy looking young ladies, to the number of at least one hundred and fifty, a large and delighted audience, music of surpassing excellence, relieved,—is the word correct? at the proper intervals, by *L'Operette Anglaise*, "*Grandma's Birthday*," and by *L'Operette Française*, "*La Fête des Fleurs*," and by the not least important part of the work of the day, viz., the distribution of prizes, for the most part of much value.

The happy hearted Canon Leblanc, of L'Evêché, presided, adding largely to the happiness of each recipient of a prize by the kind and encouraging words, which accompanied his presentation of it.

Prominent among the audience were Rev. N. Piche, Cure of Lachine; Rev. Bourgeault, Cure of Pointe Claire; Rev. M. Primeau, Cure of Sherrington; Rev. M. Papin, Cure of St. Antoine; Rev. M. Pominville, Cure of St. Jean Chrysostome; Rev. M. Trudel, Cure of St. Isidore; Rev. M. Lebert, Professor in the Oblat Novitiate; Rev. M. Buntin, Cure of Caughnawaga; Rev. M. Chagnon, Vicaire of St. Isidore; Rev. M. Descaries, Vicaire of Beauharnois; and Rev. M. Brien, Chaplain of the Convent; Mr. William Wilson, of Montreal; Mr. Byrne, Mr. Lesage, Mr. O. J. Devlin, all of whom evinced their high appre-

ciation of the scholastic ability displayed, and of the status generally of the Convent.

A touching incident was the delivering of a valedictory, or rather a final farewell to the audience and the world by a young lady on her own part, and that of her associates who had decided to join the sisterhood.

Speeches appropriate to the occasion and its incidents, were then delivered by Canon Leblanc, the Rev. Mr. Piche, and Mr. O. J. Devlin, of this city, the latter of whom spoke on behalf of the guests.

The Rev. Curé, the Spiritual Father of modern Lachine, evidently felt a heart in the day—its honours and success, and well may he feel proud! His labours as a devoted Parish Priest have, indeed, been productive, as evidenced by his large and handsome church, his magnificent convent, and their respective surroundings.—*Herald*.

Laval Normal School, Quebec.

LADY-STUDENTS' DEPARTMENT.

On Monday (June 23rd) the closing exercises of the Female Department of the Laval Normal School took place at the Ursuline Convent, in presence of the Hon. the Minister of Public Instruction, the Hon. Mr. Chauveau (ex-Minister), several members of the Clergy, and a large and select audience.

A portion of the programme consisted of selections for declamation and recitation, as well as *morceaux de music*, vocal and instrumental, all of which were exquisitely rendered. The number of prizes distributed and the Diplomas granted speak for the more solid portions of the studies. The public at present are not invited to assist at what may be called the dry part of the programme, but those who formerly attended the examinations, and who know on what conditions Diplomas are granted and prizes accorded, can attest to the amount of literary labour to be undergone, in order to be successful.

DIPLOMAS (MODEL SCHOOL).

Misses Eléonore Blouin, Célinie Lavoie, Marie Lavallée, Cécile Fontaine, Emélie Pelletier, Sarah Lachance, Hermine Giguère, Aurore Dionne, Eugénie Gobeil, Joséphine Lemieux, Claire Blanchet, Délima Hamelin, Philomène Lagis, M. Louise Béland, Alice Tremblay, Elise Bouchard, Bédilia McNamara, and Céline Blanchet.

ELEMENTARY SCHOOL.

Misses Marie Guenette, Luce Nadeau, Emma Chaperon Young, Caroline Levêque, Letitia Rousseau, Jessé Gauthier, Céline Gingras, Marie Thivièrge, Thais Gagné, Madeleine Caron, Antoinette Généreux, Marie DeGuise, Henriette Croteau, Céline Chamberland, Joséphine Dorval, Euphémie Moussette, Eléonore Chabot, Marie Mercier, Hélène Béchard, Augustine Durand, and Catherine Murphy.

PRIZE LIST.

FIRST YEAR STUDENTS.

Excellence—1st pr. Emma Chaperon, 2 Henriette Lespérance; 1st acc. Caroline Levêque, 2 Lætitia Rousseau, 3 Jessé Gauthier. Religious Instruction—1st pr. Céline Gingras, 2 Emma Chaperon; 1st acc. Thais Gagné, 2 Henriette Lespérance. Theory and practice of Teaching—1st pr. Marguerite O'Reilly, 2 Henriette Lespérance; 1st acc. Madeleine Caron and Adila DeGuise, 2 Marie Guenet. French Dictation—1st pr. Lætitia Rousseau, 2 Emma Chaperon; 1st acc. Caroline Levêque, 2 Henriette Lespérance. Grammatical Analysis—1st pr. Caroline Levêque, 2 Emma Chaperon, 1st acc. Henriette Lespérance, 2 Céline Gingras. Literature—1st pr. Lætitia Rousseau, 2 Emma Chaperon; 1st acc. Marie Mercier, 2 acc. Eléonore Chabot & Hélène Béchard. Reading and Declamation—1st pr. Hélène Béchard, 2 Marie Mercier; 1st acc. Lætitia Rousseau & Henriette Lespérance, 2 Léa Couture. Church History—1st pr. Marguerite O'Reilly, 2 Henriette Lespérance; 1st acc. Emma Chaperon & Henriette Crôteau.

2 Thais Gagné. History of Canada—1st pr. Marguerite O'Reilly, 2 Henriette Lespérance; 1st acc. Marie Thivierge, 2 Emma Chaperon. Arithmetic—1st pr. Henriette Lespérance, 2 Emma Chaperon; 1st acc. Céline Gingras, 2 Jessé Gauthier & Célestin Pilote. Book-Keeping—1st pr. Marguerite O'Reilly, 2 Emma Chaperon; 1st acc. Marie Rhéaume, 2 Henriette Lespérance. Geography—1st pr. Henriette Lespérance, 2 Emma Chaperon; 1st acc. Madeleine Caron, 2 Marie Thivierge and Caroline Levêque. Calligraphy—1st pr. Emma Chaperon, 2 Marie Levêque and Madeleine Caron; 1st acc. Alida DeGuise, 2 Hélène Béchard. Remarkable Progress—Thais Gagné and Céline Chamberland.

SECOND YEAR STUDENTS.

Excellence—1st pr. Eléonore Blouin (Prince of Wales Prize); 2 Célinie Lavoie; 1st acc. Marie Lavallée and Cécile Fontaine; 2 Emélie Pelletier, 3 Sara Lachance. Religious Instruction—1st pr. Marie Louise Béland, 2 Aurore Dionne; 1st acc. Célinie Lavoie, 2 Sarah Lachance. Theory and Practice of Teaching—1st pr. Eléonore Blouin and Célinie Lavoie, 2 Bédilia McNamara; 1st acc. Aurélie Sirois and Emma Pichette, 2 Marie-Louise Béland and Marie Lavallée. French Dictation—1st pr. Emélie Pelletier, 2 Sara Lachance; 1st acc. Hermine Giguère, 2 Eugénie Gobeil. Grammatical Analysis—1st pr. Marie Lavallée, 2 Emélie Pelletier; 1st acc. Cécile Fontaine, 2 Célinie Lavoie. Logical Analysis—1st pr. Marie Lavallée, 2 Emélie Pelletier; 1st acc. Célinie Lavoie, 2 Cécile Fontaine. Literature—1st pr. Sara Lachance, 2 Eléonore Blouin; 1st acc. Emélie Pelletier, 2 Elise Bouchard. Church History—1st pr. Marie-Louise Béland, 2 Célinie Lavoie; 1st acc. Eléonore Blouin, 2 Aurore Dionne. History of Canada—1st pr. Célinie Lavoie, 2 Eléonore Blouin; 1st acc. Marie Lavallée, 2 Philomène Langis. History of France—1st pr. Eléonore Blouin, Célinie Lavoie and Aurore Dionne, 2 Emélie Pelletier; 1st acc. Marie-Louise Béland, 2 Léontine Marcotte. History of England—1st pr. Eléonore Blouin, 2 Célinie Lavoie; 1st acc. Philomène Langis, 2 Claire Blanchet. Arithmetic—1st pr. Eléonore Blouin, 2 Cécile Fontaine; 1st acc. Célinie Lavoie, 2 Aurore Dionne. Book-Keeping—1st pr. Eléonore Blouin, 2 Aurore Dionne; 1st acc. Cécile Fontaine, 2 Philomène Langis. Mensuration—1st pr. Eléonore Blouin, 2 Célinie Lavoie; 1st acc. Cécile Fontaine, 2 Joséphine Lemieux. Algebra—1st pr. Eléonore Blouin and Eugénie Gobeil, 2 Célinie Lavoie and Cécile Fontaine. Geography—1st pr. Célinie Lavoie, 2 Cécile Fontaine; 1st acc. Eléonore Blouin, 2 Emma Pichette. Use of the Globes—1st pr. Philomène Langis and Joséphine Lemieux, 2 Marie-Louise Béland and Claire Blanchet; 1st acc. Bédilia McNamara, 2 Alice Tremblay. Calligraphy—1st pr. Emélie Pelletier, 2 Marie Lavallée; 1st acc. Léocadie Plante, 2 Hermine Giguère. Reading and Declamation—1st pr. Philomène Langis, 2 Eléonore Blouin; 1st acc. Sara Lachance and H. Giguère, 2 Aurélie Sirois and Joséphine Lemieux.

CLASSES UNITED.

FIRST ENGLISH CLASS.

First Division.

Grammar and Analysis—1st pr. Bédilia McNamara, 2 Marguerite O'Reilly and Emma Chaperon; 1st acc. Clara Blanchet and Joséphine Lemieux, 2 Léontine Marcotte and Catherine Murphy. English Exercises—1st pr. Emma Chaperon, 2 Bédilia McNamara; 1st acc. Marguerite O'Reilly and Emma Pichette, 2 Joséphine Lemieux and Lætitia Rousseau.

Second Division.

Grammar—1st pr. Aurore Dionne, 2 Marie Lavallée and Hélène Béchard; 1st acc. Florida Chassé and Délina Hamelin, 2 Madeleine Caron. Reading and Translation.—1st pr. Aurore Dionne, 2 Hélène Béchard and Madeleine Caron; 1st acc. Marie Lavallée and Florida Chassé, 2 Eléonore Blouin and Délina Hamelin.

SECOND ENGLISH CLASS.

Grammar—1st pr. Emélie Pelletier, 2 Alice Tremblay and Aurélie Sirois; 1st acc. Luce Nadeau, 2 Adéline Roy. Reading and Translation—1st pr. Célinie Lavoie, 2 Marie-Louise Béland and Céline Gingras; 1st acc. Alice Tremblay, 2 Cécile Fontaine. English Dialogue—1st pr. Clara Blanchet, 2 Hélène Béchard; 1st acc. Marie Lavallée, 2 Léontine Marcotte. Landscape Drawing—1st pr. Lætitia Rousseau and Marie Thivierge, 2 Henriette Crôteau; 1st acc. Philomène Langis, 2 Henriette Lespérance. Portrait Painting—Marie Lavallée, 2 Luce Nadeau; 1st acc. Léocadie Plante, 2 Marie Guenet.

Sewing and Knitting—1st pr. Léa Couture and Céline Lavoie, 2 Philomène Langis and Augustine Durand; 1st acc. Thais

Gagné, 2 Céline Chamberland. Artificial Flowers and Wax-work—1st pr. Elise Bouchard and Eléonore Blouin, 2 Eugénie Gobeil and Cécile Fontaine; 1st acc. Henriette Crôteau and Alice Tremblay, 2 Célestine Pilote. Embroidery and Wool Work—1st pr. Clara Blanchet and Bédilia McNamara, 2 Elise Bouchard and Emma Pichette; 1st acc. Léa Couture, 2 Marguerite O'Reilly.

VOCAL AND INSTRUMENTAL MUSIC.

First Division.

Singing and Solfegeo—1st pr. Hermine Giguère, 2 Aurélie Sirois; 1st acc. Philomène Langis, 2 Bédilia McNamara. Piano—1st pr. Joséphine Dorval, 2 Hermine Giguère; 1st acc. Léa Couture and Elise Bouchard, 2 Emma Chaperon.

Second Division.

Singing and Solfegeo—1st pr. Lætitia Rousseau, 2 Catherine Murphy and Hélène Béchard; 1st acc. Célestine Pilote, 2 Marie Mercier. Piano—1st pr. Joséphine Lemieux, 2 Célestine Pilote; 1st acc. Caroline Levêque, 2 Emma Pichette.

At the close of the proceedings, the Minister of Public Instruction, the Hon. Mr. Chauveau, and Vicar-General Cazeau, each addressed the audience and felicitated the Students-in-Training on their success, and paid a well merited tribute to the Principal, Revd. P. Lagacé, and to the Ladies of the Ursuline Convent who are charged with this important department of the Normal School.

MALE-STUDENTS' DEPARTMENT.

The scholastic session of this school was brought to a close on Wednesday evening (June 25th) at the Old Châteaueau, amidst a very large number of interested spectators. Amongst the many present, we may mention Vicar-General Cazeau, the Revds. Messrs. Offman, Baulieu, Godbout, Côté, Dassylva, &c., the Minister of Public Instruction, His Honor the Mayor, &c.

In passing we may say that the session has been a successful one both as to the number of graduates and their high standing in their classes.

The programme of the evening's entertainment was a very attractive one, and carried out to the pleasing satisfaction of all present.

The following is the list of the students who received Diplomas and prizes:

DIPLOMAS (ACADEMY.)

Messrs. Alexander Chassé, Félix Pagé, Odina Cloutier, and Hermel Tremblay.

MODEL SCHOOL.

Messrs. Louis Tremblay, Tancrede Dubé, Louis Dufresne, Ls. George LeBœuf, Alphonse Lavigne, George Gagnon, Jean Sirois, and Patrick Ahern.

ELEMENTARY SCHOOL.

Messrs. David Dufresne, Edmond Turgeon, Emile Plante, Pierre Dutil, Elzéar Boivin, Victor Leclerc, Joseph Simard, J. Bte Morissette, Alphonse Belleau, Abdon Guay, Amédée Tanguay, Damase Bélanger, Zéphirin Noël, Ludger Miville-Déchènes, and Téléphore Dick.

PRIZE LIST.

FIRST YEAR STUDENTS

Excellence—1st pr. David Dufresne, 2 Edmond Turgeon; 1st acc. Emile Plante, 2 Pierre Dutil, 3 Elzéar Boivin. Religious Instruction—1st pr. David Dufresne and Abdon Guay, 2 J. B. Morisset; 1st acc. Edmond Turgeon, 2 Amédée Tanguay. Theory and Practice of Teaching—1st pr. Elzéar Boivin, 2 J. B. Morisset; 1st acc. Edmond Turgeon, 2 Téléphore Dick. French Dictation—Edmond Turgeon, 2 David Dufresne; 1st acc. Emile Plante, 2 Victor Leclerc. Grammatical Analysis—1st pr. David Dufresne, 2 Elzéar Boivin; 1st acc. Edmond Turgeon and Abdon Guay, 2 Emile Plante. Sacred History—Edmond Turgeon, 2 David Dufresne and J. B. Morisset; 1st acc. Victor Leclerc, 2 Joseph Simard. History of Canada—1st pr. Edmond Turgeon, 2 David Dufresne; 1st acc. J. B. Morisset, 2 Elzéar Boivin. Mental Arithmetic—1st pr. Amédée Tanguay, 2 Elzéar Boivin and Damase Bélanger; 1st acc. David Dufresne, 2 J. B. Morisset. Arithmetic—1st pr. David Dufresne, 2 Edmond Turgeon; 1st acc. Emile Plante, 2 Alphonse Belleau. Book-Keeping—1st pr. Edmond Tur-

geon, 2 David Dufresne; 1st acc. Victor Leclerc, 2 Elzéar Boivin. Geography—1st pr. Edmond Turgeon, 2 Téléphore Dick and Joseph Simard; 1st acc. Victor Leclerc, 2 Damase Bélanger. Agriculture—1st pr. Edmond Turgeon, 2 Elzéar Boivin; 1st acc. David Dufresne, 2 J. B. Morisset. Physics—1st pr. David Dufresne, 2 Pierre Dutil; 1st acc. Emile Plante, 2 Joseph Simard. Physiology—1st pr. Elzéar Boivin, 2 David Dufresne; 1st acc. Emile Plante, 2 Pierre Dutil. Calligraphy—1st pr. David Dufresne, 2 J. B. Morisset and Alphonse Belleau; 1st acc. Victor Leclerc, 2 Emile Plante. Reading and Declamation—1st pr. Pierre Dutil, 2 David Dufresne; 1st acc. Téléphore Dick, 2 Edmond Turgeon. Remarkable Progress—1st pr. Téléphore Dick and Calixte Gosselin.

SECOND YEAR STUDENTS.

Excellence—1st pr. Louis Tremblay, 1 Tancrede Dubé; 1st acc. Louis Dufresne, 2 Louis LeBœuf. Religious Instruction—1st pr. Tancrede Dubé, 2 Louis Dufresne; 1st acc. Georges Gagnon, 2 Louis Tremblay. Theory and Practice of Teaching—1st pr. Alphonse Lavigne and Ls. LeBœuf, 2 Louis Tremblay; 1st acc. George Gagnon, 2 Jean Sirois. French Grammar—1st pr. Tancrede Dubé, 2 Louis LeBœuf and Louis Tremblay; 1st acc. Alphonse Lavigne, 2 Alfred Blouin. French Dictation—1st pr. Louis Tremblay, 2 Tancrede Dubé; 1st acc. Louis LeBœuf, 2 Alphonse Lavigne. Grammatical Analysis—1st pr. Tancrede Dubé, 2 Alphonse Lavigne; 1st acc. Louis Tremblay, 2 Louis LeBœuf. Logical Analysis—1st pr. Tancrede Dubé, 2 Louis Tremblay; 1st acc. Louis Dufresne, 2 Louis LeBœuf. Literature—1st pr. Louis LeBœuf, 2 George Gagnon; 1st acc. Tancrede Dubé and Ls. Tremblay, 2 Alphonse Lavigne. Mythology—1st pr. George Gagnon, 2 Louis Tremblay; 1st acc. Patrick Ahern, 2 Louis Dufresne. History of Canada—1st pr. Louis LeBœuf, 2 Louis Tremblay; 1st acc. Louis Dufresne and George Gagnon, 2 J. Sirois. History of France—1st pr. Louis Tremblay, 2 Louis Dufresne; 1st acc. Louis LeBœuf, 2 Patrick Ahern. History of England—1st pr. Louis Tremblay, 2 Louis Dufresne and Patrick Ahern; 1st acc. Louis LeBœuf, 2 Jean Sirois. Geography—1st pr. Louis Dufresne, 2 Jean Sirois; 1st acc. Louis LeBœuf, 2 Louis Tremblay. Mental Arithmetic—1st pr. Louis LeBœuf, 2 Jean Sirois. Arithmetic—1st pr. Tancrede Dubé, 2 Louis Dufresne; 1st acc. Louis Tremblay, 2 Louis LeBœuf. Book-Keeping—1st pr. Louis Dufresne and Louis LeBœuf, 2 Louis Tremblay; 1st acc. Jean Sirois, 2 Tancrede Dubé. Algebra—1st pr. Patrick Ahern, 2 Louis Dufresne; acc. Louis Tremblay, 2 Patrick Ahern, 2 Tancrede Dubé. Astronomy—1st pr. Louis Tremblay, 2 Louis LeBœuf; 1st acc. Louis Dufresne, 2 Jean Sirois. Physics—Louis Tremblay, 2 Patrick Ahern; 1st acc. George Gagnon, 2 Louis Dufresne. Chemistry—1st pr. Louis Tremblay, 2 Jean Sirois; 1st acc. Louis LeBœuf, 2 Louis Dufresne. Physiology—1st pr. Louis Tremblay, 2 George Gagnon; 1st acc. Louis Dufresne, 2 Louis LeBœuf. Calligraphy—1st pr. Louis Dufresne, 2 Jean Sirois; 1st acc. Tancrede Dubé and Louis LeBœuf, 2 Alfred Blouin. Reading and Declamation—1st pr. George Gagnon, 2 Jean Sirois; 1st acc. Louis Tremblay, 2 Alphonse Lavigne.

THE TWO DIVISIONS UNITED

First English Class

Grammar—1st pr. Patrick Ahern, 2 David Dufresne; 1st acc. Louis Dufresne, 2 Louis LeBœuf. Dictation—1st pr. Patrick Ahern, 2 Louis LeBœuf; 1st acc. Napoléon Leclerc, 2 David Dufresne. Grammatical Analysis—1st pr. Louis Dufresne, 2 Louis LeBœuf; 1st acc. David Dufresne, 2 Louis Tremblay. French Translation—1st pr. Louis LeBœuf, 2 Louis Tremblay; 1st acc. Napoléon Leclerc, 2 George Gagnon. English Translation—1st pr. Louis LeBœuf, 2 Patrick Ahern, 1st acc. David Dufresne, 2 Louis Dufresne. Reading and Pronunciation—Louis LeBœuf, 2 Patrick Ahern; acc. Louis Dufresne and Jean Sirois.

Second English Class

Reading and Pronunciation—1st pr. Alphonse Dionne, 2 Ludger Miville; 1st acc. Téléphore Dick, 2 Pierre Dutil. Grammar—1st pr. Ludger Miville, 2 Edmond Turgeon; 1st acc. Téléphore Dick, 2 Abdon Guay. Dictation—1st pr. Ludger Miville, 2 Edmond Turgeon; 1st acc. Abdon Guay, 2 Alphonse Dionne. French Translation—1st pr. Edmond Turgeon, 2 Pierre Dutil; 1st acc. Téléphore Dick, 2 Ludger Miville. English Translation—1st pr. Edmond Turgeon, 2 Elzéar Boivin; 1st acc. Cha. Burke, 2 Ludger Miville. Solfeggio—1st pr. Alphonse Lavigne and George Gagnon; 1st acc. Napoléon Leclerc, 2 Louis Tremblay. Piano (1st Division)—1st pr. Louis Dufresne, 2 Louis Tremblay; acc. Alphonse Lavigne. Piano (2d Division)—1st pr. Emile

Plante, 2 David Dufresne; 1st acc. Jean Sirois, 2 Amédée Tanguay. Accompaniment to Plain Chant—(1st Division)—1st pr. Alphonse Lavigne and Louis Tremblay, 2 George Gagnon; acc. Louis Dufresne. Accompaniment to Plain Chant—(2d Division)—1st pr. David Dufresne, 2 Emile Plante; 1st acc. Amédée Tanguay, 2 Pierre Dutil. Military Drill—1st pr. Jean Sirois, 2 George Gagnon; 1st acc. Patrick Ahern, 2 Alexandre Chassé.

THIRD YEAR STUDENTS.

Academicians—Alexandre Chassé, 1st prs. in Philosophy, Physiology, Latin Translation, Literature, Universal History, 2 Latin Exercises, French Language and Teaching. Félix Pagé, 1st prs in Latin Exercises, Latin Translation, French Language, 2 in Universal History, Algebra, Trigonometry and Philosophy. Odina Cloutier, 1st pr. in Teaching; 2 in Latin Translation, Literature, Physiology, Algebra and Trigonometry. Hermel Tremblay, 1st prs. in Algebra and Trigonometry.

After the distribution of prizes, Mr. Chassé, on behalf of the graduates, delivered a very pleasing and appropriate valedictory, in the course of which he took occasion to thank the Principal, the Professors, and the Hon. Mr. Ouimet, Minister of Public Instruction, who responded in very happy terms.

He congratulated the students on their success, encouraging them at the same time to devote themselves heartily to the work of the noble and useful mission of teaching. The country counts now on their cooperation,—henceforward they form a part of the Bureau of Education; and are associated in that grand work, the education of the people. The Principal and Mr. Gagnon, Professor of Music, are to start for Europe in a few days in the interest of the Normal School.

Vicar-General Cazeau said he cordially concurred in the remarks which had fallen from the Minister.

The Normal Schools were fulfilling their mission: they were a complete success. He hoped the results would be a sufficient answer to the attacks made on these excellent institutions. As the representative of the Church, he was happy to say that the instruction given in this school was quite satisfactory. The students are here taught the duties of a Christian and a citizen. He then spoke in well-merited terms of the Principal, the Professors, and the students, also wishing the Principal and Professor Gagnon a pleasant trip.

Laval Model School.

GIRLS' ENGLISH DEPARTMENT.

First Division.

Excellence—1st pr. Margaret White, 2 Alice Cannon; 1st acc. Helen Murphy, 2 Margaret Warren. Good Conduct and Religious Instruction—1st pr. Alice Cannon, 2 Margaret Warren; 1st acc. Helen Murphy, 2 Maria Maguire. Grammar and Duty—1st pr. Alice Cannon, 2 Margaret Warren; 1st acc. Helen Murphy, 2 Margaret White. History of Canada—1st pr. Alice Cannon, 2 Margaret Warren; 1st acc. Kate Proctor, 2 Helen Murphy. Geography—1st pr. Helen Murphy, 2 Alice Cannon; 1st acc. Margaret White, 2 Eliza Jennings. Arithmetic—1st pr. Margaret White, 2 Eliza Jennings; 1st acc. Margaret Warren, 2 Kate Proctor. French Grammar and Reading—1st pr. Florence Loftus, 2 Maria Maguire and Helen Cannon; 1st acc. Mary Brophy, 2 Kate Proctor. French Duty—1st pr. Kate Proctor, 2 Helen Cannon; 1st acc. Florence Loftus, 2 Maria Maguire. Writing—1st pr. Margaret White, 2 Helen Murphy; 1st acc. Maria Maguire, 2 Charlotte Hilliers.

Second Division.

Good Conduct and Religious Instruction—1st pr. Eliza Jennings, 2 Eliza Newton; 1st acc. Sophia Smith, 2 Katie Foley. History of Canada—1st pr. Margaret White, 2 Sophia Smith; 1st acc. Helen Cannon, 2 Mary Brophy. Geography—1st pr. Charlotte Hilliers, 2 Katie Foley; 1st acc. Helen Staples, 2 Mary Bergant. Sacred History—1st pr. Eliza Newton, 2 Henrietta O'Sullivan; 1st acc. Helen Staples, 2 Katie Foley. Arithmetic—1st pr. Maria Maguire, 2 Sophia Smith; 1st acc. Eliza Newton, 2 Florence Loftus. Grammar and French Duty—1st pr. Charlotte Hilliers, 2 Eliza Newton; 1st acc. Henrietta O'Sullivan.

2 Alma Dugal. Writing—1st pr. Charlotte Kelly, 2 Mary Brophy, and Alma Dugal; 1st acc. Mary Bergan, 2 Hellen Bellew. Attendance—1st pr. Helen Staples, 2 Elizabeth Hamilton; 1st acc. Eliza Newton, 2 Henrietta Maguire. Grammatical Analysis—1st pr. Helen Murphy, 2 Eliza Jennings; 1st acc. Alice Cannon 2 Margaret Warren.

Third Division.

Good Conduct and Catechism—1st pr. Katie Foley, 2 Agnes Carr; 1st acc. Charlotte Maguire, 2 Theresa Cummings. Grammar and Duty—1st pr. Délina Trudel and Eliza Hamilton, 2 Bridget Kelly; acc. Mina McNamara. History and New Testament—1st pr. Charlotte Maguire, 2 Katie Newton; 1st acc. Agnes Carr, 2 Clara Ahern. Arithmetic—1st pr. Katie Foley, 2 Mina McNamara; 1st acc. Bridget Kelly, 2 Hellen Bellew. French Reading—1st pr. Mary Bergan, 2 Helen Staples; acc. Katie Foley. English Reading—1st pr. Helen Hannon, 2 Theresa Cummings; 1st acc. Elizabeth Newton, 2 Charlotte Maguire. Writing—1st pr. Martha Courtney, 2 Agnes Carr; 1st acc. Helen Hannon, 2 Charlotte Maguire. Attendance—1st pr. Agnes Carr, 2 Theresa Cummings; 1st acc. Katie Foley, 2 Katie Newton.

Fourth Division.

Good Conduct and Catechism—1st pr. Emma Brady, 2 Margaret Hailey; 1st acc. Totty McKnight, 2 Clara Hamilton. Grammar and Arithmetic—1st pr. Katie Newton, 2 Helen Staples; 1st acc. Charlotte Maguire, 2 Mary Hannon. Reading—1st pr. Margaret Haroly, 2 Totty McKnight; acc. Clara Hilliers and Emma Hamilton. Writing—1st pr. Clara Ahern, 2 Annie McNamara; 1st acc. Maggie Carr, 2 Clara Hillier. Attendance and Application—1st pr. Emma Hamilton, 2 Maggie Carr; 1st acc. Totty McKnight, 2 Clara Hillier.

BOYS' ENGLISH DEPARTMENT.

First Division.

Religious Instruction—1st pr. John Maguire, 2 Charles Maguire.

READING.

First Class—1st pr. John Maguire, 2 Louis Généreux and Chs. Maguire; acc. Alphonse Godbout.

Second Class—1st pr. Elie Jobin, 2 Rodolphe Bédard; acc. Joseph Laliberté.

Third Class—1st pr. Alfred Masse, 2 Alfred Gingras; 1st acc. Joseph Létourneau, 2 Octave Poitras.

Fourth Class—1st pr. Léon Lacasse and Lucien Lacroix, 2 Alphonse Généreux and E. Cloutier; 1st acc. Régis Valois, 2 Joseph Drapeau.

Fifth Class—Onéziphore Trudel, 2 Louis Matte; 1st acc. Raphael Hochedey, 2 Siméon Fortin.

DICTATION.

First Class—1st pr. John Maguire, 2 Charles Maguire; 1st acc. Louis Généreux, 2 Alphonse Godbout.

Second Class—1st pr. Joseph Laliberté, 2 Elie Jobin; acc. Rodolphe Bédard.

Third Class—1st pr. Alfred Masse, 2 Joseph Létourneau; 1st acc. Achille Turcotte, 2 Alfred Gingras.

Fourth Class—1st pr. Alp. Généreux, 2 Régis Valois; 1st acc. Auguste Dufresne, 2 Ernest Gingras.

Fifth Class—1st pr. Onéziph. Trudel and Raph. Hochedey, 2 Siméon Fortin, 1st acc. Louis Matte, 2 Arthur Desroches.

ENGLISH GRAMMAR.

First Class—1st pr. John Maguire, 2 Charles Maguire; 1st acc. Louis Généreux, 2 Alp. Godbout.

Second Class—1st pr. Joseph Laliberté, 2 Elie Jobin, acc. Rodolphe Bédard.

Third Class—1st pr. Joseph Létourneau, 2 Alfred Masse; 1st acc. Alfred Gingras, 2 Achille Turcotte.

Fourth Class—1st pr. Auguste Dufresne, 2 Lucien Lacroix; 1st acc. Léon Lacasse, 2 Régis Valois.

ENGLISH TRANSLATION.

First Class—1st pr. John Maguire, 2 Louis Généreux; 1st acc. Charles Maguire, 2 Alp. Godbout.

Second Class—1st pr. Joseph Laliberté, 2 Elie Jobin; acc. Rodolphe Bédard.

Third Class—1st pr. Alf. Masse and Jos. Létourneau, 2 Alfred Gingras; 1st acc. Achille Turcotte, 2 Octave Poitras.

Fourth Class—1st pr. Auguste Dufresne, 2 Léon Lacasse; 1st acc. Lucien Lacroix, 2 Joseph Drapeau

Fifth Class—1st pr. Louis Matte, 2 Raphael Hochedey; 1st acc. Onéziphore Trudel, 2 Siméon Fortin.

PARSING.

First Class—1st pr. Louis Généreux, 2 John Maguire, 1st acc. Charles Maguire, 2 Alphonse Godbout.

Second Class—1st pr. Joseph Laliberté, 2 Elie Jobin; acc. Rodolphe Bédard.

Third Class—1st pr. Alfred Masse, 2 Octave Poitras; 1st acc. Alfred Gingras, 2 Achille Turcotte.

FRENCH TRANSLATION.

1st pr. Louis Généreux, 2 John Maguire; 1st acc. Charles Maguire, 2 Alphonse Godbout.

BOOK-KEEPING.

Pr. John Maguire.

DECLAMATION.

Pr. John Maguire

Second Division.

Religious Instruction—1st pr. Henry Bellew, 2 Daniel O'Brien; 1st acc. George Workman, 2 Albert Lewis.

READING.

First Class—1st pr. Daniel O'Brien, 2 Thomas Hill; 1st acc. George Workman, 2 Henry Bellew.

SPELLING AND READING.

Second Class—1st pr. Pierre Duval, 2 Arthur Fortin and Alfred Boy; 1st acc. Pierre Binet, 2 Joseph Marcoux.

Third Class—1st pr. Phil. Jolicœur and Jos. Lemieux, 2 Arth. Blouin and Phil. Robitaille; 1st acc. Edmond Laroche, 2 Arthur Godbout.

Fourth Class—1st pr. J. Bte. Dupéré, 2 Louis Delsart; 1st acc. Edmond Poitevin, 2 Edmond Marcoux.

DICTATION.

First Class—1st pr. Daniel O'Brien, 2 Thomas Hill; 1st acc. Albert Lewis, 2 Henry Bellew.

Second Class—1st pr. Arthur Fortin, 2 Pierre Binet; 1st acc. Louis Bryant, 2 Pierre Duval.

TRANSLATION.

First Class—1st pr. Daniel O'Brien, 2 Thomas Hill; 1st acc. Henry Bellew, 2 Albert Lewis.

Second Class—1st pr. Arthur Fortin, 2 Pierre Duval; 1st acc. Pierre Binet, 2 Louis Bryant.

ENGLISH GRAMMAR.

First Class—1st pr. Thomas Hill, 2 Henry Bellew; 1st acc. Daniel O'Brien, 2 Albert Lewis.

Laval University and Quebec Seminary.

The distribution of prizes to the pupils of the Petit Séminaire, and the conferring of degrees on the graduates of the University, took place in the large hall of the latter institution on Monday, June 30th, amidst a large audience, amongst whom may be mentioned, his Lordship, Mgr. de Persico, His Excellency the Lieutenant-Governor, Major Amyot, A. D. C., and a large number of the Clergy.

The graduating students profited of the occasion of the presence of the Lieutenant-Governor, to present him with an address of congratulation on his worthy elevation to the high position he now occupied, to which he responded in a few graceful and well chosen sentences, recounting the pleasure it gave him to visit the institution where he had received that education which fitted him to occupy his present exalted station.

After the distribution of prizes, Dr. Larue delivered a eulogy on the late Abbé Laverdière.

At the close of the proceedings all repaired to the Cathedral to thank God for the protection he had vouchsafed to the institution during the past year.

The following is a list of the graduates :

Doctor of Divinity :—Revd. M. Joseph Clovis Kemner-Lafamme.

Doctors of Medicine :—Messrs. Zéphirin Gravel, Ernest Delisle, Michel Fiset, Ls Gauvreau, and Arthur Lavallée.

Licentiate in Theology :—Revd. M. Thomas Bérubé, with great distinction.

Licentiate in Law :—M. Edmund James Flynn, with distinction.

Licentiate in Medicine :—M. William Maguire.

Bachelor of Divinity :—M. Anselme Rhéaume.

Bachelors of Law:—MM. J. N. Proulx, Honoré I. J. B. Chouinard, Thomas T. Nesbit, F. E. A. Taschereau-Fortier, J. O. T. Grondin, and E. I. Bégin.

Bachelors of Medicine:—Messrs. C. N. Beauchemin, C. A. A. Clément, J. P. Boulet, N. A. Desjardins, Thomas Tremblay, F. H. C. Choquette, E. Beaudry, N. J. Pinault, J. Scallon, O. Mazurette, W. Bilodeau, J. E. Turcot, J. A. Brun, and T. Talbot.

Bachelors of Arts:—Messrs. D. Brochu, E. A. Belleau, Charles Fitzpatrick.

Bachelors of Science:—Messrs. E. Lamontagne, A. Boulet, J. B. Bérubé, J. G. C. Lespérance, G. Cloutier, J. Gosselin

Swell Prize:—1st, M. Michel Fiset. 2nd, M. J. E. Turcott. 3rd, M. Eutrope Dionne.

Morrin Prize:—1st Year, 1st Prize, M. J. E. Scallon 2nd, M. J. E. Turcot

4th Year, 1st Prize, M. Louis Gauvreau. 2nd, M. Michel Fiset.

Biographical Sketches. (1)

CHARLES ALLSTON COLLINS,

Who died on the 9th April last, was a son of the late William Collins, R. A. and brother of Mr. Wilkie Collins, and was born at Hampstead on January 25th, 1828. The atmosphere of his native home no doubt inclined him to follow the profession in which his father had attained such eminence, but he made figure-painting, and not landscapes, his early study. In 1847 he sent two portraits to the exhibition of the Royal Academy, being his first appearance in the gallery; they were followed in 1848 by the "Temptation of Eve" and "Ophelia," in 1849 by the "Empty Purse;" in 1850 by "Berengaria's Alarm for the Safety of Her Husband, Richard Cœur de Lion, awakened by the sight of his girdle offered for sale at Rome." Subsequent works exhibited by him were, "Convent Thoughts" (1851); "May in the Regent's Park," a single figure, a kind of nun, suggested by a stanza in Keble's *Lyra Innocentium*; and "The Devout Childhood of St. Elizabeth of Hungary" (1852); a picture without a title, but representing a child tending flowers (1853); "A Thought of Bethlehem, part of the life of Madame de Chantal" (1854); and "The Good Harvest of '54" (1855); this was his last exhibited work; all of them may be classed under the title Pre-Raffaellist productions, of which School, if it may so be called, he was one of the early disciples.

From 1855 Mr. Collins abandoned the practice of painting and embraced literature, contributing stories and essays to *Household Words* and *All the Year Round*; his wife it may be stated was the younger daughter of the late Charles Dickens. Mr. Collins subsequently wrote several novels, the latest we believe being "The Bar Sinister;" and "At the Bar."

SAINT-MARC GIRARDIN.

It is not M. Emile de Girardin, as announced by telegraph, who died of apoplexy at Paris on the 10th April last, but M. Saint-Marc Girardin, Vice-President of the National Assembly and Member of the Academy.

M. Saint-Marc Girardin, whose real name was Marc Girardin, was born at Paris, in 1801. After a successful course at the College of Henry VI., he studied law, which, however, did not prevent his following afterwards the career of Teacher. In 1822, he obtained the first accessit for the prize for eloquence at the French Academy for his *Eloge de Le Sage*. Five years after, his *Eloge de Bossuet* was crowned, and in 1828 the same honor was extended to his *Tableau de la Littérature au XVIIe Siècle*.

It was about this time that Girardin made his *debut* in journalism by an anonymous article published in the *Journal des Débats* on the troubles of the Rue St. Denis. The sensation caused by this article obliged the author to acknowledge it. Thenceforward, M. Girardin continued to edit the *Débats* up to 1872, when he abandoned that Journal, which espoused the cause of the Republic, and joined the Staff of the *Journal de Paris*, the official organ of the Orleanist party.

M. Girardin owed his first official position to the government of Louis-Philippe. He was appointed *Maitre de Requêtes* to the Council of State at the same time that he replaced M. Guizot as Professor of History. In 1834, he was appointed to the Chair of

French Poetry, replacing de Lava, and in the same year he entered the Chamber as Member for Haute-Vienne. Ten years later M. Girardin was elected a member of the French Academy.

He was, for a brief period in the last days of the month of February, Minister of Public Instruction, then retired from public life, to which he only returned in 1871. While he sat in the Chamber of Deputies, M. Girardin continued his course at the Sorbonne; he held his chair during thirty years with great credit to himself and advantage to the institution. His style of teaching was remarkable for clearness and moderation.

The interest taken in his lectures arose, in great part, from the skill he displayed, by bold comparisons and witty allusions, in his treatment of literary and political questions of the past, giving them a kind of actuality always enjoyed by his hearers.

From 1871, M. Saint-Marc Girardin sat as a member of the National Assembly on the Centre-droit.—Translated from *L'Événement*.

LIEUTENANT-COLONEL HON. DAVID MORRISON-ARMSTRONG,

Who died at Sorel on the 14th April last, was son of the late Edmund Armstrong, Esq., formerly of the Royal Navy, who served during the American Revolutionary War, and was for many years Harbour Master of Montreal, by Elizabeth Dunn; and grandson of a U. E. loyalist, who with his family removed to Canada on the Rebellion of the American Colonies, 1776. He was born in the Parish of Maskinogé, Three Rivers, 1805, was educated there, and married Miss Deligny, daughter of Jacques Deligny, Esq., who represented Berthier in the L. C. Assembly for twenty years. He sat for Berthier in the Canada Assembly, from 1841 to 1851. Was a Member of the Legislative Council of Canada, from February, 1855, until the Union. He was appointed to the present House in 1867.

THE REV'D. MR. L. V. L. VILLENEUVE.

It is our painful duty (says the *Montreal Herald* of 26th April last) to announce the sudden death of the Rev'd. Father Villeneuve, of the Seminary of Saint Sulpice, Montreal, which took place on yesterday evening at 8 o'clock p. m.

He was returning from visiting the sick at the Hotel Dieu, and felt unwell when reaching the charitable Institution situated on St. Urbain, corner of Lagachetière St.; he went in and the attending physician to the Seminary, Dr. S. B. Schmidt, was sent for at once. The Dr. told him he was dying, and the Reverend gentleman made signs that he understood him, but was unable to speak. Dr. Schmidt sent for Father Rousselot, the Parish Priest, who arrived in time to administer the last sacraments before he expired. This sad event will cast a gloom over the Catholic Community of the priesthood, of which the Reverend Father was one of the brightest ornaments.

The deceased has been long known to our fellow-citizens, having frequently come into contact with Protestants on occasions when united action was required for public purposes. At these times he always made himself remarkable by his great politeness and his business ability. His full name was Leonard-Vincent-Leon Villeneuve, and he was born of a good family at Tulle, in France, on the 7th January, 1808. He was, therefore, sixty-five years of age. He received priest's orders in 1830, and, becoming a member of the House of Sulpicians at Paris, was sent to this country in 1838, as one of the members of the affiliated religious corporation so well known as the Seminary of Montreal. In that highly respectable Society he was soon invested with very important functions. He was for a long time the Director of the Montreal College, and had spiritual charge of the Catholic inmates of the Prison, and of the Hotel Dieu or General Hospital. He was also the Almoner of the Seminary, and in that capacity was entrusted with the supervision of the charitable work of the Sulpicians. Outside of his religious and corporate duties, Messire Villeneuve devoted his leisure hours to the simple pleasures of a horticulturist and florist, and possessed not only much taste but a good deal of skill in these pursuits, for which he had good opportunities at the College. His knowledge of these matters caused him to be frequently appointed a judge at exhibitions of the Horticultural Society.

AMADÉE THIERRY.

Amadée Thierry, whose death took place at Paris on the 27th April, was the younger of two brothers, both of whom attained very high rank as historians. The elder and more illustrious, Augustin, died in 1856, aged 61. Amadée reached the age of 76. They were natives of Blois, and both of them devoted themselves in early life to the business of teaching. Resigning this ill-paid profession, Amadée took to literature, supplied articles to the *Revue Encyclopédique*,

(1) Many of these sketches were in type for our last issue, but were crowded out.

and joined the staff of the Parisian Journal, *Le Globe*. In 1825, he published his Compendium of the History of Guienne, and three years afterwards his principal achievement, the History of the Gauls. For this great work the Minister of the day conferred on him the Chair of History at Besançon. His professorial lectures, however, were of too liberal a tinge for the succeeding ministry, and he was, if not dismissed, at least suspended, from the exercise of his functions. This was a stroke of good fortune for him. Before the year was out the Revolution of July occurred, and Amadée was compensated for his sacrifices by being named Prefect of the Upper Saone. He signalized his administration by many reforms which are still held in grateful remembrance in Franche-Comté. In 1838 he was called to the Council of State, in which he held the office of *Maitre des Requêtes*. The *Coup d'Etat* of 1852 passed harmlessly over his head and in January, 1860, he was raised to the Senate. He had received the Star of the Legion of Honor so early as 1846, and was a Commander of the Order at his death. His historical works, subsequent to the two above-named were 1. "A History of Gaul under the Roman Administration"; a work published in 1840-2, treating of the "Celtic and Roman Antiquities of France," and forming a supplement to his history of the Gauls. 2. "History of Attila and his Successors." 3. "View of the Roman Empire (1862); and 4 and 5, two series of "Narratives from the History of Rome." His son, Augustin Gilbert Thierry, is also a distinguished historian, and the author of "Studies on the English Revolution." The University of Oxford, in 1864, honored father and son simultaneously with the degree of D. C. L.

WILLIAM CHARLES MACREADY.

An eminent actor, whose death took place on the 29th April last, was born in London, March 3, 1793. His father, the manager of a Provincial Company, and lessee of several theatres, desiring a different profession for his son, sent him to Rugby at the age of ten. In his sixteenth year, whilst expecting to proceed to Oxford, his father's affairs became so deeply embarrassed, that the son resolved to bring to his aid those talents which the latter had made sacrifices to improve, and in June, 1810, made his first appearance at Birmingham in the character of Rome, where he was recognized as a valuable actor, and his exertions were soon crowned with success. Until Christmas, 1814, he remained with his father's company, as a leading actor and stage-director, performing with applause at many of the chief provincial towns. In the two following years he visited Ireland and Scotland, increasing his reputation, which was thought sufficient to warrant him in making his appearance on the London stage, and he accordingly came out at Covent Garden as Orestes, in "The Distressed Mother," September 16, 1818. His first appearance caused much excitement, and Edmund Kean, among many other eminent actors, witnessed his performance, at the conclusion of which, the announcement of the continuance of his engagement was hailed with great applause. He had, nevertheless, a hard battle to fight for many years. Kean, Kemble and Young were the great favorites of the town; and the monopoly which, limited the representation of Shakespeare's dramas to the two patent theatres, narrowed the arena of competition. New-comers, moreover, were not allowed to trespass upon what was considered the domain of established favorites. Under these circumstances, he was compelled to refrain from assuming a number of Shakesperian characters in which he afterwards became a popular favorite. His *Virginus*, *Mirandola*, and *Rob Roy* were pronounced masterly personations; and after his success in the first, he speedily took his place as a Shakesperian actor. On removing from Covent Garden to Drury Lane, he became the original representative of the heroes in the late Mr. Sheridan Knowles's "*Caius Gracchus*" and "*William Tell*." He reappeared at Drury Lane in 1826, and from that time continued to rise in public estimation. Mr. Macready, who undertook in turn the management of the two patent theatres, and sustained considerable loss in his endeavour to elevate the character of dramatic amusements, went to the United States in 1826, and in 1828 visited Paris, where he was enthusiastically received. He revisited the United States in 1843-44, and again in 1849, on which occasion the jealousy of Mr. Forrest, the actor, led to a desperate riot at the Astor Opera House, at New-York, in which he was performing, when he was attacked by the mob, and with difficulty escaped with his life. The military were called out to suppress the disturbances, and, having fired killed twenty-two men on the spot, besides seriously wounding thirty others. On his return to England, shortly afterwards, in the Autumn of 1849, he commenced his final engagement at the Theatre Royal, Haymarket, the completion of which he was obliged to relinquish, on account of ill health, but resumed it in the Autumn of 1850, and brought it to a conclusion February 3, 1851.

His benefit took place at the Theatre Royal, Drury Lane, Feb. 26, and the Macready banquet was celebrated soon afterwards. He retired to Sherbourne, Dorsetshire, whence he removed to Cheltenham on his second marriage, occupying himself chiefly with schemes for the education of the poorer classes.

SALMON PORTLAND CHASE,

Chief Justice of the United States, whose death took place at New York, on the 7th May,—was born in Cornish, New Hampshire, January 13, 1808. His father died when he was but nine years old, and he was aided in obtaining an education by his uncle, Philander Chase, then Bishop of Ohio. He studied for College at Worthington, Ohio, entered Cincinnati College, of which his uncle was President, in an advanced standing, and subsequently transferred himself to Dartmouth College, Hanover, New Hampshire, where he graduated in 1826. He next opened a private School at Washington, where he had the sons of Henry Clay, William Wirt, Samuel Southend, and others for pupils. While teaching he was diligently studying law under the celebrated William Wirt. He was admitted to the Bar at Washington in 1830 practised at Cincinnati, and between 1832-35 published an edition of the Statutes of Ohio with annotations, and a preliminary history of the State, in three large volumes. In 1840 he took a more active part in politics, separating from the Democratic party, with which he had been connected, on account of its pro-slavery attitude, and supported General Harrison for President; after whose death he took part in the organization of the liberty party in Ohio.

In 1849 he was returned to the United States Senate by the Legislature of that State, and was soon recognized as one of the ablest Statesmen in the Senate. In 1855 he gained much popularity by his persevering opposition to the "Nebraska Bill." In the same year he was elected Governor of the State of Ohio, a post he held by reelection till 1860. In 1861 he was made Secretary of the Treasury by President Lincoln, and taking charge of the national finances at a time when the public credit was low and a great war immediately impending, he succeeded in maintaining the national credit, and provided all the money needed for the war, even when the expenses of the government exceeded 2,000,000 of dollars per day. This was accomplished by the issue of Legal Tender notes (popularly known as "Greenbacks," from the colour of the ink with which the reverse of the note was printed) the Seven-Thirty (7 $\frac{3}{8}$ per cent interest) Treasury notes and the Five-Twenty Bond (bonds at 6 per cent interest, redeemable after five years, and payable in twenty years from date.) Mr. Chase resigned his office June 30, 1864, and on the 6th of December following was appointed Chief Justice of the Supreme Court of the United States, in place of Roger B. Taney, deceased. Chief Justice Chase visited the Southern States after the war, and declared himself in favour of impartial suffrage. In 1868 he presided over the High Court of Impeachment for the trial of President Johnson. He was understood to be in favour of that President's acquittal. He was proposed as a Candidate for the Presidency at the Democratic National Convention in July, 1868, but did not obtain the nomination.

JOHN STUART MILL,

Whose death took place in France on the 8th May, was son of the late James Mill (the Historian of India, and Examiner of Indian Correspondence in the East India House), and born in 1806. He received a private education, and obtained a Clerkship in the East India House, and gradually rose until he succeeded, in 1856, to the post which his father had filled before him. He retired from that service on the transfer of the administration from the Company to Her Majesty's Government, in 1858, when he declined an offer made to him by Lord Stanley, of a seat in Her Majesty's Indian Council. He is best known to the world as a political economist, and has contributed to the *Edinburgh and Westminster Reviews*, and was for some time proprietor of the *London and Westminster Review*. He has written a "System of Logic," published in 1843; "Essays on Unsettled Questions of Political Economy," in 1844; "Principles of Political Economy," in 1848; an essay "On Liberty," "Dissertations and Discussions, Political, Philosophical, and Historical," and "Thoughts on Parliamentary Reform," in 1859; "Considerations on Representative Government," in 1861; "Utilitarianism," in 1862; "Auguste Comte and Positivism," and "Examination of Sir William Hamilton's Philosophy," in 1865; "Inaugural Address delivered to the University of St. Andrew," in 1867; "England and Ireland," in 1868; and the "Subjection of Women," in 1869. He was elected one of the members for Westminster at the general election in July, 1865, and acted with the advanced Liberals. At the general election in Dec., 1868, he lost his seat for Westminster. Mr. Mill was elected an Associate of the Belgian Académie Royal, in 1870.

WILLIAM JAMES ANDERSON, L. R. C. S. E.,

Was born at Sea, off the Isle of Anhalt, Denmark, on the 2nd November, 1810, which would make him 61 years of age, at the

time of his death at Quebec, 15th May, 1873. He was educated at Edinburgh, where he took his degree as a Physician and Surgeon.

Leaving his native country he settled in Nova Scotia, where he practised his profession, devoting a portion of his time to the study of the mining operations of that Province; and subsequently, when he took up his residence in this City. After removing to Quebec, he identified himself with the Literary and Historical Society. He was several times elected President of that body, and held that position at the time of his death. It was in connection with this Society that the peculiar talents of the late Doctor were brought into play.

The papers he published in the Transactions of the Society will be found of great use to the future historian of Canada. Dr. Anderson contributed a series of interesting articles to the *Quebec Gazette* on Mining, and his views on the subject are characterized by deep geological and technical knowledge, evidencing thorough conversance with the mineral wealth of the Country. He manifested no inconsiderable aptitude for journalism, and many excellent articles from his pen appeared in the columns of the *Morning Chronicle*.

BART. SIR GEORGE ETIENNE CARTIER,

The event which to day is mourned throughout the Dominion of Canada has all the effect of a sudden and totally unexpected calamity. Private advices for some time back had been hopeful in their tone. There was reason to look forward to the return with restored health of the great statesman whose career has been so intimately connected with the history of Canada during the past twenty years. No later than yesterday letters were received by steamer from Sir George, informing his family and friends that his health was improving and that he proposed to sail on the 29th May. His original intention had been to sail on the 22nd, but he had been led to defer his departure for another week in order to take passage by the *Prussian*. The hopes thus held out of a renewed career of honour and usefulness have been cruelly disappointed. Early yesterday morning (May 20) a cable dispatch from Sir John Rose was received by Mr. Justice Berthelot containing the intelligence that Sir George had a relapse on Tuesday, the 13th, and had died peacefully at six o'clock yesterday morning. The unlooked for intelligence that Sir George was no more was quickly disseminated in the city and in the Dominion, and the people at large mourned the loss as a personal bereavement.

To write the life of Sir George Cartier, the future biographer must write the history of Canada during an eventful and progressive period of its history. In the events of that time Sir George will be found a conspicuous actor, and for the progress of that time may be justly claimed for him no inconsiderable share of the honour and glory. George Etienne Cartier traced his descent to the sturdy navigator who first discovered the immense regions now peopled by busy millions and confederated under the name of the Dominion of Canada. Some of the nephews of Jacques Cartier became residents of the colony founded by their uncle in the new world, and from one of these nephews the illustrious deceased was descended. His grandfather Jacques Cartier, an enterprising and successful merchant, was one of the first representatives of the County of Verchères. George Etienne, for whom so brilliant a future was in store, was born on the 6th of September, 1814, at St. Antoine, in the above mentioned county, where the Cartier family had long resided. He was educated at the College of St. Sulpice, an institution founded by the Seminary of Montreal. After passing through a regular course of eight years, he adopted the law as his profession, and entered upon the study in the office of the late Mr. E. E. Rodier, then a prominent advocate. In 1835 Mr. Cartier was admitted to the bar, and chose this city (Montreal) for the practice of his profession. He seems to have met with considerable success from the outset of his career, and soon acquired a large and profitable practice. The political condition of the country at this time was such as to attract the attention of an able and energetic young man like Mr. Cartier, and he naturally found himself drawn into the political arena. The French Canadians of that day though very largely in the majority, enjoyed but a small share of the important offices in the Province. This and other grounds of complaint had led to the passing of the famous 92 Resolutions in the House of Assembly, and to an Imperial Commission of Inquiry into the grievances of the French speaking population. Lower Canada was much agitated by these dissensions of race and religion;

and when at length they culminated in open revolt against what was regarded by the majority of the inhabitants as tyrannical oppression, Mr. Cartier, then a very young man, followed the late Louis Joseph Papineau. These troublous times happily soon came to an end, the Provinces were united, and in 1841, Responsible Government was successfully introduced.

It was seven years after this that Mr. Cartier first entered the Parliament of Canada as the representative of the County of Verchères. He was now thirty-four years of age, and by his great energy and ability had won a front rank place at the bar. Mr. Justice Berthelot was for some years his business partner. His greatest triumphs, however, were to be achieved in other scenes than the courts. After continuing to represent Verchères for eight years, he accepted office for the first time in 1856, as Provincial Secretary in the McNab-Taché administration. A few months later he succeeded Mr. Drummond, on the 24th of May, 1856, as Attorney-General for Lower Canada in the Taché-Macdonald ministry. In November of the following year he became the leader of the Lower Canadian section of the government, under the premiership of the present first Minister, Sir John A. Macdonald. From that date Mr. Cartier continued to be the leader of the powerful Lower Canadian Conservative party, and, with a very brief interval, in office. The discontent which preceded the introduction of Responsible Government had died away. The French Canadian majority having their full influence in the country, were without a grievance; and when Mr. Papineau re-appeared in the Legislature, and sought to awaken the old jealousies and rivalries, he found himself without a following. To Mr. Lafontaine, afterwards Chief Justice of the Court of Queen's Bench, and to his successor in the leadership, Mr. Cartier, was this happy change in feeling largely due.

It is not easy in a hasty review of so busy a life to do justice to the prominent measures with which Sir George Cartier's name is intimately associated. But among the greatest and best of his legislative acts must be placed the noble project of a codification of the laws of this Province. These laws were based in great part on ancient customs and ordinances introduced before the cession of Canada to Britain. They were written in the French tongue and no authorized English version was extant. Upon this old law was piled a somewhat chaotic mass of provincial legislation and precedents of the English and Provincial Courts. The project of reducing this unwieldy volume to the orderly arrangement of a Code was espoused with ardour by Mr. Cartier. Commissioners were appointed to carry on the work of codification, and a task which the mother country has hesitated to encounter was brought to a successful conclusion.

Among other measures which Mr. Cartier assisted to carry, may be mentioned the abolition of the Seigniorial Tenure, the establishment of Normal Schools in Montreal and Quebec, the scheme for the decentralization of justice in this Province; and a great variety of other measures which are to be found in our statute book. At a later date, he was an active and zealous participator in the great work of Confederation, and as Minister of Militia, continued to lead the Government majority from his native province. Up to 1861, he represented his first constituency Verchères, but in that year he contested Montreal with Mr. Dorion, the leader of the opposition in Canada East, and after an exciting struggle won the victory. He was subsequently re-elected, and sat for the constituency of Montreal East until the general election of last year when he was defeated by Mr. Jette. At this time, however, he was already suffering seriously from the disease which finally proved fatal, and the condition of his health was such as to preclude him from appearing personally among the electors or taking an active part in the canvass. In search of the highest medical skill he visited England shortly after the elections, and resided there for several months. A prospect of recovery which raised the hopes of his friends was held out, but this, as the event proves, was not to be realized, and he was destined never again in life to revisit his native soil. In 1846 Mr. Cartier married a daughter of Mr. E. R. Fabre, of this city, of which union there are two daughters surviving. The family had their city residence in Montreal, with a country seat, "Limoulu", near Hochelaga.

It is time now to glance more particularly at the moral and intellectual qualities of the deceased Baronet. From his earliest years Mr. Cartier was characterized by immense energy and unflinching industry. Once engaged in an undertaking he devoted himself with the utmost assiduity to carry it out, and, almost invariably, with success. His manner was frank and open, and a large share of the gayety and versatility of the late Lord Palmerston was a prominent element in his disposition.

The device which he selected on his creation as a Baronet in 1868—*franc et sans dol*—may be fairly assumed to represent his prevailing character. As a speaker he was clear and incisive, and his shrewd and practical oratory never failed to command attention. As a lawyer and legislator, we have already intimated the important share he assumed in the long and busy years he sat in Parliament.

But it is as a statesman, the chosen leader of his French-Canadian countrymen in very critical times, that Sir George Cartier stands out in the broadest and clearest light, and it is for his conduct in this position that he will hereafter chiefly deserve to be held in grateful remembrance. There was a breadth of vision and a liberality of opinion apparent in his whole career, which eminently fitted him for the difficult part he had to play. Very fairly has he on more than one occasion claimed credit for the impartiality of his course amid the conflicting pretensions of Catholic and Protestant, of French-speaking and English-speaking Canadian. If he ever failed in this large and patriotic purpose, we may be very sure that the pressure of circumstances was irresistible, and that others would have succumbed where he succeeded in conciliating hostile interests. In the conferences which preceded the Union of the Provinces, and in his leadership under the new constitution, his course has often been one of difficulty, and sometimes of extreme delicacy. In the controversy arising out of the New Brunswick School question last year, his course afforded a fine illustration of his patriotic desire to uphold the Constitution, without hesitating to sacrifice personal popularity by adopting a policy unpalatable to a very large proportion of his friends and supporters. Looking back upon the events of the last score of years, we doubt whether any other hand could have held the reins with so much tact or with such unvarying success. Sir George Cartier has earned for himself a high place on the roll of Canada's great men, and his country will not be slow to acknowledge the claim. Like his great associate and ally, Sir John A. Macdonald, he preferred an untiring and unselfish devotion to the interests of his country to personal ease and emolument. The latest work of his life—the promotion of the great railway enterprise for uniting the two oceans across Canadian territory—was a fitting close of an illustrious career. Nothing would have gratified him more than to have witnessed the conclusion of this great undertaking. But Providence has ordered it otherwise. Sir George has not been permitted to see the full development of the policy so ably initiated; but he lived long enough to feel sure that he had acted wisely, and in this he had his best reward.—*Gazette*.

MR. T. B. ANDERSON,

One of the old race of Canadian merchants died on the 28th May, full of years, and of the respect of all who knew him. The late Mr. T. B. Anderson was the survivor of a house, which for many years held the highest rank in the trade of this city. It was long known under the name of Forsyth and Richardson; but it once had among its partners, the founder of the now great English family of the Ellices, one of whom was long a political power. In the time of the East India Company's monopoly, this firm was the agent of the Company, and, of course, had the exclusive supply of the teas used in Canada. Mr. Ellice was also connected with the Hudson Bay Company, and was the owner of the Beauharnais Seignior. Mr. Richardson was one of the most active members of the old Lower Canadian Council. Thirty years or so ago the experienced members of the firm, with the exception of Mr. Anderson, having retired, and having, we suppose withdrawn much of the capital of the firm the business was continued under the style of Anderson, Anloss and Evans. But the younger men were not so successful as their predecessors, and the business was gradually wound up. Mr. T. B. Anderson was an old stockholder in the Montreal Bank, for many years Vice-President, and, after the death of the Hon. P. McGill, was elected to the Presidential Chair, which he occupied until the advance of years warned him to retire from active business. Since that time he has lived in complete retirement, but apparently with the full measure of health and strength which could be hoped for at his time of life. He might be seen frequently walking to town, and was to the last cheerful and genial. He was a man universally respected and beloved by those who had the pleasure of his acquaintance.—(*Montreal Herald*.)

HON. JOSEPH HOWE.

A telegraph despatch from Halifax, N. S., announced the sudden death of the Hon. Joseph Howe, Lieut. Governor of

Nova Scotia, on Sunday morning, June 1. It is stated that although complaining since his return to the Province, his family and friends looked hopefully forward to his recovery. He was out driving on the Friday, previous, and was as cheerful and pleasant as usual in receiving his friends. Mr. Howe was born at the North West Arm, Halifax, N. S., in 1804. The family from which he was descended came originally from one of the southern counties of England, during the old times of persecution, and settled in the New England States. His father, the late John Howe, was a loyalist, formerly of Boston, Massachusetts, where, at the revolutionary era, he conducted the "Massachusetts Gazette and Boston News Letter," and latterly resided in Halifax, where he held the office of King's Printer and Postmaster-General for a lengthened period. In 1828, Mr. Howe married the only daughter of Capt. John MacNab, Nova Scotia Fencibles. For many years the deceased statesman was a prominent journalist in Nova Scotia. He was editor and proprietor of the *Acadian* from 1827 to 1828, and of the *Nova Scotian*, from the latter year until 1841, when he retired from the press for a brief period, but returned in 1844, and edited the *Nova Scotian* and the *Morning Chronicle*, from that time until 1856. Passing over many of the offices held by Mr. Howe, we may mention that he was Speaker of the Nova Scotia Legislative Assembly in 1840-1; for several years he was a member of the Executive Council of that Province; from 1848 to 1854, and from 1860 to 1863 he held the office of Provincial Secretary. He filled the responsible office of British Fishery Commissioner from 1863 until the abrogation of the Reciprocity Treaty with the United States, in 1866. For many years previous to the Union he was the leader of the Liberal party in his native Province, and of the anti-Confederate or Repeal party for some time after that event. In 1850-1 he went as a delegate to England to promote the construction of Intercolonial and European and North American railways, in connection with a policy of systematic emigration. Among the many missions on which he was sent to England we notice that of 1861, when he went with Messrs. Tilley and VanKoughnet, to obtain aid for the construction of the International Railway; and again in the following year with Messrs. Tilley, Sicotte and Howland, to arrange the terms of the Imperial guarantee for the same road. Mr. Howe was a Vice-President of the Great International Commercial Convention held at Detroit in 1865, the speech delivered by him on that occasion being one of his most successful efforts. In 1868 he declined a seat in the Privy Council of Canada, but in 1869 he was appointed a member and President of that body, in which office he remained until appointed Secretary of State for the Provinces, and Superintendent-General of Indian Affairs in November of the same year. From the latter office Mr. Howe was promoted to the Lieutenant-Governorship of Nova Scotia, in May last, *vice* Sir Charles Hastings Doyle, so that he had only enjoyed the dignity of the office for a few weeks, when his career was suddenly cut short by death. He sat for Halifax (county) in the Legislative Assembly of Nova Scotia from 1836 to 1851; for Cumberland from 1851 to 1855; and for Hants, from 1856 to 1863. He was first returned as member for Hants N. S., in the Dominion Parliament, at the general election in 1867, was re-elected on his appointment to office, and again, by acclamation, at last general election. Of the constitutional and legislative achievements in which he took a prominent part, we may enumerate the establishment of Responsible Government in the British American Colonies: the Union of British North America, and the construction of the Intercolonial Railway; the incorporation of Halifax, and the introduction of municipal institutions in Nova Scotia. He wrote extensively on the politics of the mother country, as well as the colonies, and some years ago his speeches and letters on political subjects, edited by Mr. W. Annand, were published in a collected form. To these will, doubtless, be added many more in any future addition of his writings which may be given to the world.—*Quebec Gazette*.

THE LATE BISHOP OF WINCHESTER.

The Right Reverend Samuel Wilberforce, M. A., D. D., F. R. S., F. A. S., F. G. S., Bishop of Winchester,—while riding with Earl Granville from Leather Head to Lord Gower's country residence, where Mr. Gladstone invited him,—fell from his horse and was killed on the spot, July 19th.

Dr. Wilberforce, third son of the celebrated philanthropist William Wilberforce, born Sept. 7, 1865, was educated by a private tutor and at Oriel College, Oxford, where he took his

B. A. degree as a second class in classics and first class in mathematics, in 1826; proceeded M. A. in 1829, D. D. in 1845, and was admitted *ad eundem gradum*, at Cambridge, in 1847. He was ordained curate of Checkendon, Oxfordshire, and held in succession the Rectory of Brightstone, the Archdeaconry of Surrey, the Rectory of Alverstoke, a Canonry of Winchester, a Chaplaincy of the late Prince Albert, and the Deanery of Westminster. He was consecrated Bishop of Oxford in 1845, and, as such, was Chancellor of the Order of the Garter, and by special appointment, Lord High Almoner. He was translated in October, 1869, to the See of Winchester, on the resignation of the Right Revd. Dr. Summer. He was Prelate of the Most Noble Order of the Garter; and Provincial Sub-Dean of Canterbury. He was a F. R. S., F. A. S., F. G. S., and a Trustee of the British Museum. He has written "Agathos;" "Eucharistica;" "History of the American Church;" "The Rocky Island and other Parables;" "Sermons at Oxford, 1837-9," published in 1848; "Sermons before the Queen;" "Sermons on Miscellaneous Subjects;" "Addresses on the Ordination Services;" "A Charge," Nov., 1863; "Times of Secession, Times of Revival," in 1863; "The Flower of Praise: a Sermon" in 1864; "Voice of the Lord: a Sermon," in 1865; a "Life of William Wilberforce;" and "Hebrew Heroes," and a volume of University Sermons, published in 1871. As a spiritual Peer, the late Bishop of Winchester took a prominent part in the debates of the House of Lords, and in the Upper House of Convocation. He was also well known as a most eloquent speaker at public meetings of a religious character, and was Chaplain to the Royal Academy.

LORD WESTBURY.

The Right Hon. Richard Bethell, first Baron Westbury, of Westbury, P. C., D. C. L.,—who died on the 20th July, at the age of 73,—was the son of a Physician, and was born at Bradford-on-Avon, Wiltshire, June 30, 1800, and was educated at a private school in Bristol, and entered at Wadham College, Oxford, in October, 1814. Early in 1815 he obtained a scholarship at his College, and closed an undergraduate career of great promise by taking his B. A. degree in 1818, gaining a double First Class. He acted as resident private tutor, obtained a Fellowship, repaired to London, was called to the Bar at the Middle Temple in 1822, began practice as a Chancery Barrister, and soon obtained distinction as well as a considerable share of business. Dr. Gilbert, afterwards Bishop of Chichester, then Principal of Brasenose College, who had been one of his examiners in 1818, appointed Mr. Bethell Counsel for his College in a suit instituted against it by an influential nobleman, in which an adverse decision would have been a serious blow to the society over which he presided. The College was encouraged to resist the action by the earnest representations of Mr. Bethell, then comparatively an untried man, and gained the day. This success greatly augmented his practice, which continued to increase, and early in 1840 he was nominated a Queen's Counsel. He continued to practise with success in the Equity Courts, and on the formation of the Aberdeen Cabinet in Dec., 1852, was appointed Solicitor-General, and received the honour of knighthood. As Solicitor-General, Sir Richard assisted in carrying through the Lower House the Succession Duty Bill, the Oxford University Reform Bill, the Bill for the Abolition of the Ecclesiastical Courts, and several other measures of importance. Sir Richard became, in Nov., 1856, Attorney-General, in which capacity he carried, after a formidable struggle, measures for the abolition of the Ecclesiastical Testamentary Courts, and the establishment of the Divorce and Probate Court. He brought before Parliament the Fraudulent Trustee Act, in addition to other important measures relating to improvements in the Equity and Common Law Courts. When the new Court of Probate and Divorce was about to be formed, it is understood Lord Palmerston offered the Judgeship to Sir Richard, as an acknowledgement of his distinguished services in conducting to a successful issue the important measures of Law-reform upon which the Court was established, but he declined the post. He retired from the Attorney-Generalship in Feb., 1858, on the fall of Lord Palmerston's first administration, and resumed it in Lord Palmerston's second administration in June, 1859. He was returned member in the Conservative interest for East Yorkshire in Dec., 1832, and again January, 1835, and in August, 1837. He was an unsuccessful candidate for Shaftesbury in August, 1847, sat for Aylesbury from April, 1851, till

April, 1859, when he was elected for Wolverhampton, and retained his seat till he was raised to the peerage, on being made Lord High Chancellor, June 27, 1861. In consequence of a vote of the House of Commons, at the close of the session of 1865, implying censure of the Lord Chancellor for not having exercised due caution and discretion in the appointment of the Registrar in the Leeds Court of Bankruptcy, he resigned the great seal July 4, and was succeeded by Lord Cranworth. The measures adopted by the Inns of Court for the education of the students, and large reforms in the Bankruptcy Law and laws relating to the title of Landed Estates are due to his exertions, and he was from the commencement Chairman of the Council of Legal Education.

Meteorology.

—OBSERVATIONS taken at the Montreal Observatory, Lat. 45° 31' North; Long. 4h. 54m. 11 sec. West of Greenwich; Height above the level of the sea, 182 feet:—for the month of April, 1873.—By CHARLES SMALLWOOD, M. D., LL. D., D. C. L.

DAYS.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	
1	29.912	29.971	30.006	32.0	47.5	37.8	w	w	w	64.91
2	.751	.600	29.602	35.4	41.3	37.0	e	s	w	112.44
3	.676	.683	.762	36.3	39.2	35.0	w	w	w	168.82
4	30.051	30.145	30.176	33.0	51.8	39.7	w	n	n	92.17
5	.300	.160	.153	32.5	39.6	36.5	n	e	n	60.30
6	29.997	29.876	29.897	37.4	40.0	35.0	e	e	n	62.36
7	.950	.861	.810	34.0	36.6	35.0	n	e	n	68.32
8	.701	.781	.905	36.5	43.1	41.0	w	n	w	74.28
9	30.074	.918	.826	33.0	36.5	37.5	n	e	n	92.26
10	29.848	.911	.980	37.1	38.3	38.0	w	w	w	172.24
11	30.110	30.100	30.063	36.0	54.3	42.2	w	w	n	117.37
12	.000	29.962	29.953	36.8	44.6	38.4	n	e	n	110.28
13	29.900	.895	.906	36.0	43.0	37.2	n	e	n	170.64
14	.768	.660	.671	37.9	38.0	35.2	n	n	n	110.37
15	.874	30.050	30.164	38.3	53.1	46.6	n	e	n	42.33
16	30.268	.161	.180	36.0	50.5	46.6	n	e	s	43.66
17	.100	29.975	29.971	37.1	47.0	44.6	n	e	n	67.31
18	29.721	.620	.580	38.0	39.8	36.5	e	n	e	82.20
19	.573	.600	.619	36.5	45.0	40.2	e	n	e	71.69
20	.671	.606	.782	39.5	46.0	39.7	w	w	w	162.91
21	.818	.750	.781	39.0	51.9	39.5	n	w	w	105.33
22	.850	.774	.775	33.0	53.0	43.5	n	n	n	131.6
23	.821	.821	.820	33.2	46.2	41.6	n	w	w	148.19
24	.821	.798	.756	40.0	51.2	41.1	n	w	w	168.87
25	.612	.560	.550	37.5	53.5	43.1	w	w	w	146.02
26	.463	.379	.660	38.6	48.0	44.9	w	w	w	105.69
27	.825	.826	.860	40.0	50.2	46.3	w	w	w	133.24
28	30.021	30.000	.900	42.8	61.6	49.0	w	w	w	133.28
29	29.975	29.931	.950	41.6	60.2	55.5	n	w	n	57.59
30	30.060	30.041	30.067	43.5	70.5	56.1	n	e	w	133.33

REMARKS.—The highest reading of the Barometer occurred at 7.49 a. m. of the 16th day, and was 30.269 inches; the lowest reading was at 2 p. m. of the 26th day, and was 29.379 inches, giving a monthly range of 0.99 inches. The mean reading of the month was 29.868 inches.

The highest Temperature was on the 30th day, 71° 2', and the lowest on the 21st day, 29° 6', giving a range or climatic difference of 41° 6'. The mean temperature of the month was 42° 08'.

Rain fell on 14 days, amounting to 3.017 inches, and was accompanied by thunder on 1 day. Snow fell on 1 day in inappreciable quantity.

—OBSERVATIONS taken at Halifax, N. S., during the month of April, 1873; Lat. 44° 39' North; Long. 63° 36' West; height above the Sea, 125 feet, By Sergt. John Thurling, A. H. Corps.

Barometer, highest reading on the 12th	30.135 inches.
“ lowest “ “ 2nd	29.049
“ range of pressure	1.086
“ mean for month (reduced to 32°)	29.652

Thermometer, highest in shade on the 25th and 27th	61.0	degrees.
" lowest " " 6th	20.8	
" range in month	40.2	
" mean of all highest	49.1	
" mean of all lowest	28.0	
" mean daily range	21.1	
" mean for month	38.5	
" maximum reading in sun's rays	117.0	
" minimum on grass	12.4	
Hygrometer, mean of dry bulb	41.2	degrees.
" mean of wet bulb	38.1	
" mean deduced dew point	34.2	
" elastic force of vapour	1.97	
" weight of vapour in a cubic foot of air	2.3	grains.
" weight required to saturate do	0.7	
" the figure of humidity (Sat. 100)	76	
" average weight of a cubic foot of air	58.8	grains.
Wind, mean direction of, North	10.75	days.
" " East	6.75	
" " South	5.25	
" " West	6.25	
" " Calm	1.00	
" daily force	2.5	
" mean force by estimation 1-12	1.9	
" mean daily horizontal movement	Anemometer broken	
Cloud, mean amount of (0-10)	7.0	
Ozone, mean amount of (0-10)	3.2	
Rain, number of days it fell	18	days
Snow, number of days it fell	4	
Amount of rain and melted snow collected	3.61	inches.
Fog, number of days	3	days

—OBSERVATIONS from the Records of the Montreal Observatory, Lat. 45°31' North; Long. 73° 51m. 17sec. West of Greenwich; Height above the level of the sea:—For the month of May, 1873.—By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

—OBSERVATIONS taken at Halifax, Nova Scotia, during the month of May, 1873; Lat: 44° 39' North; Long. 63° 36' West; height above the Sea, 125 feet, by Sergt. John Thurling, A. H. Corp's.	
Barometer, highest reading on the 7th	30.383 inches
" lowest " 15th	29.391
" range of pressure	0.992
" mean for month (reduced to 32°)	29.796
Thermometer, highest in shade	76.2 degrees
" lowest " "	21.2
" range in month	55.0
" mean of all highest	61.3
" mean of all lowest	34.1
" mean daily range	27.2
" mean for month	47.7
" maximum reading in sun's rays	129.3
" minimum reading on grass	11.3
Hygrometer, mean of dry bulb	52.5
" mean of wet bulb	47.0
" mean dew point	41.4
" elastic force of vapour	2.61
" weight of vapour in a cubic foot of air	2.9
" weight required to saturate do	1.5
" the figure of humidity (Lat: 100)	66.
" average weight of a cubic of air	539.2
Wind, mean direction of North	9.00
" " East	2.75
" " South	6.00
" " West	13.25
" mean force by estimation 0-12	2.1
" mean daily horizontal movement	212.7 mile
Cloud, mean amount of 0-10	5.3
Ozone, mean amount of 0-10	2.9
Rain, No. of days it fell	13
Snow, number of days it fell	2
Amount of rain and snow collected	3.19 inches.
Fog, No. days it prevailed	5
Aurora Borealis, number of nights	1

DAYS.	Barometer at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	7 a. m.	2 p. m.	9 p. m.	
1	30.126	30.101	30.000	47.0	70.6	57.0	W	W	W	148.51
2	.080	29.956	29.950	41.8	16.5	42.0	N E	N E	N E	113.41
3	29.761	.770	.837	38.0	48.1	43.0	N E	N E	N E	159.27
4	.950	.866	.850	40.6	64.5	56.0	N E	W	W	142.84
5	.960	30.075	30.132	47.0	66.5	56.1	S	S	S	99.80
6	30.100	.364	.306	42.2	67.0	57.3	S	S	W	80.43
7	.476	.402	.382	44.2	69.0	57.6	S	S	S	80.17
8	.414	.366	.247	46.0	69.9	56.5	S	S	S	99.88
9	.250	.207	.150	51.1	60.3	57.5	S E	S	S	115.62
10	.001	29.993	29.997	52.5	57.0	54.5	S	S	S	130.12
11	29.950	.830	.749	52.3	56.9	55.0	S	S	W	94.88
12	.730	.761	.771	48.1	63.1	51.5	N W	W	W	147.32
13	.417	.426	.614	48.0	51.6	46.5	S	W	W	205.20
14	.650	.625	.624	44.2	47.5	42.1	W	W	W	186.39
15	.700	.746	.774	41.7	57.5	52.6	W	W	W	89.28
16	.830	.831	.841	47.9	59.5	57.9	N E	N E	W	123.01
17	.924	.882	.901	50.4	58.0	54.6	S	S	W	108.31
18	30.000	30.012	.978	47.0	63.2	55.6	N W	N E	N E	143.25
19	29.981	.920	30.077	50.4	68.1	59.8	S	S	N E	111.28
20	30.300	.246	.226	48.6	70.3	59.6	S	E	E	67.41
21	.261	.200	.112	54.7	65.0	58.2	N E	S	S	220.18
22	.111	.062	.000	52.0	68.2	59.7	S	S	S	66.26
23	29.951	29.816	29.650	57.2	73.0	68.2	S	S E	S	143.47
24	.560	.620	.714	66.1	74.2	68.1	E	W	W	128.36
25	.960	.958	.986	59.5	76.8	70.6	N E	W	W	136.43
26	30.076	.993	.962	59.9	79.1	70.8	N E	S	S	75.31
27	29.911	.800	.751	66.2	73.1	71.6	S	S W	S W	85.49
28	.662	.670	.780	67.7	78.2	67.0	W	W	W	193.55
29	.983	.974	.980	54.0	67.6	57.0	S	W	W	91.22
30	30.200	30.146	30.276	44.6	60.1	53.3	W	S	N E	159.38
31	.382	.320	.281	49.2	66.0	59.0	N E	N E	N E	211.39

REMARKS.—The highest reading of the Barometer occurred at 7.49 a.m. of the 7th day, and was 30.180 inches; the lowest reading was at 7.55 a.m. of the 15th day, and was 29.389 inches giving a monthly range of 1.091 inches. The mean reading of the month was 29.970 inches.

The highest Temperature was on the 27th day, 80° 7, and the lowest on the 4th day, 31° 8, giving a monthly range or climatic difference of 45° 9. The mean temperature of the month was 57° 18.

Rain fell on 17 days, amounting to 1.421 inches, and accompanied by thunder on 2 days. Snow fell on 3 days in inappreciable quantity.

ADVERTISEMENTS.

McGILL COLLEGE AND UNIVERSITY, Montreal.

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THE FACULTY OF LAW, opens, October First
 THE FACULTY OF MEDICINE, October First.
 THE FACULTY OF ARTS, September Fifteenth.
 THE DEPARTMENT OF PRACTICAL AND APPLIED SCIENCE, September Fifteenth.
 THE MCGILL NORMAL SCHOOL, September First.
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