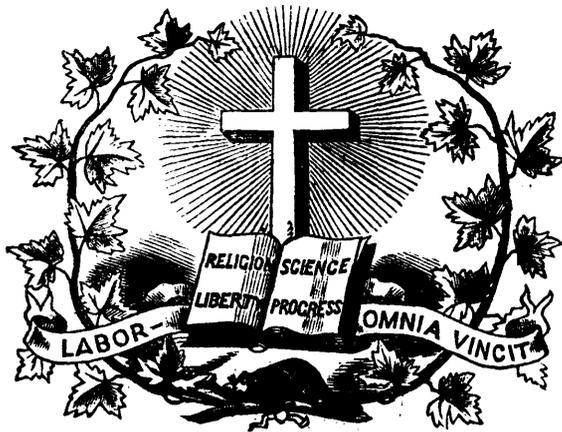


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Some mysterious cause has hitherto made English grammar a very unsatisfactory affair. Whether the subordination of English to Latin and Greek has diminished the tribute of attention due to the mother tongue; or whether the pre-occupation of the field by Latin, the pre-existence of Latin grammars and Latin rules, and the attempt to study English by these Latin rules, are entirely responsible for our failure, I cannot pretend to say. Failure there certainly is: and of this I may be allowed to give a practical proof. I am in the habit of examining candidates for admission to my school every week. The average age of the boys is about twelve. I took the trouble to register, for about a hundred boys, the answers to this very simple question. "What part of speech is quickly?" Of the hundred, rather less than a half could answer rightly. Of course it is an obvious explanation to say that the teachers of these boys were inefficient. But I happen to know this simple solution would not hold good in all cases: and I am therefore driven to look for another reason. Perhaps the two causes suggested above—I mean the subordination of English to Latin, and the application of Latin rules, fit or unfit, to English sentences—may at all events bear a good deal of the blame. I venture to think, therefore, that at starting we may lay down one law for our teaching—that it shall be independent of Latin.

It is very difficult to assert this independence fully, because our dependence seems so natural. The domination which for three hundred years the Latin language has exercised over the teaching of English has left us so unconsciously and completely servile; we have come to wear our fetters so willingly; and even where they have been shaken off, the bonds and badges of our slavery have left such a cramping influence behind them, that I shall endeavour to concentrate my remarks on this one point, the necessity of claiming our freedom. I will ask you to consider this Lecture as a kind of declaration of independence on the part of our mother tongue, a protest that the English language ought to be recognized as requiring and enjoying laws of its own, independent of any foreign jurisdiction. This independence we assert, not out of any national sentiment, but because it is natural and useful. We want to teach English efficiently, and we

On Teaching the English Language.

LECTURE I.

By THE REV. EDWIN E. A. ABBOTT, M.A.,
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A KNOWLEDGE of English grammar does not imply a knowledge of English language. There is a good deal to be taught in language besides parts of speech and inflections, or even the analysis of sentences. It is quite possible that our pupils may be able to distinguish any parts of speech and analyse any sentences, and yet be ignorant of the etymological structure and the exact significations of words, of the process by which we arrive at the simplest conclusions, or detect the most obvious errors, and of the formation of the metaphors which form the basis of all language. Probably all good teachers are in the habit of teaching language and thought more or less at the same time. I should certainly endeavour to do this myself. I trust therefore that, if I devote the present lecture almost solely to the consideration of the teaching of English grammar, I shall not be thought to ignore another kind of English teaching, which has, as it seems to me, especial interest. That kind of teaching I hope to discuss in my next Lecture. For the present, let us consider English grammar, and how to teach it.

cannot do it as long as we are hampered by Latin traditions. The teaching of English must be regulated according to English ideas, and English ideas are not the same as Latin ideas. The object in learning English and in learning Latin is not the same; the genius of the two languages is widely different; on every side are reasons why we should teach the two languages differently. Let us take three great points of difference between English and Latin; and after briefly mentioning them, let us discuss in detail the corresponding differences which we ought to find between the teaching of the two languages.

First, then, English is a spoken language, to be used as the ordinary vehicle for thought, and as a means for deriving enjoyment from literature. Latin is for none of us a spoken language; and for few, for very few, a literary pleasure. In the second place, English is a known language; the youngest children have copious materials for the study of it at their command. They can experimentalize in it at will, and can therefore be taught by induction. They speak correctly of themselves, and do not want rules (except in a very few instances) to teach them how to speak correctly, but rather explanations to show them why what they actually speak is correct. It is the first language that they are taught, and is the introduction to the laws of language. The ease with which they use it adapts it specially for teaching the use of language and the connection between language and thought. In Latin, boys know nothing that they do not learn, they have no power of experimentalizing. Induction, therefore, finds no place in Latin—at all events, in the earlier stage of instruction. Again, there is so much elbow work in turning dictionaries, and memory work in learning words and terminations, that little time is left for making Latin a lesson of thought. In the third place, Latin is an inflected language, while English may comparatively be called uninflected. In English there are no real inflections of gender; scarcely any of mood or voice; and only one (as a general rule) of case. The same words are sometimes used as verbs and nouns, as prepositions and adverbs, as prepositions and participles, as adverbs and conjunctions. Words have to be distinguished by their context and their function in the sentence. In Latin, on the contrary, the inflections settle these questions, and there is little necessity to do more than examine the inflection with sufficient care in order to ascertain the function of each word. Hence, in Latin, definitions of parts of speech, which are defective, or even false, might pass current, because they would never be appealed to. The inflections take the strain off the definitions; and so the definitions do not break down. In English, the definition has to bear the strain, and it breaks down accordingly; or, if it does not break down, it is because it is too high for the boyish understanding, which cannot attain unto it. Hence either better definitions, or else tests and not definitions, are wanted in English teaching. One more important point of difference results from the absence of inflections in English, and the substitution of words in their place. The inflections in Latin are treated, at all events for younger pupils, as ultimate, and not as masters for explanation. But the English equivalents, for instance, *to*, as the sign of the infinitive, the auxiliary verbs *shall* and *will*, the prepositions of and *by*, and the like, can easily be explained. If the schoolmaster looks round to seek what there is to be taught in English grammar, he will find here a great store of instructive material that can be made, even for young children, intelligible, interesting, and stimulating. This new instruction will not be less attractive than the process of committing to memory the Latin genders. The knowledge of the difference between *shall* and *will* will be no less valuable than the knowledge that *collis* is

masculine and *wallis* feminine; and surely far more both valuable and rational than the impotent and servile mimicry of Latin imperfections, which would oblige us to teach our children that *buck* and *doe*, *bull* and *cow*, *man* and *woman*, represent respectively the males and females of the animals which these pairs of words severally denote.

Now let us consider, somewhat more in detail, the best way to teach English grammar, bearing in mind the three abovementioned considerations, that we are teaching a language that is spoken and known by our pupils, and also uninflected. Since it is spoken, I suppose we ought to teach our pupils how to speak it and read it well. And on this part of the school training I should lay very great stress. Few of us perhaps can say that it is part of our scholastic duty to teach children to read; but a good many of us may say, I think, that it is a part of our painful experience to admit into our schools children who read very badly. In order to give hints for the training of such children, I have found it useful to study the very elementary question, how to teach children to read. And I may add that many of us may have at home a small junior class of familiar pupils, in whose instruction we feel the liveliest interest. I will therefore make no further apology for beginning at the very beginning, and asking you to consider briefly with me the best way to teach a child to read.

If any of you have often or ever had the pain of learning a child try to read, and fail after three or four years' learning, I think you must have been struck with the fact that the spelling is the great stumbling-block. Silently sometimes, but very often in an audible murmur, the child is spelling over each syllable at which he stumbles. Even where he does not spell, the habit of spelling, or thinking about the spelling, has supplanted, or rather prevented, the habit of meaning anything, or of thinking about what one means. If it were not for such instances of bad teaching as these, I should say that all teachers are now agreed that spelling is not to be encouraged or allowed till a child can read pretty well; the monosyllables are to be learned as symbols, just like letters, and afterwards the combinations of monosyllables. It may be convenient to teach a child the letters first, but a distinct line of time should be drawn between the teaching of letters and the teaching of words. Otherwise, when we point to a word, the child naturally repeats that letter of the word which he thinks we are pointing to. He ought to be told distinctly that he is now to be taught not letters but words; and the teacher ought to explain what he means by pointing to and repeating the words sharply and distinctly, just as he wishes the pupil to repeat them. The amount of drill in monosyllables requisite will vary with the quickness of the child. A dull child may require the whole of the systematic drill which is to be found in Nesbitt and Sonnenschein's books; a quicker child will find quite enough in Stevens and Hole's Primary Reader; while perhaps the best book for a child of average ability, who is being taught at home by some one who understands teaching, is Mamma's Lessons, published by Griffith and Farran, a book which has deservedly passed through fifteen editions.

All will notice how naturally a child, when repeating poetry, falls into that kind of speaking which in antique bards is called a measured cadence, and in our cathedrals a monotone, but in children a monotonous drawl. It is all very well to tell the child to speak naturally, but the child's instinct tells him that when he speaks naturally he does not speak in rhyme; and he practically infers that when he is speaking in rhyme he ought not to speak as in prose. For this reason it is desirable not to make poetry the staple of a child's earliest reading; and whether poetry or prose be read, we ought to prevent the child's

forming had habits, by allowing him to perceive around him none but good habits. Before anything is read by the child, it ought first to be read by the teacher. And here it is impossible to exaggerate the influence of distinct utterance and correct emphasis in the teacher in forming a good style of reading in the pupil. On certain special occasions, it may be of use to put on the best readers of the class, by way of showing the rest what can be done by one of themselves. Spelling should be taught entirely by copying, and by dictation of passages that the boys have previously seen. It is entirely an affair of sight, not of sound; and the eye alone should be taught to consider itself responsible for correctness.

The eye is also sometimes useful in attaining a correct pronunciation. Burckhart, I believe, tells us that he attached a correct pronunciation of some of almost unpronounceable combination of Arabic letters, merely by conforming his lips and tongue, as far as he could, to what he saw and was told of the prevalent manner of pronouncing. He himself was unconscious of any change; but he was told, that whereas before he had been wrong, now he was right. Childish difficulties about *s*, *r*, and *w*, may often be surmounted in the same way. No amount of mere repetition will suffice; but tell the child to look at you while you repeat the sound, and even without being told to imitate you he often naturally falls into the correct sound.

It may be thought that I am laying undue stress upon good reading; but do we not every day find unintelligent monotonous reading, and husky thick articulation conjoined with general dulness and listlessness? Of course, the dulness may be in some cases natural, not the effect but the cause of the bad reading. But it can hardly be but that unintelligent readings tends to create a distaste for reading and books, and for everything connected with books. A thick and dull utterance makes a boy shy of answering in class, afraid to hear himself speak; and yet, when he does speak, not afraid to speak without thinking, because the foolish answer is shrouded beneath inarticulate ambiguity. A boy who has been taught to read and speak indistinctly has made a bad start in the race, and the chances are against his coming to the front.

It is needless to say that constant questioning, on the part of the teacher, as to the meaning of what is read is absolutely necessary; and any examination that professes to test the results of primary schools, and ignores a teacher's work in this direction, must be not only defective, but positively injurious. This ought to be a truism, but I fear it is not.

It is usual, I believe, to place the remarks on Prosody at the end of a treatise on Grammar; but I do not think that in practice our pupils should defer all study of this subject till they mastered Grammar. As soon as they begin to read and learn Poetry by heart—and this they ought to do when they can read naturally and intelligently, without danger of falling into a drone or a drawl—they should be taught to know the meaning of an accented syllable, to mark the regular recurrence of lines with the same number of accents, and to feel pleasure in the coincidence of the accent of the word and that of the verse. They might also be trained, I think, to distinguish between what I will call by the old words the Iambic, and the Trochaic, and the Anapæstic metres. The youngest children may also be taught to note the law observed by all English poets, but ignored by almost all grammarians, that at the beginning of a line, and after a pause (and only then), a trochee may be used for an iambus. For example, after the lines in "We are Seven,"

"And two of us at Conway dwell,
And two are gone to sea."

children should be taught that the variety of the following line—

"Two of us in churchyard lie,"

(not "Two of us") is not merely a beauty, but beauty in conformity with the stricted rules observed by English poets.

In Latin, where the verbal and inflectional difficulties are enough for a long time to require a pupil's whole attention, it is necessary to defer Prosody. But, as the same reasons for delay do not exist in English, the delay seems unreasonable. In connection with this part of the subject, it may be stated that, in elementary teaching, certain common errors of pronunciation may be with advantage, not only corrected when they occur, but distinctly specified as dangers to be avoided. If this were regularly done at an early stage, boys would at all events be put upon their guard; and might, if not at once, yet in time, emancipate themselves from some vulgarisms, which at present are far too common. Perhaps the same plan might be adopted with reference to some of the more common ungrammatical or uncouth phrases which, unless early detected, are not easily laid aside.

It is also too much to ask that, even in the lowest classes, as soon as boys can read fluently, some book should be assigned, not to be studied but to be read at home? Sandford and Merton, Robinson Crusoe, Swiss Family Robinson. The Evenings at Home, of Aesop's Fables, or of Hans Andersen's Tales, represent the kind of books I should suggest for this purpose. If boys are not too young, and not too much occupied to buy and read with avidity sensational periodicals adapted for the "Boys of England," which find so ready a sale in the neighbourhood of many large schools, they cannot be considered too young or too much occupied to read "Robinson Crusoe." I do not think there is any fear of setting our young pupils against these books by imposing them as school tasks. Only distinguish between reading a book and studying a book, only make the examination as light as possible, consistently with proving that the book has been read; and we need not anticipate a boyish reaction against the enforced study of fiction. During the course of the term, let the class-master, by occasional questions, ascertain that the home work is going on, and is not being deferred to be crammed up in the last week or two. A very simple question, "What was the name of Robinson Crusoe's servant?" answered on paper by the whole class, will detect any young procrastinator who defers too long the pleasure of making Friday's acquaintance. Such gentle compulsion as this cannot, I think, have any bad effects. No doubt boys would prefer the "Scalp Hunters," or the "Rifle Rangers," but they will like "Robinson Crusoe" very well for all that; and if the work counts for promotion or for a prize, if the best boys read the book carefully, and, above all, if the class-master now and then encourages it, has he easily may do, by indirect means, it will soon become the tradition of the class to take an interest in Crusoe as a personal friend, and to draw nicknames and jokes from the pages of Defoe.

This will be a very great gain in itself, and a good preparation for further training, which I hope to describe in my next Lecture. But it will also exercise a beneficial effect upon all the other studies and tastes of the pupil. It will give him an idea of reading as something distinct from what boys call "grinding," and he will learn to regard books as friends instead of enemies. You cannot do this with Latin; but there is no reason why we should not do it with English.

The second important point of difference between English and Latin is, that the former is, while the latter is not, a language known to the pupils whom we are in-

structing. Boys think in it: hence it is peculiarly useful for illustrating the connection between the language and thought. Hence it is of the highest importance that we should take advantage of the absence of all strain on the memory in an English lesson, in order to make the introduction to language, and the laws of language, as easy and natural as possible. Now, it can scarcely be said that the usual way of beginning with definitions is either easy, or natural, or developing, for boys. A definition, of which the need is not felt, must do harm. Either a boy swallows it whole difficulties and all, like so much gibberish, and in that case he is demoralized: or else, he is more intelligent and sensitive, he is aggrieved and revolts. "Why," he thinks, "is he to be tormented with these unnecessary nuisances? What are these hateful definitions about *qualifying* and *quality*, *modification* and *circumstance*, except ingenious inventions devised by teachers for the purpose of entrapping boys into mistakes, and rendering them liable to imposition?"

I should like to suggest, then, that before teaching boys even the names of the parts of speech, much less their definitions, or perhaps I should say tests, we might to a greater extent than we are in the habit of doing, teach the uses of the parts of speech. It would be a triumph of teaching, never to give a class a definition till they wanted it. As Mr. Jourdain was agreeably surprised to find that he had been speaking prose all his life without knowing it, so it would be a perfect revelation to many of our younger pupil if we told them that they were using the parts of speech every day, and could not help themselves.

Ask them to say anything about themselves or their school-fellows, in a single word placed after "I" or "he"—as, "I run," "I like," &—and then tell them that all these words, indispensable where we want to make a statement, are called emphatically *words* or *verbs*. Some of these verbs are sufficient in themselves; others, as "I like," suggest a question, "What do you like?" There is a class of words that can come (sometimes preceded by *a*) after a verb in answer to the question "What?" Give some instances, "I like *you*, *virtue*, *whiteness*, *absence*, *learning*, *a pear*, *apples*, *Europe*, *Thomas*, *nothing*." Some of these words are obviously the *names* of persons places, or things. Let us, therefore, call such words *names* or *nouns*. (I should abolish pronouns altogether.) The only verbs that would be inapplicable for this test are the verb "to be" by itself and a certain collocations, and one or two other verbs that could be briefly enumerated.

Here, I think, is the fit opportunity for pointing out that the verb in every statement *must* have some words which answers to the question "Who?" or "What?" before it, and *may* have some word that answer to that question after it. When this is shown, and the boys have themselves supplied instances of it, I think they ought to welcome, instead of repelling, the introduction of some names for these classes of words. The former comes first, and is as it were the *foundation* of the sentence; we will call it the *bottommost* word? or *subject*. What name shall we give to the other. Take an instance, "Thomas likes, seeks John." We see that, in these and some other instances, John may be called the *object* of Thomas's liking, seeking, &c. Let us then call the whole of this class of words by the name of *objects*. When the name *subject* is once tolerably familiar, the it is time to introduce boys to the great truth, that, whenever they make any statement, the sentence can always be divided into two parts, *viz.*, the *subject*, and what is said about the subject, *i.e.*, the *predicate*. We can now set our pupil at work constructing sentences for himself, in which he will distinguish the subject and predicate, and also the object of each verb. It seems to me far more important that a boy should be able to do this early than that he should know all the

propositions, pronouns, and conjunctions by heart, or be able to repeat by rote the masculine of *marchioness*, or the plurals of *compendium*, *index*, and *cherub*..

Pursuing the same course, we may endeavour to show our pupil that prepositions, adjectives, adverbs, and conjunctions are not the natural enemies of school-boys, but friends whose help is indispensable. The mere statement that "the boy lives, or comes, is often insufficient; we want to add that he lives "in the town," or "by a station," or that he comes "from the country." Hence springs the necessity of prepositions. Again, we may ask our class, "Who is at the top?" "Smith." "Yes, but suppose a stranger is in the room who does not know Smith." "That boy yonder." "But suppose the boys are sitting close together, so that *that boy* may be confused with *that other boy*." "The boy with yellow hair." "That will do. But, now let us try to condense *with yellow hair* into one word." "Who can do that?" "Yellow-haired." "Well then, this word *yellow-haired* has a use; it denotes a new quality in the boy, and when added to the word *boy* serves to distinguish him from others." Lastly, boys may be challenged to supply some connecting words between pairs of consecutive sentences, such as "He did not know his lesson (—) he had not prepared it." "He worked very hard (—) he did not get the prize." And having thus practically acknowledged the use of such connective words as "because" and "but" they may be prepared to face the whole class of conjunctions, and to ask you for a name for a word of this kind instead of your inflicting a name upon them.

Of course, I am far from supposing that every teacher should adopt one uniform method of preparing boys for the difficulties of English grammar; but I am convinced that, in some shape or other, such a preparatory lesson or lessons would be very useful. Indeed, it seems to me so useful that the only reason that I can imagine for its not being more frequently done is, that it is impossible in Latin.

Latin is certainly responsible for another injury which I will now mention. In Latin, rules of Syntax are a necessity, for boys write Latin incorrectly. If a boy uses *fruor* with the accusative, the only remedy—well, I will say the only customary remedy—is to refer him to his rule. But of what possible use are rules, where boys go right already? When we are in Cheapside, we don't want a signpost to tell us the way to St. Paul's. Of course, in those cases where English boys speak English incorrectly, rules have their place. A rule, for example, might well be given about the use of the plural verb after plural nouns, or nouns connected by *and*, and about the use of the singular verb after *each*, and after nouns connected by or when the last is singular. For here boys often make mistakes in speaking. But what is the use of saying that "Personal pronouns agree with the nouns, for which they stand in gender, number, and persons," and given as an example, "This is the man who spent *his* life in Armenia," or, "I love my sister, *she* is always kind to me?" Would a boy say "*her* life," or "*their* life," speaking of a man, or call his sister "*he*?" The rule is superfluous, for there is no fear of error; and it is injurious, because a superfluous rule must be more or less of an imposture, and engender a distrust of rules. It is also injurious, because it talks about agreement where there is no agreement at all. *She* no more agrees with *sister* than *lady* agrees with *sister* in such a sentence as "I saw his *sister*, a *lady* whom all respect." *She* ought no more to be treated in modern English as an inflection of *he* than *lady* as an inflection of *gentleman*.

Again, what is the use of telling boys, "When two nouns come together, the one denoting possession in relation to the other, the first is put in the possessive case?" The two nouns do not come together in "John's excellent horse." Is John's not in the possessive

Does not the possessive inflection explain and speak for itself? Besides, it is too difficult; it can be made the subject of a dilemma. Either a boy will understand the abstruse statement, that the first noun denotes possession in relation to the second; or, which is more probable, he will not. If he does not, the rule is useless, and worse than useless; if he does, he is far too sharp to require it. The common and more simple way of expressing the rule is, I believe, "When two nouns come together meaning different things, the former put in the possessive case." The legitimate inference from this rule is such an answer as recently fell under my notice, that in the sentence, "The Duke of Bedford was appointed by the Government Protector of the kingdom;" Government is or ought to be in the possessive case before Protector. Again, there is positive mischief in such a statement exemplified by such instances as the following, "A verb may be put in the infinitive by another verb, by an adjective, and by a noun; as 'I wish to go,' 'He is worthy to be elected,' 'His capacity to think is amazing.'" Such a rule explains nothing, helps nobody, has no tendency whatever to make a pupil either more thoughtful, or even more mechanically accurate, and it does a great deal of harm by giving him the notion that when he has quoted the rule he has done all that can be expected of him. It may or may not be useful in particular circumstances to explain that *to go*, in "I wish to go," is an instance of the use of the infinitive as a noun, while in the latter case *to* is not the sign of the infinitive, but has a prepositional force, "He is worthy *to*" being like "He is fit *for*" ("aptus *ad*" in Latin): but in any case it can be of no use, and is a cruelty to boys, to give them a rule that encourages error. Our rule for Syntax should be, as it seems to me, to have few rules except such as may be necessary to correct common errors made by English boys in speaking. Many of our present rules appear to me mere idle meaningless verbiage, strung together for the simple purpose of imitating Latin. As though, while we are treading the streets of London, where we and our fathers have lived and walked, we should fix our eyes upon a guide-book, and go through a solemn make-believe that we are enquiring the way, and that we know no more of Oxford-street and Newgate than of the Via Sacra and the Tullianum.

This leads me to the last point of difference between English and Latin, the inflections. In Latin, the inflections are numerous and noticeable, and by means of them any boy can easily distinguish the parts of speech. The stupidest boy in the bottom form would not be so stupid as to imagine that *musæ, musæ*, was a verb or an adverb, or *monéo, monuî*, a noun. The inflections settle the question for him without the slightest necessity of thinking. He may, as a form, repeat the definition, whether in Latin or in English, that "a noun is the name of a person, place, or thing," but he makes no practical use of it whatever. In English, the case is different. The boy is taught to depend upon the definition, and hence spring sore perplexities. He knows very well that a "ball," or a "desk," or a "room," is a noun; these are all "things," and he recognises the justice of calling them "things" and their names nouns. But when he turns to his English history book, he is at sea. His familiar "things" have vanished, and in their stead he finds such words as "absence," "rarity," "succession," "non-existence," "nothing." Is "absence" a thing, and what part of speech is "nothing"? Probably he is in the habit, unconsciously sometimes, of substituting some other boyish criterion in the place of the usual definition. Perhaps he says to himself that a word is a noun if it will take "the" before it, without requiring any other word after it. But then, according

to his test, "Thomas" is not a noun. Again, what part of speech is "learning"? It will take "the," and yet evidently there are cases where it is not the name of a thing or a noun at all. "Good," again, is not a noun, and yet we talk about "rewarding the good and punishing the bad." No doubt these perplexities are boyish, but then we are dealing with boys, and not with men. Why allow boys, if we can help it, at the outset of their education, to fall into the way of regarding grammar as a mysterious and inexplicable bore? I think some of our definitions, which are often extremely unsatisfactory, might at all events be deferred, and tests might be substituted in their place with great advantage. But care should be taken that these tests are natural, and as closely as possible connected with the essence and function of the word. The test for a noun or pronoun, for example, might be, that it is a single word (sometimes preceded by *a*), answering to the question who? or what? after a transitive verb; such as, "I like," or "he likes." A few pronouns would be the only exceptions to the test, *I, thou, he, we, and they*. And boys should be distinctly warned that tests will only mislead them, if they do not also pay attention to the context.

Some of these tests may be simply empirical; but they will do a boy no harm, coming after the appeal to his intelligence, made in the preliminary lesson on the uses of the Parts of Speech, and they will be sometimes of much use in removing difficulties. Thus, the usual distinction between a verb and a conjunction, that the latter cannot be moved from the beginning of the clause which it introduces, whereas an adverb can, though not perhaps invariably true, will be found practically useful.

It is very important that the uninflected nature of the English language should be prominently brought out. The tendency of the language has been for several centuries, and still is, to diminish even the scanty remnant of the old inflections which we still possess. The Latin leaven, as usual, has been doing its work here, operating against the natural English tendency. Grammarians mourn over their lost inflections, fondly recalling those that are not quite lost to them, and making the most of the few that still remain, merely because they assimilate English to Latin. Among these jealously preserved relics is what is called the Objective case. I think it is scarcely fair to say, as is commonly said, "There are three cases in English: the Nominative, the Possessive, and the Objective." The Objective case has no existence except in some half-dozen pronouns. It would seem far more natural, therefore, to say that "A noun in the singular has one inflection, which is called the Possessive;" and to add that an old Objective inflection still remains in *I, thou, he, she, we, they, who*. In the same spirit we ought first to lay down a general rule: "There are no inflections of gender in the English language;" and then to add that there are a few feminines of foreign origin, as *empress, heroine, executrix*, and that the foreign suffix *-ess*, has been in a few cases appended to English words, as *shepherdess*; but, as it is not allowable to coin a feminine with this termination, it cannot be called an English inflection. The plural inflections of foreign words, such as *index, appendix, formula*, should meet with the same treatment. They ought not to be allowed to pester any young pupils; and when pupils are old enough, they ought to be told that the only security for the correct usage of foreign plurals, from time to time imported into the language, is a knowledge of the several foreign inflections; and that unless the English termination is remarkably harsh, as in *phenomenons, effluvioms*, a studious preservation of the foreign suffix savours of pedantry.

This principle of extermination may also be applied

with advantage to the passive voice. What is called the passive voice has in reality no existence—at least as an inflectional form of the verb, standing on the same footing with the active voice. At present, after learning the active form, a boy is taught to look forward to the prospect of learning a new form of the verb, as long, as difficult, and as independent as the active. But in reality it is no such thing. It is merely the verb “to be” put before a kind of verbal adjective. Make a boy once see this, and he will find his task far lighter, besides being prepared for an insight into the curious ambiguities that attend the tenses of the passive form.

The Subjunctive Mood, too, except in the old verb “to be,” has no modern inflectional form. “If he come.” is obsolescent, if not extinct. It lingers merely in the books of grammarians and over-precise writers. The mere repetition of the uninflected form of the verb, in what is called the Imperative Mood, can hardly be entitled to the name of an inflectional Mood. Will it not, then, be a great simplification, and the fairest and most natural method, instead of converting the exception into the rule, and the rule into the exception, to say that modern English has, as a rule, no inflections to represent gender, mood, or voice, and only one inflection to represent case, and afterwards to explain that there are a few exceptions to this general statement?

It is a natural consequence of the absence of inflections that, in English, the same word, in different contexts, may not always be the same part of speech. It is the context—the function and position of a word in the sentence—which determines what part of speech the word is. Thus *up* and *off* are sometimes prepositions, at other times adverbs. Almost any monosyllabic noun could be used by Shakespeare as a verb, and we still retain much of the licence. “Learning” is sometimes a verbal noun, sometimes a present participle, and sometimes an ordinary noun. *Concerning*, *during*, and *notwithstanding* were once participles; but it would be pedantry to stand upon this distinction at the present time, when they are, for all practical purposes, prepositions. Some grammarians are exercised in their minds on this subject. They find it hard to draw the line between certain parts of speech; as, between the old participle *during*, which is now always used as a preposition, and such quasi-prepositions as *regarding* and *considering*, which are sometimes used as participles. Again, the difficulty of distinguishing between an adverb and a conjunction is a stumbling-block to some. If they admit that *but* is a conjunction in “I like him, *but* he dislikes me,” why should they reject *yet*, or *notwithstanding*, or *nevertheless*? Why reject the opposites *so*, *therefore*, *consequently*? And yet, if *consequently* is to be admitted, do we not open the door to the whole crowd of adverbs? This solicitude for the exclusive privileges of conjunctions, or any other class, seems to me misplaced. It is better at once to admit that many adverbs may be used as conjunctions, many nouns as verbs, some participles as prepositions, some prepositions as participles.

A very able grammarian has raised an objection against the right of the words *before*, *since*, *after*, and *until*, to be styled conjunctions, on the ground that they are in reality prepositions. But if we stand so jealously upon antiquity, we are bound to exclude *for*, and yet the claims of *for* to be called a conjunction have never been disputed. This versatility in the English language, or confusion, as it may be called, by which the same word in different contexts performs the distinct duties of different parts of speech, so far from being a disadvantage, appears to me rather an advantage, if it leads the pupil to despair of properly analysing any sentence, unless he attends to the position and function of each word in the sentence, and the relation

of each word to the context. It certainly sounds rather bewildering and desperate to say that in English almost every part of speech (especially when monosyllabic) may be some other, as *walk*, *quick*, *up*, *that*, *regarding*, *who*; but if this bewilderment leads boys to think for themselves, and not to answer without thinking, it will not have been useless. And this is one more of the many points which distinguish English from Latin, and which render the form of a Latin lesson most unfit to be imitated in teaching English.

Now comes the great question for schoolmasters. What is to be the staple of English teaching when once the distinctions of the Parts of Speech are mastered? Since there are no words to be committed to memory, scarcely any inflections, and few rules of syntax,—what is to be taught? Some would reply the analysis of sentences. That is most certainly a valuable exercise; and if I pass over it rapidly, it is merely because it has already been treated of amply, and perhaps more than amply.

To distinguish the subject, predicate, and object, and to point out that nouns, adjectives, and adverbs may be replaced by corresponding noun phrases with infinitives, adjectival and adverbial phrases with prepositions and relative pronouns, seems to me a very valuable exercise. The distinction between simple, compound, and complex sentences is also most natural and useful. Such distinctions enable a pupil to take a long sentence to pieces. They simplify, instead of complicating. But I own that I recoil from the abstruse nomenclature which in some treatises seems to be thought necessary in order to draw out still more subtle distinctions. I must also agree with Professor Rushton, in his *Rules and Cautions on English Grammar*, that the words ‘subject’ and ‘predicate’ are wholly inapplicable to interrogative, and quasi-imperative or optative sentences. Take such a sentence as “Oh that he may succeed!” That is probably a short form for “I pray that he may succeed;” and the principal subject is “I,” not “he.” In such sentences, if the usual system of analysis is to be carried out, some concession to truth ought to be made by using term quasi-predicate, or some other, instead of predicate which seems quite unjustifiable. Nor can I see anything in this useful lesson which ought to make itself peculiar to English teaching. It ought to form a part of every Latin or Greek construing lesson; and I believe the only reason why it does not, is the want of time. So much labour is expended in a Latin lesson on ascertaining that the pupil has used his dictionary, and knows the meanings and derivations of the words, the principal parts of the verbs, the genders and cases of the nouns, and the rules of the syntax, that we have seldom time to enquire whether the pupil understands the meaning of any sentence taken as a whole. We take care of the words, and trust that the sense will take care of itself, or that our pupils will take care of it: a trust, I fear, too often not warranted by results. The analysis of sentences is, therefore, both possible and valuable in a Latin as well as in an English lesson.

But there is another kind of teaching, which, in the present state of Latin studies, is almost impossible in Latin, while in English it is both possible and useful. The Latin inflections which correspond to English words, to prepositions, auxiliary verbs, &c., are not considered by many teachers as subjects for explanation. Probably we are too remiss in this matter; but I think many of us are content to regard the majority of Latin inflections as ultimate. The explanation of some of them would, at all events, be rather abstruse. In English, the case *is* different. It is much more easy to explain the use of the word *by* to denote agency in English, than the ablative in Latin. Some of the future inflections in Latin may

present a good deal of difficulty; but very young boys can be made to understand the use of their English equivalents *shall* and *will*, and even *should* and *would*. Let me just give a sketch of the way in which these anomalies might be explained to boys, and this will answer a very important question, how far early English may be used in teaching boys modern English.

Take the word "drive." We want to express the future. We have no one word exactly fit to do this, but can use different combinations of words:—"I am going to drive," "I am sure to drive," "I am bound to drive." Now the verb "shall" means, or meant, "to be bound," or "to be sure." Hence it would seem that we should say, "I shall to drive," but the word "shall" being so close any ally or auxiliary of the verb as to be almost one with it, and being also, as we shall explain hereafter, an old-fashioned and conservative word, can dispense with the "to," which is the modern sign of the infinitive. Thus we have "I shall drive." But it is rude to say of a neighbour, or to a neighbour, that he is *bound*, or even *sure*, to do anything. It is far more polite and pleasant to say that he *purposes*, *wishes*, or *will* to do it. Hence in the second or third person we use *will*—"He or you will drive." The same rule applies to *should* and *would*, which are the past tenses of *shall* and *will*.

But why do we vary so curiously in the use of *should* and *would*, even when applied to the same person, as, "He said that we *should* fail, but I knew that he *would* succeed"? The answer is, there can be no possible rudeness in repeating what a man says of himself. If the man said he was sure to fail, there can be no harm in your saying it too, and using *should*, provided you do not say it as coming from yourself, but only say that he said it: "he said he *should* fail." But when you come to speak in your own person, *should* would be rude; and therefore you say, "I knew he *would* succeed." And the same explanation applies to "If he *should* fail he *would* deserve blame." To say, "he *should* deserve blame," would be a statement, rude and imperious; but that little word *if*, changing the statement into a condition, takes away the sting of imperiousness. There can be no harm in being as positive as you like in the verbs which you use about your neighbours, if your assertion is only preceded by an *if*.

Now what objection can there be to such explanations to qualify the good which they certainly must do? Some good teachers shrink with unnecessary dread from the very sound of the words "early English"? I should be as much disposed as any one to avoid anything like obtrusion of early English, or the mixing up of the study of early English with our subject. But there is a difference between study and the result of study,—a difference between proving and giving the result of proof.

Take the word *increasing*, in the phrase "by increasing his influence." To prove that this, in the earlier stage of the language, would have been written, "by *the* increasing of;" then, as we find in Shakespeare, or, "by increasing of his influence;" and thence to demonstrate that, in our modern curtailed phrase, *increasing* is, at least by derivation, a noun—this, as a demonstration, might be long; but to state it, explain it, and to make boys understand and reproduce it, would not, I think, be either long or difficult. If this were once inculcated, we might be spared the annoyance of hearing, and our pupils the perplexity of thinking, that every word that ends in *-ing* is a present participle. Again, take even so simple a sentence as the popular rhyme which asks, "Who saw him die?" How can a boy be expected to parse the word *die*, unless he has been told something about the old Infinitive? I believe some grammarians give the rule that *bid*, *see*, *feel*, *let*, and *hear*, omit the *to* before the following infinitive.

But would it not be as easy to say that the old infinitive had the inflectional ending *-en*, which was first curtailed and then altogether dropped; that the common colloquial words of all language are the great conservatives of old forms; and that, for this reason, a number of old verbs in very common use still adhere to the remnant of the old form, even though it has lost its distinguishing characteristic; and consequently, in the case of these conservative verbs, which are called auxiliaries, the convenient but modern innovation *to* is dispensed with? Again for older boys, it is most desirable that the very great difference between the meaning of *to* in "I like *to* walk," and "I came here *to* walk," should be carefully explained. Where Latin prose composition is to form a part of the school course, this explanation is a great help in preparing the boys for the different methods of rendering "to walk" in Latin. But even where Latin is not thought of, it is an easy and useful exercise for boys to follow the teacher while he traces how the old gerund, which is scarcely an infinitive at all, "to walk," i.e. "toward or for the purpose of walking," gradually thrust itself into the position occupied by the retiring inflectional infinitive, so as to be used even where there is no notion of purpose whatever. Thus *to*, in "to walk," now has forces that are totally distinct; it sometimes has its proper prepositional meaning, and means "towards" or "for the purpose of;" at other times, "to" has no meaning at all, but merely represents the vanished infinitive inflection.

It cannot but be useful that other anomalies—as for example, the formation of the tenses of the so-called irregular verbs, the anomalous plurals *chiefs* for instance and *thieves*—should be shown to depend upon laws of derivation or euphony, wherever the explanation is brief and simple.

Some may agree with me that such explanations are both possible, intelligible, and useful, and also that boys can reproduce these explanations in the form of systematic lessons. But they may ask, how are we to get the time for this extra work? I answer, by, dispensing with a good deal of our present work, which does not deserve the name of work at all—by teaching English naturally, and not as a mere step to Latin. I have heard some persons admit that in reality English nouns have only one case; but they defend the assertion, that there are three cases, by saying that the make-believe is "such a capital preparation for Latin." But a good many of the pupils in our schools will not go on to Latin, and they have a right to be considered. And besides, I have no faith in make-believes under any circumstances least of all in our profession, between teacher and pupil. Boys who are to write Latin prose will learn far more for the purposes of Latin by being taught in English the meaning of *to*, than by committing to memory the rule that there are three cases in English—the Nominative, the Possessive, and the Objective. It cannot be, in the end, expedient to treat one language as being different from what it really is, for the purpose of studying another language more accurately. I believe that the boa-constrictor is said to be an undeveloped lizard, and to conceal beneath its skin four rudimentary feet. The fact is interesting, and has its place and time in the broader studies of advanced zoologists; but who would help a child to understand a lizard better, or a boa-constrictor better, by calling a boa-constrictor a lizard? Both English and Latin will be better taught for being taught on distinct principles. For our classical teaching, as well as our English, requires improvement. The most ardent classicists ought, I think, to join in asserting the independence of English for the sake of classical studies themselves. Has it never happened to any of us, at the end of a lesson

in Thucydides or Cicero, when verbs, nouns, and adjectives have been accurately derived and parsed, rules specified, and parallel passages quoted, and the clock is just going to strike, and we are on the point of complacently closing the book, and saying that the lesson has been well prepared—that some casual question, quite a trifle and quite irregular, reveals to our dismay that, though our pupils know all about the words, they know nothing whatever about the meaning? And now there is no more time. Are not our pupils to be pitied? We have led them up to the very top of the mountain, kept them in the right path, made tracks for them to tread in, conducted them across chasms and crevasses, cut steps for them in precipitous glaciers, and at last, with much toil and care, have half guided, have pulled them to the summit. There is a glorious prospect from the top; a bird's-eye view of wonderful beauty, vastness, and interest; but, alas, we are too late, and perhaps too tired also. The sun is set, and there is nothing to see; we cannot or will not wait; so down we come with the consolation that, though we have seen nothing, we could—if we only had the time—have seen a great deal. What we could have seen if we had only had the time—I hope to explain in my next Lecture.

Theory and Practice in the School-Room. (*)

(Continued from our last.)

Before proceeding to the concluding portion of this paper, it may be well to state my belief that, whatever method may be found most suitable in practice, the wise teacher will often make it an aim as far as possible to communicate his system and its objects to those whom it most directly concerns. The genuine sympathy which then underlies all the mingled feelings of the schoolboy towards the master will do much to lighten the troubles of both. "Sic volo, sic jubeo, stet pro ratione voluntas," does not satisfy the mind of any earnest and intelligent boy; and with regard to others, though obedience may be the present very convenient result of the actual or implied assertion of the teacher's authority as to the method and tendency of mental efforts, it will generally be found that minds trained under this plan will in reality gain less of the elastic flexibility, so essential, in the work of life, which is developed by the habit of voluntary mental discipline.

The Examination system can be considered as supplying, not only a test of the results of teaching, but an effective instrument *in* teaching. I do not here refer to the stimulating influence, readily liable to abuse, which the prospect of passing supplies in the work of preparatory study; but to the actual work done by the examination in indicating to the pupil his strong and weak points, in giving him selfreliance, and in showing him, with regard to each subject, the principles on which it should be treated, and the character of its most important details. The frequent recalling of things learned and put aside, teaches that all knowledge is valuable beyond the present, and encourages the habit of learning for the sake of knowing. This would lead us to consider the bearing of examinations upon the school work in general; for I cannot help agreeing with those who think that, without this end in view, their operation, however beneficial to a few as regards the special acquisition of knowledge, must

have an injurious moral effect upon the boys who receive the special training, as well as those who are left in the shade. The preparation itself will always be most effective and really useful as to permanent results, which is given by the ordinary course of school work. The evanescent character of reading under pressure is well known; as soon as the pressure is withdrawn, the disintegrating process commences, and too often nearly all that is left of the examination is the certificate. The boy returns from the examination-room with the feeling that he has at last got rid of the weight which ground him down for so many weeks, and that now he is free from the routine of his course of preparation, and to a great extent a stranger to the routine of the school. He now enters upon a period of suspense, anxiously awaiting the decision of the examiners, this suspense being aggravated by the difficulty he finds in settling down to other than examination work; or perhaps he is occupied during the interval in catching up the subjects which had been set aside to give time for the special curriculum. Of the influence of these mental fluctuations upon the character, it is not difficult to form an estimate.

Let us now look at the use of the Examination system as apparently intended by its able and persevering promoters. In the first place, the conscientious teacher feels bound to provide such a school course as shall meet the direct exigencies of the after-life of his pupils, as intended by their parents, and at the same time supply the germs of healthy mental culture. Beyond this, he seeks to place within the grasp of his pupils the outlines of some branches to which they can turn for relief and refined pleasure in the future, which will be far brighter and safer for them as young men if their tastes be thus formed and directed in boyhood. To guide and aid him in the selection, he finds a body of tests which have been accepted for years by a great number of his fellow-labourers; and he ascertains that the application of such tests has been a powerful agency in raising the profession to which he belongs. By investigation and comparison he finds that the great and successful aim and tendency of these examinations has been to encourage thoroughness and accuracy with regard to memory, thought, and expression. But these advantages are no more than the common right of every pupil. Let this system, then, be the basis of the whole school-work, and let it be plainly shown to the youngest child that he is, from the first, a fellow-traveller with the oldest, whose prospects are his own, and whose hopes he is fully entitled to share. The teacher will not, I am sure, be disappointed with the ultimate result of working in this way. It may, indeed, happen that accident has not favoured him with the opportunity of sending a large number of his boys through the public examination with signal distinction; but he will know, and they will know it also, that what the highest has gained has been really gained in just proportion by the dullest who has tried; and that the test applied to a few has, in fact, taken the measure of the mass as truly as if every boy had been directly subjected to it.

A good practical way of bringing this principle into action is found, I think, in devoting one hour weekly to a written examination, which can be carried out with great spirit and success by dictating the question, allowing a certain number of minutes for the answer to be written, stopping sharply at the time, and calling on the first in order who has an answer to read it. If right, those whose written answers agree with his, note the fact on their slates, allowance being made for difference of expression. In this way a great deal of genuine examination work can be got through; and I can testify from personal experience that there is never any difficulty as to fairness, the love

(*) Paper read by C. G. K. Gillespie, Esq., Secretary, before the College of Preceptors, London, at the evening meeting of 8th February, 1871.

of power leading boys to look forward with great pleasure to this opportunity of proving their possession of it. The whole work of the quarter is tested by similar examination in detail, but of a more imposing character; differing from the public tests only in the greater number and simplicity of the questions, a concession necessary to the principle of including all in its operation. By placing the questions before the class on a large scale, all trouble of copying and all expense of printing are avoided. A ready way of doing this consists in writing them in inch letters with a camel hair pencil on sheets of cartridge paper; they are then easily legible by a very numerous class.

I have adverted very lightly to the subject of discipline, but this has not been from any feeling of its minor importance. On the contrary, it will probably have been perceived that the systems I have suggested are to some extent incompatible with the semi-military drill of other methods. Compensation is provided by the daily publication of the "Conduct Register," the general effect of which is a desire to gain a place on it. Every boy whose conduct has been without reproach during the previous day, finds his name on the Register as having gained full marks. To avoid the labour and loss of time involved in writing such a list, a simple apparatus is used, consisting of a glazed frame filled with a number of moveable slips of wood, each having one side blank, the other bearing the name of a scholar. After the close of the day's work, the teachers meet and compare notes, the results being entered in the mark books. All the names having been previously turned upwards, those of scholars whose marks full short are turned over, so as to disappear from the Register for that day; the whole process for a school of seventy boys occupies not more than ten minutes.

On the whole, I have been, and am, content to see much honest and healthy freedom in things not unlawful, when I find its result to be some cheerful but real love of learning, some good will towards the teacher, and I trust some genuine reverence for the sacred ends to which all useful knowledge may every day be applied. I am fully aware that no brief sketch could pretend to carry out the title of this paper, but it has been my endeavour to direct attention to the consideration of the true value of many matters of detail the treatment of which involves important principles. We often hear it said that every teacher has his own views, and his own way of carrying them out: enough if all be guided by the common precepts of truth. Practice suggests many expedients for the avoidance of errors and the economy of time. Such contrivances always give pleasure to the young, and stimulate their interest in the work; as, for instance, when in Book-keeping a boy delights to open accounts with his schoolfellows, and send them into the Bankruptcy Court by ruinous acceptances; or when, in writing a copy, he finds that by beginning at the bottom, and gently covering his upward work with the blotting paper, he can avoid the common misfortune of copying his own mistakes instead of the model.

I remember my librarian being much troubled by the difficulty of sorting the exercise-books used for different studies, till we hit upon the simple plan of using small labels, the different positions of which served as an index to the subjects.

Having been indulged thus far in my attempt to draw some profitable hints from little things, I have only to add that my purpose will have been served if they be counted deserving of discussion, and if any one of us thence receive a new light upon a portion of the morrow's duties. To us nothing is insignificant that the children bring us; each of us worthily to fill his place must feel that in our work of development we constantly need to compare great

with little things; each day's experience brings home to us with increasing force the trite old maxim, that trifles make the sum of human weal or woe; and it is no discredit to one of the noblest utterances of ancient eloquence, to apply, even to such small affairs as these, the argument, "I am a man, I count nothing human alien from me."

"The Brotherhood of Teachers.*"

The Brotherhood of Teachers! What an immensity of meaning these words convey! How much of Christian charity and sympathy, of united friendship and mutual forbearance, is suggested by this expression! But how few of us have fully realised its import. How many teachers there are who yet stand aloof from all efforts at union, and view with apathy the struggle in which the more earnest men of their profession are engaged. Perhaps no occasion could be more opportune for the consideration of the functions and scope of a brotherhood of teachers than the eve of the annual Conference of the National Union. The fact that some two hundred representative teachers will assemble on Monday next in Manchester, and that the various associations throughout the country tax themselves in order to be there represented, prove at once that the "Brotherhood" is not now a mere phantasy of the mind, but is becoming a great reality. To those who have laboured long in the cause of professional union and independence, these evidence come as the first fruits of weary working, and as the earnest of a full fruition of their labour and hopes. There have been brotherhoods benevolent and brotherhoods professional, brotherhoods social and brotherhoods political, but a brotherhood educational is a product of the present age. It is true that in the City companies we have brotherhoods quasi educational in their purpose, but which have become in course of time merely social in their character. Not that this quality in a brotherhood is to be condemned. Rather should it be the means of binding its individual members more firmly in bonds of amity and friendly union.....

A brotherhood of teachers, to be a useful and permanent institution, must be founded on broader bases than those referred to, It must embrace all who legitimately belong to the profession. It should include not only elementary or certificated teachers, but those of every grade and of every denomination. Teachers of all ages and of all attainments should be able to claim its fostering care and grasp its guiding hand. Nor should our Scotch and Irish brethren be excluded from its benefits. No brotherhood can be truly national that fails to open its arms to every teacher in the United Kingdom. The whole body of educators, from the head-master of Eton to the humblest village teacher, should be pervaded by the same spirit of professional unity, and animated by a desire to extend brotherly help and sympathy to any member of the fraternity. It is because we see in the National Union of Elementary Teachers the germs of our ideal brotherhood, that we speak thus earnestly on the subject. We trust that our representatives will not lose sight of the broad principles we enunciate.

The existence, or rather the possibility of existence, of such a brotherhood, demands, however, very high qualities in its members. There must be no apathy. Every member must actively fulfil his or her share of the duties which membership involves. There must be no professional jealousy. How often do we find teachers even now more ready to find fault with their fellows than with those out-

* From the Schoolmaster.

side their own ranks. There must be less mistrust of ourselves and of one another, and a greater confidence in the dignity and power of our calling. There must be the earnest desire to make the next generation more intelligent, more moral, and more religious than the present. We must believe that the destiny of the country is, under Providence, placed in our hands, and we must so act as to evidence the strength of our belief. We must, too, be willing, within certain limits, to subordinate our own interests to those of the general body, and endeavour to refrain from seeking the realisation of our own fancies at the expense of corporate action. We must also give of our substance to maintain the existence and extend the benefits of such a brotherhood.

We may well consider, in the next place, what may be achieved by means of a really National Brotherhood. The advantages would be threefold—to the State, to the people, and to the profession. And as these benefits are produced by the work of education, we shall first consider what advantages will accrue to the educators. With such a brotherhood existing, the great body of teachers would command a legitimate and powerful influence in all educational matters. Scope would be found for the promotion of meritorious and experienced teachers by opening up those higher offices which, we affirm, should be filled by members of the profession. This, again, would produce a wholesome activity, tending to better work and improved instruction in the schools, and would create in teachers themselves an ambition for higher scholarship. The schoolmaster would be relieved from those petty acts of tyranny and oppression which individually he is powerless to avert. We should, let us hope, see the training college system superseded or modified, and the training of *all* teachers made real by the establishment of colleges united to the universities. This established, the appointments to schools of all grades could be made on professional merit, and a teacher would rise in his profession according to his deserts. Other advantages occur to us, but we have space only to say that with such a brotherhood we might secure the real value of our labours, which is now denied us by an undue interference on the part of the Education Department with the law of supply and demand. To the State would be secured a nation of sober, contented, and educated citizens, willing at all times to obey the law and to aid the executive in the interests of progress and order. To the people would be secured the incalculable benefit of an improved education, resulting from the reform of educational arrangements, which a powerful union of teachers would certainly produce.

We may be sanguine in our hopes, but our deductions are true. It cannot be denied that the welfare of a community depends upon the sobriety, honesty, industry, and religious sincerity of its people. It is equally true that these qualities can only be secured by an intellectual, moral, and religious education. This, again, will be impossible under any system which fails to produce teachers of the highest character. It will be seen that a brotherhood of teachers such as we have imagined is no selfish concern, but that whatever improves the quality and status of the teacher will be again to the nation. We commend our ideal of a National Union, not only to the Manchester Conference, but also to the private schoolmasters of the country.

The Study of Languages.

Every age, as well as every individual, has some question which it applies as a test or gauge to all studies and departments of knowledge, and by which is measured

their relative value and the importance of their claims. I have said, in a previous article, that the prevailing thought of our own age was that of Humanity, and it will be readily seen that from this has sprung the question with which every effort and aim is greeted, "*Cui bono?*"—to what good of our common humanity does this tend?—of what practical use will this be in our daily life and needs? And this may be either one of the most profound, or the most shallow of questions; the most shallow, if he who asks would imply that any knowledge is, of its own nature, useless,—if he forgets that all things are so linked together, so many causes flowing into one effect, so many effects springing from one cause, that even in one word may sometimes be contained the whole history of a nation, with its struggles, its failures, and its triumphs. But the question becomes profound in meaning, if the end of knowledge, and spirit in which it is sought, are regarded. For even the coldest and most abstract science, when studied with the vitalizing power of love, which looks towards the common gain of humanity, may ripen into a rich fruition of results.

There are some studies,—Mathematics and the Natural Sciences,—whose uses in practical inventions are so obvious, that they pass almost unquestioned in any sense; while the unity of others, and especially of the languages, is continually doubted, disputed, and sometimes wholly denied. Even with those who approve those studies their defined uses are often insignificant and limited. If you should ask a child why he learns a language, and he has thought at all upon the subject, he will tell you, repeating the expressed opinions of those around him, that it is because many interesting books are written in it, which he should read. Yet, in all probability, five or six volumes will be the extent of his perusal, and he will not be able to tell you why the translations of these should not benefit him equally as much. Or perhaps he will tell you that he may visit foreign countries, and will be able to travel with greater ease and improvement, if he can speak the language which is used. But one tongue gives you familiarity with only one nation, and but few ever mingle so long or so intimately with any people, on a mere tour, to learn much of their daily lives by intercourse alone. Fortunately there is a vague consciousness behind this imperfect recognition of its uses, that still reconciles most minds to the many years and arduous efforts bestowed upon this department of knowledge, and assures them that its results are upon a deeper and broader foundation than mere probabilities.

I shall endeavor in this paper to define to you some of its benefits more clearly. And in the very first place I would say that the realizing knowledge of men and their native countries, which is given by language, does not at all depend upon travelling abroad. That, it is true, is a great aid, but it is not absolutely essential; and you may learn familiarly of the characteristic modes of thought and action, and the ruling spirit of diverse and far-off races, by an earnest study of their words, even if you should never leave your own land for a month.

But this study must not be solely confined to the masterpieces of their poets and authors. There we see the results only, the finely-burnished and perfectly-moulded statue of bronze, but already cold and hardened. It is in the study of the words themselves, fused and still ductile with the warmth of the very life of the people, that we see the formative process, as it were of speech. For in a moment of impetuous emotion and excitement, men will fashion their words, as they sometimes forge their weapons of dire need. And those strong and idiomatic expressions, at first termed *slang*, and scorned by the higher classes, will at last gain their true ground, and pass as current coins of pure metal. Think, for instance,

of the word "mob,"—contraction of *mobile vulgus*,—and its origin in our own language. How vividly this terse syllable of contempt brings before us the very scene,—the crowd of moving faces, swayed with blind passion, shifting hither and thither at every caprice, fluctuating to every unguided impulse of revenge or favor; and so watched by a man of higher culture and colder nature, who, seized upon by the power of the spectacle below, flings down upon them the word of scorn. And so sharply stamped upon it is the impress of this picture that it has endured until now. Just so the word *insult*, to leap upon the prostrate body of a foe,—burns still with the implacable rage of the old, unchristian natures. So also is *wrong*, derived from *wrung*, denoting the injury, the injustice, that wrings heart and soul with its keen torture of pain.

The list of these words, each with its own burning picture and strongly-defined device, is endless, and may be extracted from our most common phrases; although they are now so often and so coldly used by ourselves, that we have ceased to feel the white and tingling heat of passion in which they were at first forged. And in order to gain a yet wider range of results than even these alone would give you, the thought must be continually borne in mind that no word, however low and common in its origin, can be unworthy of careful notice, if it has been so far as power as to be retained in frequent use. Colloquial and provincial phrases, quaint, strong, and terse as they are, though often incorrect according to the prevailing authorities, will reward investigation by the keener insight into obscure fragments of history and local customs which they afford to the earnest student; giving these, perhaps, with a picturesque vividness not to be found elsewhere.

As one instance, we might mention a verb confined almost exclusively to our Southern States, *i. e.*, *to tote*, or to carry on the head, in contradistinction to the simple expression of carrying, or bearing a weight. How distinctly one sees the action so described,—the slave instinctively adopting the modes of Southern countries, especially the Syriac and Oriental, and raising his burden to his head. Although this is apparently a trifling act, it is perfectly characteristic of both races; for the Caucasian and Northern race lift a weight always by the hands if possible, and bow the head in reverence and social courtesy, and by this mark you recognize a dominant nation; while in the readiness of the others to bend their head and shoulders to a burden, one sees long habituation to a master's rule. There is another word, popularly considered a vulgar perversion, by which we are led back to our old Anglo-Saxon origin, and our common claim in Spencer's enchanted kingdom. Who does not remember the true knight in the "Fairy Queene,"

"Who rather joyed to be than seemen *sich*,
For both to be and seem to him was labor *lich*?"

Then again is the common idiom, "*clean gone*," with its suggestion of bare-swept and empty places, and its associations with our old Saxon translation of the Word, in whose simple version of the crossing of the Israelites, it is said, "*Until the people were clean over Jordan*." Thus, even from the most inelegant and common language, a word is sometimes learned, in which a secret spring of kinship is touched, and a new picture or thought gained, which you had not before seen or understood.

In a foreign language, the words which are called untranslatable, the phrases for whose delicate and subtle shades of meaning we can render no precise equivalent, which are more characteristic, open to us most wisely the different modes of thought and life in the new phase

of humanity which you study. General construction, also, the length and relative position of the words, have their own peculiar significance.

The French language is, for instance, full of words expressive of impulse, of fervid emotion, intense impression, as *tout à fait ravissante*, *tout à coup il paraît*, *verve*, *élan*, *s'élançer*, etc., etc. Its favorite tense is the historical present; for the French narrator does not only describe, he sees, he feels every event on which he touches. As in the scene in the southern forests (*vide* Chateaubriand's "Atala"), the author says, "*tout est mouvement, murmure, parfum*;" it is no longer a story you hear, but a panorama that unfolds itself before the eyes of both. It is a language that abounds in brief words, and quick accents, impetuous enunciation and keen, sudden emphasis of position—"Et moi, j'ai tout perdu!" "*L'audace, l'audace, toujours l'audace!*" For France is to the world what the power of imagination is to the human mind. While the slower Anglo-Saxon intellect sees inevitable difficulties in its most impassioned dreams, hesitates, ponders, prepares for defence, modifies here and there, and adapts its ideal to real circumstances, the fiery Gallic mind darts, like an arrow from a bow, straight to its aim. Rapid, versatile, agile, the Frenchman perceives quickly, feels intensely; but all so swift are his transitions from love to indignation, from pain to rapture, that our less dextrous mental sight can scarcely follow their track, and these changes which we do not comprehend, appear as proofs of a light and shallow temperament. We fancy them, from the same lack of resemblance, visionary and unpractical; but in one sense, no people are more peculiarly realistic. For as the imagination, at a suggestion or a hint, pictures a whole scene in strong outlines and glowing colors, so with them to think is to do; and the facts of France are as wildly fantastic as the image of a dream. From the fancies of a Fourier, the passion of a Mirabeau, the studies of a Napoleon, you have straightway a new social organization; communes and republics ruled by a mob, a poet, a prince; a Caesarean empire. For the white light of reason this impetuous nation substitutes the colored gleams of desire and illusion.

Nor is the German language less characteristic of the traits of its race. This people is of all others the most child-like; and the fact that its literature abounds in subtle and abstruse philosophies and profound thoughts, does not at all controvert this; for who does not know that, of all questions, a child's are the deepest and most unanswerable? The problems which float up in the mind of a child, who is feeling out for his first knowledge of God, of man, of life, are those which lie about the very root of existence. You find in the Germans also that supernatural element which so strongly pervades a child's atmosphere that he sees life in the flickering light, the shadow that sweeps along the wall, the worked stitch, the waving bough of the old tree; and thus you have the key-note to the *Doppelgänger*, the *Heinzelmännchen*, the *Geisterband*, the *Erl König*, the *Lorelei*, and *Undine*, and the thousand fantastic creatures that people the German romance and ballad. You meet again the same resemblance in the instinctive and ready imitation of sounds, in which this tongue so peculiarly excels, as in Goethe's and Schiller's ballads, Burger's "Lenore," and the poems of Kopisch. Nothing can be more vivid than the whistling winds, the rustle of the dry twigs, the trampling hoofs, and the ringing of the bells, "*Ganz lose, leise, kling ling ling*" in the weird creation of Burger.

And again you recognize it in the quickness to form new words, some peculiarly bright with fresh, quaint, child thoughts, as *Fingerhut*, *Handschuh*, for thimble and

glove; and in the spirit which substitutes for our expressions, to decay, wither, grow dark, the softer ideas of blooming itself away, shining itself out, etc., as *verblumen*, *vergrünen*, *verglimmern*. Also, a child's *gregariousness* of disposition is perceptible in the German race; and to this quality and its consequent capabilities of massing themselves and uniting in action, a great portion of their national greatness and triumph is due.

I might follow out this same train of thought through-out other languages but my space does not allow, and I can only trust that these slight and fragmentary suggestions may serve to point out somewhat of the subtle beauty and wealth of thought which may be gained from even grammars and dictionaries, if studied with earnestness and interest. Our language itself contains, within two of the expressions by which we describe the study of the languages, the lessons of their whole use and aim; for when we speak of one as well versed in *the humanities*, and having received a *liberal* education, do we not thereby imply that the end of learning is to liberate the mind from narrow and selfish prejudices into a deep sympathy with the humanity of his kind? So, along the whole line of the world's progress, you find earnest students and deep thinkers foremost in winning the freedom and amelioration of the condition of the people. And a learned scholar who would, for instance, read Virgil, for its elegance of style and grammatical construction merely, has caught less of its spirit than a blundering school-boy, who, with all his mistakes, feels the strong, adventurous, daring, and simple endurance of the wanderers from Troy. For it cannot be too often repeated that, without the loving and moral faculty of sympathy, learning may indeed be acquired, but wisdom cannot.

"Love is ever the beginning of wisdom, as fire is of light;" and few men can every think for their race until they have learned to feel *with* it. The heart and mind of the character are as inseparable in operation as the heart and lungs of the body; they must breathe and beat in unison to preserve perfect life.—*The University Monthly*.

E. F. M.

Two Hours in a Kindergarten.

While in the city of Hamburg, I saw a door over which was the single word "Kindergarten." I had seen something of higher education in Prussia, and now saw something of the lower. Sitting upon the little forms, and engaged in a peculiar rhythmic exercise, were sixty-two children, or rather infants, from three to seven years of age. No books whatever were visible. Each child was furnished with drawing materials, and on many desks were variously cut bits of tin. Little squares of blue perforated paper and yellow crewel, slips of wood fibre, and the various geometric solids were stored away for use; and the shelves placed the animal, vegetable, and minerals under contribution.

None of the children could read, and many could not talk plainly. No effort was made to teach them the "mystical lore" of books. This child garden seemed no place for tasks and work, but only for play—for spontaneous play so systemized and directed by an adult as to furnish valuable discipline to mind and body. One could readily see that the children were getting through the testimony of the senses, the foundation of all knowledge, an accurate acquaintance with the external world of matter. Happy in the guidance of a sympathetic and skilled teacher they were getting naturally and easily what they otherwise would have got with many a blunder, or never got at all. They were discriminating colors, hues and tints; were

learning the forms, measurements, distances and properties of bodies; were passing judgment on the uses, construction and adaptability of organs in the vegetable and animal kingdoms. They were making models drafting plans, developing their muscles by calisthenic concerts, learning the "music of motion" by such marching as would rejoice the strictest drill master in the realm, and practising the "symphony of sound" by the utterance of cossetting songs, and by the unstrained, improvised melody of children and birds.

This Kindergarten seemed to be really a nursery where, by systematic training, all the right powers of the being were developed in a just order and proportion. It was simply a supplement to natural processes. There being no infliction of tasks, either mental or bodily, and light athletic sports alternating with the more sedentary employment, there seemed as little probability of dwarfing the body as of stultifying the intellect. And, on the other hand, if nature's processes are safe, to teach a boy to make skillful and intelligent use of his body, and to know much of the natural world, at a time of life when every faculty is alive to sensuous impressions, cannot tend to produce a dangerous precocity of mind.

But this training seems not only harmless but very valuable, and very direct in its uses in life. The viciousness of street children is proverbial, and chiefly because of their hap-hazard, Topsy-like development. Again every one who has remarked the meagre results produced by those who teach the nicer mechanical arts and trades to young apprentices, can testify to the importance of senses trained to accurate observation, and of fingers and hands skilled in delicate manipulations.

You who sit with self-congratulation in the high places of pedagogy, what would you not give to see in your own pupils the gleaming eye of intelligence, and the calm consciousness of victories won which I saw in the faces of these infants! We cannot say that education begins in infancy and the first flushings of the face from an alert curiosity. At the legal school age our children might be such philosophers in their knowledge of natural objects, and so expert in the management of their bodily powers, as to put our wrinkled cheeks to blushing. A child must grow and learn, and that with unexampled rapidity; and were it possible to arrest the desire for sensuous impressions, he would enter the schoolroom, when the State admits him, a driveling idiot. But systematize his culture, follow the course of natural development, lend the guidance of sympathy and skill, and in due time he will pass from the exclusive study of things to the study of books with an awakened interest and an unfeigned devotion to mental pursuits.

EDWARD TAYLOR.

—*Indiana School Journal*.

POETRY.

A LEGEND OF NIAGARA.

BY MISS FAIRWEATHER.

The day was calm and still, no sound was heard,
Save the shrill whistle of some forest bird,
The wild deer in the shade at ease reclined,
And not a leaf was rustled by the wind.
Far out upon Ontario's placid breast,
A birch canoe lay, like a swan at rest;
The lazy fisher, in the depths below,
Beheld his scaly victims come and go
Like silent shadows from an unknown world,
While o'er his head the watchful fish-hawk whirled.
So long and so intent the Indian's gaze,

He noted not the sun's o'erclouded rays,
 Till flashed the lightnings forth with lurid glare,
 And crashing thunder shook the quiet air.
 He grasped his paddle, and, at every stroke,
 The swelling billows into foam-wreaths broke.
 Onward he dashed to gain the wished-for shore.
 Alas! his feet would press its sands no more;
 For o'er the boiling tide the Manitou,
 The evil spirit of the waters, flew,
 And as he came he laughed in frenzied glee,
 Another victim in his power to see.
 The Indian, horror-struck, in slight of land,
 Let slip the paddle from his nerveless hand;
 When from the darkened cloud above there came
 A voice which called the Indian by his name.
 And downward through the storm a maiden fair,
 With swarthy cheek, and loosely flowing hair,
 Descended to his side, then upward bore
 The trembling savage to the Spirit shore.
 The baffled demon gazed upon the cloud,
 Then raised his voice, and shrieked and wailed aloud;
 The green-robed forest shuddered at the sound,
 The winds affrighted dashed in circles round,
 A while his fury raged; but, tired at last,
 Down to Niagara's slimy caves he passed.
 The maid, pursuing, obtained him while in sleep,
 And there for ever must the Demon weep.
 And now, when evening's pensive moonlit ray
 Lights up his glittering chains of silvery spray,
 His loud voice, echoing through the liquid wall,
 Makes the wild music of the water-fall.

(Written for the Journal of Education.)

By MRS. LEPROHON.

OCEAN BEACH ON A STORMY EVENING.

Sad was the scene and lonely
 Down by that wave washed shore,
 Where the wide, boundless ocean,
 Heaves, tosses, ever, more;
 Shadows were thickly falling,
 O'er chuff and rocky steep,
 O'er dark and low' ring heavens,
 O'er wild and foam-flecked deep.

No golden gleams of sunset,
 No clouds of rosy hue,
 Illumed that scene so dreary,
 No glimpse of azure blue,
 But the dark tinted billows,
 With deep and muttered roar,
 Came swiftly rolling landwards,
 Breaking upon the shore.

Long line of foam, white, seething,
 Checkered the wide expanse,
 With wierd and ghostly gleaming,
 Seeming the gloom t'enhance;
 Whilst now come softly creeping
 Gray, mists along the coast,
 With motion vague, uncertain,
 A phantom, shadowy host.

Hark! 'bove the roar of waters
 List to that sullen boom!
 Is that a gleam of lightning
 Flashing across the gloom?
 A minute gun sad signal
 From o'er that stormy sea,
 Come to their help, oh Father!
 They have no hope save Thee!

Blacker come down the shadows,
 Fiercer roll in the waves,
 Deeper the muttered thunder
 Booms up from ocean's caves,
 Higher the stormy billows
 Fling up their foam wreaths white,
 Earth hath no scene more lonely
 Than ocean beach to night.

We desire to draw the attention of our readers to the following advertisement of Mr. Desbarats. Many of them may find it a source of profit and amusement to enter into competition for the prizes so generously offered by that enterprising publisher.

WANTED!!

\$1275 REWARD.

**To the Literary Men and Women
 OF
 CANADA.**

We want to become acquainted with you!

We want to unearth the hidden talent, now buried in our cities and hamlets, inland farms and seaside dwellings, primval forests and storm-tossed barks.

We crave narratives, novels, sketches penned by vigorous Canadian hands, welling out from fresh and fertile Canadian brains, thrilling with the adventures by sea and land, of Canadian heroes; redolent with the perfume of Canadian fields and forests, soft as our sunshine, noble as our landscapes, grand as our inland seas and foam-girt shores.

What inexhaustible fields in the realms of fact and fancy lie open to your industry and genius, women and men of Canada! What oceans of romance! What words of poesy! Why then do we see so little worthy of note brought forth in literature by our countrymen and countrywomen? Merely for want of material support and encouragement! That is all.

Now we open a tournament to native talent, and invite all to enter the lists. We ask for novels and stories founded on Canadian history, experience and incident — illustrative of back wood life, fishing, lumbering, farming; taking the reader through our industrious cities, floating palaces, steam-driven factories, ship-building yards, lumbering shanties, fishing smarks, &c., and we offer the following prizes for the best Canadian stories:

	1st prize.	2nd prize.
For a story of 100 cols.	\$500	\$300
“ “ 50 “	250	150

For the two best short stories, complete in one number, \$50 for the best, \$25 for the next.

We want to have an essentially Canadian paper, and gradually to dispense with selections and foreign contributions, &c.

Stories will be received until the first of October, when the selections will be made and the prizes forwarded at once. Rejected stories will be preserved for three months, and the authors may have them returned on forwarding stamps.

Send along your manuscript now as soon as you please.

GEORGE E. DESBARATS,
 Publisher, Montreal.

**Catholic Commercial Academy.
 THE OPENING CEREMONIES.**

Speeches by LORD LISGAR—By HON. P. J. CHAUVEAU and others.

The old style of entirely classical education is beginning to some extent, to give place to a more practical course, better suited to the wants of commercial men. In this country the new mode has of late years come pretty generally into vogue, and in many of the Roman Catholic educational institutions throughout the country a thorough commercial course forms an important part of the curriculum. Montreal alone was in this respect somewhat backward, especially among our Roman Catholic fellow citizens, but this want has at last been very well supplied by the Roman Catholic School Commissioners in the new Commercial Academy, which was opened yesterday with great *éclat* by their Excellencies Lord and Lady Lisgar.

The site for the institution has been admirably chosen, a more healthy and cheerful situation could not have been found within the city limits. It stands on the height of land between Ontario and St. Catherine streets, and its grounds abut on St. Urbain street. It is a substantial limestone structure of a massive and imposing appearance, and from its commanding position may be seen in almost any part of the city. The interior

is in perfect keeping with the external appearance, the numerous class-rooms are large and cheerful, with high ceilings and all the most modern improvements in school furnishing and architecture. The academic hall situated at the top of the building, commands, from its windows, an extensive view of the city, the river and the suburbs. It is beautifully fitted up and is really a credit to the city.

THE INAUGURAL CEREMONIES.

began yesterday afternoon 19th June at three o'clock, when Lord and Lady Lisgar arrived, accompanied by Miss Dalton, Captain Ponsonby, Mr. Tourville, and several other ladies and gentlemen. They were met at the entrance by Hon. P. J. O. Chauveau, Minister of Education, and the R. C. School Commissioners. A few moments were spent in visiting the different class rooms, &c., after which the vice regal party were conducted to the Hall, where the principal ceremonies of the day were to take place. Arrived there, their Excellencies, and other distinguished visitors took seats on a raised dais at the eastern end of the room, Lord Lisgar occupying the chair. Every available seat in the body of the Hall was occupied by a brilliant assembly of ladies and gentlemen, among whom may be mentioned, Hon. Senator Ryan, Hon. Senator Ferrier, Mr. M. P. Ryan, M. P., Professor Dawson, Mr. Wm. Lunn, and many others. The proceedings were begun by the orchestra, who played in admirable time and tune Mendelssohn's "Marche du Mariage."

Mr. BELANGER, on behalf of the Roman Catholic School Commissioners of Montreal, then presented an address to His Excellency in which the gratitude which the Commissioners felt at the honour done them by the visit of Lord and Lady Lisgar was expressed. The object of the academy was defined, and the indebtedness of the commissioners to the zeal of the Hon. Minister of Education, the liberality of the Quebec Government, and the patriotism of the citizens of Montreal. One of the happiest moments of the commissioners and of the academy would certainly be, having inaugurated it under the auspices of so eminent a statesman. The best wishes of the commissioners were also promised to Lord and Lady Lisgar, and the address closed with a hearty wish that long and happy days might be their portion.

His Excellency, in acknowledging the Commissioners' address, said: The office you hold is one of honor and usefulness. In countries like this in which the powers of government are centred in the people, exercised by them through their representatives, it is of special importance that the avenue of learning and of sound education should be of easy access to all, and that those whose wealth and position raises them above their fellow citizens should use their influence and send their aid to the establishment and support of institutions such as this [applause.] I rejoice, therefore, to see the interest you take in this institution, whose practical sphere of usefulness cannot fail to be of great advantage to the country. The allusions which you were pleased to make to my past services are only too complimentary, and it cannot fail to be a source of gratification to think that in leaving Canada I shall bear your good will along with me. On Lady Lisgar's part I beg to assure you that she has much pleasure in attending here to-day, and we both join in thanking you very cordially for the good wishes you express in our favor [applause.]

An address from the Principal and Professors was afterwards read by Mr. Archambault, Principal of the Academy. It expressed the profound respect which the Principal and Professors had for their Excellencies, and their lively gratitude for the kind consideration displayed in their visit. The happy events which had signalized the enlightened administration of His Excellency would surely form one of the brightest pages in our history, and the pupils of the institution would be reminded of the eminent public and private qualities which had rendered the stay of His Excellency in the Dominion illustrious; qualities which would cause them long to regret his too early departure from this country. His zeal in the cause of education was acknowledged, as also his attentions to several of the educational establishments of the city. His Excellency was requested to convey to Her Majesty an assurance of the devoted loyalty of the Principal and Professors, and to express to Lady Lisgar their most respectful homage and ardent wishes for her health and happiness.

His Excellency, after expressing his thanks for the loyal and dutiful address, said:—I am touched by the kind and flattering terms in which you are pleased to speak of my success in the cause of education. It is certainly a object which I have much

at heart, and one, the importance of which it is, in my opinion, scarcely possible to overrate. All honor is due to those who further the good cause, but special honour to those who, like you, devote your talents and the labour of your lives to this special object. The discharge of your daily duties requires much patience and no little toil, and I can only hope that your efforts may be crowned by what must ever be your most coveted reward, the fructifying of the good seed which you are daily sowing in the minds of your pupils. Lady Lisgar and myself unite in wishing you complete success in the more extended field of operations upon which you are entering. [Applause.]

Masters DESBARATS and OSTEL read an address in English and French from the pupils of the Academy. The thanks of the scholars were respectfully tendered to Lord Lisgar for condescending to preside at the inauguration of the institution, which afforded another proof of the interest taken by Her Majesty and her representatives in the cause of education. His Excellency was also congratulated upon the marked prosperity of the country during his administration; he was requested to tender to Lady Lisgar the hearty good wishes of the pupils and their desire for her continued happiness, as well as their thanks for the favor of her presence on the occasion. The hope was expressed that he might long enjoy his honors on the other side of the Atlantic, and long be spared to aid in the spread of knowledge and the maintenance of the British Empire of which they were proud to form a part.

His Excellency replied as follows:—I beg to thank you for the address which you have just presented to me, and to assure you that I have had much pleasure in attending here to-day in order to mark the interest I take in all that concerns the cause and advancement of education. With you it rests to take advantage of the facilities for acquiring practical and useful knowledge which this and kindred institutions place at your disposal, and I rejoice to think that so wise a provision is being made for the wants of a rising community, by the placing within the reach of all the means of acquiring an early and practical training in those useful branches of science and art to which they intend to devote the energies of mature life. [Applause.] I am much obliged to you for your kind expressions and good wishes in favor of Lady Lisgar and myself. It cannot fail to be a source of pleasure to both of us to think that our residence in Canada should have been at a time which has been marked by general and steady prosperity. [Applause.]

Master Francis DONNELLY then presented Lady Lisgar with an address in which Her Ladyship was thanked for her interest in the institution of which her welcome presence was a proof. The native flowers of which the bouquet was composed were offered as the fit emblems of the fresh and pure feeling with which Her Ladyship was wished God speed on her return to that glorious land, whose name was a household word in our Canadian homes.

Her LADYSHIP very gracefully acknowledged the offering, and a farewell address was afterwards presented by one of the pupils.

His EXCELLENCY then said: I scarcely thought that I should be called upon to make any observation, beyond answering the addresses with which I have been honored and do not know that I can, on short notice, add much to what I have already conveyed in answer to them. I am always happy to take part on any occasion which has for its object the advancement of education. This institution after much success in previous tuition is about to enter upon a wider field of usefulness and to occupy new and greatly enlarged premises. It embraces two distinct courses of study, a preparatory which comprises a sound general elementary education, without classics—and a commercial course founded upon a principle which has found favor widely, and amongst men of great eminence in the United States. The idea of the system is to enable young persons who have completed their general education in the preparatory school to make themselves acquainted with the practical details of business life, in its great departments of bookkeeping, banking, telegraphy, general mercantile and commercial transactions. The principles which underlie the economy of life are studied and explained as well as all the minutiae and nature of traffic, so that the foundations are accurately laid of a complete and symmetrical education applicable to all the varied exigencies of a business life. In a great commercial country such facilities for acquiring practical acquaintance with business appear to be very valuable. They will no doubt abridge the tediousness of a long apprenticeship.

save precious time and those who have profited by a previous sound education to enter at once upon fields of usefulness and honorable exertion. The mistake which has occurred elsewhere is here guarded against of allowing this commercial education, however perfect for its own purpose, to supersede a sound general education—it should be the supplement to, not the substitute for, general education. Due provision is made within these walls against this substitution, and the system appears to offer all that can be desired within its own scope. Speaking of education generally, I am persuaded that the most strenuous and unremitting efforts should be made to base it upon the sure rock of pure moral and religious instruction, this to my mind is of the essence. To refer to another point, I am old-fashioned enough to hold that a competent knowledge of the Latin language is very desirable, and regret that it should be entirely dropped out of view. It is not of difficult attainment—would require no great sacrifice of time, and once attained is a key and facility to many other branches of knowledge. Still, perhaps, in many cases, it must be omitted, and I dare say the Committee have carefully considered the matter here. There is, however, another which should in no case be omitted. Here, I am glad to find will be kept in view, the frequent practice of translation from one language to another—from French into English and *vice versa*. In his memoirs Lord Brougham says:—"It was an inestimable advantage to me that my studies were directed by my great kinsman, the Principal, Dr. Robertson. He always recommended translation as tending to form the style by giving an accurate knowledge of the force of expression, and obliging us to mark and estimate the shades of difference between words and phrases in two languages, and to find by selecting the terms, or turning the idiom, the expression required for a given meaning. Whereas, when composing originally the idea may be varied in order to suit the diction that most easily presents itself, of which the influence by rhymes, as moulding the sense as well as suggesting it, is a familiar example." Lord Brougham spoke of translation from classical authors, Latin or Greek; but Canning, the distinguished orator, found the same advantage in translation from French. He formed by translating from the works of Massillon and Bossuet a style remarkable for its elegance and accuracy. It is not, perhaps, probable that many of the pupils of this college will be called upon to make orations, but they will have epistolary correspondence to conduct, and nothing can be more conducive to ease and correctness in letter writing than the habit of composition derived from the assiduous practice of translation from good models in a foreign language.

The Hon. THOS. RYAN said he had been requested to say a few words on behalf of the English speaking Catholics, whose children would obtain a valuable education in that institution. It was a step in the right direction to associate the two races who form the people of this country, to associate those who possessed Canada in early times with those who had more recently established themselves here, but who had one common bond of union—the bond of religion, which, as His Excellency had well remarked, should be the basis of all education [applause.] There had hitherto been a want of an institution where a good sound mercantile education was afforded to those whose inclinations led them in that course of life, or who possessed, perhaps, neither the leisure nor the means required to enable them to devote themselves to a classical education. However much they who had been trained in past days might regret the falling away from the study of the classics, which was now apparent, yet they must be convinced that in this age, which was a practical rather than a poetic age, one of the necessities was such an education as was offered in that institution. He need scarcely congratulate the commissioners on the great success they had achieved in erecting so magnificent a building, and in bringing so large a number of scholars under its roof, and further placing them under the charge of able professors. All this was very gratifying, and if there was one thing more required to complete the success of the work it was found in the presence of the Governor General of the Dominion at the opening of the institution. He trusted that that fair play which ever to his knowledge had characterized Canadians of French origin would be displayed towards the children of English speaking Catholics, who might be educated in that commercial academy, that the pupils would all be placed on an equal footing. He need not appeal to that love of fair play and generosity so often displayed in this Province of Lower Canada by the French speaking population, when he had before his mind the examples of liberality shown not only by those united

in religion, but speaking a different language, but towards those also of other religious professions. [Applause.] He was, therefore, delighted to notice the presence of some members of the Protestant Board of School Commissioners. [Applause.]

Hon. JAS. FERRIER, a member of the Protestant Board, said he was charged by the Rev. Canon Bancroft, the acting Chairman of the Protestant Board of School Commissioners to submit a letter from the Rev. Canon and to request that it might appear in the record of the day's proceedings. He [Mr. Ferrier] desired to express the harmony that had prevailed since the appointment of the two Boards of Commissioners. They had acted in entire harmony in regard to monetary matters which were an important part of the Education question; and in reference to building that magnificent school-house and the other school-houses of less dimensions, which the Protestant Board had erected, he must state that the Commissioners must have more money, and the Hon. Minister of Public Instruction, who had shown himself fully acquainted with their requirements, would be prepared at the next session of the Legislature to place a much larger sum at their disposal than they had received in the past. [Applause.] The Commissioners devoted their entire time and attention to the work of education, but unless they obtain larger grants they will not be able to meet the pressing educational wants of the community of Montreal. These views, he was satisfied, were those entertained by the members of both Boards, who had acted as one in regard to this branch of the question. [Applause.]

The following is Canon Bancroft's letter:—

MONTREAL, June 19, 1872.

DEAR MR. LUNN:—As I take it for granted that you will be present at the opening of the Academy on the Plateau, to-day, may I beg that you will convey to the gentlemen of the Board of Roman Catholic School Commissioners my sincere regret that I am prevented from attending by the meeting of our Synod, which takes place at the same hour. I congratulate them most cordially on the success which has crowned their efforts, and shall hope on some future occasion to have the pleasure of visiting the building.

Believe me to be,
Yours very sincerely,
CHAS. BANCROFT,
Acting Chairman.

Principal DAWSON, as a Protestant School Commissioner, had one word to say, namely, that the Boards of Commissioners, Protestant and Catholic alike, acted in harmony, because they felt, and felt strongly, that the minds and hearts of our young people were, of all the resources of the country, those which should be most carefully cultured. We might have our mines and fisheries, and manufactures and trade, but what were all those without the culture of the minds and hearts of our young, without which culture all our resources must remain undeveloped. He should be glad to see the time when Protestants and Catholics were united at one board of school commissioners [Applause], and he believed there might be a good time coming, when that would be brought about; at all events, he hoped to live to see the day when they would have examinations of both schools in common, and thereby ascertain which Board was providing the highest and best education. [Applause.] In the meantime, whilst the two Boards exist, they were prepared to go on one with the other in an honorable and friendly rivalry. [Applause.] They should each strive to possess the best schools and the most efficient staff of teachers or provide that no child in this city should be so poor as not to have the opportunity afforded of acquiring a good education; to provide that this city should set an example in the matter of affording a good education in its schools, and to provide that this great and growing city should supply an education which would bear comparison with that afforded by any city on this continent. [Applause.] The Protestant commissioners would work to secure that position, and the Catholic commissioners would also work to that end, and they would rejoice each in the success of the other. [Applause.] He was deeply gratified at being present on that occasion, and able to express the good will and kindly interest felt by the Protestant commissioners in the work of the Catholic Board. He recognized in that beautiful building and the practical character of the course of study an earnest of the fact that the Catholic commissioners were going to do a great and good educational work for this city. He said "going to do," because the Commissioners were

only commencing the great work. The opening of the Prince Arthur School by His Royal Highness and of that school by His Excellency the Governor General would serve to mark a stage in the history of that vast educational undertaking, not culminated, only begun. The opening of that and similar institutions would be looked upon as one of the most brilliant achievements of the Superintendent of Education (Mr. Chauveau), and he hoped some of them would live to see the present system of education brought to a state of maturity. [Applause.]

The Rev. Father VILLENEUVE said that he had been called upon to represent his Venerable Superior who would have much better explained than he could do his joy and satisfaction at seeing the prosperity of this establishment—a prosperity which was due in a great measure to the generosity of the Minister of Public Instruction. Establishments of this kind were rapidly multiplying in the country, and he could not but express the satisfaction which he and the other members of his order felt at their prosperity. He would explain the cause of this satisfaction. More than two hundred years ago the Rev. Seigneur of Montreal established a system of education in this city, civil as well as religious, and at the present time there was no part of the Dominion which did not possess educational institutions of an admirable kind and up to the present moment the Seminary of Montreal labored for the development of education of all kinds in the city. It was evident that professional men could not expect to arrive at a high position without the study of classics. The seminaries both of Montreal, and Quebec had been eminently successful in imparting instruction of this character. Of this the Hon. Mr. Chauveau who had been a pupil of the Seminary of Quebec, and Sir George E. Cartier who had attended the Montreal College, were examples. The population, however, was developing with a surprising rapidity, and it was impossible for the Seminary to give education in all the different branches that were required. The Seminary required aid, and this they had found in the academy which they were then inaugurating. High tribute was paid to the Hon. Mr. Chauveau, and the Rev. gentleman continued to speak of the necessity of continuing religious with secular instruction, and told the parents of the children in this establishment that the gentlemen of the Seminary had the same authority there that they had in their own schools, and that the pupils would receive the best of religious training. Let him add a word which came from his heart. For more than twenty-six years he had been one of the school examiners. More than three thousand five hundred teachers had passed there examinations before him, and he could by this means ascertain the progress education was making in the country. That progress was very great indeed. He then went on to urge the necessity of a more liberal remuneration of teachers of schools, praised the Catholic School Commissioners of Montreal for the liberality with which they had dealt with their teachers and hoped before long a law would be passed by the Quebec Parliament, which would not leave instructors of our youth at the mercy of Commissioners, whose sole endeavor was to pay as little as possible. The representatives of the Bishop, said that M^{onsieur} Bourget had been prevented from attending through ill-health and his numerous duties. He pointed out the necessity of religious and secular education and drew from the illustration which he had given a comparison between the people of this country and those of France. Both were of the same origin, both many years ago of the same habits and manners, but while the people of France had changed for the worse, the people of this country remained true to the faith which they had brought with them from their native land. He maintained that this was owing to the fact that in France the people had been led away by bad teaching, while in Canada the people had still been under the influence of religious teachings.

Hon. P. J. O. CHAUVEAU said that he had been praised very much beyond his deserts; but if a sincere desire for the advancement of education and a desire to render justice to all parts of the community counted for anything he was deserving of some credit. He congratulated the gentleman who presided over the Jacques Cartier Normal Schools of this city, that so distinguished a person as the gentleman who had been appointed at the head of this establishment had been one of his scholars. He also congratulated the Commissioners upon the presence of the Governor-General, who, in various ways, had done so much for education. As Minister of Education, he expressed his sincere gratitude to the members of the Corporation of Mont-

real, for the courageous, disinterested and independent manner in which they had done their duty in imposing the somewhat unpopular tax for educational purposes. Their efforts had been crowned with success, one of the most flattering evidences of which was the building in which they were at present assembled,—built at a cost of \$60,000,—besides several other elementary schools under the charge of the Catholic School Commissioners, and the Royal Arthur and other schools, directed by the Protestant Commissioners. In conclusion he thanked his Excellency for the honor which he had done them by his presence.

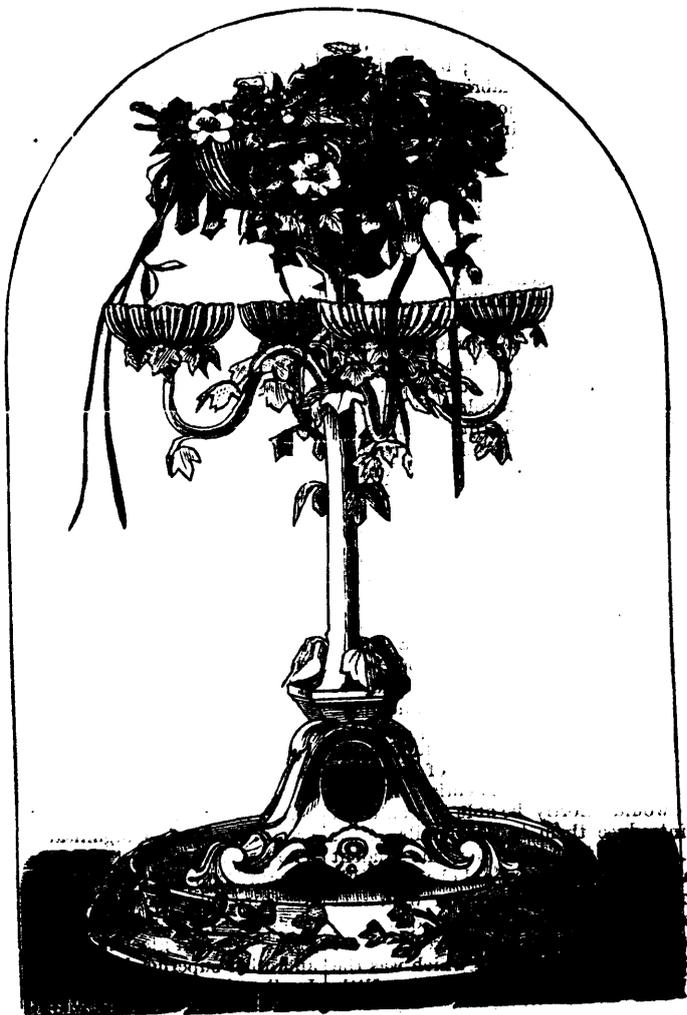
His Excellency then presented good medals to Masters Alphonse de Legare Parent and Emile Vernier for general excellence.

When the above interesting ceremony had been completed a table was brought in and placed upon the dais. On it stood a beautiful silver epergne, handsomely decorated with flowers, destined for presentation to Hon. Mr. Chauveau.

In presenting this handsome testimonial, Mr. C. S. Cherrier read an address.

Hon. Mr. CHAUVEAU in reply said: Gentleman I am at a loss how to convey to you my gratitude for your great kindness. The testimonial which you have presented me with will remain in my family as a most agreeable token of the sympathy of my Montreal fellow citizens. The bereavements which have befallen me since leaving the city are such, that when looking into the past, I cannot but feel deeply the contrast between the present time and the years of happiness which I have spent amongst you. They were so replete with marks of kindness from my fellow citizens of all creeds and all origins that the duty of contributing to the good harmony which exists among them has been to me a very easy task. I have been happy to help as far as I could the intellectual movement, which of late has made such great strides among us; and it has been a source of great pleasure to me to join in the literary festivals of my fellow citizens of British origin as well as those of the race to which I belong, [applause]. If I have been able under our former institutions to render to the cause of public instruction services, which you value too kindly, I have been happy in remaining, under the new order of things at the head of a department to which I was connected by so many ties. It has been the privilege of the government of the Province of Quebec to secure and extend the guarantees which the constitution grants to the various religious creeds in matters of education, and that policy in which the position which I hold assigned me a leading part will have the best results, thanks to the good will of both sections of the population, as remarkably instanced in the joint action of so many distinguished citizens on both sides on the present occasion, [applause.] It has also been the good fortune of that government to lend a powerful assistance to the movement which is so rapidly being made in this country for its settlement, and the development of its resources, by the construction of new lines of railways. The prosperity of our cities will receive from that movement an impulse, which renders it the more necessary to bestow the greatest care on all that is connected with the education of youth. Your efforts and your generous contributions towards preparing your children for the great future which is being opened to them will be the natural and evident complement to your exertions in the direction of commercial and industrial progress. Madame Chauveau and myself will be ever grateful to you for your kindness. Its remembrance will be added to the many pleasant recollections of our stay in Montreal. I cannot help but feel deeply when I think that I have left here a daughter who devotes herself to the education of your children; and this thought, after more cruel separations, is in a degree consoling. Please, gentlemen, receive the assurance that your kind words will ever live in my memory, and that on my return to the city where I was born, where I lived so long, and where I have received so many marks of kindness, nothing, as you have so happily expressed—nothing shall be allowed to set up a prescription against that title of fellow-citizen which has been granted to me here on so many occasions, and which you have to-day so gracefully confirmed. [Loud applause.] Please accept my best wishes for the continued prosperity of your noble city, and for your happiness and that of your families.

The proceedings were brought to a close by God Save the Queen, which was sung by the scholars, accompanied by the orchestra. His Excellency Lord Lisgar and Lady Lisgar then took their departure with the ladies and gentlemen who accompanied them.



Presented to the Honorable Pierre J. O. Chauveau, Minister of Public Instruction for the Province of Quebec, by the City of Montreal, the 19th June 1872.

The Natural History Society.

ANNUAL MEETING—ADDRESS OF PRINCIPAL DAWSON.

The annual meeting of the Natural History Society was held on Saturday evening, May 19, Principal Dawson, L.D.D., F.R.S., presided, and there was only a small attendance of members. After the minutes of the last meeting had been read, the address of the President was delivered.

The President, in the course of his address, said that as the society had done him the honor to elect him twice in succession as president, and as the address of last year was almost entirely occupied with local details, he might be permitted to direct their attention, in the first place to some general topics of scientific interest, and only to notice their more special work at the end of his address. From the many subjects to which their attention and that of kindred societies had been called during the past year he might select the present aspect of inquiries as to the introduction of genera and species in geological time; the growth of their knowledge of the primordial and Laurentian rocks and their fossils; and the questions relating to the so-called glacial period. There could be no doubt that the theory of evolution, and that phase of it in particular which was specially advocated by Darwin, had greatly extended its influence, especially amongst young English and American naturalists, within the past few years. They constantly saw reference made to these theories as if they were established principles, applicable without question to the explanation of observed facts, whilst classifications, notoriously based on these views, and in themselves untrue to nature, had gained currency in popular articles, and even in text-books. In that way their young people were trained to being evolutionists without being aware of it, and would come to regard nature

wholly through that medium. So strong was that tendency, more especially in England, that there was reason to fear that natural history would be wholly prostituted to the service of a shallow philosophy, and that their old Baconian mode of viewing nature would be quite reversed, so that instead of studying facts in order to arrive at general principles we would return to the mediæval plan of setting up dogma based on authority only, or on metaphysical considerations of the most flimsy character, and forcibly twisting nature into their requirements. Thus "advanced" views in science lent themselves to the destruction of science, and to a return to semi-barbarism. In these circumstances the only resource of the true naturalist was an appeal to the careful study of groups of animals and plants in their succession in geological time. He had himself endeavored to apply that test in his recent report on the Devonian and Silurian flora of Canada, and had shewn that the succession of Devonian and carboniferous plants did not seem explicable on the theory of derivation. Still more recently in a memoir on the post-pliocene deposits of Canada, now in course of publication in the *Canadian Naturalist*, he had, by a close and detailed comparison of the numerous species of shells found embedded in our clays and gravels, with those still laying in the Gulf of St. Lawrence and on the coasts of Labrador and Greenland, shown that it was impossible to suppose that any changes of the nature of evolution were in progress; but on the contrary that all those species had remained the same, even in these varietal changes from the post-pliocene period until now. Thus the inference was that those species must have been introduced in some abrupt manner and that their variations had been within narrow limits, and not progressive. That was the more remarkable since great changes of level and of climate had occurred, and many species had been obliged to change their geographical distribution, but had not been forced to vary more widely than in the post-pliocene period itself.

Facts of that kind would attract little attention in comparison with the bold and attractive speculations of men who could launch their opinions from the vantage grounds of London journals; but their gradual accumulation must some day sweep away the fabric of evolution, and restore English science to the domain of common sense and sound induction. Fortunately, also there were workers in that field beyond the limits of the English speaking world. As a noteworthy example he might refer to Joachim Barraude, the illustrious Palæontologist of Bohemia, and the greatest authority on the wonderful fauna of his own primordial rocks. In his recent memoir on those ancient and curious crustaceans, the Trilobites, he dealt a most damaging blow at the theory of evolution, showing conclusively that no such progressive development was reconcilable with the facts presented by the primordial fauna. He showed that remarkable as the modifications in the heads, thorax and tailpiece of the trilobites were in structure, form and ornamentation, no such law of development could be traced in them. He also passed in review the cephalopods, and everywhere he met with the same result that the appearance of new forms was sudden and unaccountable, and that there was no indication of a regular progression by derivation. His testimony was the more valuable, inasmuch as the armulose animals generally and the trilobites in particular had recently been a favourite field for the speculations of English evolutionists. The usual *argumentum ad ignorantiam* deduced from the imperfection of the geological record, would not avail against the fact cited by Barraude, unless it could be proved that we knew the trilobites only in the last stage of their decadence, and that they existed as long before the primordial as that was before the pereniac. Even that supposition, extravagant as it appeared, would by no means remove all the difficulties. Leaving that subject they might turn for a little to the growth of their knowledge of the older fauna of the earth. In America palæozoic life descended almost, if not quite, as low as that of Europe. The researches of Mr. Murray in Newfoundland, together with the study of the fossils by Mr. Billings, had revealed a lower Potsdam sandstone, while Messrs. Hartt and Matthew, by their praise-worthy explorations of the primordial fauna of St. Johns, had enabled them to establish the Acadian group, on the horizon of the lower slate group of Jukes in Newfoundland, and of the gold bearing rocks of Nova Scotia. He had reason to believe that Mr. Billings would shortly be able to lead them to still greater depths, and to introduce them to the fossils of Sir William Logan's Huronian group. It was thus clear that the student of American Geology had to add a new or rather very old chapter of his knowledge of the other rocky formations. In connection with that subject, Dr. Sterry Hunt had raised some new and startling questions as to the classification of all the old metamorphic rocks of Eastern America, and had roused not a little of that controversy which was the life of scientific progress. Dr. Hunt naturally attached not a little importance to the mineral character of the crystalline sediment, and in regions where stratigraphy was obscure and fossils were wanting, he did well to claim precedence for his own special department of chemical geology, though those who had been accustomed to regard mineral character as an uncertain guide, and to place their reliance on superposition and fossils, would hesitate to give their adherence to his views, except so far as they might be established by other criteria, while, at the same time, they must admit that Dr. Hunt had immensely increased the value and importance of chemistry as an element in geological reasoning. Nor could there be any doubt that the promulgation of Dr. Hunt's views had given a new impulse to the study of that subject, and in the coming summer many skilled observers would be engaged in putting to those ancient, crumpled and mysterious rocks, which underlie or are associated with the fossiliferous rocks of eastern America, the question to what extent they would respond to the claims made on their behalf by Dr. Hunt. More especially they might look for much from the researches of Sir Wm. Logan who had for some time been applying his unrivalled skill as a stratigraphical geologist, to the further elucidation of intricacies in the structure of the Eastern Townships in Quebec, and in whose matured results, whether in strict accordance with these deduced from the previous work of the survey, or modified by his later researches, would be of the utmost value with reference to the structure of the whole of Eastern America. The recent discoveries in the fossils of the primordial rocks had re-opened those discussions as to the terms Cambrian and Silurian, which raged some years ago, between the late lamented Sir Roderick Murchison and his contemporary and survivor, the venerable Sedgwick. Dr. Hunt had ably reviewed the history of the subject in the pages of the *Canadian Naturalist* with the view of inquiring as to the best nomenclature for the present, and arrived at conclusions, in harmony with those maintained by Sedgwick many years ago. He (Dr. Dawson) had long felt that the nomenclature introduced by the great authority of Sir Roderick Murchison and the English Survey, and followed somewhat too slavishly on this side of the Atlantic, required a reform, of which, indeed, Sir Charles Lyell had to some extent set the example in the latest edition of his *Elements*. He had affirmed that the Silurian system really consisted of two groups, which should have distinct names. Dr. Hunt had the credit of raising

the question in practical form and he agreed with him that the term Silurian should be restricted to the upper Silurian, which constituted a distinct period of the earth's history, equivalent to the Devonian or carboniferous. The lower Silurian was really a distinct group, but to avoid the multiplication of terms, he concurred in the view that it might well bear the name Cambro-Silurian, whilst the names Cambrian and Primordial would remain for those great and important fossiliferous deposits, extending downward from the Potsdam in America, and constituting an imperishable monument to the labours of Sedgwick and Barraude. There still remained the question of the gap between the fauna of the Primordial and that of the Laurentian; he had hoped ere this to have done something to bridge it over, and he might state as the result of researches still incomplete that in rocks of Huronian age in Bavaria, and probably also in Ontario, evroon had been found. In the middle and upper Cambrian they knew as yet few limestones likely to contain such a fossil, but they had in Labrador a species of *Wetralogathus*, one of which he had ascertained to be a calcareous chambered organism of the nature of a Terebrantia, though there seemed some doubt that others were allied to sponges; in the Cambrian Silurian, in the limestones of the Trenton group, annuals of the type of evroon returned in full force. The concentrically laminated fossils which sometimes formed large masses in those limestones, and which were known as stecmatopora, were mostly of that nature, though it was true that fossils of the nature of corals had been included in them. In the Silurian proper they had similar if not identical forms, and in all these fossils the skeleton consisted of a series of calcareous layers. On a still higher horizon, that of the Devonian, those organisms abounded, so that certain limestones of that age in Michigan contained mosses sometimes twelve feet in length, and in one place constituted a bed of limestone twenty-five feet in thickness. In some respects these Devonian forms were intermediate between the *evroon* of the Laurentian and the *Parkeria* and *Loftusia* of the greensand and eocene tertiary. They thus learnt that these gigantic representatives of one the lowest forms of animal life had extended from the Laurentian through the Huronian, Cambrian and following formations, down nearly to the close of the palæozoic. He had no doubt that when these successive forms were studied more minutely they would show, like the trilobites, evidence rather of successive creations than of derivation, though in creatures of so low organisations the differences must be less marked. The point he wished to insist upon was their continuance from the Laurentian down to a comparatively modern geological period. Upon the third subject of his address he might say that he had reasserted and supported by many additional proofs, the theory of the combined action of icebergs and glaciers in the production of the Canadian boulder-clay and other superficial deposits, which fortified by the great names of Lyell and Murchison, he had for many years maintained in opposition to the views of the extreme glaciologists. It was gratifying to find that researches in other regions were rapidly tending to overthrow extreme views on that subject, and to restore that department of Geological inquiry more nearly to the domain of ordinary existing causes. Whymper, Bonney, and other Alpine explorers, had ably supported in England the conclusion which he, after a visit to Switzerland in 1865, ventured to affirm, that the erosive power of glaciers was very inconsiderable. The recent German expedition had done much to remove the prevailing belief that Greenland was a modern example of a continent covered with a universal glacier. Mr. Milne Home, Mr. McIntosh, and others had ably combated the prevalent notions of a general glacier in England and Scotland. The idea of glacier action as accounting for the drifts of Central Europe and Brazil, seemed to be generally abandoned. There were cheering indications that the world enveloping glacier, which had so long spread its icy pall over the geology of the later Tertiary periods was fast melting away before the sunshine of truth. With the exception of that which related to the postpliocene, the Geology of Canada had hitherto had to deal only with the more ancient formations; now, however, there opened up to them a vast field of mesozoic geology in the far west. The explorations in British Columbia and Vancouver's Island, would no doubt, tend to enrich the annals of science and also to disclose these sources of material wealth, which would ere long attract large population and capital to the Pacific Coast. In the meantime perhaps no features excited greater interest on the part of the Geologist than the appearance of a comparatively highly altered condition in sediments of no great Geological age, and the occurrence of coal in Vancouver's Island Associated with animal fossils of cretaceous date. Dr. Dawson then went on to say that the Society had undertaken a new branch of Scientific work, that of dredging in the deep and hitherto unknown parts of the Gulf of St. Lawrence, and they had to congratulate themselves on important scientific results obtained in a manner equally creditable to the Government and the society, and its scientific curator, Mr. Whiteaves. They had obtained a knowledge of the fauna of the Gulf to the depth of 250 fathoms, and had added nearly one hundred species to the known marine inhabitants of the Gulf—some of them of great scientific interest. They had also learned several interesting facts as to useful and injurious marine animals, and as to the habits and food of fishes, and had awakened the

The McGill Normal School.

PRESENTATION OF DIPLOMAS—ADDRESSES BY PRINCIPAL DAWSON
AND OTHERS.

Yesterday afternoon, 2nd June, the presentation of diplomas to the teachers in training in connection with the McGill Normal School, took place in the hall of the institution. The Vice-Chancellor of the University, Dr. Dawson, presided, and amongst the audience were Hon. J. Ferrier, Professors Hicks, Darey, Cornish and McGregor, Mr. Wm. Lunn, Mr. J. H. R. Molson, Professor Robins, Dr. Howe, Rev. S. J. Hunter, &c. The proceedings were pleasantly interspersed with music, the pieces performed being a pianoforte duet, overture to Auber's Masaniello, by Misses Cameron and Hunter, and a duet, a theme on airs from Offenbach's "Grand Duchess," by Messrs. Weir and England, and Donizetti's chorus "Hark! how the winds are raving," all of which were well rendered.

The Chairman said, in opening the closing meeting of the fifteenth session of that Normal School, he had in the first place to express his regret that the Honorable Mr. Chauveau, the Minister of Public Instruction, was not present with them as he had wont to be in times gone bye. Mr. Chauveau desired him to express his regret that he was unable through public business to be present. They all knew him as a zealous friend of the Normal School and as one who had been present whenever possible, to give the diplomas. He thought they must all congratulate the Principal and Professors of the Normal School and the students in the school classes on the work of the past Session. It was a Session in which the school had been attended by a larger number of students than during any previous session whatever, and during which, consequently, very heavy work had devolved upon the officers; but it was a session also in which the work had in every respect been smoothly conducted without difficulty occurring, and in which an unusually large number of students were now prepared to take diplomas. There was another matter of considerable interest and an exceedingly pleasant one which he wished to mention to them; it was the donation to the school of the first private endowment or benefaction it had received. The McGill College Normal School was a public institution, supported by the Government of the country: it was not a private endowment of any kind as the McGill College was, but a public institution—supported by the Government for public purposes. Such institutions in this country had not been very much in the way of receiving private endowments or benefactions. That he thought was perhaps owing somewhat to a misapprehension on the part of many who might have benefitted them to the effect that public institutions of that kind, supported by public funds, were not in need of such benefactions. But there was need of them in two ways: first, because the public aid given to those institutions was by no means abundant, and in the next place such benefactions were of great value to institutions of that kind. A young man who passed through the classes of the Model School some years ago, and took his diploma in the elementary classes of the Normal School, and had taught his three years successfully and well, as required by his engagement with the school, but who had subsequently entered into business on his own account, and was prospering, had written to the Corporation of McGill University, expressing his gratitude for the education he had received in the model and normal schools, and his high sense of the value of that education with reference to his success in life. He offered to give an annual prize of \$40 for competition in the elementary classes of the Normal School. The gentleman whom he alluded to was Mr. J. C. Wilson of this city, and he thought the action of this gentleman was in every way creditable to him as showing his warm feeling of gratitude towards the institution which had been of service to him. They might, however, almost say in looking at this example, as the Lord once said, "One has returned to give thanks, but where are the rest." [Applause.] It might be thought by some that the hundreds of students who were educated in the school when they left thought no more of it. He thought that this was not so, but there was a feeling of good-will towards the Normal School entertained by hundreds of those who had gone forth from the school, and who in time to come would probably follow this admirable example by assisting the Normal School and other institutions, to the instructions they received in which, they attributed their success in life. [Applause.] The Corporation of the University and friends of the school would join with him in expressing the great satisfaction they felt in being able to announce this the first private benefaction to the Montreal Normal School. [Applause.]

Principal Hicks read the report on the work of the session. It stated that during the past session 108 applicants had been admitted into the school. Of these 10 were male students, and 98 female students; 63 were resident in Montreal, 54 from other parts of Canada, and one from the United States. Of those admitted 33 had already obtained diplomas from the Normal School, and re-entered to study for a higher certificate, 5 entering for the Academy class and 28 for the Model School Class. The remainder of the applicants joined the class studying for the Elementary School diploma. To the above must be

added one University student, who entered the school in order to obtain the Academy diploma, according to the arrangements as set in the Normal School Calendar. At the close of the examination this session 69 students were recommended for diplomas. Five for Academy diplomas, 18 for Model School diplomas and 46 for Elementary School diplomas. The addition of these diplomas to those previously issued by the Normal School will raise the whole number granted to students of the McGill Normal School since its inauguration to 716. Of the teachers just enumerated, 101 of both sexes obtained their diplomas during the two sessions immediately preceding the one just closing. Out of the 101 just spoken of 64 sought and obtained engagements as instructors in the Province. Twenty three returned to the Normal School to obtain a higher diploma; one entered the McGill University, where he is now a student; and in reference to the rest, Professor Hicks in some cases received sufficient reasons for their not being engaged in schools, and in others he had not been able to procure the necessary information owing to removal to distant parts of the Province. He trusted that this statement would be found satisfactory, and that it would be considered as evidence that the McGill Normal School still continued to provide a staff of teachers, who were well aware of what was expected of them when they had completed a course of training. With reference to those who were now about to leave the institution, he had every reason to anticipate that a very large proportion of them would immediately obtain appointments, and that of the rest a very fair number would re-enter the school in order to secure a higher standing. On no previous occasion had the school had a more intelligent class of young persons offering themselves for the teaching profession. The report proceeds:—I feel sure that in the end we shall be satisfied with the result of their labours, and that they themselves will have no reason to regret in after life that they have been connected with the work of education. I cannot refrain from saying, also, that in obtaining so large a number of applicants every year for admission into our Normal School we are very fortunate. This will appear the more satisfactory when it is considered that in many countries the supply of candidates for normal school training is not left to chance, but that by systematic arrangements the best public schools are made nurseries from whence every year a large number of properly trained young persons are obtained, who, on entering the training institution, are found proficient in all that elementary work which must be carefully attended to before we can proceed successfully to any higher course of training. I trust that before long some such system may be adopted in this country, and that we may not be left to chance for our yearly supply of Normal School pupils. Arrangements such as this involve a large yearly outlay, but they are beneficial in the end, and, indeed I may say that as far as England is concerned the training institutions depend upon them as a means of supply for each year's course of training. It is only by a scheme of this nature that we may expect to increase our number of male students; as merchants and persons engaged in business will not fail to secure the services of the boys about to leave our model schools, and thus deprive us of any chance of getting them for the teaching profession. It is satisfactory to me to be able to state that the class of young persons who presented themselves for admission into our school at the beginning of last Session were considerably in advance of those who applied to us years ago. They were more thoroughly instructed in the elements of learning, seemed to have been made more familiar with the daily routine of school duties, and in many respects were more fitted for that especial training which the Normal School is intended to supply. There can be no doubt that the whole of this arises from a desire on the part of our trained teachers to select and prepare the best of their scholars for teaching purposes, and at the same time infuse into them that love of the profession, without which much of our labor would be in vain. I most earnestly hope that every teacher who leaves us will act upon this principle, and soon we shall see our Normal School progressing towards its legitimate object, which is not so much to impart knowledge to those who have been neglected in early life, as to instruct them in all that relates to success in the practice of teaching. I must not neglect to mention in connection with this that our own Model Schools, have supplied us with some of our best students this year. The large number of students who entered our Normal School in September last more than filled our usual seats, and we experienced some inconvenience at the opening of the session, but by addition to the furniture of our lecturing rooms this was to some extent remedied. A short time, however, will, I trust, supply us with such an addition to our building that we may not be obliged to refuse admission to applicants from the country, as was the case at the beginning of the present year. I have, as far as a busy Session would permit, continued to maintain correspondence with our teachers engaged in the country, especially with those holding situations in distant parts of the Province, and it is a subject of much gratification to me to be able to state that all these young persons, without speaking of the good which they may effect by their teaching, seem anxious to be of use to those around them, in any way, and to any extent that circumstances may permit. The Model Schools

connected with our Normal School still maintain their efficiency, and have, as I have before stated, furnished us with some of our best Students-in-training. The Boys' Department, continues under the care of Mr. F. W. Hicks, M. A., the Girls' Department under Miss F. A. Murray, and the Primary Department under Miss L. Derick, and I have no hesitation in saying that all our students have every reason to feel indebted to these teachers for the careful supervision and direction which they experienced while under training in these practising schools. The Professors have as usual given every attention to the welfare of the Normal School, and to their care and judicious management are owing the order and quietness which have marked the daily working of the classes, and also the successful termination of the present Session. I must, also, say in conclusion that I feel grateful to the Committee of the Normal School for their careful attention to everything requiring their consideration, and especially to the Chairman, Dr. Dawson, who has not yet failed since my appointment as Principal to aid me in any way that would conduce to the success of the Institution.

The following is the

LIST OF DIPLOMAS, SESSION 1871-72.

UNIVERSITY GRADUATE.

1. D. Hodge. B.A.

ACADEMY DIPLOMA.

1. Josephine E. Smith, of Danville—Honourable Mention in Greek, Latin, Mechanics, Hydrostatics, Trigonometry, French, Geology and Drawing.
2. Charles A. Humphrey, of Cowansville—Honourable Mention in Mechanics and Hydrostatics, Trigonometry and Geometry.
3. Joseph Nickel, of New Glasgow—Honourable Mention in Hydrostatics and Mental and Moral Philosophy.
4. Otilie Fuhrer, of Montreal—Honourable Mention in Geology and Drawing.

MODEL SCHOOL DIPLOMA.

1. Agnes F. Cameron, of Montreal—Prince of Wales Medal and Prize—Honourable Mention in History, Geography, Grammar, English Composition, English Literature, Arithmetic, Mensuration, Algebra, Geometry, Book-keeping, Latin, French, Geology, Natural Philosophy, Instrumental and Vocal Music, and Drawing.
2. Wilhelmina Fraser, of Montreal—Honourable Mention in English Grammar, Composition, Arithmetic, Algebra, Geometry, and Book-keeping.
3. Frances Martin, of Cornwall—Honourable Mention in History, English Composition, Latin, Natural Philosophy and Drawing.
4. Edith Dalgleish, of Montreal—Honourable Mention in Education, Geology, Agricultural Chemistry, Natural Philosophy, and Drawing.
5. Margaret Henderson, of Montreal—Honourable Mention in Elocution.
6. Robert Weir, of Montreal.
7. Agnes Hunton, of Montreal—Honourable Mention in English Literature, Instrumental Music, Vocal Music, and Drawing.
8. Elizabeth Wadleigh, of Sherbrooke.
9. David M. Gilmore, of Havelock—Honourable mention in book-keeping.
10. Baxter England, of Knowlton.
11. Alice Charlton, of Montreal—Honorable mention in French.
12. Eliza McCleary, of Montreal—Honorable mention in Natural Philosophy.
13. Mary Anne Fairweather, of Bowmanville—Honorable mention in Elocution.
14. Anna Ray, of Montreal.
15. Elizabeth Cunningham, of Montreal.
16. Mary Jane Rodger, of St. Andrew's.
17. Jane Scroggie, of Rawdon.
18. Mary Jane Taylor, of Montreal.

ELEMENTARY SCHOOL DIPLOMA.

1. Margaret Clarke, of Montreal—Honourable mention in Elocution, Geography, English Literature, Arithmetic, Algebra, Geometry, Book-keeping, botany, chemistry, and French.
2. Martha Elizabeth Richardson, of Montreal, honorable mention in History, Geography, English Literature, English Grammar, Arithmetic, Algebra, Geometry, Book-keeping, Botany, French and Elocution.
3. Mary Muir, of South Georgetown—Honourable Mention in Education, English Grammar, English Literature, Arithmetic, Algebra, Geometry, Book-keeping and French.
4. Alma Jubb, of Montreal—Honourable Mention in English Literature, Algebra, Geometry, Botany, French and Elocution.
5. Jessie Jamieson, of Montreal—Honourable Mention in Geography, English Literature, English Grammar, Arithmetic, Algebra and Geometry.
6. Abner Kneeland, of Stukeley—Honourable Mention in Geography, Arithmetic, Algebra, Geometry, Botany, and Chemistry.

7. Mary Laura Ferguson, of St. Anicet—Honourable Mention in Geography, English Grammar, and Bookkeeping.

8. Jane McGarry, of Rawdon—Honourable Mention in English Literature, Geometry, French and Elocution.

9. Susan Rodger, of Montreal—Honourable Mention in Algebra, Geometry, French, and Elocution.

10. Jessie Campbell, of Montreal—Honourable Mention in Geography.

11. Edouard Cornu, of Montreal—Honourable mention in History, Geography, English Literature, Arithmetic, French, Chemistry, and Botany.

12. Robert Varner, of Montreal—Honourable mention in Geography, Arithmetic, Geometry and Book-keeping.

13. Isabella Reid, of Montreal—Honourable mention in Algebra and Geometry.

14. Annabella Ure, of Montreal—Honourable mention in History, Geography and English Literature.

15. Catherine Jane Stephen, of Montreal—Honourable mention in Algebra.

16. Christina Crichton, of Valleyfield—Honourable mention in English Literature.

17. Emily Gaillard, of Berthier—Honourable mention in French.

18. Harriet McGarry, of Rawdon.

19. Fanny M. C. Boucher, of Montreal—Honourable mention in Elocution.

20. Emma Charlton, of Montreal—Honourable mention in English Literature.

21. Zelinda Cross, of Durham—Honourable mention in Arithmetic and Algebra.

22. Zadoc Lefebvre, of New Glasgow—Honourable mention in Algebra.

23. Annie Gannon, of Montreal—Honourable Mention in Geography.

24. Margaret Fraser, of Dundee—Honourable mention in Arithmetic and Algebra.

25. Ellen Henderson, of Montreal.

26. Mary Atkinson, of Montreal.

27. Jane McNab, of Montreal.

28. Mary McLean, of Melbourne.

29. Margaret C. Ferguson, of Montreal.

30. Barbara Gardner, of St. Louis de Gonzague.

31. Elizabeth Henry, of Montreal.

32. Julia Neill, of Montreal.

33. Sarah Nightingale, of Quebec—Honourable Mention in Geography.

34. Ellen Anderson, of Montreal.

35. Annie Sarachon, of New York State.

36. Victoria Trigg, of Montreal.

37. Joanna Gorman, of St. Chrysostome.

38. Hannah Engelke, of Montreal.

39. Elizabeth Fraser, of Dundee.

40. Isabella Henry, of Montreal.

41. Ada Kirkman, of Montreal—Honourable Mention in Elocution.

42. Annie O'Grady, of Montreal.

43. Mary Ann Allan, of English River.

44. Amelia Groom, of Montreal.

45. Jane McNaughton, of Indian Lands.

46. Nancy Stewart, of St. Anicet.

Miss Henderson, on behalf of the students delivered the farewell address. She tendered their most sincere thanks to the Principal and teachers for their care during the past year. She trusted that after they had left the school the teachers might continue to assist them by their kind advice and experience. They were happy because that day they reaped the fruit of the work of the year, and sorrowful because that day separated them one from another, and because since their connection with the school they had all formed many friendships. In the name of the students she thanked the ladies and gentlemen present for the interest they took in their welfare, and she trusted they would in the future so perform their duty as to merit the confidence reposed in them, and at the same time reflect credit upon their Professors.

Professor Robins then delivered the annual address to the students. He pointed out to them that they would be criticised, and that they would meet with many annoyances. But yet they might be encouraged by the thought that their work was important, that it was growing in importance, and that the difficulties they would meet had been met and conquered before, and that in the future world, if not here, they would reap the fruit of their labors. If they then found some heart made purer, more loving, by their influence, they would be rewarded for all their toil.

The Rev. S. J. Hunter also spoke and expressed a hope that the time would never come when religion and education should be divorced. Attempts to do that had been made, but the effects had always been disastrous. He hoped that the students would be true to God, true to truth, true to religion, if they were faithful, the faithful Promiser would fulfil his promise, "my presence shall go with you."

The Rev. Professor Cornish addressed the meeting, and said it must be a fact, patent to every one who had either attended the meetings of the various educational societies, or read the reports, that the past academical year of 1871-72, had been no ordinary one both in point of solid or satisfactory progress in the work of education. It had been a year of unwonted progress, and that was a matter for which they as engaged in the work of education and as ordinary citizens must feel profoundly grateful. There had been a great advancement in material progress, which was a great gratification; but if it was left to itself, and dissociated from the advancement in other things, he was not sure that it was a gratification: but that was not the case. Progress in material wealth was being made, but it was equally true that the schoolmaster was abroad. Let that be the case to a greater extent year after year and they need have no fear whatever of any advancement that might be made in material prosperity and greatness, but unless intellectual and moral progress kept pace with material it would be a bad thing for the country. It was well worthy of the best efforts and greatest attention of those who had their political affairs in hand to see to it that there was that intellectual and moral progress without which material prosperity would be a thing of naught [applause.] As to the inadequacy of the accommodation in that building, he was glad to say that through the efforts of the Hon. J. Ferrier a pledge had been given by the Government of the province that the extra accommodation should be granted as soon as certain circumstances would permit. He then went on to urge the increase of the salaries of the teachers, and the formation of a central board of examiners with the High School, so as to have a common board from which alone diplomas could go forth.

The Chairman in closing the meeting stated that it meant that they had sent out 69 young persons trained for the work of teaching, that of these six had taken the Academy diploma, which implied that they had been there for three years, undertaking a severe course of education and especial training for the work of teaching: 18 went out with the Model School diplomas, which implied two years of training, and 46 went out, perhaps to come back, having received the training for a whole session. It meant further that the people of this country were learning more and more to value teachers trained in that school and making distinction between teachers who undertake the expense and labour of coming to that school to receive the training which was necessary to fit them for their profession and those who contented themselves with cramming for a while to enable them to answer a lot of questions drawn up by the Government. It meant also that the school had already sent out 500 teachers to work in the schools of the country, and also that we had in this city the means of obtaining teachers, and he could say that the Education Commissioners gave the preference to teachers trained in the Normal School. They had there an admirable representation of the educational life and growth of the country, the persons who were about to go out as instructors to the children for the work of life.

The meeting then closed.

The Royal Arthur School.

ENTERTAINMENT BY THE PUPILS—AWARD OF PRIZES.

Yesterday morning, 2nd June, the usual breaking up entertainment was given by the pupils of the Royal Arthur School, in St. Joseph street, one of the most successful of the public schools in this city. The entertainment which was wholly performed by the children of the various classes in the school, was of a very pleasant description, consisting of songs, recitations, and instrumental music. These were all well performed, and showed how careful had been training both of the girls and the boys, and how deep had been the interest which they themselves had taken in these departments of their studies. The singing and the instrumental music, those two delightful branches of study, were especially good, and afforded much gratification to the numerous assembly of the parents of the scholars and the friends of the school who were present. The occasion this year was marked by circumstances of somewhat unusual interest, inasmuch as the Head Master, Mr. Kelly, and several of the teachers are leaving the institution; some to take other positions of usefulness in the cause of education, and some to take measures for their own advancement to higher rounds in the ladder of education. At the termination of the entertainment,

Mr. KELLY, the Head Master, gave a verbal report as to the work that had been done in the school during the year. He stated that since September they had on their roll 725 pupils; these of course had not all been there at the same time, but during the months of May and June the number of pupils on the roll had ranged from 490 to 500. A matter of great congratulation to every one who was interested in their work, was the degree of health that had been vouchsafed to their pupils. In the preparatory High school, where there was a smaller number of

pupils, Professor Robins had had to regret that several deaths had taken place, but in the Royal Arthur school all the pupils who were present at the opening of the session, and who had been with them during the year, were alive and well, although disease had been so rife in the city. The work passed through during the year had been in a great measure satisfactory; not that they might have done, or what they hoped to have done, but he believed that they could look back with great satisfaction to the progress that had been made. In connection with that he might mention that, according to the examination reports of the public inspectors, of the city schools the British American School was first in dictation, and the Royal Arthur second, and what was a matter of much greater gratification that the per centage of improvement in the Royal Arthur had been greater than in any of the schools; in arithmetic the Royal Arthur still stood first as regarded the extent of knowledge; and in the matter of writing, taking the boys separately, the Royal Arthur stood first. These were encouraging circumstances; but what was a matter of encouragement was the increased zeal of the scholars themselves. There had been discouragements, but they naturally expected them; one had been from some of the parents, which was now passed, who thought that when their children went to the school they should be placed in the classes that they (the parents) thought fit, but he and the teachers had laid down the principle that when a scholar entered that school he must enter the class for which he was adapted. He wished that the parents would understand that if they wanted their children well taught, they should send their children first to the lower departments of schools, and let them rise. He felt that that principle was being better understood in that district, from the fact that their primary department had not only been full, but they had also had during the last month between fifty and sixty applications for admission. That circumstance also showed that people were beginning to understand that the public schools in this city, were better adapted for teaching than private schools could possibly be. He believed that the difficulty to which he had alluded had gone by, and on behalf of the staff who had been associated with him during the past year, he thanked the parents for their consideration and kindness, and for the care they had taken in seeing that the scholars came to school, and doing such other matters as they alone could do. There was still another matter of encouragement; they had been unfortunate in losing the services, last year, of many eminent teachers; their removal been a source of great regret, yet he felt that they were under a great obligation to the Board, who had appointed their successors, for the very sufficient and earnest manner in which they had performed their services. He had been connected with many teachers for a long time, and he could say that he never met with more zealous co-operation, and such earnestness in their work, as in the staff of the Royal Arthur School. He was glad to say that the Commissioners had done much for them and that they were going to do more. It was a matter of regret that seven out of their thirteen teachers were about to take their farewell of the school that day, but he believed that the Commissioners had secured very efficient successors. He could not conclude without expressing their deep obligations to the Board of Commissioners who, in season and out of season, had favored them with their presence and counsel, who had been ever ready to hear what they had to say, and assist them. Their thanks were especially due to Mr. Lunn, who had not only been constant in his attendance at the school, but had presented them with a beautiful chemical apparatus.

Prizes were then presented by Mr. Lunn to the following:—

Dux of the school and medallist, Miss Kate Patton.

Girls School.—Second Prize, Miss Isabella Stuart.

Boys School.—First, Frank Duckett; second, Edward Lancaster.

Improvement in writing, Miss Louisa Paxton; Miss Falkner's prizes; first for credit remarks and good conduct, Miss Helen Gray; for best general progress, Miss L. Gildon; for special knowledge of Scripture, Miss Beattie.

Dr. DAWSON then addressed the children. He stated that the commissioners had made arrangements by which boys from that school could go into the High School with a view of following up their education; he was glad that there were some boys going from that school, for it might be to their advantage, and to the advantage of the country that they should follow up their education, and attain to other and better positions in life. From the report of the examiners of the High School he learnt that four boys from that school had been admitted on examination to the fourth form of the High School, and one of the third, a fact upon which he congratulated the school. As to the teachers who were leaving, he was not sure that it was altogether a matter of regret, because many of them were going to carry on the work of education elsewhere, and some to obtain still higher education themselves. That was the case with the head master, who, although a graduate in honours of the McGill University, was going abroad to get a few steps higher up the educational ladder. The commissioners and the community of Montreal thanked the teachers for their work during the past year, the children for their diligence and congratulated

them upon what they had learned, and hoped that they were laying the foundation for the greatest and best things in time to come.

Professor ROBINS spoke a few words, expressive of the pleasure he felt in witnessing the prosperity and progress of the school.

The proceedings then closed.

Montreal High School.

ANNUAL EXAMINATIONS.

PRIZE LISTS—SPEECHES, &c.

Few things there are in the round of events, which it falls to the lot of a newspaper to chronicle, more interesting than the annual examinations of the scholars in our various schools, which each year about this time take place. Much of the interest thus felt is very naturally created by the recollections of one's own school days, and a comparison between the present and the old time. There is, too, that interest which the progress of education cannot help but create, the picture of happy faces, with visions before them of well-earned holidays, and also those faces of fathers and mothers, which, less brimful of fun and merriment, yet wear a look of quiet happiness and satisfaction which it is very pleasing to see.

The Montreal High School for many years has held the highest place among our educational institutions. It has struggled hard against many difficulties, and now, having come under the superintendence of the Protestant School Commissioners, promises even better things than in the past.

Burnside Hall, in which the examinations are annually held, is a large, airy, but somewhat mean and bare looking room. There is not the slightest attempt at decoration, and everything about it from the comfortable ink stained desks to the walls covered with black boards, bespeak the school room.

Yesterday 25th June, there was an unwonted life about the old hall, and an air of cheerfulness, was given to it by the presence of some hundreds of ladies, for whom seats were found about the corners of the room, and on the well worn forms. From the keen interest which many, in fact almost all, took in the proceedings it was easy to see that something more than mere curiosity had brought them there. The space in the centre was occupied by the boys; the seats in front being filled by little fellows, just entering upon their school life, further back were the boys composing the third and fourth forms, and at the rear of all, the big sixth form boys, who had finished their school days, and, who perhaps, although looking hopefully forward, as only boys can, felt some little regret, that they must now quit the irresponsibilities of boyhood, and in some shape or other take up the duties of men. They were a fine looking lot of lads, all with more or less intelligent faces, and many of them wearing on their countenances a fagged look, as if the contest of the last few weeks had been a little hard upon them. At the upper end of the hall was a table loaded with prizes, and just behind it a raised platform. On the platform sat the Rev. Canon Bancroft, who, in the absence of Rev. Dr. Jenkins occupied the chair; Hon. James Ferrier; Professor Howe, Principal of the Classical Department; Hon. Justice Badgley, Mr. Wm. Lunn; Mr. Rodger, Principal of the Commercial Department; Dr. Dawson and others.

The proceedings were opened with prayer by the Chairman, who afterwards called upon Dr. Howe to read his report of the Classical Department.

Dr. Howe said:

Mr. Chairman,—It falls to me, as Head Master of the Classical Department of the High School, to submit to the Board a report of the same for the session now closing. And first as to numbers. I find that the greatest number at any one time in my Department for this session, has been 117, an increase of 20 upon the preceding year, and some small evidence that the idea of Latin and Greek being unnecessary in education, is not gaining ground. All of this number were attending school during the first half of the session, but in the course of the last half the attendance, as is usual, fell off, so that we now count 100. They are, of course, not all here to-day, for it is not possible to keep up a full attendance to the end of the hot month of June. We have to be satisfied if we can secure regularity in this respect to the end of May, and I am able to report that this has been the case in all forms except the lowest. The work done in my department, and consequent progress, have been satisfactory to me

and fully equal to those of former years. I beg to submit with this report copies of the Examination papers with which the classes have been engaged lately. From these your Board will be able better to judge the ground travelled over. The papers containing the answers of the Questionists are also arranged in such a way that the Board can at any time examine them so as to judge of the proficiency of the pupils. It would, I think, be well that Parents wishing to see these answers should also be allowed to do so. I approve of a suggestion lately made to me by my colleague, Mr. Rodger, that the soundest report which could be made to a parent of the progress of his son would be to enclose to him the written answers, made without aid, to question papers. The discipline of my Department has given me no difficulty, except in the lowest Form. Mr. Jenkins, who took charge of this form early in the session, received it from a gentleman who was compelled by bad health to resign it after a month's trial. It was not then in good order, and the new master in his endeavours to establish discipline, whilst supported from within, met with opposition outside of the school that increased a difficulty which he has nevertheless succeeded in overcoming. The competition in the Sixth Form for the Davison medal has been very keen and close, as you will be able to judge from the lists which I shall presently read. The Fifth Form promises to be a very superior Sixth next session. In determining the Honors of a Form we usually find it sufficient to take account of the marks of the six leading pupils, but in the Fifth Form it has been necessary to examine twelve. In short, two-thirds of the boys in it are very good scholars. The Fourth and Third Forms are a good average. The Second Form, however, gives me some anxiety. I speak now of the work of teaching it. According to our present arrangements this lowest Form of the Classical Department seems likely to be a standing embarrassment. When the Preparatory High School was organized as a Separate Department, the two youngest Forms of the old High School were taken from us as a nucleus for the new establishment. In the printed report of the Board not long issued, I see, by the way, that the number of boys thus removed from us is set down as 20. This is an error, for the two Forms thus taken counted 60. There is then no longer any First Form in the High School proper, since it has been made the senior or Third Form in the little High School. When boys come up thence to us, we have no choice, but to put them in our Second Form. Now many come up thence quite unfit for such a step, not by approbation or consent of Professor Robins, but by action of their Parents whose wishes have to be considered. Moreover, at the beginning of the session, new pupils enter with us, never having been in the Preparatory High School, too old to be sent thither, and yet quite unfit to join our lowest form. The result is that there is a vast inequality in the attainments of the boys composing this Form and the teaching of it is very troublesome and unsatisfactory. I respectfully submit to the consideration of the Board, whether it would not be well to re-establish a First Form in this school to correspond with the highest Form in the Preparatory Department. There would indeed in this way be an overlapping, but I see rather a recommendation than an objection in this. I beg to record my obligations to the Assistant Masters for their diligent co-operation with me in efforts to improve the school. I thank the Board not only for their support when I have required it, but for the kindness and politeness with which it has been given.

He then read the Prize and Merit list of the classical department:—

SIXTH FORM.

Dux. *Henry Herbert Lyman.*

- 1. Lyman, 6,660 marks—attainable maximum, 7,000; 2, Jenkins 6,490 marks; 3, MacDonald 4,065 do; 4, Crichton 3,460 do.
- Latin—1 Jenkins, 2 Lyman, 3 MacDonald.
- Greek—1 Jenkins, 2 Lyman, 3 MacDonald.
- English—1 Lyman, 2 Jenkins, 3 MacDonald.
- French—1 Lyman, 2 Jenkins, 3 Aylwin, 4 Crichton.
- History—1 Lyman, 2 Jenkins, 3 MacDonald.
- Geography—1 Jenkins, 2 Lyman, 3 Crichton, 4 MacDonald.
- Arithmetic—1 Lyman, 2 Crichton, 3 Jenkins.
- Algebra—1 Lyman, 2 Crichton, 3 Jenkins.
- Geometry—1 Lyman, 2 Jenkins, 3 Crichton.
- Natural Philosophy—1 Lyman, 2 Jenkins, 3 Crichton, 4 MacDonald.
- Bible Lessons—1 Lyman, 2 Jenkins, 3 MacDonald, 4 Haultain.
- Writing—1 Jenkins, 2 Aylwin, 3 Crichton, 4 MacDonald.
- Phonography—1 Jenkins 2 Lyman, 3 Crichton.
- Conduct—Jenkins and Lyman.

Punctuality—Jenkins and Crichton.

FIFTH FORM.

Dux. Eugene Lafleur.

1. Lafleur, 6,386 marks—maximum 6,500 ; 2. Gould, 4,802 marks ; 3. Scott, 4,614 do, from Ann Street School ; 4. Donald, 4,447, from Royal Arthur School ; 5. Muir, 3,765 marks.

Latin—1 Lafleur, 2 Gould, 3 Scott, 4 Muir, 5 Donald.

Greek—1 Lafleur, 3 Scott, 2 Muir, 4 Donald, 5 Gould & Levi.

English—1 Lafleur, 2 Gould, 3 Donald, 4 Atwater, 5 Muir.

French—1 Lafleur, 2 Scott, 3 Gould, 4 Donald.

History—1 Gould, 2 Donald and Lafleur, 4 Atwater, 5 Scott.

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

Arithmetic—1 Donald, 2 Scott, 3 Lafleur, 4 Levi, 5 Atwater.

Algebra—1 Lafleur, 2 Scott, 3 Donald, 4 Atwater, 5 Muir.

Geometry—1 Lafleur, 2 Gould, 3 Gardham, 4 Donald, 5 Scott.

Natural philosophy—1 Lafleur, 2 Gould, 3 Scott, 4 Gardham and Muir.

Bible Lessons—1 Lafleur, 2 Scott, 3 Atwater, 4 Fair, 5 Donald.

Writing—1 Gould, 2 Lafleur, 3 Atwater, 4 Fair, 5 Scott.

Phonography—1 Lafleur, 2 Scott, 3 Donald, 4 Atwater, 5 Fair.

Conduct—Fair, Donald, Smith and Thomas.

Punctuality—Donald and Muir.

FOURTH FORM.

Dux. William A. Leggo.

1. Leggo, 4,990 marks—maximum, 5,500 ; 2. MacPherson, 3,978 marks ; 3. Dettmers, 3,613 do ; 4. Budden, mi, 3,026 do ; 5. Robert, 2,490 do.

Latin—1 Leggo, 2 Dettmers, 3 MacPherson, 4 Platt.

Greek—1 Leggo, 2 Dettmers, 3 MacPherson, 4 Stacy, 5 Platt.

English—1 Leggo, 2 MacPherson, 3 Robert, 4 Buchanan.

Elocution—1 MacPherson, 2 Budden, mi, 3 Dettmers, 4 Stacy, 4 Leggo.

French—1 Dettmers, 2 Leggo, 3 Buchanan, 4 MacPherson, 5 Burns and Robert.

History—1 Leggo, 2 MacPherson, 3 Shaw, 4 Platt, 5 Buchanan.

Geography—1 MacPherson, 2 Shaw, 3 Dettmers, 4 Leggo and Robert.

Arithmetic—1 Leggo, 2 Budden, mi, 3 Robert, 4 Shaw, 5 Burns.

Geometry—1 Leggo, 2 Budden, mi, 3 MacPherson, 4 Stacy, 5 Sym.

Algebra—1 Leggo, 2 Budden, mi, 3 Shaw, 4 MacPherson, 5 Stacy.

Scripture—1 Dettmers, 2 Sym, 3 Muir, 4 Stacy, 5 Leggo.

Writing—1 McLaren, mi, 2 MacPherson, 3 Leggo, 4 Burns, 5 Platt.

Phonography—1 Leggo, 2 Platt, 3 MacPherson, 4 Robert, 5 Brock.

Conduct—Budden and MacPherson.

Punctuality—McLaren, mi, and Leggo.

THIRD FORM.

Dux. Huntley B. Mackay.

1. Mackay, 3,223 marks—maximum attainable, 4,500 ; 2. Murray, 3,210 marks ; 3. Darey, 3,176 do ; 4. Raynes, 1,828 do.

Latin—1 Darey, 2 Murray, 3 Howard, 4 Mackay.

Greek—1 Darey, 1 Mackay, 3 Kerry, 4 Caverhill.

English—1 Murray, 2 Raynes, 3 Darey, 4 Dettmers.

Elocution—1 Hamilton, mi, 2 Murray, 3 Howard, 4 Raynes.

French—1 Mackay, 2 Murray, 3 Darey, 4 White.

History—1 Murray, 2 Darey, 3 Mackay, 4 Hamilton, ma.

Geography—1 Mackay, 2 Darey, 3 Murray, 4 Howard.

Arithmetic—1 Mackay, 2 Wallace, 3 Swan, 4 White.

Scripture—1 Mackay, 2 Hamilton, ma, 3 Wallace, 4 Darey.

Writing—1 Raynes, 2 Hamilton, ma, 3 Mackay, 4 White.

Conduct—White.

Punctuality—Darey, White and Murray.

SECOND FORM.

Dux. Paul Lafleur.

1. Lafleur, 3,821 marks—maximum attainable, 4,000 ; 2. A. G. Macpherson (ma) 2,086 ; 3. Walker, 1,491 ; 4. Bernard, 1,475 ; 5. Macfarlane, 1,385.

Latin—1, Lafleur ; 2, Macpherson, ma ; 3, Macpherson, mi ; 4, Bernard ; 5, Macfarlane.

English—1, Lafleur ; 2, Macpherson, ma ; 3, Bernard ; 4, Robins.

Arithmetic—1, Bissett ; 2, McDiarmid ; 3, Cole, 4, Morris ; 5, Bernard.

French—1, Lafleur ; 2, Walker ; 3, Lemay, and Macpherson, ma ; 4, Campbell, mi.

History—1, Lafleur ; 2, Walker ; 3, Macfarlane ; 4, Stevenson.

Geography—1, Lafleur ; 2, Macfarlane ; 3, Macpherson, ma ; 4, Walker.

Religious Studies—1, Lafleur ; 2, Macpherson, ma ; 3, Walker ; 4, Macfarlane.

Elocution—1, Macpherson, mi ; 2, Muir ; 3, Robins ; 4, Lafleur.

Writing—1, Macpherson, mi ; 2, Cole ; 3, Bissett ; 4, Muir ; 5, Bernard.

Conduct—Gibb.

Punctuality—Lafleur.

To enliven the dryness which the reading of the long lists of names entailed, several very admirable recitations were given by boys. Macpherson and Dettmers recited that scene from "King John," in which "Hubert" tells the king of the manner in which the people speak of Arthur's death ; the king replies upbraiding Hubert with the deed, and Hubert retorting shows the king's authority, to which John answers that had Hubert not been by his looks suggesting a purpose too foul for their tongues to name, his consent had never been given. Hubert then replies that Arthur lives, etc. Both boys did admirably, displaying considerable dramatic talent and a just appreciation of the words which they spoke. The Nightingale and the Lute, a remarkably pretty little poem was rendered with admirable effect by Hamilton and Darey. Hamilton, who recited the principal part, displayed a knowledge of elocution perfectly wonderful in a lad of his years. A scene from "Much Ado About Nothing," was very neatly given by Darey, Bacon and Reid. The prizes were then distributed by the chairman.

Mr. Rodger was next called upon to read his report of the commercial department of the school.

Mr. Rodger said :—As I do not consider this either the proper time or place for discussing questions connected with the theory of education, the remark which I have to make, in presenting the prize and honour list of the commercial side of the school, will be very few, and these referring to the working of the school during the year.

The maximum number of pupils is 96, the number on the roll at present 73, being somewhat less than last year. Of those boys who have left us during the session, the greater number have gone to business. Some have been withdrawn from a feeling of dissatisfaction on the part of the parents, and sent to other schools. Of this we do not and dare not complain. The education of a child is too important a matter for a parent to send him to the High School simply because it is the High School. If, with the advantages we possess, we do not hold out the best inducements for him to do so, the fault must be with us ; in which case the Board will soon find out the cause, and apply the proper remedy. But with a fair field and no favour (perhaps I should rather say, with existing prejudices working against us removed), I have no fear of the result. One or two who have left us, I can only characterize as fugitives from justice. It is not altogether a matter of regret to me that I have to say this, because I wish it to be distinctly understood that (so far as I know the feeling of the Board and of the masters), no boy can be allowed to remain in the High School who is not regular in his attendance, attentive to his studies, courteous in his demeanour, and amenable to discipline. It is our desire to send forth our pupils with well-stored minds, and well-trained intellects, rather than to swell their number at any cost.

The course of study pursued has been much the same as that of last year, embracing Commercial Arithmetic, English, Penmanship and Book-keeping, to prepare a boy for the counting house or the warehouse, combined with such an amount of Mathematics as will enable any boy, whose inclination leads him that way, to enter the Practical science department of McGill University. In speaking of our course of study I would suggest more attention given to the practice of original composition in the upper forms, and the introduction of some standard author (say Milton or Shakespeare) as a text book for the grammatical analysis of the English language.

I have received favourable reports of the conduct and diligence of the junior forms.

I cannot bring these remarks to a close without thanking the Board for the confidence they have uniformly placed in me ; and my colleagues for their ready attention to my wishes, and for their co-operation in the efficient working of the school.

He then read the prize and merit list of the commercial department.

SIXTH FORM.

Earle, ma, good general standing and honorable mention in Book-keeping and Mathematics.

FIFTH FORM.

Dux—Wm. James Sennat, Montreal, 6,277 marks ; 2, Meek, 4,324 do ; 3, Campbell, 4,055 do.

English—1 Sennat, 2 Peel, 3 Winks, 4 Meek.
 French—1 Sennat, 2 Rutherford, 3 Campbell.
 History—1 Winks, 2 Campbell, 3 Sennat, 4 Peel.
 Geography—1 Sennat, 2 Rutherford, 3 Meek.
 Arithmetic—1 Sennat, 2 Meek, 3 Rutherford, 4 Peel.
 Algebra—1 Sennat, 2 Peel, 3 Rutherford, 4 Meek.
 Geometry—1 Sennat, 2 Peel, 3 Campbell, 4 Meek.
 Nat. Philosophy—1 Sennat, 2 Meek.
 Bible Lesson, 1 Winks, 2 Sennat, 3 Campbell.
 Book-keeping—1 Meek, 2 Sennat, 3 Campbell, 4 Peel.
 Writing—1 Rudolf, 2 Peel, 3 Sennat, 4 Campbell.
 Phonography—1 Meek, 2 Peel, 3 Sennat, 4 Campbell.
 Conduct—Campbell, Peel and Sennat.
 Punctuality—Campbell.

FOURTH FORM.

Dux, Arthur Watkins, Montreal, 5,040 marks ; 2 Stanton, 3,721 do ; 3 Orr, 3,600 do ; 4 Nelson, 3,256 do.
 English—1 Watkins, 2 Stanton, 3 Nelson, 4 Orr.
 Elocution—1 Watkins, 2 Orr, 3 Shearer, 4 Goodhugh.
 French—1 Watkins, 2 Nelson, 2 Stanton.
 History—1 Stanton, 2 Inglis, 3 Watkins.
 Geography—1 Watkins, 2 Holland, 3 Goodhugh and Orr, equal.
 Arithmetic—1 Orr, 2 Watkins, 3 Nelson, 4 Stanton.
 Algebra—1 Stanton, 2 Kerr, 3 Orr, 4 Watkins.
 Geometry—1 Kerr, 2 Stanton, 2 Watkins, 4 Nelson.
 Bible Lesson—1 Watkins, 2 Stanton, 3 Goodhugh.
 Book-keeping—1 Whyte, 2 Watkins, 3 Orr, 4 Stanton.
 Writing—1 Whyte, 2 Orr, 3 Watkins, 4 Nelson.
 Phonography—1 Watkins, 2 Orr, 3 Whyte, 4 Nelson.
 Conduct—Shearer and Goodhugh.
 Punctuality—Orr.

THIRD FORM.

Dux, Frederick Baker, Montreal, 3,257 marks ; 2 Christian, 2,796 do ; 3 Reid, 2,630 do.
 English—1 Christian, 2 Reid, 3 Bacon, 4 Baker.
 Elocution—1 Reid, 2 Baker, 3 Bacon.
 French—1 Morris, 2 Baker, 3 Christian.
 History—1 De Sola, mi, 2, Morris, 3, Baker.
 Geography—1 Morris, 2, Baker, 3, Christian.
 Arithmetic—1 Reid, 2 Morris, 3 Kingan, 4 Baker.
 Bible Lesson—1 Baker, 2 Kingan, 3 Smith, mi, 4 Christian.
 Book-keeping—1 Christian, 2 Bacon, 3 Reid.
 Writing—1 Christian, 2 Laing, 3 Bacon.
 Conduct—Christian and Morris.
 Punctuality—Morris.

SECOND FORM.

Dux, Alex. Ferguson Gunn, 3,695 marks ; 2, Larmonth, 3,202 marks ; 2 Russell, 3,130 marks ; 4, Smith, 3,074 marks.
 English—1, Gunn ; 2, Larmonth ; 3, Russell ; 4, Weir.
 Elocution—1 Smith, 2 Larmonth, 3 Russell, 4 Black.
 French—1, Smith ; 2, Gunn ; 3, Larmonth ; 4, Russell.
 History—1, Russell ; 2, Gunn ; 3, Smith ; 4, Fish.
 Geography—1 Gunn, 2 Russell, 3 Larmonth, 4 Maccullough.
 Arithmetic—1, Gunn ; 2, Russell ; 3, Fish ; 4, Weir.
 Scripture Geography—1, Larmonth ; 2, Fish ; 3, Gunn ; 4, Scott.
 Writing—1, Larmonth ; 2, Foster ; 3, Lacy ; 4, Smith.
 Conduct—Gunn and Larmonth.
 Punctuality—Gunn and Russell.

As before recitations were given at intervals during the reading of the prize lists. Smith recited Tennyson's beautiful poem intitled "Lady Clara ;" a scene from Bulwer's comedy of "Money" was given by Smith, Lacy, Black and Gunn ; and from a comedy intitled the "Troubles of Nervousness," by Robins, Muir, Macpherson and Lafleur.

The prizes in this department were also distributed by the Chairman.

As the request of the Chairman, Dr. Dawson spoke for a few moments. He said that he had the privilege of speaking at a great many of the meetings of the High School, but previously he had not had the honor of speaking as one of the Commissioner of Schools, and he should now take the opportunity of saying a few words to the parents more than to the boys. His text should be, what he had held for many years and had repeated on all occasions, that he thought the city of Montreal owed much, much more than it admitted, to the High School. Most of the business men and merchants of the city had been turned out there. The High School too was much better than was paid for by the people of Montreal ; the work was better work than they paid for doing. It was a place where work had been done by men who in some respects had sacrificed themselves for the interest of the public,

in their desire to keep up the standing of the school. He had recently been to the opening of a Roman Catholic High School, and he must say that as regarded the building it was decidedly ahead of the one they were then in. Although very good work had been done in this building, still it was a place of the olden time, and not suited for the Montreal High School of to-day. It would not bear comparison with dozens of the warehouses, in which merchandize was sold, or the banks, etc., although they did not surely value their boys less than they did their dry goods and groceries. The Catholic High School of which he had spoken merely represented the commercial department of this school, but it was a building that in its internal arrangements and in every respect was much ahead of anything they could show. When, however, they looked at the work of the school, he would not say that they could do anything ahead of the work of the High School. His friends, Principal Howe, Mr. Murray and Mr. Rodger, he might almost call them his venerable friends, were not in the position of men who ought to be struggling to keep up a school under adverse circumstances. They ought to be so placed that they would be able to devote their knowledge and experience to teaching only, and have the drudgery taken off them ; and it was the business of the city of Montreal to take that drudgery off them. When the money at the disposal of the School Commissioners was increased he trusted that a very considerable portion of it would be devoted to the enlargement of this school. Some people talked about higher education, as not being necessary. But they had to train a man for the higher as well as the lower departments of life, and it was an altogether wrong thing to suppose that the Commissioners ought not to take a large sum of money for such a work. And here was another thing, there were boys here from the Royal Arthur school, who were now going through this school and gaining its honours ; thus a high education was given to the children of the poor as well as the rich. Another thing which would strike them was the two departments of the High School. The large number of scholars in the classical department, as had been explained by Professor Howe, showed that the classical element was not falling behind. Certainly not, nor would it fall behind. The reason which had led to objections to classical education in England we had nothing to do with here. In many schools in England it had been the practice to teach nothing but classics, following the order of things which prevailed in the Middle Ages when there was nothing else to teach. That had never been the case in this country, however. Higher education had never been developed here to the extent which it should have been ; we were but in the commencement of the work of developing our higher education. But the point to which he had wished to refer was this, they had here two schools joined in one, or at least they had what ought to be two schools. If the present building were taken the whole of it for the commercial department, and a new building erected for the classical department, it would not be more than the necessities of the Protestant population of Montreal demanded ; and there ought also to be a double staff of teachers. All the means at present at the disposal of the Protestant commissioners for the school would not be more than sufficient for one school. The commercial school ought to be a very highly scientific school, while the classical school should be very much strengthened. He would now return to the text with which he had begun, which had been to endeavor to convince the people of Montreal that the High School had not and was not receiving the support from the community which it ought to have to be the kind of school that it ought to be ; and that the public ought to support and sustain the Commissioners of Schools in doing more for it in the future. One thing which he had omitted to remark was the small and paltry prizes which the Commissioners found themselves able to give. Of course he knew that the instruction which scholars got here was of itself a prize, still he would like to see prizes for the first boy in each subject as well as in the form. To the boys he had not yet said anything. They were there enjoying great advantages, which many of those who had gone before them had not enjoyed. He hoped that they would make the most of these advantages, and not leave the school without going through all the forms. If they possibly could, they ought to go through to the end ; and they would never be sorry for it ; and the longer they lived in the world, the more sorry would they be that they had not learned all they could in their youth, that was, if they ever came to be thinking men at all. He would not have them stop at the school either, but go on to college as well for three or four years.

They would be all the better men, and all the better fitted for the business of life, as their minds would be strengthened. In conclusion he advised them to take all they could get, and never stop with any less.

After some remarks by the Rev. Chairman, the exercises were brought to a close with the benediction, and the boys and their friends quickly dispersed.

Here it may be mentioned that prior to the proceedings at the High School yesterday a very handsome writing case was presented to Dr. Howe by the pupils of the 5th and 6th forms of the school, in token of their respect and affection for him. The presentation took place privately in the 6th form class-room, so that we cannot report what was said either by boys or master, but the cheering inside was evidence of the warm feelings entertained towards Dr. Howe by this pupils.

The Model Schools.

PRESENTATION OF PRIZES.

Yesterday afternoon, 25th June, the presentation of prizes to the successful pupils, both girls and boys, at the Model Schools took place. Principal Dawson presided on the occasion, and there was a moderate attendance of the parents and friends of the children. After a hymn had been sung,

Principal Hicks, being called upon by the Chairman, stated that the schools still maintained their efficiency under the present teachers, and were useful for several purposes. They were useful, in the first place, as practising schools for normal school teachers, for many of those who had taken situations in the country had been teachers of model schools, and the most important part of their education had, in many cases, been obtained in the model schools. The model schools furnished the normal schools with a large number of their best students, and during the last session those who had taken the highest places in the normal school had been those who had come out of the model school. Then the schools were useful, inasmuch as they afforded a good, sound and healthy education to the children of Montreal, and they bore an efficient part in the training of young people for the normal school.

The prizes were then distributed by the chairman, the following being the list :

GIRLS' DEPARTMENT.

Junior Division.

Class 1—Margaret Greer, prize in mental arithmetic and tables; Isabella Waterman, prize in arithmetic and credit marks; Frances McGaren, prize in reading, spelling and writing.

Class 2—Ellen Healey, prize in writing and credit marks; Annie Stewart, reading, spelling, arithmetic, grammar, history, composition, mental arithmetic and tables.

Class 3—Henrietta Anderson, prize in mental arithmetic, tables and general proficiency; Florence Hickey, spelling, geography, grammar and history; Carrie Smith, spelling, French and composition: Mary Bickerstaff, arithmetic.

Intermediate Division.

Class IV—Harriet Binmore, prize in Canadian history and natural history; Louisa Trigg, spelling; Ann Jane Cooper, practical and mental arithmetic; Fanny Hudson, reading, Isabella Little, credit marks and diligence.

Class V—Elizabeth Binmore, prize in spelling, grammar, French, Canadian history, natural history and mental arithmetic.

Class IV—Augusta Trig, prize in geography; Maude Charlton, Canadian history and natural history; Lily Watson, arithmetic; Mary Sloan, history and drawing; Margaret Melville, arithmetic; Annie Ward, reading and credit marks; May Boyd, spelling.

Class VII—Elizabeth Maltby, prize in spelling, arithmetic and geography; Ledivia Hayden, French; Jane Elliott, writing, drawing, natural history, and general proficiency; Honora Sheehan, grammar and Canadian history.

Senior Division.

Class VIII—Jane Hyde, prize in writing; Kate Norval, spelling and music; Emma White, spelling and grammar; Robina Seath, arithmetic and credit marks.

Class IX—Margaret Reburn, prize in writing; Henrietta Douglass, credit marks and general proficiency; Christiana Richardson, punctuality; Jessie Brown, spelling and drawing; Celia Easton, reading and diligence.

Class X—Annie Carroll, prize in French, arithmetic, geography and grammar; Lydia Teds, French and punctuality; Mary Ann Dawson, writing and punctuality; Bessie McNabb, drawing; Georgina Hunter, reading, spelling, history and credit marks; Blanche Smith, physiology and music.

Advanced Class.

Mary Baillie, prize in arithmetic, grammar, amiability, algebra, bookkeeping, physiology and general proficiency; Sarah Hurst, spelling, geography. Latin, punctuality and French; Agnes Maxwell, arithmetic, geometry and mental arithmetic; Isabella McBratney, reading, writing, drawing, credit marks and punctuality; Annie Elliott, drawing, amiability, and general proficiency; Annie Trees, reading.

Extra Prizes.

For the best papers on French's "Study on Words,"—1, Mary Baillis; 2, Georgina Hunter.

BOYS DEPARTMENT.

Prize List—Junior Division.

1st Class—Sloan—Writing and Drawing. McFarlane—Mental Arithmetic, Credit Marks and Punctuality. Cunningham—Reading, Spelling and Punctuality.

2nd Class—Cook—French, Geography and Credit Marks. Hamilton—Writing and Drawing. Michaels—Arithmetic, Mental Arithmetic and Grammar.

3rd Class—Thomson, R—Reading, Writing, Geography, Credit Marks and Punctuality. O'Loughlin—French and Mental Arithmetic. Griffin—Arithmetic.

4th Class—McCorkill—Reading, Spelling, Writing, French and Punctuality. Crawford—Arithmetic and Drawing. Marchbank—Geography and Grammar.

Intermediate Division.

5th Class—Cooper—Mental Arithmetic, Grammar and History. Maltby—Spelling and Credit Marks. Summerskill—Reading, French and Geography.

6th Class—McCudden—Arithmetic, Mental Arithmetic, Credit Marks and Punctuality. Mooney—Writing, Geography and Conduct.

7th Class—Thomson—Arithmetic, Geography and Grammar. Reburn—Mental Arithmetic and History. Gordon—Spelling and French. Varner—Writing and Credit Marks. Kerr—Drawing and General Standing.

Senior Division.

8th Class—McCormick—Writing, Arithmetic, Geography and General Progress.

9th Class—Jane—Spelling, French and Drawing. McIntosh—Mental Arithmetic and History.

10th Class—Charters—Spelling, Grammar, Natural Philosophy, and General Study. Sandham—Arithmetic, Geography, History, and Credit Marks. Edwards—Writing and Book-keeping.

ADVANCED CLASS.

Jubb—Etymology, French, Grammar, and Credit Marks. Ryan—Geography, History, Natural Philosophy and Composition. Richardson—Latin and Book-keeping. Sternby—Reading and Mental Arithmetic.

Principal Dawson then addressed the children. He remarked that they had great privileges, and that, attendant upon those privileges, were duties. They had the privilege of living in a beautiful country, and above all of being the children of God, and they ought to try to attain to the great dignity of being worthy of being the children of God, the brothers and the sisters of Jesus Christ. Those were some of the privileges that they possessed, and they ought to remember that those privileges carried duties with them; they must remember that the smallest of them could do some good to others in the world, and that they were looked upon as specimens of thousands of young Canadians, who were growing up in the country and who in a few years would be occupying the places of the present generation, and be, he hoped, better and wiser and able to do more good in the world than they had, many of them been able to do. Well, in that school they could commence with the primary school, and go on from that till they got to the advanced class, so that they would be fitted to be useful in the world. He was glad to know that the advanced class was doing so well, but he should like to see more students in it, because he thought wherever it was possible for the parents of the children to do so, that they should allow them to go forward to the advanced class, for then they would leave the school well educated. Then

he should like to see some of the boys coming out of the advanced class going to college; now they had a class for the study of arts, and one for the study of sciences, and he did not know why they should not have lads from the model school to join these classes and become the leading scientific or literary men of the country. He should be glad to see that, and he hoped that soon the girls from the Model School would be able to go to a college, that he trusted would soon be established whence they would come very highly educated indeed. The college had not yet been established, but in the meantime there was the Normal School, where they were fitted for the profession of teaching, and he would say to all young women that if they were under the necessity of earning their own subsistences in the world, the best thing they could do was to go to the Normal School and come out fitted to be teachers of schools. (Applause.)

It was then announced that the school would reassemble on the 1st September, and the National Anthem having been sung the proceedings terminated.

Distribution of prizes at the Congregation de Notre Dame Ottawa.

The closing exercises of the scholastic year took place at the above institution yesterday, 12th June, Lord and Lady Lisgar presiding. Miss Dalton and the Hon. Mr. Ponsony were also present. The large Hall was filled with the parents of the pupils and invited guests, among whom we noticed the Hon. Mr. McKeagney, and the Misses Reynolds. It was very tastefully decorated with evergreens, but the stage, as we may call it, was more particularly beautiful and interesting. The lady pupils were all dressed in white, and looked as charming as youth, innocence and beauty always do.

About 5 o'clock, the Vice Regal party arrived, and were met at the door by the Rev. Father Dandurand and Captain De Boucheville. As they entered the Hall and were conducted to seats, sweet harmony from two pianos welcomed them.

We regret that want of space will not permit us to refer in detail to the various interesting features of the programme, suffice it to say, that the vocal and instrumental music which alternated during the proceedings was of a superior character and fully appreciated by the audience whom it pleased and delighted to a high degree.

A Dialogue entitled "The Graduates Choice," was characterized by beautiful sentiment, and "The rivalry of the birds" was a melodrama, well performed, innocently amusing sometimes, and always exquisitely delightful.

Among the young ladies who received distinctive honor in the superior course, we must mention Miss Lynch, Miss McNaughton, Miss Hanour and Miss Buckley; and for proficiency in music, Miss Robertson Ross, Miss Pellant, Miss Caldwell, Miss Beauset, and Miss Cotton.

Miss Emma Armstrong having completed the course of studies given in the Institution was presented with a diploma and gold medal. This young lady is possessed of talent and ability in a more than ordinary degree, and certainly the diploma and honors she has with her from the institution are no exaggeration of her mental cultivation and educational proficiency.

Miss Armstrong having spoken a very affecting farewell address to her good teachers and companions in study, read an address to His Excellency, who replied as follows:

Lady Lisgar and I fully appreciate the kind wishes which you have expressed towards us. In return we tender you many thanks and make you the assurance that when we shall be far from Canadian shores we will remember with pleasure our visits to your calm seclusion, and to the scene of your useful labors and will ardently hope for the continuance of your success, together with the enjoyment of constant happiness.

God save the Queen concluded the programme.—*Ottawa Times.*

Laval Model School.

ENGLISH DEPARTMENT.—FIRST DIVISION.

List of premiums.

Religious instruction.—1st prem., John Maguire; 2nd prem., Mark H. McSweeney and Chs. Maguire; 1st. acc., Horatio Wright; 2nd acc., James Conrick.

FIRST CLASS.

Reading.—1st prem., Louis Généreux; 2nd prem., J. Bte. Morrissette and David Dufresne; 1st acc., Alphonse Belleau; 2nd acc., François Dumas.

SECOND CLASS.

1st prem., Joseph Laliberté; 2nd prem., Alphonse Godbout; 1st acc., Narcisse Marquette; 2nd acc., Narcisse Matte.

THIRD CLASS.

1st prem., Alfred Masse; 2nd prem., Léon Lacasse and Alfred Gingras; 1st acc., Pierre Fiset; 2nd acc., Pierre Pelletier.

FOURTH CLASS.

1st prem., Arthur Dugal; 2nd prem., Aimée Toussaint; 1st acc., Adam Andrews; 2nd acc., Louis Matte.

FIRST CLASS.

Dictation.—1st prem., John Maguire; 2nd prem., David Dufresne; 1st acc., François Dumas; 2nd acc., Joseph Belleau.

SECOND CLASS.

1st. prem., Mark Henry McSweeney; 2nd prem., Charles Maguire; 1st acc., James Conrick; 2nd Horatio Wright.

THIRD CLASS.

1st prem., Alfred Gingras; 2nd prem., Alfred Masse; 1st acc., Auguste Dufresne; 2nd prem., Pierre Pelletier.

FOURTH CLASS.

1st prem., Adam Andrews; 2nd prem., Arthur Dugal; 1st acc., Aimée Toussaint; 2nd acc., Louis Matte.

FIRST CLASS.

Translation.—1st prem., David Dufresne; 2nd prem., John Maguire and Louis Généreux; 1st acc., Joseph Belleau; 2nd acc., François Dumas.

SECOND CLASS.

1st prem., Mark Henry McSweeney; 2nd Chs. Maguire and James Conrick; 1st acc., Horatio Wright; 2nd acc., Joseph Laliberté.

THIRD CLASS.

1st prem., Alfred Gingras; 2nd prem., Alfred Masse; 1st acc., Auguste Dufresne; 2nd acc., Pierre Pelletier.

FOURTH CLASS.

1st prem., Adam Andrews; 2nd acc., Aimée Toussaint; 1st acc., Arthur Dugal; 2nd acc., Louis Matte.

FIRST CLASS.

English Grammar.—1st prem., John Maguire; 2nd prem., David Dufresne, 1st acc., Louis Généreux; 2nd acc., J. Bte. Morrissette.

SECOND CLASS.

1st prem., Mark Henry McSweeney; 2nd acc., Joseph Laliberté; 1st acc., Horatio Wright; 2nd acc., Alphonse Godbout.

THIRD CLASS.

1st prem., Alfred Masse and Alfred Gingras; 2nd prem., Pierre Pelletier; 1st acc., Auguste Dufresne; 2nd acc., Léon Lacasse.

FIRST CLASS.

Parsing.—1st. prem., David Dufresne; 2nd prem., J. Bte. Morrissette and Louis Généreux; 1st acc., John Maguire; 2nd acc., François Dumas.

SECOND CLASS.

1st prem., Joseph Laliberté; 2nd prem., Alphonse Godbout; 1st acc., Charles Maguire; 2nd acc., Mark Henry McSweeney.

Declamation.—1st prem., John Maguire; 2nd Horatio Wright; 1st acc., Charles Maguire; 2nd acc., James Conrick.

Mensuration.—Prem., David Dufresne.

SECOND DIVISION.

Religious instruction.—1st prem., Martin Mulroney; 2nd prem., Alfred Wright and William Conrick; 1st acc., Daniel O'Brien; 2nd acc., Patrick O'Leary.

FIRST CLASS.

Reading.—1st prem., Arthur Van Felson; 2nd prem., Ernest Cloutier and Thos. Hill; 1st acc., Emile Lorient; 2nd acc., Joseph Létourneau.

SECOND CLASS.

1st prem., Joseph Drapeau and Alphonse G n reux ; 2nd prem., William Hudson ; 1st acc., Pierre Charest ; 2nd acc., Lucien Lacroix.

THIRD CLASS.

Reading and Spelling.—1st prem., Arthur Guilmet and John Thompson ; 2nd prem., George Van Felson and Philippe Thompson ; 1st acc., On siphore Trudel ; 2nd acc., Arthur Fortin.

FIRST CLASS.

Dictation.—1st prem., Daniel O'Brien ; 2nd prem., William Conrick and Jos. L tourneau ; 1st acc., Martin Mulrooney ; 2nd acc., Thomas Hill.

SECOND CLASS.

1st prem., Alphonse G n reux ; 2nd prem., Joseph Drapeau ; 1st acc., Pierre Charest ; 2nd acc., William Hudson.

FIRST CLASS.

Translation.—1st prem., Joseph L tourneau ; 2nd prem., Emile Loriot and E. Cloutier ; 1st acc., William Conrick ; 2nd acc., Daniel O'Brien.

SECOND CLASS.

1st prem., Alphonse G n reux ; 2nd prem., William Hudson ; 1st acc., Pierre Charest ; 2nd acc., Joseph Drapeau.

English Grammar.—1st prem., Martin Mulrooney ; 2nd prem., William Conrick ; 1st acc., Alfred Wright ; 2nd acc., Daniel O'Brien.

Montreal Collegiate School.**PRIZE LIST — EXAMINATION 1872.***1st Class.*

Captain's Prize.—E. Muir : The Spectator 2 vols.

Conduct Prize.—E. Muir : Prescott's Charles 5th, 2 vols.

2nd Class.

Captain's Prize.—J. R. Cowan's : 1001 Gems of English Poetry.

Conduct Prize.—E. Milloy : British Heroes and Worthies.

3rd Class.

Captain's Prizes.—Horace Martin : Rays from the East ; John Shannon : on Both Sides of the Sea.

Conduct Prize.—Horace Martin : Ten Thousand Wonderful Things.

4th Class.

Captain's Prize.—C. W. Woods : Old Schoolfellows and What Became of Them.

Conduct Prize.—L. Foley : Cornwall's Dramatic Scenes, &c.

5th Class.

Captain's Prize.—F. Haensgen ; Bible Picture Book.

Conduct Prize.—F. Haensgen : Bells' Every Saturday.

ADDITIONAL PRIZES.

1st Class.

R. Angers : Bennie's Insect Architecture.

3rd Class.

Andrew Stewart : Arnold's History of Greece.

J. Fred. Doran : Dalziel's Picture History of England.

4th Class.

Albert Low : Beloe's Peoples of the World.

Horace Joyce : Old and New Testament Bible Sketches.

F. G. Belcher : Evenings at Home.

Henry Garnham : Tales for Boys and Girls.

HONORABLE MENTION.

John McGill, Percy Chipman, Charles McIver, James Barclay.

Distribution of Diplomas and Prizes at Villa Maria.

The annual distribution of diplomas, gold medals and Prizes at Villa Maria, Monklands, came off on the 27th June inst., before a large and distinguished audience. The Vicar General, the Rev. Mr. Truteau, presided on the occasion. The day was

intensely hot, and very pleasant proved the cool shade of the grand hall, specially devoted to such ceremonies, and hung with leafy festoons and wreaths of verdure. At the upper end of the spacious and lofty room on an elevated platform were seated the pupils of the establishment. These latter, some two hundred in number, dressed in snowy white, a colour most appropriate for such torrid weather, were ranged on benches raised one above the other, whilst harps and pianos, hanging baskets of glowing flowers, and white statuettes, were arranged on the stage with charming artistic effect. The graduates on whom to a certain extent the chief interest centred, standing as they do on the threshold of womanhood, and about to exchange so soon the quiet joys and tasks of convent life for the graver cares and duties of woman's lot, were twenty in number:—Miss Pinsonneault, Miss Leprohon, Miss Leblanc, Miss Wheeler, the Misses Cudcy and Miss Buchanan, Montreal ; Miss Dever, St. John, N. B. ; Miss Pouliot, L'Islet ; Miss Rankin, P. E. Island ; Miss Conway, Miss Sadler, Miss Sowers, Miss Martin, and Miss Riley, New York ; Miss Cunningham, Brooklyn ; Miss Miron, Plattsburgh ; Miss McGuire, Louisiana ; Miss Grant, Georgia, and Miss Heald, Portland.

Medals were awarded to Miss Leblanc for good conduct, and to Miss Wheeler for domestic economy, a branch to which particular attention is paid in the institution. The musical part of the entertainment consisted of the overtures to La Gazza Ladra, Oberon and Il Barbiere di Seviglia, played with great taste and brilliancy of execution on five pianos and two harps. The vocal music, under the charge of Madame Petipas, also excited much admiration. Prizes were awarded by that lady to such of her pupils as had distinguished themselves by industry or proficiency during the past year. After the distribution of honors and prizes to the superior course, as well as to the senior and junior classes, the following eloquent poetical valedictory was pronounced by Miss Sowers, of New York, one of the graduates, in the name of herself and companions :

Thrice blissful and joyous this day has been,
One brighter these old walls have rarely seen ;
Nature herself seems to share our mirth,
With flowers and beauty decking fair earth,
Honors have gladdened our girlish crowd,
Mid the smiles of parents fond, tender, proud,
But a shadow darkens the sunshine free,
We must say farewell, Convent loved, to thee !

Oh Villa Maria, home of our youth,
Home too of innocence, virtue and truth,
Calm as a sun-lit and silvery sea
Has been the life we have led in thee ;
Is it wonderous then that with aching heart
We hear the fiat that we now must part,
From teachers, companions, all loved so well,
Close, endeared by many a magic spell.

To thee, gentle mother, oh what shall we say
For the love thou hast shown us from day to day,
That love so patient, gentle, yet strong,
In whose sunny light we have dwelt so long,
So prompt to reward, yet so slow to blame,
Respecting when just, each childish claim,
Accept, we pray thee, before we depart,
The homage and love of each grateful heart.

Friends tender and true, ah ! well do we know
Dwell in the dear homes to which now we go :
And fancy whispers in soft sweet tone,
Of the pleasures that soon will be our own,
She shows the world a glittering sight,
Its portals enwreathed with roses bright,
Through the golden radiance that fills the air,
Showing misty, confused, yet strangely fair.

But vainly the world's temptation falls,
'Neath the holy shade of these convent walls,
And we turn from its promised charms to grieve
For the innocent joys which now we leave,
For the chapel where oft we've knelt in prayer,
Class rooms, where we've studied with anxious care,
Green terrace, fresh woods, and our lakelet bright,
With its diamond ripples of dancing light.

We have learned that life has many woes
That oppressed the breast with anguished throes,
Griefs none can escape, and in that hour
When bending 'neath sorrow or suffering's power,
Back will we look mid our burning tears,
Through the long vista of vanished years,
On this earthly Eden, cherished so well,
To which with sad hearts we now say farewell.

But too dull such words for a day like this
When all seems to speak of hope and bliss,
Though a mournful note must sadden our song,
Still joyous thoughts on our hearts will throng ;
Trusting in Him who will e'er be our stay,
Mid life's shoals and snares we go forth to-day,
Resolved to remember where e'er we roam
The truths we've learned in our Convent home.

In connection with the above Institution, we have much pleasure in inserting the following from a recent number of the *Montreal Gazette* :

Domestic Arts in our Schools.

VILLA MARIA, MONTREAL.

"One of the complaints often alleged of late years against our present system of female education is that the useful is generally sacrificed to the ornamental, and that whilst nearly all other sciences have a fair share of attention paid them, the more prominently important one of house-keeping is almost ignored. Now this should not be. Domestic comfort and discomfort, we may go farther and say domestic happiness and misery are too closely dependent on the degree of skill and experience a woman brings to the management of her household to allow of that question being so lightly overlooked. Many of us have heard and probably smiled over the story of the hapless school mistress, who, though able to converse fluently in four different languages, sing and perform brilliantly on various instruments, paint artistically in oil as well as in water colors, was yet unable on an occasion of great emergency to make for a sick father a bowl of gruel. We have been led to forming these remarks by a *seance* at which we had the pleasure of assisting on Thursday last at the Convent of Villa Maria, Monklands.

"Now, though rare proofs of music and dramatic ability were given on the occasion, among which we will particularly cite the drama of 'Jephtha's Daughter,' we will not dwell farther on that point, knowing that ample justice has often been rendered to the admirable proficiency which the young ladies of the Institution always exhibit in such accomplishments. What interested us equally we will frankly acknowledge, were the ample evidences of careful training in the science of house-keeping, in plain sewing, of which admirable specimens were shewn, and in the culinary art. A rigorous examination on these subjects elicited from the pupils clear, comprehensive answers, proving that they thoroughly understood the theory, whilst a table in the centre of the room laden with meats, jellies, cakes, salads, preserved fruits, all prepared, and *well prepared*, by the young ladies themselves, gave tangible and positive proof that they could put in practice what they knew so well in theory. There is a regular course of house-keeping and cookery taught, we understand, in the establishment, and followed by the senior pupils. The latter, twice a week don calico wrapper, and descend to the kitchen, where under the superintendence of one of the sisters, herself a competent mistress of the art, they learn to prepare not only ornamental desserts, but the more solid dishes that go to make up a substantial dinner. Never was such knowledge more necessary than at the present time, when domestic assistants are growing daily more and more rare, unreasonably exacting, and at the same time incompetent. Our grandmothers and great-grandmothers were in general notable house-keepers. Why should their female descendants, who made such wonderful progress in other branches, degenerate in this truly womanly speciality? All honor then to a system that proves women may so easily unite the useful with the ornamental, and that a short time daily given by them to household duties, need in no manner interfere with the intellectual pursuits, or graceful accomplishments of which they may a few years later give brilliant proof in our drawing-rooms,

Convocation at Lennoxville.

LENNOXVILLE, June 27.

The Annual Convocation of Lennoxville College was opened at three o'clock. There were present among members of convocation and visitors, the Lord Bishop of Montreal and Metropolitan, the Lord Bishop of Quebec, Hon. Justice Day, Hon. Justice Dunkin, and Mr. Justice Ramsay.

The Chair was occupied by the Chancellor, the Hon. E. Hale. In opening the Convocation,

The Chairman said that as the humble mouth-piece of the University, it became his duty to declare the Convocation open, and in so declaring it open he rejoice that he was able to commence his address by saying that the affairs of the University were in a thoroughly satisfactory condition. He knew that his hearers would all rejoice at this, as much as he had done. It was the fate of all institutions of this kind to fluctuate in their affairs, to have ups and downs as everything else had, and Lennoxville University had also encountered those. It had fallen to their lot to be subject to the tide of popularity; at times their share had been larger and at other times smaller. There was a time when their highly valued patron and prelate the Lord Bishop of Quebec was the working spring of the institution, when the members attending both departments amounted to two hundred. It might be said that that was a small number, but it must be remembered that this was a small institution, opened almost exclusively within one church. Then the tide turned and their numbers went down to about a quarter of the larger number. The tide, however, had now turned a third time in the other direction, and they were now, he was happy to say, in a very flourishing condition, their numbers having increased to more than half what they were in their most prosperous days. He knew that he but expressed the feeling of his hearers as well as his own, when he said he hoped that this state of prosperity might continue. He had heard from the lips of a learned divine, who resided at the metropolis, that it had frequently fallen to his lot to be the host of many of the young graduates and divines who had gone forth from this institution, and the great majority had at least equalled the most promising men of the English Universities. As there were many interesting proceedings to be gone through, he would not detain them further, but would at once proceed with a most interesting ceremony, which although properly it should not have taken place until after the degrees had been conferred, but for the desire that his Lordship the Bishop of Quebec, who was obliged to leave by train, might be present. This ceremony was the presentation of the Prince of Wales Medal and two other prizes to Mr. Thorneloe, one of the graduates.

His Lordship the Bishop of Quebec in presenting the prize congratulated the recipient upon this recognition and acknowledgement of the right use which he had made of the gifts which he had received and the degree of attainments to which he had arrived. He was to receive no less than three prizes, the Prince of Wales medal, the Society for the Propagation of the Gospel scholarship, and the McKay prize. Certainly the number of competitors must have been small, and he hoped that they would become larger in the future as he desired that all would complete everything that was going. He, however, congratulated his young friend not the less, because of the smallness of the numbers, for he knew from personal acquaintance with the examiners, and with the traditions of the institution, which he had done his humble part to create, that these prizes would not have been presented had they not been fairly and honourably earned. It was, therefore, a matter of congratulation to him to receive them. He would not say this to make him think that he had reach a high degree of learning for that would perhaps lead him to indolent repose. He knew from all that he had heard of him for the last three or four years, from the strength of character and sound judgment which he possessed, that there was no danger of this. He knew that these prizes were not assurances of learning. All our life long we had to be students, and when we had ceased to learn we had better cease to live. He would take these prizes with the assurance that, although he had much to learn, and much to do, he was, in the judgment of those capable of knowing, able to do it. He was the more pleased in conveying the prize to Mr. Thorneloe that his father was his Lordship's old friend and formerly one of his clergymen.

The next prize presented to Mr. Tucker of the Sabrevois Mission it being the *Mountain Jubilee Scholarship* for elocution and good reading.

The Metropolitan, the Rt. Rev. Bishop Oxenden, in presenting the prize, first made a humorous excuse for not appearing in his robes. He then said to Mr. Tucker that he was very happy that he had the great gratification of presenting him with the prize, and inasmuch as his Lordship might have him among his band of Christian Ministers, he was pleased that the prize had been won for so very important qualification for a clergyman—that of good reading. His Lordship believed that good natural reading was highly important. He was happy too to learn that his character was such that he was an ornament to the college and to the church in which he was about to labor [cheers.]

The following degrees were then conferred: D C L, honorary, Hon. Justice Ramsay; D C L, honorary, Mr. E. Carter, Q C; M A, honorary, A. H. Kollmyer, Esq., M D, Professor of Pathology in the University of Bishop's College; M A ad eundem, N. H. Clifford, Dartmouth, U S; M A, in course, Rev. R. D. Mills, Rev. A. Balfour; B. A. G. Blaylock.

This interesting ceremony having been concluded, the administration of the oath of allegiance was dispensed with, "God Save the Queen" being sung instead.

At the request of the Chancellor,

Mr. Clifford, on whom a degree had been conferred, delivered a short address. He first conveyed his very hearty thanks for the honour done him, and would hold the distinction which he had received from their hands in an estimation equal to that which he had received from his Alma Mater. Perhaps under the circumstances under which he appeared, he would act more in accord with propriety were he to say no more, but as he had received a great many agreeable impressions in this secluded valley, aptly chosen as the seat of learning, he desired to say one word as to the manner in which their institution struck him. A citizen of the United States, a churchman, but educated under an entirely different system, one of the most striking features to him was the irresistible, direct and inevitable influence of an institution like this upon individual character. It took out each individual, and attempted to apply the rules of education to his wants. On the other hand, the American system copied from the political constitution of the country,—attempted to elevate the masses of the people. Were it never so little, an attempt was made to elevate them. This was the basis of the American common school system. Of this system he was proud. It had formed the superstructure of the civil freedom which the Americans had erected. He had alluded to this to show the difference between the American system and the individual system, which, from the observations which he had been able to make, was the system pursued at Lennoxville. It was a system which pruned with anxious scrutiny into each tiny flower in the youthful mind, and directed all its efforts in the course of nature. Such a system came home to him with a pathetic appeal, and so it must to all who had to do with the training of little children. It was in direct contrast to the education of the United States. If they would educate men for the higher walks of life they must not take them *en bloc*, but as individuals. He highly approved of individual education as being better suited to the more refined and delicate minds. In conclusion he briefly touched upon the many beauties of the surrounding scenery, the correct architecture of the College building, the friendly nature of the relations between pupils and teacher, while, at the same time, their relative positions were strictly defined; and last but not least, the attention given to athletic sports. He bespoke for the Institution still greater prosperity, and for the Chancellor a protracted term of usefulness in the discharge of those duties which made up an elevated and Christian occupation.

The Rev. W. Norman said he would dispense with reading the formal examination reports which he had submitted to the Corporation yesterday, and make a few more familiar remarks with regard to the working of the School. He would first state that there had been greatly increased labour, both for himself and for those examined. There had been increased numbers and he had made it his duty to give papers which were much more difficult than those which he had prepared last year. He hoped that those who might have found the papers harder would remember that education like everything else should be progressive. His object had been not to give them increased labour, but to make them see that they should always be advancing. The labour had for the past week been very severe, owing to the hot weather, and one memorable day last Friday he had been inclined to wish with Sydney Smith that he might

take off his flesh, and sit down in his bones. If the boys had found it hot, however, they might have the satisfaction of knowing that he had found it very hot likewise. He stated that this classical work gave him very great satisfaction. It indicated good intellectual power, and better still, good persevering study and careful instruction. The Rev. gentleman then spoke in very high terms of the work by Bethune, Carter, Abbott, Campbell, Reid, Young, Wurtele, Bacon, Macdonald, Max, Stevens, Robertson, and Abbott, major. He then passed on to speak of the advantage of cultivating physical excellence. It was a noticeable fact that some of those boys who had attained to the highest in physical excellence, had also reached the highest places in the school. He referred to Paige, Carter, Smith, Montizambert and Hooper. He next said a few words to the students in which he recommended them to profit by all the means at their command. The bitterest griefs in life were the recollection of opportunities thrown away. He thought that Lennoxville was destined to be the future Oxford of Canada. People, no doubt, would wonder how he could say anything so foolish and unlikely to be realized. Lennoxville had been in existence twenty-seven years, but what was even twenty-seven years in the life of a great institution like this. What was Oxford twenty-seven years after it was founded. He thought that looking at the rapidly increasing prosperity of the country, and the value which people were learning to put on higher education, this place if the world lasted long enough, would become the greatest educational institute in the Dominion. He would go further and say that it was the best place of education in Lower Canada now, and he thought that the time would come when every churchman in the Province of Quebec would feel that Lennoxville deserved his highest confidence and esteem. After a few admirably chosen words addressed to the boys he said in conclusion and from his heart that he hoped that this place might flourish and that his friends the Principal and Rector might long be spared to give the college the benefit of their intellects and attainments. Mr. Thorneloe, then read a very neatly written valedictory which concluded the business of the convocation, but as the Chancellor announced, the audience had other sweets in store for them in the shape of presentation of prizes to the boys. The Rev. Mr. Badgley, the Rector, first commented upon the report of the classical examiner Rev. Mr. Norman, and afterwards read the report of Mathematical examiner Rev. Mr. R. G. Cox, of whose departure from the school he spoke with regret.

Then followed the distribution of prizes, first prizes for general excellence remaining over from Christmas, and the prizes earned during the term just closed.

At the close of this interesting ceremony, Paige, one of the sixth form boys came forward and presented the Rector with a very handsome silver tray from the boys, accompanied by an address. Mr. Badgley replied in appropriate terms, and the proceedings of the day were brought to a close by three cheers for the visitors, three cheers for Mr. Badgley and several others.—*Quebec Mercury*.

OFFICIAL NOTICES.



Ministry of Public Instruction.

Quebec, 27th June, 1872.

ERECTIONS OF SCHOOL MUNICIPALITIES, &C., &C.

The Lieutenant Governor has been pleased, by order in Council of this date, to make the following erections of School Municipalities, &c.

Two Mountains, 10. To Detach from the parishes of Ste. Thérèse, St. Augustin, Ste. Scholastique, St. Janvier et St. Canut, those parts of land described in the proclamation of the Lieutenant Governor, dated 3rd February last, and to erect them into a Separate School Municipality, as already erected by the said proclamation for civil purposes, under the name of Ste. Monique.

Gaspé, 20. To divide the township of Douglas into two municipalities, one East, the other West, separated by the River St. John the Eastern one to be called "Haldimand," and the Western, "Douglas".

Lotbinière, 30. To detach from the municipality of St. Bernard and St. Lambert all that territory comprised between lot No. 52 inclusively of the concession of Iberville to the extremity of said concession towards the south; in the concession of St. Aimé, the territory comprised between the land of Ignace Rouleau and that of Joseph Dallaire, senior, those lands both included, and comprising also the circuits of land in the same concession, belonging to Théophile Patry, Michel Huart and Michel Leclerc, moreover the two lands belonging to François Fecteau and Alfred Gobeil in the concession St. Louis, and to annex them to the School Municipality of St. Giles No. 2. It must be remarked that the land comprised between lot 52 inclusive and lot No. 41 also inclusive in the concession Iberville and the circuits of land belonging to the said Théophile Patry, Michel Huart and Michel Leclerc have to this day formed part of the municipality of St. Lambert, and the remainder of the territory above described formed part of the municipality of St. Bernard.

Missisquoi, 40. To annex the properties of Messrs. P. Mandigo, Samuel Adams, Jnr., and David Adams, Senr., of Henryville to the School Municipality of Clarenceville; and those of Messrs. John Allen and David Adams, Jnr., of Clarenceville, to the municipality of Henryville.

Portneuf, 50. To erect into a School Municipality the new Parish of St. Ubalde, bounded as follows: on the North-West by the River Batiscan, on the South-West by the Seigniorie of Ste. Anne de la Pêrade; to the South-East by the North-West line of the lands of Jean Baptiste Morel in the Ste. Anne range of Joseph Landry in the St. Edouard range, of Léandre Gaulin, in the St. Léon range and of Isidore Marchand in the Rivière Blanche range, said lands situated in the Seigniorie of Grondines; to the North West, party by the Township of Alton and party by the line separating the third range of the Township of Montauban from the fourth range, said prolonged in a straight line until it meets the River Batiscan.

St. John, 60. To separate District No. 1 of St. John in the County of the same name from the rest of the Municipality, and erect the same in a Separate School Municipality under the name of, "Municipality of the Town of St. John," bounded as follows, to wit: Of the East by the River Richelieu, of the North by the northern limits of the Parish of St. John; on the West by the division line between the concession Richelieu and the concession Grand Bernier; on the south, by the southern line of the property of Charles Langlois in the Upper Richelieu, comprising the Town of St. John and the rural parts known as the Upper Richelieu and Lower Richelieu as far as the southern line of the property of the said Charles Langlois, said property included.

Wolfe, 70. To erect the new Parish of St. Fortunat of Wolfestown into a School Municipality, with the same limits which have been given to it for other civil purposes in the proclamation of the Lieutenant Governor of the thirteenth April last.

DIPLOMAS GRANTED BY THE LAVAL NORMAL SCHOOL.

Quebec, 28 June 1872.

MALE TEACHERS.

MODEL SCHOOL.—MM. Jos. Félix Pagé, Ls. Chs. Alphonse Angers, Pierre Alexandre Chassé, Joseph Michaud, Hamel Tremblay and Louis Roberge.

ELEMENTARY SCHOOL.—Robert Gilbert, Thomas Lindsay, Ls. Geo. LeBeuf, Ls. Napoléon Dufresne, Ls. Joseph Tremblay, Ths. Jean Rémi Sirois, Théodore Pamphile Demeules, George Gagnon, Toussaint Simard, Ls. Ths. Tancrède, Dubé, Alfred Blouin, Patrick Ahern, Séraphin Eugène Rivard.

FEMALE TEACHERS.

MODEL SCHOOL.—The Misses Marie Eulalie Lévêque, M. Sara Paré, Mathilde Normand, M. Caroline Georgianne Lapointe, M. Joséphine Poitras, Delphine Lagacé, Marie Olympe Georgianne Roy, Marie Eugénie Richard, Marie Rosalie Parent, M. Amanda Roy, M. Anne Herméline Martel, Alphonsine LaRue, M. Anne Boutin, M. Odélie Pélisson, Malvina Trudel, M. Laura Couture, M. Lumina Ernestine Caron, M. Justine Alzire R. de Lima Legros, M. Eulalie Launière, M. Euphémie Massé, Belzémire L'Heureux and Philomèle Doré.

ELEMENTARY SCHOOL.—The Misses M. Elzélie Sylva Pelletier, M. Antonia Tremblay, M. Célinie Lavoie, Eléonore Blouin, M. Eugénie Gobeil, Adèle Lavoie, M. Sarah Lachance, M. Cécile Fontaine, Marie Louise Béland, Anastasie M. Obéline Hermine Giguère, M. Delphine Joséphine Lemieux, M. Joséphine Pérusse, Adèle Bernier, M. Eugénie Plaisance, M. Claire Blanchet, Philomène Langis, M. Anne Léocadie Plante, M. Céline Dion, M.

Christine Côté, M. Alice Tremblay, Apolline Tremblay, M. Sara Paradis, Adèle Richard, Henriette Panet, Marie Emma Beaudry, Ellen Williams, Bedilia Bridget McNamara and Elizabeth Nicholson.

DIPLOMAS GRANTED BY THE BOARD OF EXAMINERS.
GASPÉ BOARD.

ELEMENTARY SCHOOL, 1st class (E and F):—Miss Bridget Jane Connick.

ELEMENTARY SCHOOL, 1st class (E):—The Misses Mary Theresa Beck, Alice H. Hamon and Eliza Anne Lenfesty.
9th June, 1872.

L. DAGNAULT,
Secretary.

PROTESTANT BOARD OF RICHMOND.

ELEMENTARY SCHOOL, 1st class (E)—The Misses Jane Armatage, M. Marion Armstrong, Erraeta Barlow, Janet McKay, Anny Richardson, Mathilda Treholme, Isabella Torrance and Maria Whitney.

ELEMENTARY SCHOOL, 2nd class (E)—The Misses Edith Bothwell, Agnes Driver, Jennie Driver, Selma Duffy, Rebecca Greffith, Hannah Jamieson, Jane Olney, Mary Randlett, Melinda A. Atkinson and Adeline Husk.
7th May, 1872.

C. F. CLEVELAND,
Secretary.

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Session 1872-73.

THE CLASSES IN THE SEVERAL FACULTIES will open as follows:

Faculty of Arts, September 16th.

Faculty of Medicine, October 1st.

Faculty of Law, October 1st.

The Department of Practical Science in the Faculty of Arts, including Courses in Engineering Mining, Practical Chemistry and Assaying, September 16th.

The Classes in the McGill Normal School will be open on the 2nd September.

In the Examinations in the Faculty of Arts, commencing September 18th, the following Scholarships and Exhibitions will be offered:—

First Year 3 Exhibitions—2 of \$125; 1 of \$ 00.

Second Year 3 Exhibitions—2 of \$125; 1 of \$100.

Third Year 4 Scholarships, tenable for two years, of \$100 to \$125 yearly.

The Calendar containing details of all the above Courses may be had on application, post-paid, to the undersigned.

W. C. BAYNES, B. A.,
Secretary,

Meteorological Observations.

From the Records of 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 May, 1872. By CHARLES SMALLWOOD, M.D., LL.D., D.C.L.

Table with columns: Days, Barometer at 32°, Temperature of the Air (7 a.m., 2 p.m., 9 p.m.), Direction of Wind (7 a.m., 2 p.m., 9 p.m.), Miles in 24 hours.

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REMARKS.

The highest reading of the Barometer was on the 15th day, and was 30.201 inches; the lowest on the 20th day, 29.452 inches. The monthly mean was 29.866 inches, and the monthly range was 0.335 inches.

—Observations taken at Halifax, N. S. during the month of May, 1872. Lat. 44° 39' N.; long. 63° 36' W.; height above the sea 175 feet; by Sergt. Thurling, A. H. C. Halifax.

Summary table for May 1872: Barometer, Thermometer, Hygrometer, Wind, Cloud, Ozone, Rain, Snow, Fog, Hailfall.

REMARKS.

The highest reading of the Barometer was on the 18th day, and was 30.249 inches; the lowest on the 4th day, 29.604 inches. The monthly mean was 29.942 inches, and the monthly range was 0.645 inches.

—Observations taken at Halifax, N.S., during the month of June, 1872; lat. 44° 39' N.; long. 63° 36' W.; height above the level of the Sea, 175 feet; by Sergt. Thurling, A. H. Corps.

Summary table for June 1872: Barometer, Thermometer, Hygrometer, Wind, Cloud, Ozone, Rain, Snow, Fog, Hailfall.