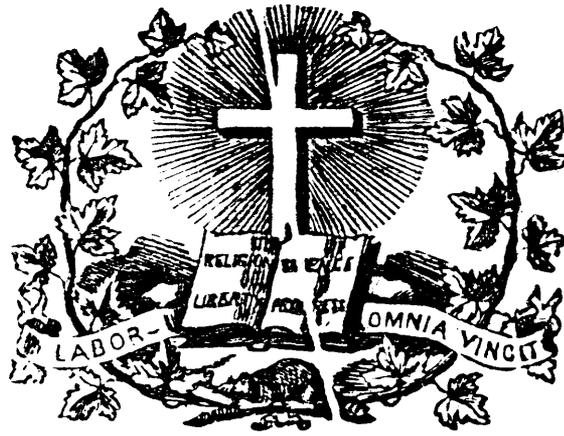


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TABLE OF CONTENTS

School Discipline.....	105	Jacques Cartier Normal and Model Schools, Montreal.....	122
Hints Towards a Reform in the Teacher's Profession.....	106	Quebec High School.....	123
Proposed New Channels for the World's Commerce.....	106	Montreal High School.....	125
Primary Education in Ireland.....	108	Sherbrooke Academy.....	128
On Modern Chemical Notation.....	109	St. Peter's School, Quebec.....	128
Official Notices: Regulations Concerning the Examinations for the Civil Service, P. Q.—Diplomas Granted by Normal Schools.....	110	Christian Brothers' Schools,—St. Lawrence and St. Ann's, Montreal.....	129
Editorial Department: Prince Arthur and Canadian Literature.....	111	Villa Maria—Monklands.....	129
Breaking up for the Midsummer Holidays.....	112	St. Mary's Convent, Hochelaga.....	130
Laval University, Quebec.....	113	Villa Anna, Lachine.....	130
Bishop's College, Lennoxville.....	114	Floral Months of the Province of Quebec—August.....	131
Montreal College.....	114	Miscellany: Education.....	131
St. Mary's College, Montreal.....	115	Literature.....	132
Masson College, Terrebonne.....	115	Science.....	133
St. Francis College, Richmond, P.Q.....	115	Art.....	134
St. Laurent College.....	115	Legal.....	134
McGill Normal and Model Schools, Montreal.....	116	Discoveries and Inventions.....	134
Laval Normal and Model Schools, Quebec.....	120	Meteorology.....	135
		Advertisements: Wants.....	135
		The Dramatic Reader.....	135
		To the Working Classes.....	135
		Official Document: Superannuated Teachers' Pension List for 1869.....	135

School Discipline.

(Concluded)

I have spoken of *authority* and *persuasion* in school discipline, and have urged the necessity of maintaining authority.

I may now consider for a few moments the system of persuasion. Obedience is the object to be gained here also. But the teacher claims no right to *enforce* submission. He would induce the pupil by moral influence, or a promised reward, to yield his stubbornness and return to duty. If his moral power fails to accomplish the object, he resorts to sugar plums, money or some other indulgence, with the hope of *purchasing* his allegiance.

Now suppose he gains his object, who conquers? The master or his pupil? The pupil as we see, and he soon learns that disobedience and stubbornness are the best currency at his command. Now, the greater indulgence he seeks, the more stubbornness he manifests. Soon insubordination becomes a habit; the little rebel loses all respect for authority and grows up in utter disregard of every obligation and duty, and ere long defies the authority of the State, and of high Heaven. The principle

here adopted is wrong, and the legitimate consequences of this kind of discipline are fearful, as experience and observation too plainly show.

What but this lack of authority in the family has caused the frequent rebellions in the academies and colleges of New England, and what but this same spirit of insubordination, unchecked and unsubdued in early life, lately kindled the fires of civil war? This is a question of alarming import, and one which every parent and teacher in our land should answer.

But school law has its disciplinary influence and power while yet unbroken and when no penalties appear.

As gravitation which controls and directs planets and suns in their orbits, is as really demonstrated, while they move on in undisturbed harmony, in their assigned course, as it would be, if one of these planets which had left its beaten track, should be restored by the same law, to its accustomed sphere.

The very object of school law is to *prevent*, and not to *punish* evil. Indeed the necessity of punishment as often results from the absence of rigid authority, as from any other cause.

And the pupil must be subject to the laws of the school, at all times, and everywhere; in the school-room, by the way, and at their homes.

I assume it, as an axiom, that so far as the pupil's conduct can affect the interest of the school, he should be under the control of the master. The parent should cooperate with the teacher in enforcing schools laws, but if he fails to do this, the teacher must enforce them, by his own authority, whenever the good of the school requires it.

To make this sure, I have never *dismissed* my school, from the opening to the close of the term. I have excused them for recess, for a few moments, for an hour, for a day or two, as the case might be, but have not dismissed them.

And my right to exercise this authority has never been called in question.

Another disciplinary agency in school government, is *work*.

This applies both to master and scholars. Indolence in *him* begets idleness and recklessness in them. Life, energy and industry manifested by him, will at once be reproduced in them.

The *teacher* must work to fit himself for his calling, and to elevate his profession. He must work for his school, to interest

and benefit his patrons; to rouse and inspire his pupils, and to prepare himself for his daily teaching.

The true teacher is *always* reading, thinking and acting for his school. And this work is effective and disciplinary.

To the same end the teacher must make his *pupils* work. Study and recitation are their only business in the school-room. But in a well governed school it is not often necessary to *enforce* industry. Children and youth naturally love work. Among the thousands in our families and public schools, not one *indolent* child can be found, unless he has been made so, by the mismanagement of parents or teachers. Every child of common physical and mental ability, craves knowledge and is fond of study. And it is the teacher's business to direct and encourage this necessary work.

The studies must be adapted to the capacity and standing of each scholar, and must be so difficult as to task his energies and compel him to work. If his lessons could be learned without effort, his school-life would, so far, be without profit.

But an industrious, laborious school is not only sure of improvement, but no longer requires outward discipline.

H. O.

Rhode Island Schoolmaster.

Hints Towards a Reform in the Teacher's Profession.

(By F. T. Kemper.)

Notwithstanding all the fine sentiments that have been uttered on the dignity and usefulness of the so-called Teacher's Profession, there is, practically, no such profession in existence. A profession is a calling that will bring to its votaries, competence, independence and social position. It is a vocation upon which a prudent young man may embark the interests of a rising family with the expectation of leaving to his heirs a fair start at least, on the journey of life.

Now excluding College Professors, (who "are a law unto themselves,") and the very rare exception of teachers who live to old age pursuing their calling as a permanent, remunerative and respectable business, what is there that can with the slightest propriety be called a profession? As to supporting a family it seems to be the rule, that men and women alike must abandon the business when they incur the responsibilities of the family relation. It is a stubborn fact, disguise it as we may, that any respectable young mechanic, farmer, or day laborer, will, in the run of an average lifetime, probably achieve more comfort, and honor, and profit, than the young man who has the hardihood to pursue teaching as a profession. A graduate of the State University who was asked if he meant to continue in the business of teaching, replied with bitter sarcasm, "Not if I can *steal* enough to live on."

As to personal independence, does not the day laborer who has naught but a sound body and a brave heart, stand on high vantage ground compared with the teacher who gets his pass renewed every year, who has to call in a Board of Directors to settle a difficulty that any wise father in his family circle could settle in a few moments, and who is perpetually removing from one District to another to escape the odium which stern principle and sound wisdom are so likely to incur?

As to social position, while the profession is adorned by many men and women who rank high in spite of adverse circumstances, it is still true that the rank and file of our teachers, who are the proper representatives of the profession, are not helped upward by their profession, but are often sorely wounded by its chagrins, and somehow find it as easy to leave the business when they can live by something else, as to lay aside an unfashionable or worn out garment.

What now mean the platitudes about the teacher's high rank, "no higher calling than that of developing the human mind," etc., etc., *ad nauseam*? It is true, indeed, that a boot black,

graded by the standard of moral virtue, may be a greater man than a prime minister, but the social scale is a somewhat different standard; and how a man can be imposed upon by the transparent fallacy of employing these two standards indifferently when talking about the *rank* of the teacher, it is difficult to explain on any other principle than that men are given to allow other people to do their thinking for them, and hence are often misled by "sound and fury signifying nothing."

Is it practicable to inaugurate teaching as a learned profession? Another question should be first settled—Does society need such a profession?

In answer to this question it must be admitted that many most useful and efficient teachers are destitute of collegiate education, and will be, probably, through all future generations. Our most potential educators are our mothers. In the nature of the case, they are the least *professional* of all our teachers. No college diploma or superintendent's certificate is hung up in the nursery in mockery of the value of a mother's smile, or the silver tones of a mother's voice, or the affection instinctive and undying of a mother's heart. No warrant on a county treasurer insults the affection that can imperil health and life without hope of reward. This class of our teachers will always come well commissioned. Their "witness is in heaven and their record is on high."

The next grade of educators must have somewhat of the scholastic character, though not necessarily much, and may have less of the maternal instinct. These are our lady teachers in general, who with their refined sensibilities are fittest to succeed our mothers.

Then come the best graduates, male and female, of the Normal school. But how inadequately do any of these prepare a man to cope professionally with the successful lawyer, or physician, or engineer, or specialist in any department of science. The college graduate thinks it is somewhat of a condescension for him to teach at all. He cannot degrade himself by going to a normal school as a pupil; not he. He can make a Normal school himself! The worthy Principal of the Normal school at Columbia was asked how many of the university graduates he expected to allure into the Normal school in the next ten years. He replied that he was doubtful whether he should attract any of them.

It is proposed to demonstrate in a succeeding article or two, that society greatly needs an order of learned, independent, professional teachers to fill the niche between the Public School Teacher and the College Professor—and furthermore that it is perfectly practicable to establish such an order. And we conclude with the remark that it is no compliment to the progress of educational philosophy, that teachers and legislators have thought, and said, and done so little in this direction.—*Western Educational Review.*

Proposed New Channels for the World's Commerce.

The success attending the construction and operation of the Suez Canal is already leading to important results in encouraging similar enterprises in other directions. Nearly every Government of Europe has some scheme under consideration for the establishment of shorter and better routes for the commerce of the world, and many of the enterprises now proposed will, if completed, exercise an important influence in determining the direction of trade by offering facilities for the cheaper and more rapid interchange of communication between the old and new world. A few of these projects are sufficiently important to merit a passing notice.

For some time past, the Greek Government has had under consideration a scheme for cutting through the Isthmus of Corinth, and uniting the Gulf of Ægina and Lepanto. The channel thus open would offer a more direct route for the trade of the Black Sea, Turkey, Asia Minor and the Grecian Archipelago, with the Mediterranean coast and Southern Europe, as well as for that portion of it seeking other countries through the Straits of Gibraltar, shortening the distance to these points by several hundred

miles. This enterprise, it is claimed, is receiving substantial aid and encouragement from the Government, and there are not wanting indications tending to support the belief that it may soon be undertaken.

Another important enterprise is that now attracting the attention of French capitalists, looking to the establishment of a water-way from the Gulf of Lyons to the Bay of Biscay, which, it is believed, will secure a considerable portion of the twenty million tons of shipping that annually pass through Gibraltar to the Adriatic and Black Sea, as well as part of the trade of Northern Europe with India and China that now follows the old route by way of the Cape of Good Hope. This canal is to start from Bordeaux, utilising the various fresh-water canals on the route, and terminating at Cette, on the Gulf of Lyons. Including the old and new canals, the proposed route will be two hundred and twenty five miles in length, and in width and depth it will conform to the measurement of the Suez Canal. The peculiar topography of the country will necessitate the construction of over one hundred locks between Bordeaux and Cette, and the estimated cost of the work is about \$125,000,000. This route lying wholly within French territory, will be longer than the Suez, or any other of the canals contemplated. The fact that it will open a new outlet to the Mediterranean gives the project an importance other than purely commercial. France has long envied England the possession of the impregnable stronghold of Gibraltar and the consequent command of the trade of the Mediterranean and its tributaries, and should the proposed route be opened through French territory, it is claimed that England would find the possession of this point of but little advantage in peace or war. It is not unlikely that this enterprise, which is favored by the Government, will soon be undertaken, as liberal subscriptions have already been made to the capital stock of the company now engaged in surveying the route.

Another of the important ship-canal projects now favorably considered in Europe proposes to connect the Baltic Sea with the German Ocean. This project was first broached in 1860, but the breaking out of hostilities over the Schleswig-Holstein difficulty postponed its consideration for several years. It is now revived, and from our foreign exchanges we learn that the Boards of Trade of the maritime cities of the Baltic and the North Sea are urging the scheme on the favorable notice of the Prussian Government. It is claimed that forty thousand vessels pass yearly from the Baltic to the North Sea, of which number one hundred and seventeen were lost in one year, owing to the natural obstructions existing to the free passing of the Straits connecting the two seas. It is also stated that marine disasters are of frequent occurrence at all seasons of the year, and the navigation of the Belt and the Sound, necessitating a passage round the Skaw or northernmost spit of Jutland, is considered so hazardous by the British underwriters that much higher insurance premiums are charged on vessels bound for the Baltic than on those clearing for Hamburg. These considerations are thought sufficient to warrant a full discussion of the subject by the proper authorities, and a survey of the most practicable route from sea to sea. From the port of Kiel, on the east, to Tonnigen, at the head of the inlet of the Eider, on the west, is not more than seventy miles, and the estimated first cost of construction through the level stretch of country between these points is not over \$23,000,000. If such a channel is opened, and its navigation made easy to the commerce of the world, it will no doubt attract the greater part of the trade that now finds an outlet through the Skager Rack and Cattegat, and it is thought that the flow of commerce in that direction would soon be sufficient to yield a large return on the capital invested in its construction.

Our readers are familiar with the great project of an inter-oceanic ship canal across some part of the narrow isthmus connecting the two American continents, thus flanking Cape Horn as the Suez canal has flanked Cape of Good Hope and the proposed French canal will the Straits of Gibraltar. That the Government surveying expedition now on the ground will discover a practi-

cable route across the Isthmus of Darien may be considered extremely doubtful, but there are many indications of a determination on the part of our capitalists to engage in the construction of such a work as soon as a suitable route has been agreed upon. If the Government is really desirous of helping the project, it would do well to order a survey of Nicaragua and Tehuantepec, simultaneously with the Darien survey. This must be done eventually, as our capitalists will not advance the large sums necessary for the construction of the work until such surveys have been made and the best possible route between the two oceans determined upon.

Besides those we have mentioned, there are several ship-canal projects of less importance, each of which forms a part of the grand scheme of international improvement looking to the establishment of a system of direct water-ways for the world's commerce. What engineering skill has accomplished in the opening of direct routes across continents, overcoming every natural obstacle, is now demanded of it in the opening of new and safe channels for the commerce of the seas. That trade will, ultimately if not immediately, follow the new routes thus opened, cannot be questioned, although the process of diverting commerce from its established channels is usually a slow one. As new vessels are built from time to time to take the place of those now engaged in the carrying trade, they will be constructed with a view to following canals which will, in time, attract the great volume of trade flowing in these directions. An instance of this is seen in the increasing tonnage of the Suez Canal. Some days ago the telegraph reported the arrival of the cotton steamer "Danube" at Liverpool, from Boubay, by way of Suez, and we now hear of the arrival of the steamer "Stirling" from and to the same ports, in forty-three days. The time consumed in passing the canal was but fourteen hours, and the entire lapse of the voyage but little more than one-third the time necessary for doubling the Cape of Good Hope. This voyage, together with the previous passage of the "Brazilian," carrying over 11,000 bales of cotton, would appear to establish the practical utility of the Suez Canal to the British trade in all weathers, and remove all doubts as to the success of the great enterprise of which we have had such conflicting reports during the past few months; and when we consider the volume of trade annually flowing back and forth between the maritime cities of Great Britain, France, Belgium and Holland, on the one hand, and the ports of India, China, Japan and the Eastern Archipelago on the other, that must eventually, even if slowly, turn into this new channel from the less direct routes it now follows, we understand the changes this one route is likely to effect, and to a greater or less degree the influence upon the commerce of the world of the other canals now contemplated. In this age of industrial enterprise and of competition among nations, for commercial supremacy, trade must move rapidly, and instead of following the old water-ways round continents it seeks the most direct channel that nature and art can together provide for it.—
Hunt's Merchants' Magazine.

Primary Education in Ireland.

The following are the most important of the conclusions and recommendations contained in the General Report of the Royal Commissioners appointed to inquire into the subject of Primary Education in Ireland:—

That the progress of the children in the National Schools of Ireland is very much less than it ought to be. That in Church Education schools, non-National Convent schools, and Christian Brothers' schools, the result is not very different.

That to secure a better return for the outlay and labour of the National system, each teacher, besides a fixed class salary, should receive an addition according to the number of children whom the inspector, after individual examination, can pass as having made satisfactory progress during the year.

MANAGEMENT.

That it is the duty of managers to meet the Government subsidy with *some* local aid, and to keep proper accounts of school income and expenditure.

That for every principal teacher a residence, or its equivalent, should be provided and maintained at the cost of the locality.

That local management is absolutely for the well-being of the school.

ATTENDANCE OF CHILDREN.

That it would be inexpedient to pass any law compelling attendance at school in rural districts.

That in towns it is desirable that provision be made for the education at the expense of the parents, if possible, or if not, at the expense of the community, of all children who are of school age and are not actually at work.

That all children should either pay themselves or be paid for out of a public rate.

MAINTENANCE OF SCHOOLS—I. LOCAL CONTRIBUTIONS.

That the grant made by the Commissioners of National Education should bear a fixed proportion to the amount locally contributed, and that the Commissioners should maintain this rule in all places except those where they should be satisfied that, after all due local exertion has been made, its application would close a necessary school.

That in default of voluntary local payments or school fees, the requisite local contribution should be raised by rate.

That if the principle of an educational rate be adopted, such rate should be raised like the poor rate, which is paid half by the occupier.

That where "local aid" falls below one-third of the amount of the Board's grant the Board's payments should be proportionately diminished, unless after report of head and district inspectors, the Board judge an exception necessary.

That the local rate should not exceed 3d in the pound.

That the amount raised by rate and local subscriptions, together with school fees, should reach one-fourth of the total cost of the school.

That every school aided by the State should be managed by a committee regularly appointed, and that every school fund should have a treasurer, who we think should, as a general rule, be a layman.

That rent and repair of school-houses and teachers' residences should be a first charge upon the education rate.

II.—GOVERNMENT CONTRIBUTION.

That to obtain aid from the National Board, the children must be examined by the inspector in subjects of secular instruction; and it must be ascertained that the children presented are really those who have been taught in the school: hence—

I.—All children shall be presented to the inspector for examination in Reading, Writing, and Arithmetic; and, on his report, the National Board will pay to the school a fixed sum per head for every pass in each of these subjects, in respect of each child who has made the fixed number of attendances in the year preceding the inspector's visit.

SCHOOL BOOKS.

That in all schools the use of any suitable school books should be allowed without any privilege or preference for the books of the Commissioners of National Education.

That the examination of schools and school teachers should be so conducted as to leave free the use of any suitable books to managers or teachers.

That the National Board, and its officers, should refrain from preparing or publishing any school books in future,

That the books proposed to be used by managers of schools be

notified to the Board previously to their use in schools, and that none be used to which the Board objects.

That a grant of one shilling per annum for each scholar in average attendance be made to the managers in all schools of which the inspector reports that they have been properly supplied with school-books and requisites during the year.

RELIGIOUS TEACHING.

That in places where there is only one school, religious instruction shall be confined to fixed hours.

(a.) No child registered as a Protestant shall be present when religious instruction is given by a Catholic.

No child registered as a Catholic shall be present when religious instruction is given by a person who is not a Catholic.

(b.) No child to be allowed to join in, or to be present at, any religious observances to which the child's parents or guardians may object.

(c.) The school-books shall be such as have been allowed by the National Commissioners of Education for use in a mixed school.

(d.) No religious emblems should be exhibited during school hours.

That the inspector shall not examine into religious teaching or instruction in any school, but he shall ascertain whether the rules are duly observed.

That when there have been in operation in any school district, or within any city or town, for three years, two or more schools, of which one is under Protestant, and one under Catholic management, having an average attendance of not less than twenty-five children, the National Board may, upon application from the patron or manager, adopt any such school, and award aid without requiring any regulation as to religion other than the following:—

I. Such schools, recognized as separate schools for a particular denomination, shall be subject to the prohibitions *a* and *b* above.

II. The recognition shall be terminable upon a twelve months' notice.

That applications from schools to be placed on the list of denominational schools, aided by the National Board, shall be considered at a meeting of the Board, at which the major part of the Commissioners shall be present: and when the applications are approved, they shall be scheduled and laid before both houses of Parliament, as it is proposed should be done in the case of change of rules.

That schools may, if the managers petition for it, be admitted to the benefit of inspection, without receiving any subsidy.

That in all cases (as above) the minority being free to retire, and the teachers being bound to put them out when religious instruction is given to the majority, the managers shall be bound to provide proper shelter for the children who are of a different religious denomination from the teacher.

SALARIES OF TEACHERS.

That the pay of National school teachers is insufficient to secure the best candidates and to retain the best teachers in the profession, and that it should be raised.

That the classification salaries of existing teachers should not be made subject to deduction as long as they retain their classification.

That the following scale of class salaries should be adopted:—I. Males, £38; females, £30. II. Males, £30; females, £24. III. Males, £24; females, £20.

That schools taught by unclassified teachers should have inspection and payment by results provided that they conform to the rules of the Board.

That the principles of payment by results and of rise in classification by good service, having been adopted, the necessity of supplementing ordinary salary by good service salary no longer exists.

That a teacher now in receipt of a good service salary, should continue to receive it so long as his school continues in a satisfactory state.

That all premiums for "order, cleanliness, and general proficiency" should cease; the grant for "results" from the National Board being subject to deduction for deficiencies in these respects. No teacher should be eligible for promotion by good service where defects in these respects exist.

RESIDENCES.

That it is desirable there should be a residence in connection with each school for the principal teacher.

That it should be rent free, and should be kept in ordinary repair, such as glazing, whitewashing, by the teacher; substantial repairs should be at the expense of the locality.

POWER OF DISMISSAL BY MANAGERS.

That the power of appointing and dismissing the teachers should be in the hands of the Local Managers.

That in all cases where a classified teacher is employed, the manager should be required, as a condition of State aid to the school, to enter into an agreement with the teacher (in a form to be provided by the Board), specifying his duties and emoluments, and containing a proviso that the engagement is terminable on three months' notice given either by teacher or manager.

That the manager should have power, giving notice in writing to the Board, of dismissing summarily a teacher for immorality or other sufficient cause.

That should such dismissal not be approved by the Board, the teacher should be entitled to three months' salary.

CONVENT AND MONASTIC SCHOOLS.

That henceforth the distinction between convent schools and ordinary schools should cease.

That the rule which prohibits the members of one religious community from having more than one school is inexpedient, and should be repealed.

That the rule of the Board forbidding aid to monks' schools should be repealed.

That all teachers, religious as well lay, should give proof of their competence to teach before they are entitled to class salary.

That the teachers in convent schools should be examined and classed like other teachers.

That if the Christian Brothers are examined and classed, they should be admitted to the full benefits of the National system.

That the correspondent or manager of a convent or monastic school should be a person who is not one of the community; and in the case of a convent school, that there should be a male correspondent or manager.

TRAINING.

That the present Central Training Establishment should be maintained, the course of training being made for twelve instead of six months, and a fixed payment from private sources being required for each scholar.

That the scholars should be lodged in separate boarding-houses, or with persons approved by the Board, and be under the care of pastors of their own religion.

That the establishment should be managed by one responsible principal.

That the Board should nominate examiners from time to time, selected partly from Inspectors and partly from persons of literary qualifications, not connected with the training school in Marlborough-street or any other training institution in Ireland.

That the Board should make suitable arrangements for conducting the examination of members of religious bodies who desire to be classed as teachers.

That arrangements should be made for examining nuns who belong to the cloistered orders in their own houses.

That all examinations should be carried on simultaneously once a year.

That the aid of the Board should be given to training schools, under the management of committees, voluntary societies, or religious bodies, on certain conditions. For instance:—

(a.) They should be in suitable premises, suitably furnished.

(b.) Under the management of a committee of clergymen and laymen.

(c.) The subsidy should be regulated by the results of the training as tested by the examination.

(d.) The Government grant should not exceed three times the amount contributed by the patrons or managers.

(e.) The National Board should not contribute towards the erection or building of such schools unless the site be vested in the Board.

That the existing District Model Schools should be gradually discontinued.

MODEL SCHOOLS.

That all existing District Model Schools, which cannot be carried on by Local Committees as elementary schools, on the present system, receiving only such sums as may be earned by their scholars on examination, or may be due to teachers, may be granted on lease to any body applying for them as training schools, on easy terms, such as will provide for their maintenance and repair.

That the Albert Institution and Model Farm at Glasnevin be retained as a school of agriculture.

That all teachers who may for the future be trained under the immediate superintendence of the Commissioners of National Education, should, as now, receive agricultural instruction at Glasnevin.

That any teacher being trained in a State-aided training school, shall be allowed to receive agricultural instruction at Glasnevin.

That the position of "Provincial" and "District" Model Agricultural Schools should be revised by the Commissioners of National Education, and that their number should be reduced.

That the Endowed Schools should be revised by a Commission specially appointed for the purpose, as is being done in England under the Commission created by 32 and 33 Vict., c. 56, and that out of the endowments provision should be made for the free admission into superior schools of a certain number of their most promising pupils from primary schools, to be periodically selected, without any distinction of locality or creed, by independent examiners, after open competition in the subjects of elementary instruction.—*Dublin Nation*.

On Modern Chemical Notation.

By J. BAKER EDWARDS, Ph. D., F. C. S., Montreal.

The recent changes of chemical notation and nomenclature which are now adopted in the best English text-books, are somewhat puzzling to teachers trained under the old system—and although careful readers of current chemical literature have seen the impending change approaching for the last fifteen years, there is a feeling of surprise as well as relief even in their minds, at its complete adoption, both in the old and in the new world.

The change is as complete as, and in many points analogous to, that which overtook the Science of Botany in its transition from the Linnæan to the Natural system, and the change moreover presents some of the same balances of advantage and disadvantage in relation to the teaching of the science to the young.

The Linnæan system was both simple and perspicuous—its lines were sharp and well defined, and its classification was per-

fect. It was however too mechanical for the expression of natural law—and to some extent outraged nature.—A more philosophical view of vegetable structure as a whole, resulted in the dismissal of an arbitrary standard of classification and ventured upon a more general and more truthful association of facts. So in the great system of Berzelius and Dalton—the constant reference to the elements Hydrogen and Oxygen whilst it assisted in the formation of tables of elements, both upon the Oxygen standard of 100—and upon the Hydrogen standard of unity—respectively failed to accomplish that simplicity of expression and that perfection in atomic proportion which were involved in the law of PROUT, and which should have been the legitimate consequence of the Daltonian system, had either oxygen, or hydrogen, really been typical representatives of the remaining elements and been always associated with them in multiple proportion by weight.

It is due to the great Berzelius (than whom a greater Chemist never lived) to state that modern science has in the case of Water, simply returned to his original equivalents of (H_2O), and that the comparatively recent researches of M. Dumas pursued with all the rigour of debate and assisted by all the facilities of modern appliance, failed to detect any important error in his famous table of the combining proportion of the elementary substances known to the chemists of his time.—It is to this research of M. Dumas that we may trace the rapid change of opinion amongst the old school chemists of Britain. The glamour of the Daltonian atom and of the Prout fantasy fell before the Ithurial spear of Dumas, who proved that the composition of Chloride of Silver could not be expressed in whole multiples of hydrogen.

But the position of British Chemists could not be taken by a "coup de main," nor by a German "legion"—it was slowly abandoned by inches—and the labours of a Williamson, a Hofmann, a Watt, an Odling, a Frankland a Brodie and a Roscoe, severally and combined have contributed researches and arguments which eventually undermined the citadel and mastered the situation.

Now let us take up a modern text book of Chemistry and we find a natural order of types—resembling the system of Zoology and Botany—we no longer have to regard a compound simply in its relation to hydrogen on the one hand or to oxygen on the other we have to trace it up to a type towards which it has a natural place or order—and into which it is fitted not by the arbitrary standard of weight alone, but also by the addition of a volumetric equivalent. Simple and beautiful therefore as was the purely gravimetric method of Berzelius, still more beautiful is the natural system of Laurent Gerhardt and Williamson—in which weight form and volume together, constitute the typical series.

Under this arrangement, water no longer occupies the chief post of Janitor or keyman to all other chemical combinations—the "pons asinorum" is no longer H_2O but HCl .

The arrangement of elements is no longer metallic and non metallic.

It is univalent, bivalent, trivalent, quadrivalent, quintivalent hexivalent &c., &c.

Now, as we have divided our thoughts on Botany in reference to seeds as (Monocotyledonous and Dicotyledonous)—in reference to leaves as (parallel and reticular) in reference to stems as (endogenous and exogenous) so we may extend the classification of elements—to one volumed, two volumed, three, six, and poly volumed natural associations. The table of elements no longer presents two long columns of opposed atoms with a large rear rank of indifferent bodies, but becomes classified into Orders Genera and Species—after the manner of scientific association.

At present by way of illustration the four leading groups may be cited.

H O N C

In these four elements we have the representations of the whole organic kingdom. Animal and vegetable. Organic matter usually contains these very elements,—as principal elements. They form

four principal types of the Inorganic kingdom and illustrate the mode of classification under consideration, pro. ex :

1. $H + Cl$ —Equivalent by vol. and weight.
H1 Cl 35.5. Vols equal.
2. $O + H_2$ —Equivalent by multiple of vol. and weight.
H2 O 16. Vols. 2 to 1—
3. $N + H_3$ —Equivalent by multiples of vol, and weight.
H3 O 14. Vols. 3 to 1
4. $C + H_4$ —Equivalent by multiples of vol. and weight.
H4 C vols. 4 to 1.

Of these examples the first is called univalent—combining with equal volume or molecule—

The second bivalent.

The third trivalent.

The fourth quadrivalent.

To borrow an illustration :

Hydrogen is a "one horse coach."

Oxygen is a "chaise and pair."

Nitrogen is an "Unicorn" (or a "3 horse bus.")

Carbon is a "coach and four" and of course this series might be extended to all the wonders of the Hippodrome.

The centre of the idea lies in the separation of the mechanical atom of Dalton from the mechanical molecule of Laurent.

The latter, altho' equally "indivisible" "indestructible" and "incompressible" may prove upon due examination to be a *four*, *six*, or *sixteen* horsed coach as the case may be.

(To be continued.)

OFFICIAL NOTICES.



Ministry of Public Instruction.

REGULATIONS CONCERNING THE EXAMINATIONS FOR THE CIVIL SERVICE, P. Q.

I

APPLICATION FOR ADMISSION TO THE EXAMINATIONS.

1. The Candidate for the Civil Service is required to produce at the Office of the Board, an application for admission to the examination, in his own handwriting, mentioning his age, his place of birth and his present place of residence, the length of time he has been resident in the Province, and the nature of his previous occupation, declaring his desire to enter the Civil Service and indicating if he thinks proper, the Branch of the Service for which he considers himself best adapted.

2. The application of the Candidate must be accompanied by satisfactory Certificates as to age, health and character.

3. No Candidate under seventeen years of age shall be admitted to the examination.

4. Every Candidate, in order to show that he is of the required age, shall produce an extract from the Register, of the Parish in which he was baptised, and if, for reasons which he must explain to the satisfaction of the Board, it should be impossible for him to do so, he shall furnish the best proof possible by Certificates from credible persons, to the satisfaction of the Board.

5. The Certificate on health must be in the subjoined form (A) signed by a practising Physician, and bearing date within one month of the date of the application for admission to examination.

6. Notwithstanding the production of a Certificate of good character, the Board may require such additional evidence as to moral character of the Candidate as it may deem expedient, and may take action in accordance therewith.

7. Candidates previously employed in the Public Service must state the Department in which they were so employed and the length of time they served.

8. The Candidate must be recommended by at least two persons who must be householders, each of whom shall answer in writing and over his own signature, the questions submitted in form B, which answers shall be produced with application for admission. When the Candidate

has been previously in the employment of private individuals, commercial houses or companies or in any office or Department, such private individual, or some person on behalf of such House, Company, Office or Department, must be one of those who sign the recommendation, and when this condition is not complied with, the Candidate must explain the reason.

9. In the case of a Candidate who has left school or college or other educational establishment in the year preceding his application for admission, the principal or one of the professors or teachers of the school or institution he attended last, must sign the answers to the questions in form B, and if this condition is not complied with satisfactory reasons must be given by the Candidate.

10. The five preceding articles do not apply to the actual employés.

11. Forms may be obtained by application to the Secretary of the Board.

12. The Candidate must produce his application and Certificates before the third Wednesday of the month when they will be examined, and the Secretary will notify him of any objection that may be made to them.

II.

EXAMINATIONS AND CERTIFICATES.

13. The examinations shall be conducted partly orally and partly in writing.

14. The time allowed for the answer to every written question shall be indicated underneath the same.

15. The Certificates shall be divided into two classes, those of the First class will render the holder eligible for any employment in the Civil Service with the exception of that of Book-keeper, if the Candidate has not passed a satisfactory examination on that subject; the Certificates of the Second class only render the holder eligible for employment as Copying-Clerk and also as Book-keeper, if the Candidate has undergone a satisfactory examination on this subject.

16. In order to obtain a Second class Certificate, the Candidate must:

1. Give proof of good handwriting;
2. Write correctly from dictation in French or in English;
3. Copy correctly in both languages;
4. Pass an examination in Arithmetic as for as the Rule of Three, inclusive. He may also if he desires it undergo an examination in Book-keeping.

17. For a First class Certificate, the Candidate must in addition to what is required for a Second class Certificate:

1. Translate in writing from English into French, and from French into English;
2. Write from dictation in both languages;
3. Transcribe and make abstracts of documents in both languages;
4. Pass an examination on the following subjects; 1. Arithmetic in all its branches; 2. Geography; 3. History of England, History of Canada and the Elements of General History; he may also if he desires it undergo an examination in Book-keeping.

18. The actual employés shall be exempt from examination in No. one of the preceding article and in Nos. two and three shall only be required to pass an examination in one or other language.

19. A Candidate for a First class diploma may, if he desires it, undergo a more extended examination: but in this case, he must in his application for admission mention the other subjects upon which he wishes to be interrogated and the Board shall decide whether or not he may conveniently be examined upon such subjects, and he shall at the same time be notified of the decision of the Board on Certificates.

20. There shall be endorsed upon the Certificate of examination a list of all the subjects upon which the examination has been held, with number 1 or number 2 opposite each of them; the number 1 indicating that the result of the examination on that subject was excellent, number 2 indicating merely a satisfactory result. If number one has been obtained on two thirds of the subjects of examination it shall be stated in the body of the Certificate that the examination has been passed "with distinction," and in the First class Certificates if in addition to this, the Candidate has passed in a satisfactory manner an examination on one or more of the optional subjects, it shall be stated that the examination has been passed "with great distinction."

21. There shall be published every three months under the signature of the Secretary of the Province, in the *Officiel Gazette*, the *Journal de l'Instruction Publique* and *The Journal of Education*, a list of Candidates who have obtained Certificates at the three meetings, indicating exactly the classes and the nature of the Certificates.

(FORM A.)

I certify by these presents that I have this day examined Mr _____ and that I find him free from defects and physical or mental maladies which would prevent him from efficiently discharging the functions of an employé in the Civil Service.

(Signature.)
(Address.)
(Date.)

(FORM B.)

Statement concerning Mr _____
Candidate for employment in the Civil Service of the Province of Quebec:

1. Are you related to the Candidate and if so in what degree?
2. Are you acquainted with the Candidate?
3. Under what circumstances did you become acquainted with him?
4. How long have you been acquainted with him?
5. Is he strictly honest, sober and laborious?
6. What do you know concerning his education and his mental capacity?
7. In so far as you are able to judge of his character, is it such as to render him fit for the public employment?

(Signature.)
(Address)
(Date.)

DIPLOMAS GRANTED BY NORMAL SCHOOLS.

Session of 1869-70.

MCGILL, MONTREAL.

ACADEMY DIPLOMA.—Messrs. Sampson P. Robins, M. A.; Caleb S. Holiday, B.A., and Miss Jane Hart.

MODEL SCHOOL DIPLOMA.—Messrs. Ernest M. Taylor, A. Humphrey, Misses Ellen H. Cribb, Hannah E. Smith, Eva Rexford, Margaret Rodger, Elizabeth C. Craig, Isabella Boa, Maria Guy, Henrietta Bourne, Elizabeth McDonald, Mary Jane Millan, Adelia M. S. McMartin, Annie Cliff, and Frances A. Hutcheson.

ELEMENTARY SCHOOL DIPLOMA.—Misses Sarah Lawless, Airris L. Cutting, Esther Sicotte, Bridget McShane, Celia Pearson, Maria C. Blanchard, Madeline Gibb, Joseph Ann McDonald, Ottilie A. E. Fubrer, Mary E. Fallon, Edith Dalglish, Alice E. Charlton, Callista Burnham, Cora Hunsaker, Sarah Henry, Bridget McCollam, Mary Jane Taylor, Mary Ann Peyton, Marguerite Lucas, Eliza McCleary, Elizabeth S. Stark, Josette F. Blanchard, Clara H. Bulmer, Elizabeth Goodfellow, Elizabeth A. Fowler, and Margaret McGill; Messrs. Hans Stevenson, Alfred S. Hutchinson, Willard C. Eldridge, and John Nickel.

LAVAL, QUEBEC.

ACADEMY DIPLOMA.—Messrs. Zéphirin Chandonnet, Théophile Bélanger, John Ahern, Thomas Gravel, Louis Savard, and Théophile Talbot.

MODEL SCHOOL DIPLOMA.—Messrs. Jean Guité, Auguste Nadeau, Nérée Lévesque, Moïse Laplante, René Beaulieu, Phidime Simard, Alexis Boivin, Jeremiah Marland, Georges B. Du Tremblay; Misses Marie Thérèse Larue, Scolastique Tremblay, Malvina Deschênes, Marie Ouellet, Aurélie Cormier, Philomène Roberge, Sophie Gravel, Adéline Rhéaume, M. Clara Lefebvre, Joséphine Vallières, Emélie Morin, Hermine Fortin, Anna Pâquet, Malvina Langlois, and Orpha Gèneveux.

ELEMENTARY SCHOOL DIPLOMA.—Messrs. Téléphore Bélanger, Alphonse Lelaidier, Ernest Filteau, Aristide Pinard, F. X. Bélanger, Cyrial Lacroix, Firmin Létourneau; Misses Belzémire Marchand, Sophie Masse, Marie Marion, Apolline Beaudet, Rose Descormiers, Esther Fiset, Elvine Chayer, Caroline Valin, Malvina Duval, Octavie Richard, Octavie Fluet, Philomène Blouin, Hermine Lafond, Marie Cauchon, Marceline Marceau, Délima Jobin, Léonille Beauchêne, Joséphine Lamarre, Emélie Bernier, Zélie Michaud, Georgiana Fournier, Célestine Bélanger, Ursule Jacob, Joséphine Garthwaite and Eugénie Audet dite Lapointe.

JACQUES CARTIER, MONTREAL.

ACADEMY DIPLOMA.—Marcel Ethier, Pierre Gosselin.

MODEL SCHOOL DIPLOMA.—Joseph Lefebvre, Adolphe Goujon, Pacifique Nantel, Joseph Miller, Albin Cléroux, Ernest Gagnon, Eugène Leroy, and Wilfrid Guillemette.

ELEMENTARY SCHOOL DIPLOMA.—Henry Ostigny, Dosithée Godin, Benjamin Joannette, Joseph Leroux, Hilaire Leroux; Alexandre Lamirande, and Edmond Gèneveux.

CORRECTION.—In our last impression the number of pupils attending the Missisquoi High School was incorrectly given. It should have been 64, as reported, and not 22, as printed.

THE JOURNAL OF EDUCATION.

QUEBEC, PROVINCE OF QUEBEC, JULY AND AUGUST, 1870.

Prince Arthur and Canadian Literature.

The following correspondence took place just before the departure of the Prince for England. The occasion of it—the presentation of works of Canadian Authors, to His Royal Highness, by the Lieut.-Governor and Government of Quebec—will be regarded as forming a judicious and fitting close to the personal intercourse

between the Prince and the Provincial authorities, marked as this was, and rendered mutually acceptable, throughout His Royal Highness' stay in this country, by many pleasing incidents.

Provincial Secretary's Office,
Quebec, 22nd June, 1870.

LT.-COLONEL ELPHINSTONE, R. E., C. B., V. C.,
Governor to His Royal Highness Prince Arthur.

SIR,

I have the honor, on the part of the Lieutenant-Governor and the Government of the Province of Quebec, to request that His Royal Highness would be graciously pleased to accept the following works as a souvenir of his visit to this country.

The Lieutenant-Governor and the members of the Government venture to hope they will give His Royal Highness a favorable opinion of the progress of Science, Literature and Art in this Province.

I have the honor to be,

Sir,

Your very obedient Servant,

P. J. O. CHAUVÉAU,

Secretary of the Province and
Minister of Public Instruction.

Spencer Wood,

Quebec, 3rd July, 1870.

DEAR SIR,

I regret much that your letter of the 22nd June was mislaid on the occasion of the Prince's leaving Quebec, and that it did not in consequence reach me until His Royal Highness's return here this morning.

His Royal Highness desires me to say he is much flattered by the attention shewn towards him on the part of the Lieutenant-Governor and the Government of Quebec, and that he has very great pleasure, indeed, in accepting the works that they have done him the honor to present.

His Royal Highness receives them as a most pleasing reminiscence of a most agreeable and interesting stay in this country and likewise as a most useful addition to his library, which will enable him to obtain accurate information hereafter of the affairs of this Dominion.

Believe me, Dear Sir,

Yours truly,

W. ELPHINSTONE,

Lt. Colonel R. E.

Monsieur CHAUVÉAU,
Ministre de l'Instruction
Publique, &c.

The following were the works presented to His Royal Highness Prince Arthur by the Lieutenant-Governor and the Government of the Province of Quebec.

Authors.	Works.	Vols.
	Les Relations des Jésuites ou Relations de la Nouvelle-France.....	3
Garneau	Histoire du Canada.....	3
Ferland	Do Do	2
Faillon	Histoire de la Colonie du Canada.....	3
Lit. and Hist. Society of Quebec....	Transactions of, 1837-69, and MSS. relating to the early History of Canada.....	4
Société Hist. de Montréal	Mémoires.....	1
Christie	History of Lower Canada.....	6
Miles.....	History of Canada (Nos. 1 and 2 of Series)....	2
Bedard.....	Cinquante Ans.....	1
Lemoine.....	Maple Leaves.....	1
Bibaud.....	Etudes Historiques.....	1
Taylor	British Americans.....	1
Morgan.....	Bibliotheca Canadensis.....	1
DeGaspé.....	Les Anciens Canadiens.....	1
"	Mémoires.....	1
Maurault	Histoire des Abénakis.....	1
Casgrain	Vie de la Mère Marie de l'Incarnation.....	1
Dawson, Prin.	Archæia.....	1

Dawson.....	Acadian Geology.....	1
Provencher..	Flore Canadienne.....	1
Brunet.....	Botanique.....	1
Cuoq.....	Etudes Philologiques sur quelques langues Sauvages de l'Amérique.....	1
"	Jugement erroné de M. Renau sur les Langues Sauvages	1
Taché.....	Les Provinces Britanniques de l'Amérique et la Confédération.....	1
McGee.....	Speeches on Confederation.....	1
"	Canadian Ballads.....	1
Fréchette....	Mes Loisirs	1
	Les Soirées Canadiennes.....	1
Heavysage...	Saul—A drama.....	1
Sulte.....	Les Laurentiennes.....	1
Nantel.....	Fleurs de la Poésie Canadienne.....	1
Gagnon.....	Chansons populaires du Canada.....	1
Lemay.....	Evangeline de Longfellow (Traduction).....	1
Dewart.....	Selections from Canadian Poets.....	1
	La Littérature Canadienne.....	2
LeMoine	Oiseaux du Canada.....	1
Leprohon....	Antoinette de Mirecourt.....	1
Bourassa....	Jacques et Marie.....	1
Dawson, Revd	Æn. McD. Our Strength.....	1

(1)

Breaking up for the Midsummer Holidays.

Our readers will regret, with us, that it is impossible to procure full reports of all the annual examinations and exercises customarily held in the principal educational institutions of the Province at the close of a scholastic year. Nevertheless, we are enabled to present a more extended summary than last year, with respect to the following places of Education: Laval University, Quebec; Bishops College, Lennoxville; High Schools of Quebec and Montreal; McGill Normal and Model Schools; Laval Normal and Model Schools; Villa Anna Female Seminary, Lachine; St. Laurent College. If other reports reach us in time they will be inserted along with the foregoing. In this summary we include of course only those features in which the English-speaking friends of education are assumed to feel most concern. For reports relating to the various institutions frequented exclusively or chiefly by our French-speaking youth we must refer our readers to the columns of the *Journal de l'Instruction Publique*. It will be seen that it is necessary to make the present a double number.

We may remark that we scarcely feel called upon to apologize for the considerable space devoted to these reports, to the exclusion of other matter, seeing that, from their nature, they merit a larger share of attention in this Journal.

(1) Among the works of Canadian authorship accepted by the Prince from individual writers and publishers, was the *Life of the Duke of Kent*, by Dr. W. L. Anderson, which was acknowledged in the following letter:

SPENCER WOOD, QUEBEC, 5th July, 1870.

"Col. Elphinstone presents his compliments to Dr. W. L. Anderson, and is desired to convey to him the thanks of H. R. Highness Prince Arthur, for the copy of the interesting memoir on the life of the late Duke of Kent.

"His Royal Highness has great pleasure in accepting so pleasingly-written a tribute to the memory of his grandfather, and duly appreciates the import of the two verses which the author has included in writing on the spare pages of the copy sent."

The two verses referred to are from an ode, "Welcome to Prince Arthur," by Mary C. Herbert, of Nova Scotia, and are as under:—

"Fair scion of a brave, illustrious race,
Worthy the Queen whose sceptre sways our land,
Whose wide-spread realm does every clime embrace,
No more our reverence than our love command;
For her whose virtues in her son we see,
ACADIA gives warm welcome unto thee.

"And still, our aged fathers love to tell
Of one who sojourned once within our land,
Thy noble grandsire—mourned how long, how well—
His high, brave soul, his ever bounteous hand;
And while his memory cherished still will be,
Canada's sons must welcome give to thee."

Laval University, Quebec.

Immediately after the distribution of prizes to the pupils of the Quebec Seminary, which took place yesterday afternoon in the hall of the Laval University, the annual session of the above named body was held for the conferring of degrees, diplomas and prizes. The academic discourse, which was delivered by the Rev. Professor B. Paquet, D. T., was an able and brilliant treatise on the science of Theology, explaining its origin, scope, objects and achievements, and the relationship it bears to all other sciences and to Society. The Reverend gentleman was loudly applauded. On the termination of the discourse the degree of Doctor at Law was conferred upon Professor J. G. Colston, accompanied with the usual solemn and impressive ceremonies. The following is a complete list of the honors and prizes conferred by the Laval University :

- Doctor at Law—Mr. J. G. Colston.
 - Licentiate in Theology—Abbé Faure.
 - Bachelors in Theology—Messrs. A. Papineau and G. Coté.
 - Licentiates in Medicine—Messrs. Archambault, G. Caron, E. de Sales Laterrière, Miville Dechène, Ed. Rouleau, Chas. Delagrave, P. Beauchamp, N. Fiset, A. LaRue, W. Mayrand.
 - Bachelors in Medicine—Messrs. Guay, A. Collet, B. Blouin, E. Dubé, B. Desrochers.
 - Bachelors at Law—Messrs. T. Maloney, J. Perrault, H. Delagrave, R. Dupont, F. Rouleau.
 - Morrin Prize—3rd and 4th year—1st prize, Mr. A. Collet; 2nd prize, Mr. Archambault.
 - 1st and 2nd year—1st prize, Mr. Bradley; 2nd prize, A. Dubé.
- During the afternoon, the Seminary band played several popular and national airs, and the exercises were closed by a solemn *Te Deum* at the French Cathedral, in which the whole body of pupils from the Seminary and the University joined, led by the several faculties and a large body of the clergy. The effect was both imposing and edifying. *Mercury*, July 2nd.

Bishop's College, Lennoxville.

(MEETING OF CONVOCATION.)

The annual Convocation of Bishop's College was held on Thursday afternoon, in the Hall of the College, Chancellor the Hon. E. Hale presiding. The attendance was rather smaller than usual, owing no doubt, to the unfavourable weather; but the room was graced by a great number of ladies. Among those present were the Right Rev. Bishop Neeling of Maine; M. W. H. Brehaut; of members of Convocation there were the Lord Bishop of Quebec, D.D., President; the Lord Bishop of Montreal, D.D., Vice President; Rev. E. Hale, D.C.L.; Rev. J. H. Nicols, D.D.; Mr. R. W. Heneker, M.A.; Rev. C. Scarth, M.A.; Rev. G. Slack, M.A.; Rev. John T. Carr, M.A.; Rev. James Hepburn, M.A.; Rev. R. King, M.A.; Rev. R. Tams, M.A.; Rev. R. Lindsay, M.A.; Rev. J. Foster, M.A.; Rev. R. W. Forman, M.A.; Mr. B. T. Morris, M.A.; Mr. E. C. Hale, M.A.; Mr. L. E. Morris, M.A.; Mr. M. Bethune, M.A.; Rev. J. Kemp, B. D.; Rev. H. Burgess, B.A.; Rev. R. W. Mills, B.A.; Rev. W. R. Brown, B.A.; Mr. E. C. Towle, B.A.

Mr. Chancellor HALE, in declaring Convocation opened, said he was happy to see it graced by the presence of the Right Rev. the Bishop of Maine, whose presence he felt sure would be especially gratifying to his brother Bishops. The speaker alluded in graceful terms to a Hatley boy, a graduate of Bishops' College, having lately been appointed Bishop of New Hampshire, and said that under the circumstances the appearance of the Bishop of Maine was peculiarly gratifying. He congratulated the Convocation upon the presence of two Bishops of its own body, without whose support the College would have been a failure, and he ventured humbly to hope that they would continue their valuable advice and assistance. Since the meeting last year he had to chronicle the loss of the Rector of the junior department. In him had been lost a most eminent scholar and an excellent disciplinarian, but he ventured to hope that Governors might succeed in finding his equal in these particulars. He had to mention, that members of Synod at Quebec had appeared before the Synod of Montreal advocating a closer connection with this college, in fact placing it under the control of the two Synods, and in this they had been successful. He would here tender to the President (the bishop of Quebec) the thanks of the Corporation for the able manner in which he had advocated the interests of this institution before the Montreal Synod. He did not intend to detain the meeting any longer, as he was not the man, but only the mouthpiece of the College, and should request the Principal to Present the Candidates for degrees.

Rev. Dr. NICOLS then presented the Right Reverend Bishop Neely of Maine for the *ad eundem* degree of D.D.

The Chancellor gladly welcomed the Right Rev. Bishop.

The following received the *ad eundem* degree of M. A. :—Rev. R. W. Norman and Mr. M. B. Bethune
M. E. HALE and Rev. J. F. Carr received M.A. in course, and Mr. T. Motherwell that of B.A.

Messrs. Blaylock and Thorncloe were presented as Matriculants.

The CHANCELLOR announced that the honorary degree of M.A., had been conferred on Rev. R. H. Watson, of Barbadoes, at the recommendation of the Bishop of Montreal, in whose diocese (St. Luke's Church, Montreal,) he had been labouring during the winter, also upon Rev. Canon Magill, of Chicago, [in course]. These gentlemen, however, were unable to be present.

Having been called on by the Chancellor the

BISHOP of MONTREAL said he often felt great difficulty in preaching a sermon without a text, but he felt it still more difficult to make a speech without one. When the Chancellor asked him to come and speak, he asked him for a subject; he told him any. The natural subject for an occasion of this kind would be Education, but he had two objections to this topic. The first was that it was dry, and also he felt that he was surrounded by others, the Chancellor for instance, who could better enlighten them upon it. He should therefore only say a little upon the present position of affairs. It seemed to him that on this day although the lower department was represented by fewer boys than on other occasions the prospect was by no means sad, because it was found that in disease the patient sank lower and lower and then sprang up. The present crisis he did not think should be cause for depression. He only hoped that as the downward course had been slow, the upward course might be extremely fast. He remembered when he was a boy at Harrow, some forty years ago, the school gradually went down lower and lower. A new head master of great promise was appointed, Dr. Wordsworth the present Bishop of Lincoln, and under his management it was hoped the school would rise. But still it went down lower, till it reached the level of a private school, with only 70 boys in it. Dr. Vaugan then became master, and although he was not a better nor more brilliant man, but a more suitable one, the school continued to rise and rise, till it became again a first class school. He mentioned this that the Corporation might take courage. He hoped that with many things in its favour, the position of the building in this beautiful country, where it was healthy and surrounded by everything to make it desirable, and supported by many men like the Chancellor, who were devoted to it and ready to give their time their money, and their strength to it, it might rise and again assume its former importance. If only two or three would devote themselves to the institution it would do good service. At a meeting of the Board on the previous day they had had under consideration the appointment of a new Rector of the junior department, and he hoped that in their negotiations they would be successful. He thought it desirable to ask the brethren present, members of Convocation, not to be down-hearted, but to take a hopeful view of affairs and look to the college growing great and becoming a leading institution, and that next year they might be able to take a more jubilant tone. He believed and hoped that in answer to their united prayers God would indeed pour out a rich blessing upon it.

The CHANCELLOR said the Convocation would like to hear a word from their visitor, the Bishop of Maine.

Bishop NEELING thought that on this his first visit he might have been a mere spectator and listener. He felt, however, bound to acknowledge the honour done him, and to express his pleasure at being present. The fine landscape, the splendid reach, the clear water he had seen were very ample repayment for the journey he had made, but these were but trifling compared with other things he could name, the being present with those of a different country who were heart to heart and hand to hand with him and his people in the prosecution of one noble object. There were ties enough to bind the two peoples together other than those of religion. There was a common language, a common land, and common laws, which reach back far beyond the birthday of the Anglo Saxon race. These considerations should preclude interruption between the two peoples to say nothing of disruption, and he trusted the time would be far distant when the good understanding between the two nations should be momentarily interrupted. There were here gathered representatives of the churches of those who look on the education of an immortal being as the work of the highest importance. This was a tie stronger, even than patriotism, noble as that might be. Patriotism was a glorious noble trait, and he honoured those Englishmen who loved their country and should love them less if they allowed it to be disparaged. He loved the institutions of his own land, but he did not come to challenge them against all others. His country was great and glorious and had many things of which he could speak with pride as advances on the past; it was not, however, becoming to boast. But there were

stronger ties still, and other thoughts which should bring greater gladness, for while the kingdoms of the earth pass away, and while everything of the earth is earthy the kingdom built upon the everlasting Rock of Ages, endures and is bound up with us, because of our common communion. The Kingdom of Christ is far nearer and dearer than these things to those holding common truth. The Church organization of the two nations was the same. There was the same ministry, the same liturgy, the same sacraments and the same service throughout, except in one or two instances altered of necessity. Across the Ocean or across the lines there were the same prayers and praises. American Church history is the same as that of the Reformed Protestant Church of England, and she protested against all error as well as anything tending to dissever the bonds which bind America and England together. Upon this occasion something might be said regarding education. The crisis had not passed.—the flood of emigration was still pouring in bringing with it conflicting elements, the whirlwinds of infidelity and heathenism. The Chinese question was becoming the great problem of the day. They were coming by millions to obtain our first offices. They will be not only our servants but our bankers. Look at this and say what is to be the future of this nation. The theory if correct, of the representatives of a people making laws for a nation to obey does not need a strong government. It rests on the intelligence and virtue of the people. It is not the common school system which is to do it. It must be a spirit of loyalty which will lead a man to do his duty in all his relations. What were we doing to teach our citizens? What were we doing to lay the foundation of a strong morality? Whatever might be said of the Puritan or Cavalier, they had the fear of God, love of country and a steadfast adherence to that country. What were we doing to leaven the mass, to purify the stream? It seems we were doing nothing. The Church must take up the problem for it is only through ministerial teachings and the pulpit that we can see hope for the future. Is it not also the same in Canada that a good citizen is made by religion being the foundation of his morals, and it is the only security, the only foundation for estate and character, besides the hope of an eternal future, and for these reasons he could not but look with the deepest interest on an institution like this. The good principle "Fear God" should be implanted in the breast of every child. It was a fearful thing to divorce religion from schools, but thank God it is here recognized as a necessity. Although on one side we had royalty, and on the other democracy there were the same laws and the same people, and for them there will be the same future, and thus how can they be otherwise than linked together? The speaker added that the interest he now felt in Bishop's College should not be merely transitory.

The CHANCELLOR expressed regret at the unavoidable absence of Sir A. T. Galt, for long an earnest friend of the College.

Mr. HENEKER hoped that when they engaged their late Rector they had engaged an able man, but in his hands the school had gone down. He was proud, however, to say that there had been no lack of heart, but a strong determination to keep the institution up before the world. Last year the school had opened with an attendance of 80 it then further diminished till at Lent there were only some 52. After this scarlet fever broke out in the school, and so far depleted it that the term ended with only 28. This reminded him that the prospects outside were not very bright, but he recollected that there never had been a convocation under fair weather when there was not some misfortune during the term, whilst when the water was falling there was no occasion when the term didn't end brighter, he hoped that the sorrows of Bishop's College would redound to her benefit. A great change had occurred in the constitution of the College which it was hoped would be for the best. It had been mooted some two years ago that the College should be brought more in harmony with the Church, and a committee to consider how the scheme could be brought about was appointed. They had met; but during their deliberations the Metropolitan died, and the project dropped. The constitution of the College was essentially a Bishop's College. The Bishops had been appointed by Royal Charter, with power to form a Corporation of Governors, who should make the laws of the institution subject to the sanction of the Bishops. Again, the appointment of Principal, Vice-Principal and Professors was vested in the Bishops, who were not responsible to the Board; so that in fact all the appointments were with the Bishops. The Bishops acted their part nobly, and only for the welfare of the Church, only looking to the advancement of the institution. There was no party spirit in the managers, who were almost the most united body he ever came in contact with, and in the appointments, there was no feeling except that of the interests of the College. On the application of the Corporation the Bishops consented to take a new Corporation. He explained this to show how beneficently the Bishops had acted. When the project of placing the College in closer connection with the Church was brought up in the Synod of Quebec there was no dissen-

tient voice. The scheme was then passed here, and, thanks to the able explanations of the Bishop of Quebec, it passed in the Synod of Montreal without any opposition. He thought that the warm interest taken in behalf of the College would never cease, but would be continually kept warm. He hoped and believed that in the appointment of a Rector for the Junior Department the Board would be successful, and that with him would come an increase in numbers. Yesterday, when the friends of the institution met, \$925 of \$1,200 required was subscribed by a gentleman, and he believed that this spirit was very common. He regretted the want of speakers, but he trusted every one present would show their sympathy by speaking a good word as occasion offered. A gentleman had told him yesterday that he had four boys educated here, and still had one in the institution, that although his boys were not classed as specially bright, they had gone forth as men of character and giving proof of the good influence exercised upon them here. In this way can members be added to the institution. Here men are prepared for the more learned professions, whom it is impossible to procure from England, as every man from home has a good deal to learn and unlearn before he can take a position here. He exhorted his hearers to preach up Bishop's College, give it their support with money and influence, and above all, with their prayers, and he was sure it would succeed.

Rev. R. W. NORMAN was glad of the opportunity to acknowledge the mark of confidence evidenced by the conferring upon him of the honorary degree. He was also happy to say a word in behalf of a cause which he had near his heart—that of education. It was fifteen years since he had been engaged in the work, but his heart was still warm towards it. There was nothing like a collegiate education to bring out the character of the men. In presence of the Bishop of Maine he felt that old England allowed more opportunities for the education of men and boys than any other country. He recalled the remarks of the Duke of Wellington when he visited Eaton years after Waterloo, when he remarked that "Here Waterloo was won." All would echo the sentiment that whether you wish to bring intellect or athleticism there was nothing like competitions. When one sees great institutions like this growing up, fostered by the Church of England, a church nearly as perfect as one can expect, it cannot be doubted that the English Church is destined to be the greatest Christian body. The interest he had felt in Bishop's College he had shown by sending there one of his wards who manifested great attachment to the place. He said it would be a disgrace to let the College go down, and if this happened there was no one but would feel ashamed. He felt that the College and School if only supported would under Providence be a great blessing, and he was sure its numbers would increase, its traditions increase, and year after year love for the old Alma Mater would grow and be strengthened.

Mr. E. Hale, M.A., then read an essay on the science and art of Photography.

Mr. MOTHERWELL delivered the Valedictory.

It was announced that prize Essay had been written by Mr. Thornclow who was thus entitled to Dr. Mackie's prize.

The CHANCELLOR then read an extract from the Rev. C. Hamilton, a warm friend of the institution, who said that "it was always darkest before dawn." This he believed and expressed his hope of much brighter days in the future.

Convocation was then closed by the singing of the National Anthem.

CONVERSAZIONE.

In the evening a conversazione took place in the school room, under the auspices of the Students. A number of the leading persons in the neighbourhood were present. The proceedings were enlivened by piano forte solos and duets by lady and gentlemen amateurs. Refreshments were served in the ante-room. The conversazione was of a most interesting character.—*Herald*, 2nd July.

Montreal College.

The annual distribution of premiums at the Montreal College took place on Thursday, 30th June, and was, as usual, highly interesting. The Rev. M. Bayle, Superior of the Seminary of St. Sulpice, presided thereat. There was present a large number of the Clergy both from the city and the country, with many of the parents and relatives of the students and friends of the institution.

The different experiments on the nature, effects and sources of heat were very beautiful and instructive, as on similar occasions in past years. This department is under the direction of the Rev. M. Moyen, Professor of Natural Philosophy and Chemistry. The Reverend gentleman has devoted his splendid talents and a pretty long life to the almost exclusive study of these branches, and his reputation therein is too well known to be mentioned. The ready manner in which his pupils acquitted themselves in the different experiments, with almost invariable success in all of them, reflected the highest credit on themselves and their learned Professor.

Then followed the distribution of the premiums which were quite numerous and valuable. The whole was interspersed at intervals with music, vocal and instrumental, which elicited loud and frequent plaudits from the audience.— *True Witness*

St. Mary's College.

The annual distribution of Prizes took place at St. Mary's College on Thursday morning the 30th ult. The occasion was honored by the presence of representatives of the different religious bodies of Montreal, and of a large number of our principal citizens—making, in all, the most brilliant assembly that we have anywhere seen for many years past on a similar occasion. That large and intelligent audience evidently expected a rich intellectual feast—and they were not disappointed. The entertainment of the day began by an admirable Drama, in three Acts, representing the extraordinary and providential life of the Patriarch Joseph, as we find it in Holy Writ. The words were those of the Sacred Scriptures, and were arranged for the play by two of the Fathers of the college, the music was taken from Mehul's celebrated Opera entitled "Joseph." By the charms which fiction lent to the play, the language spoken in Pharaoh's palace was the Latin, but Joseph's mother tongue was the French. As to the manner in which this piece was put on the stage, we can only say that it surpassed every thing that we have ever yet seen at a College Exhibition. In some passages especially—such for instance, as the one in which the Prime Minister of Egypt tells his brethren that *he is Joseph*—the effect was indescribably grand, and many of the audience were moved to tears. We sincerely congratulate the Prefect of studies, the Rev. Father Fleck, on the great good taste he displayed in selecting so touching, so simple, and so classic a piece for that important occasion, and we earnestly hope that all the great efforts put forth by the Rev. Jesuit Fathers to give their students a sound, healthy literary taste will be in the future, as they have been in the past, entirely successful.

After this rich intellectual feast, which the audience thoroughly appreciated the distribution of Prizes took place amidst the usual rounds of applause. All then repaired to the Church of the *Gesu*, where the *Te Deum* was sung, followed by the Benediction of the Most Blessed Sacrament.— *Ibid.*

Masson College, Terrebonne.

On Thursday June 30th, the annual closing exercises of this popular and flourishing Institution were held in the Collegiate Hall, Terrebonne.

A large number of the parents of the students, and many friends of the College, were in attendance, prominent amongst whom was the distinguished patron of the establishment—the Hon. R. Masson, member of the House of Commons for the county of Terrebonne.

The programme was of a superior order, and comprised the choicest selection of music, which were particularly well executed by the College Band and Orchestra. The College Choir is possessed of some very fine voices, and the Soprano singing of Master A. Lafontaine was warmly applauded. The execution of this portion of the liberal Arts received due attention from the authorities of Masson College.

Another interesting feature of the occasion was the examinations in Chemistry, Physics, and Telegraphy. These matters form the special province of the business class, the room of which is provided with a complete telegraphic apparatus, and all the modern appliances so noticeable in first class Commercial schools which afford the students an opportunity to become practically conversant with business transactions. The explanations given by the young gentlemen evinced a degree of proficiency altogether unexpected; and the more creditable to their talent and application and to the competency of their teacher as it was the first year in which these branches have been taught.

Masters Haynes and Ermatinger were the English speakers; the former treating the audience to a splendid discourse, showing the hand of God in the achievements of industry. The delivery of this young gentleman was energetic, and his gestures graceful and well-timed. Master Ermatinger distinguished himself in the line of Poetry, and greatly interested his hearers by repeating his composition on "Masson College."

Two purses, in gold, of forty dollars each, the gifts of the Masson family, were awarded to Messrs A. Durocher and J. Deslongs-champs, for superior success in the course of the business class.

The distribution being over, Mr. Masson addressed the audience in a few happy remarks, laying stress on the fact that the clergy, contrary to the received opinion, have shown themselves eminently successful in conducting houses of Commercial education, and he hoped to see their efforts duly appreciated by all parents who expected to see their children devote themselves, in after life, to commercial pursuits.

The entire occasion was a perfect success, and we therefore congratulate the Rev. Messrs Graton, Leclerc and Champoux on the success which has crowned their efforts to make Masson College what it is, an institution in which a sound Commercial training in every branch of business may be received, and at the same time the moral and religious education of the Students superintended with paternal care.—*Ibid.*

St. Francis College, Richmond, P. Q.

The closing public exercises of the session of 1869-70 took place in the College Hall on the 29th ult., the Vice-President, Mr. Mayor Hethrington in the Chair. There was a very pleasant gathering of the parents and others who seemed to enjoy the proceedings, which consisted of declamations in English and French,—a discussion by twelve young gentlemen, of the question,—“Are the mental capacities of the sexes equal?,” several colloquies, distribution of prizes, and reports of the oral and written examinations, in French by Professor Bernier; in Mathematics &c, by Professor Morden, B. A., and in Classics, Natural Science and general studies by Principal Graham, who also reported concerning the classes in Logic, Methaphysics, Gaelic, &c., of the Rev. Professor McKay.

From the report, it appears that there were in attendance during the past year, of day pupils and boarders one hundred and ten, occasional pupils, chiefly in French, twenty seven; total one hundred and thirty-seven (137); of these, there were fifty-four (54) studying “The Elements of Scientific Agriculture, Mineralogy and Geology;” forty six learning Book-Keeping, Commercial Correspondence, &c.; Penmanship of all grades, eighty-seven; Mechanical and Architectural drawing, eighteen; French language, sixty-eight; Mathematics, (Arithmetic, Algebra, Geometry or Trigonometry) ninety-three; English Language, (Grammar, Belles-Lettres or Logic) eighty-two; Elocution, Spelling, &c., required of all the students; first year's Classics and Mathematics, four; Elementary Classics, seven; matriculants present year, four; Matriculating class, seven. Prizes were distributed for excellence in the preceding and other studies, and also for good behaviour, Bible lessons in Greek and English, and in part for cricketing, running, leaping and swimming.

The Principal who has been connected with the College for the past twelve years, spoke of the success of the institution from its foundation some 17 years ago, and expressed his belief that with a new or enlarged building, the number of students would be nearly if not quite doubled in one or two years. Quite a number of additional applicants for board in his family in the College, could not be received during the past year for want of increased accommodation. He also alluded to the well known general good standing of the students of St. Francis, who are to be found in goodly numbers in almost every department of professional and business life throughout the country. The College students were especially encouraged, because like not a few other St. Francis men, one of the students who last year entered McGill, had been reported first in Classics, second in Mathematics, and first in two other branches, and that a scholarship had been awarded him. He also spoke with much satisfaction of the class in

SCIENTIFIC AGRICULTURE.

Numbering fifty-four (most of whom are farmers), and of the annually increasing interest taken in this very important branch of study; and expressed the hope that the Provincial Government and Board of Agriculture would grant such assistance as would enable the College to have a fully equipped department of theoretical and practical Agriculture; or that they would establish at Richmond an Agricultural College for the benefit of the English-speaking population of this important section of the Province, as has been done elsewhere for the French-speaking population. The Principal spoke also of the increased attention being given to

COMMERCIAL AND MECHANICAL STUDIES.

As is evinced by the large proportionate number pursuing these branches; and while the number of the Classical pupils fitting for the Faculties of Theology Medicine, Law, &c., is comparatively small, yet it was their constant endeavor to give such students a thorough preparation for these important professional departments.

In closing, the Principal spoke of the excellent health of the pupils,—their commendable application, and general good conduct, and gave a few parting words of advice to those leaving school to enter upon the more practical duties of life.

The Chairman expressed his satisfaction with the day's exercises, and congratulated the Principal, and his associate Professors. Few Colleges in the country had enjoyed such continued good patronage as Saint Francis. He hoped that wealthy and liberal friends of Education in the Province, would assist it by donations, and that its graduates would remember how much they owe to their *Alma Mater*.

The Rev. Mr. Washington, M. A., spoke of the great pleasure which he had enjoyed both then and at other times during the Session,—and especially commended the specimens of Writing, Book-keeping, and Drawing which he had examined, and gave the students a few words of encouragement and counsel.

MILITARY DRILL.

Regret was expressed at the absence of some of the students who had joined their companies during the late Fenian raid. Attention was called to the important fact that for a series of years, until this last, military drill by a Government officer had been maintained in the College, and that a large proportion of St. Francis students had been at the front during the several raids, and several of them had been drill instructors in their companies both in English and French; and the hope was expressed that the Government would again appoint a Military Drill Instructor for the College, and defray the expenses of storing and cleaning the arms.

Letters of regret at unavoidable absence were received from several leading patrons of the College. The Professors remain nearly the same as for the past year, with one additional Tutor. Prof. Bernier continues in charge of the French department. After thanks to the Chairman, to the Professors, to the friends present, and three cheers for the Queen, the proceedings were closed by the Benediction. G.

St. Laurent College.

The scholastic year in this widely celebrated institution closed on the 30th June, when a large concourse of ladies and gentlemen from Montreal assembled to witness the closing exercises. By 9 a. m. the splendid Chapel of the College, which had been especially decorated for the occasion, was filled with a large and attentive audience. The clergy was represented by Grand Vicar Crevier, the Rev. Father Antoine, L'Abbé Colin, the Reverend M. Billion, the Rev. M. Provençal of St. Cesaire, the Reverend M. Leuret, the Rev. M. Nadeau, etc., etc. The programme was long and varied, and was performed with great taste and spirit. A number of musical selections were executed by the orchestra, under the able leadership of M. Lecours. The most noticeable was "the Grand March of the College of St. Laurent, a composition due to the talents of the college *maestro* The "Bells of Shandon" and the "Drapeau Tricolore" were then recited by Messrs. E. Brankin and Horace Miron. Two French fables, one by M. Charles—the other by M. St. Denis, were also recited with much grace and *aplomb*. Then came Mr. Charles Hughes with the "Battle of Lepanto," and the interesting dialogue, "Much Ado about Nothing," supported by Messrs. McGrath, Kavanagh and Jackson.

After this Messrs. Horace Miron, Joseph Kilpatrick, Azarie Brodeur and William Kennealy delivered several addresses, which were greatly admired for their subject matter as well as the declamation and eloquent elocution in which they were so attractively set forth. Their success in this respect was mainly due to the Professor of Elocution, Mr. Swift, who may well be proud of the talents of his promising pupils. Mr. Kennealy's "Essay on Government" was particularly well received by the appreciative audience. Then followed the highly moral drama, in three acts, entitled "The Expiation." The costumes of the actors were very appropriate and tasty, and the stage handsomely appointed and "dressed." The actors played their several parts with a good deal of judgment and spirit, and some evinced an amateur talent which would naturally give them a high degree on the mimic stage. The parts were filled by Messrs. Emile Piche, Napoleon Larche, Alexandre Madore, Horace Miron, Telesphore Valade, Francis Paré and Henri Major. The valedictory was then pronounced by Mr. Wm Kennealy, after which came the distribution of prizes. Two splendid medals were presented by the Rev. Superior, M. Villandre, to two of the students who were particularly noticeable for application and good conduct. These marks of honour fell to Messrs Daniel Devany and William Kennealy. Then at the close of the long and distinguished roll call of honour with its many benisons and wealth of prizes, Grand Vicar Crevier briefly addressed the students. He felicitated them on their success—a success which reflected equal merit on pupil and teacher, adding generally that the intellectual exertions of the professors of the College were not unknown to fame, and were properly appreciated by the public, as evinced, of late, by its liberal encouragement. He also, in a few happily chosen words, encouraged the students to persevere and when he resumed his seat amid great applause, was succeeded on the rostrum by Mr. H. J. Clarke, Q.C., who also spoke in a very happy vein, and was cheered to the echo. Finally the orchestra brought the proceedings to a close, and soon after the students dispersed to seek the enjoyments of that holiday season so dear to the heart of every properly constituted mortal.

A word now as to the College itself. Its growing importance as an educator of the youth of the country may well demand it. The institution was founded by the Revd. Fathers, of the Congregation of Holy Cross, in 1847, and incorporated by Act of Parliament in 1849.

It combines the advantages of a Christian education with those of a thorough Commercial and Classical course, as is fully testified by the positions now occupied by its alumni and the patronage of the public.

The preparatory course serves alike as a preparation for the Commercial and Classical course. It is composed exclusively of pupils between the ages of five and twelve. A special house (Our Lady of the Sacred Heart, Cote des Neiges,) is set apart for their reception, furnishing an excellent opportunity for the particular advancement of young children while it facilitates, at the same time, the means of bestowing on them that necessary attention which their age requires.

It is the superiority of the Commercial course, however, which has always distinguished the College of St. Laurent, and placed it in the foremost rank amongst the Commercial institutions of the country. It embraces all branches of science included in a complete theoretical and practical Commercial education. This course is four years.

The next (the Classical) comprises seven years but pupils who are very assiduous or endowed with more than ordinary ability may go through in six or even five years.

One of the particular advantages of the institution is, that the different courses, viz: Preparatory, Commercial and Classical are all taught through the medium of the French and English languages. The German language can also be taught if necessary.

The institution has many pupils from the United States and the Lower Provinces and has even attracted some from far distant Manitobah.—*Montreal Gazette*.

McGill Normal and Model Schools.

The annual public meeting for the presentation of Diplomas to Teachers in training in the above Institution, was held in the Hall of the School on Thursday at three P. M.

Hon. Mr. CHAUVEAU, Minister of Public Instruction presided, and on the platform were Dr. Miles, Rev. Dr. Wilkes, Rev. Dr. Bond, Hon. James Ferrier, Messrs. George Moffatt, W. C. Baynes, Wm. Lunn, Principal Hicks, and Professors Robins and Darey.

The CHAIRMAN then gave a brief account of the condition and working of the School, and some friendly advice to those students who had obtained Diplomas and were about to leave. Of the School he might repeat the old watchword, "All well." The number of pupils in attendance, was somewhat on the increase. Progress was undoubtedly being made. One thing, it was more easy to obtain qualified teachers than formerly, and now they obtained something like proper salaries. Of course they must all feel that they had many difficulties to contend with. The country is not thickly settled as in Upper Canada. However, we are gradually getting over these difficulties. The troubles which they had with the School Commissioners are also becoming much less frequent than they used to be. It now seems to be pretty well understood that teachers are protected by the Department of Public Instruction. It would be expected that he should offer a few words of advice to the gentlemen and young ladies who were about to receive Diplomas, in relation to their future career in life. They had received religious teaching from the Ministers of the different denominations to which they belonged, in order that they might impart it to those placed under their care. This he thought essentially necessary. They had received instruction on a variety of subjects. It had been urged by some that in this country the Normal Schools were professing to teach too many things. But if such people would only reflect on the position the teachers must be prepared to occupy, and the explanations to be given on numerous subjects they would see that even to teach the elements satisfactorily the programme followed here was not too comprehensive. But although they were generally in a position from the training received here to teach many branches easily and successfully to others, they must not rely upon the stock of information received here as a maximum and to which they were to add nothing. They must be aware of the fact that if they did not advance they must fall back. He then directed their attention to matters of personal behaviour. When placed in charge of schools, they would often be in very critical positions. There were often two or three parties who made divisions in the place. The people are extremely apt to take offence at the slightest thing, when they first commenced duties in a school. Though there are very few in a community that will come up to the requirements necessary in a teacher, still, he had watched pretty carefully the doing of teachers who have gone forth from the school and nearly all had acted with prudence and foresight. The only difficulty experienced was that they did not remain long enough in the profession. But in this they were not singularly situated. People look forward to promotion. It was a laudable ambition to desire to advance in the sphere of life. It is not to be expected that teachers will be wiser than other people. Those who stick long to their profession

are the happiest in the end. The statement that teachers who come out of the Normal School teach but for a very limited number of years is exaggerated. More than four-fifths of them teach, and out of those a great deal more than half teach more than the time mentioned in their agreement. Compared with other countries in this respect it was most satisfactory. They had no control over them after they leave. After all, there was no great harm in obtaining an education in this way. Nobody ever complained of the education given in the Normal School. Seeing this he thought it was a great advantage to have such graduates in the country. They would instil into the community a love for education. The speaker then called their attention to the school books for teaching. He hoped they would soon be able to dispense with all books not sanctioned by the Council of Public Instruction, and mentioned several books among others the British Canadian Reader, Lovell's Geography, Dr. Miles' History of Canada, just published, the Abbe Brunet's text-book of Botany, and Dr. Dawson's Geology. All these were excellent works, which he heartily recommended. Of Dr. Miles' New History—or rather series of History of Canada, for there were three, a School History for Model and Elementary Schools, the Child's History of Canada for Elementary Schools, and a higher one for more advanced readers—he, Mr. Chauveau, wished to say he had read the second one, the School History of Canada, with much satisfaction, and that others who had done so, were equally well pleased with it. But he must not say too much then, in its praise, as the author himself was present. He then referred to the changes that had taken place and were about to take place, and after paying a well-deserved and well-expressed tribute to the admirable management of Dr. Dawson during the term of his principalship, he said he thought a better selection than that of Mr. Hicks could not be made. He had been at the foundation of the school and been very successful in the institution. He (the speaker) was very happy to find that his appointment was agreeable to the Governors of the University, and therefore it was with pleasure that he had recommended him to the Lieut.-Governor.

Principal HICKS returned thanks to the Chairman for the kind sentiments to which he had given expression in regard to himself, and then read the following address:

We have met to-day, Sir, for the purpose of closing the 13th session of the McGill Normal School, and at the same time of distributing, by your hands, the Diplomas to those of our pupils who have been successful in their late examination. Before doing the latter, it becomes necessary that I should present a few particulars connected with our school, such as are usually submitted at this time. I have, then, to say that during the past year we admitted 77 scholars into school; of these 8 only were male students. Besides these, a graduate of the McGill University entered his name in our books in order to obtain the Academy Diploma, and fulfilled all the regulations required for that purpose. During the session, owing to sickness and other circumstances, this number was reduced to 63, who presented themselves for examination at the beginning of the month. After carefully going over the results of this examination, I can recommend the names in this list for Diplomas. The number here recommended is 48. These will raise the number of Diplomas granted at this school to 583, and the total number of persons who have received Diplomas to 444.

The following list of those who were awarded prizes and diplomas, was then read:

- ACADEMY DIPLOMA.
(University Graduates).
Caleb S. Holiday, B. A., Montreal and
Samson Paul Robins, M. A., Montreal.

- ACADEMY DIPLOMA.
Jane Hart, St. Jean Chrysostome—Honourable mention in Geometry and Botany.

- MODEL SCHOOL DIPLOMA.
1. Ernest M. Taylor, North Potton—Prince of Wales' Medal and Prize, Honourable mention in Education, History, English Composition, English Literature, Geometry and Elocution.
2. Ellen H. Cribb, Montreal—Honourable mention in Education, History English Grammar, English Composition and Botany.
3. Hannah E. Smith, Compton—Honourable mention in Mensuration, Algebra, Geometry and Latin.
4. Eva Róxford, South Bolton—Honourable mention in Education.
5. Margaret Rodger, Lachute—Honourable mention in Geography.
6. Charles A. Humphrey, Cowansville—Honourable mention in Book-keeping.
7. Elisabeth C. Craig, Montreal.
8. Isabella Boa, St. Laurent.
9. Maria Guy, Tanneries.
10. Henrietta Bourne, Montreal—Honourable mention.
11. Elizabeth McDonald, Montreal.

12. Mary Jane Millan, Montreal.
13. Adelia M. S. McMartin, Montreal—Honourable mention in English Grammar.
14. { Annie Cliff, Montreal.
 { Frances A. Hutchinson, Montreal.

ELEMENTARY SCHOOL DIPLOMA.

1. Sarah Lawless, Beech Ridge—Honourable mention in History, Geography, Grammar, Composition, English Literature, Art of Teaching, Book-keeping, Algebra, Chemistry and French.
2. Airris L. Cutting, Coaticook—Honourable mention in History, Geography, English Grammar, English Literature, Arithmetic, Algebra, Natural History and French.
3. Esther Sicotte, S. Plantagenet—Honourable mention in History, Geography, Composition, English Literature, Book-keeping, Algebra, Natural History and French.
4. Hans Stevenson, Wakefield—Honourable mention in History, Geography, English Grammar, Composition, English Literature, Book-keeping, Algebra, and Geometry.
5. Alfred Hutchinson, Lacolle—Honourable mention in Geometry.
6. Willard C. Eldridge, Knowlton—Honorable mention in English Literature.
7. Bridget McShane, Montreal—Honourable mention in Geography, English Grammar, French and English Literature.
8. Celia Pearson, Montreal—Honourable mention in English Literature, and Composition.
9. Maria C. Blanchard, Potton—Honourable mention in History, English Grammar, and English Literature.
10. Madeleine Gibb, Montreal—Honorable mention in English Grammar, English Literature, Composition and Elocution.
11. Joseph Ann McDonald, Montreal—Honourable mention in English Literature.
12. Ottillie A. E. Fuhrer, Montreal.
13. Mary E. Fallon, Cote des Neiges.
14. Mary Patterson, Montreal
15. Edith Dalgleish, Montreal
16. Alice E. Charlton, Montreal—Honourable mention in English Literature.
17. Callista Burnham, Stanbridge—Honourable mention in Geography.
18. John Nickel, New Glasgow.
19. Cora Hunsaker, Montreal.
20. Sarah Henry, Montreal
21. Bridget McGollam, Norton Creek.
22. Mary Jane Taylor, Montreal
23. Mary Ann Peyton, Rawdon.
24. Marguerite Lucas, Montreal.
25. Eliza McCleary Montreal.
26. Elizabeth S. Stark, Beauharnois.
27. Josette F. Blanchard, Mansonville.
28. Clara H. Bulmer, Montreal.
29. Elizabeth Goodfellow, Melbourne
30. Elizabeth A. Fowler, Montreal.
31. Margaret McGill, St Jean Chrysostome

Principal Hicks then resumed his address—

During the short time I have been Principal of this Institution, now only about two months, my time has been so occupied with affairs immediately connected with the school and the examination of the pupils, that I have not had the opportunity to make any enquiries as to the number of those of our former pupils who are at present engaged in teaching. There must, however, be a large number so occupied in the Province, and I feel convinced that wherever, they may be engaged, they are endeavoring to uphold the character of the Institution that prepared them for the work. Of one thing, I may say, I am sure, and that is that our pupils find no difficulty in getting situations as soon as they obtain Diplomas, and we have abundant proof that they are at all times anxious to redeem the pledges which they made when they entered our training institution. In looking over the list of the students who obtained Diplomas last year, 46 in number, I find more than 20 obtained situations, and of the rest 17 re-entered the Normal School for the purpose of obtaining a higher Diploma. I may, also, say that the pupils of this Institution continue in the profession for a long period after successfully undergoing a course of training. In looking again over our calendar, I find a list of the teachers sent out by us in 1857, that is 13 years ago. Now the number sent out then, the first results of our training, amounted to 15, and of these there are at this time 10 engaged in school teaching, having been as I find from enquiries I have made, the whole time engaged in their profession. That there is a growing conviction in the minds of many, of the efficiency of our trained teachers might easily be proved if we sought the testimony of those in the Province who have had the opportunity of judging for themselves in this matter, but I will only call your attention to one or two facts which during the past year have, unsolicited, been brought before under notice. Some time ago I received from one of our School In-

spectors a letter, a portion of which I will read. I may state that the gentleman has repeatedly made application to the Normal School for our teachers, and that we have always been glad to answer his communication. After making a request for a teacher he says, "I was desirous of getting a few more elementary teachers (females) from the Normal School, as their superiority is felt wherever they engage in teaching." I must take occasion, also, to notice the testimony borne to the efficiency of our teachers by one of the Protestant Board of School Commissioners, at the opening in Montreal of one of their large schools, not many weeks ago. It was to the effect that they, the School Commissioners, would not have been able to carry out their work of opening new schools in this city to the extent they had done, had they not been supplied with a staff of regularly trained teachers through the agency of the Normal School. I believe there are about 30 Normal School Teachers engaged in teaching in the schools of the Protestant Board at the present time. I cannot refrain, however, from saying, in connection with this, that all governing bodies of schools that receive advantages from the teaching of our former pupils, ought to make as much return as they can by selecting some of the most efficient of their scholars, and sending them to be prepared as teachers, to take charge of those schools which may be opened in the future in this city and elsewhere in the Province. The two practising schools connected with this institution, the Model schools of the Colonial Church and School Society and also the McGill Model schools connected with this building have done their part in sending every year a goodly number to swell the ranks of our Normal School students. As far as the Model Schools of the Colonial Church and School Society are concerned, I am sure, from actual investigation, that more than forty teachers have been successfully trained in the Normal School, after having been prepared for admission by the teachers of Model Schools of that Society, and I dare say the same may be said of the Model Schools connected with this building. Considering the large numbers of scholars who every day through the schools of the Protestant Board of School Commissioners, surely there must be a great many of both sexes fitted by the Almighty for the work of teaching, and it would be a noble act to select such and prepare them for a profession which is second to none in respectability and importance. Of the extent to which this might be carried out in the country at large it is at present useless to speak, but I am quite sure that the time is not far distant when our Normal Schools will not be compelled to depend for pupils, as they do now, upon the accidental applications which may be made at the beginning of every season. I feel deeply the importance of something being done of this nature, and I may state that both in England and France great efforts are made by all engaged in education to train up youth to the teaching profession and not to leave it to chance, as it were, to supply candidates for the office. It gives me great pleasure, however, to say that I am convinced from enquiries I have made, that the ministers of religion are doing as much as they can to induce young persons to become teachers, and that many have been led to enter our Normal School through the counsel of their spiritual directors. I must now take occasion here to say that having been placed very recently in a very prominent position in connection with this school, it may not be out of place for me to state my views very briefly, however, of the nature and public advantages of this and similar institutions. A Normal School then, is an institution founded for the purpose of training those who are desirous of becoming teachers, it is an institutions in which young persons are to be educated who have willingly pledged themselves to become instructors of the young, and who may be desirous of acquiring all that knowledge of the art of teaching which may be requisite to enable them to perform successfully all the duties of their calling. It is not a place for literary advancement only, that is, this was not the object contemplated when the schools were first set on foot. It was taken for granted that every young person who offered himself as a teacher, had the requisite knowledge, but wanted to learn the best methods of imparting it. Unfortunately, it has become the practice in all Normal Schools for a large portion of the students' time to be employed in study, and this is the practice in this school, as well as in similar institutions in other countries. But I must still affirm that the primary object of a Normal School is to make teachers, to increase teaching power, and to foster and elevate the teaching profession. The first thing to be done, then, in connection with a Normal School is to select from those who yearly apply to us, such as are mentally and morally fitted by their Maker for the teaching profession, and to reject those, who, although possessed of the most brilliant endowments have not characteristics which make up the teacher, in the highest sense of the word. Now those are points which I trust, I shall not overlook in trying to fulfil the duties of my office. I trust that I may not forget the old motto: "As is the teacher so is the school;" and in form apply it in the manner: "As is the Normal School so is the trained teacher."

As I have already shown, those who are directly engaged in education are well aware of the necessity of training the teacher, but we shall soon find out that all, from the highest to the lowest, must be made to understand that a knowledge of the principles of teaching is not to be neglected. The time will soon come when it will not be the Normal School Teachers alone who will be required to understand the right methods of instructing, but when every member of a family coming daily in contact with tender minds will consider it his duty to comprehend those principles which constitute that which we call right teaching and training. When this time arrives, a golden age for the teacher, then our Normal Schools will take a position much in advance of the one they now hold among the educational institutions of the country. In conclusion, allow me briefly to say, in connection with the young teachers I see before me, that having now been more than thirty years engaged in the profession, I ought certainly to feel interested in those who are just beginning an occupation that has occupied so large a portion of my life. It was a love of teaching that years ago led me to enter a Normal School, in my own country; it was a desire to benefit my profession which led me, 17 years ago, to leave my own country and come to Canada, and now that I am placed in my present position, be it for a long, or be it for a short, period, I trust I may still do some good for those who are proud to be called by the name of teachers.

The Diplomas were then presented by the Hon. Mr. Chauveau to the several graduates.

Miss Bourne one of the Graduates read the valedictory or farewell address

Prof. Darcy in response, addressed the Graduates in French.

Several pieces of music were then sung by the students, superintended by Prof. Fowler.

Rev. Dr. BOND being then called upon to address the meeting, said that of all the educational institutions in this city speaking the English language, he believe this was second to none in its usefulness or efficiency. If they would compare the state of education twenty years ago with what it is now, they would see a vast improvement. With regard to the usefulness of the school, it is not merely the sending out a few young people well instructed. That was not a measure of its usefulness. Persons from time to time had come to him, and said, "We want a teacher—one from the Normal School." Why from the Normal School? The answer was, "Because they know their business." Many of the modes of teaching taught here will creep into teacher's schools, and a large amount of benefit received. As regards the efficiency of the school, he did not mean to say that it was perfect but it compared very favourably with any other school with which he was acquainted. Its efficiency is also manifested in the fact that almost every one who comes here is wonderfully benefited. The speaker then referred to the great satisfaction he derived from the measures adopted and carried out in regard to education by the Minister of Public Instruction. They were all conscious that the post he held was one of great delicacy, yet he had carried on his work in such a manner that it has won the applause and confidence of all who have come in contact with him. The speaker wished to congratulate them on the appointment of Principal Hicks, who had been known to him some 17 years. He had watched him in the department of education and knew of no man who could better bring out from every individual in a school what they knew and show them what they ought to learn. He (the Principal) had an intense sympathy with teachers, and if there be any fault in him, it will be trying constantly to make the teacher's position a better one. He (the speaker) was confident that greater improvements would hereafter characterize the school.

Principal HICKS then announced to the students that the school would re-open on the 1st of September next, and that the Teachers' Provincial Convention would be held about the 1st of October, and hoped that all those graduating would not fail to make it a point to attend.

A portion of a letter was also read from Dr. Dawson, stating that, although he had fully expected to get through with his work in Europe in time to be with them at that meeting of the school, he would not be able, but expressed the lively interest he felt in their annual meeting and in the welfare of those about to leave the school.

Another selection of music was then given.

Rev. Dr. Wilkes pronounced the benediction, and the proceedings terminated.—*Daily News.*

Boys' Model School.

The annual distribution of prizes to the successful pupils in connection with the McGill Model Schools, took place on Wednesday (June 29) in the Normal School Hall, which was crowded to excess. During the morning the examinations went on as usual, the different departments being visited by the friends of the school, and several

who had never been present at these examinations previous to this time, among whom was Dr. Miles, the Secretary of the Board of Education. Early in the afternoon the company of boys who had been taking military drill through the session under Sergeant Peacock, were by him put through their drill, which was done in a manner creditable to their excellent teacher as well as to themselves. When the time arrived for their gathering in the Hall, the pupils of each department were marched up in military order, and each school was seated by itself. Dr. Miles occupied the chair.

Prof. Robins, as Superintending Professor of the schools, made a few remarks in relation to the working of the school, &c., reminding the friends that the examination which they had that day witnessed was not an examination by which the advancement and standing of the pupils had been determined but that days' work had been but the culmination of a written examination extending over some weeks of time. He then called upon the different divisions for an exhibition of those who had risen through the school 10 places. A large number rose, which showed that neither pupils nor teachers had been idle. He then asked for other numbers, which were likewise very satisfactory. One boy (Thos. Jubb) was found to have risen through 29 places, and he was afterward highly complimented by Mr. McGregor.

Dr. Miles made a few remarks and then called upon the primary pupils for a song, in which they were accompanied by Mr. Fowler with the piano.

Mr. McGregor, Head-Master of the Boys' School, then read the following list of prizes which were presented by the Chairman, Dr. Miles:—

JUNIOR DIVISION, 40 PUPILS.

M. Hamilton—Reading, Grammar, Mental Arithmetic, Conduct. Colin Patertson—French, Arithmetic and Grammar. J. W. Wright—Spelling, Writing, Arithmetic, Geography and Mental Arithmetic. R. McBratney—Writing, Drawing and French. S. Robins—Reading and Spelling. David Henry—Arithmetic, Geography, Grammar, Credit Marks and Good Conduct. G. Laurie—Reading and Spelling.

INTERMEDIATE DIVISION.

Thomas Jubb—Spelling, Arithmetic, Grammar and French. Henry McIntosh—Writing and Drawing. N. Smillie—Reading, Geography, History, Credit Marks and Good Conduct. E. H. McIntosh—Writing, Drawing and Grammar. G. Stephens—Spelling, History and Good Conduct. J. Wylie—Arithmetic and French.

SENIOR DIVISION.

Frederick Ryan—Reading, Grammar, History and Composition. Robert C. McCorkill—Drawing, Natural Philosophy, Arithmetic and Geography. Henry Sternberg—Reading, Spelling, Arithmetic, Mental Arithmetic and French. Hugh McAdam—Drawing, Arithmetic and Geography. Andrew Patterson—Natural Philosophy, Geography and Composition. James McNab—Arithmetic and History. A. Stuart—Mental Arithmetic, Book-keeping and French.

ADVANCED CLASS.

Robert Verner—Natural Philosophy, Latin and Good Conduct. Robert Weir—Drawing, Geometry, History, Grammar, and Book-keeping. J. C. McCorkell—Reading, Writing, French, Arithmetic, Latin, Geography, Composition and Natural Philosophy.

Girls' Model School.

Miss A. F. Murray, Head-Mistress of the Girl's Department, then read the prize list:—

JUNIOR DIVISION.

1st Class:—Minnie O'Grady—prize in Spelling and French. Maud Cooper—prize in Arithmetic and General Improvement. Emily Holland—prize in Punctuality.

2nd Class:—Elizabeth Franklin—prize in Reading, Composition and Credit Marks. Margaret Melville—prize in Spelling, Writing, French, Arithmetic, Geography, Grammar and Miscellaneous Questions.

3rd Class:—Augusta Trigg—prize in Geography. Jessie Gibson—prize in Reading and Drawing. Louisa Kerr—prize in Grammar. Louisa Dennis—prize in Spelling, Writing, French, Geography, Composition, History, Miscellaneous Questions, Credit Marks and Conduct.

INTERMEDIATE DIVISION.

4th Class:—Annie Vary—prize in Reading and Writing. Elizabeth Malcolm—prize in French and Credit Marks.

5th Class:—Fanny Holland—prize in Writing, Punctuality and Conduct. Jessie Turbayne—prize in Drawing, Texts, Punctuality and Credit Marks. Robina Seath—prize in Arithmetic and Natural History. Jessie Bryson—Reading, Spelling, Composition, French and Conduct.

6th Class:—Adelaide Provost—French and Natural History. Lodivia Hayden—French, and Canadian History. Lydia Tees—Reading and Composition. Jane Kydd—Writing, Geography and Grammar. Sarah Donaldson—Credit-Marks.

7th Class:—Barbara Seath—Punctuality and General Improvement. Annie Bryson—Spelling, Geography, Composition, Canadian History and Miscellaneous. Maggie Reburn—Writing and Sewing. Alma Leslie—Drawing and Natural History. Augusta Gibb—Reading, Spelling, French, Arithmetic, Grammar, Texts, and Credit-Marks.

SENIOR DIVISION.

8th Class:—Isabella McBratney—Spelling, Writing Drawing, Physiology, Composition, Miscellaneous Questions, Credit-Marks, Punctuality and Conduct. Anna Himes—Reading, Arithmetic, Grammar and Texts. Grace Nesbitt—Geography and Punctuality.

9th Class:—Henrietta Ryan—Arithmetic and General Improvement. Elizabeth Henry—Punctuality and Sewing. Martha Maxwell—Reading, Spelling, Drawing, Writing and Composition. Cecilia Brown—Punctuality. Phina Low—Credit Marks, Punctuality, Physiology, Arithmetic, Geography and Grammar.

10th Class:—Annie O'Grady—Texts, Credit Marks and Punctuality. Emma Charlton—English History and Miscellaneous Questions. Hannah Engelke—French. Alma Jubb—Sewing, Reading, Spelling, Writing, Drawing, French, Physiology, Arithmetic, Geography, Grammar and Composition.

Advanced Class:—Sarah Ryan—Reading, Writing and Drawing. Agnes Hunter—English, Literature, Eng. History, Physiology and General History. Martha Richardson—Composition and Miscellaneous Questions. Florence Rennie—French and English Literature. Agnes Cameron—English Literature and General Standing. Wilhelmina Fraser—Spelling, Geometry, Book-keeping, Latin and Credit Marks. Fanny Martin—Spelling, English Literature, Arithmetic, Geography, Grammar, English History, Algebra, Book-keeping, Physiology and Texts.

Miss Dougall, of the Primary Department, then read the prize list as follows:—

JUNIOR SECTION.

1st Class:—Harriet Tressider—Arithmetic. E. Sutherland—Spelling. Martha Cooper—Good Conduct.

2nd Class:—Mary Jane Bastien—Spelling. Jessie Hamilton—Arithmetic and Conduct.

3rd Class:—Geo. Charters—Arithmetic. Wilhelmina McLaren—Spelling. Wm. Scott—General Progress. Wilhelmina Dier—Conduct and Punctuality.

4th Class:—Fanny McLaren—Spelling. Wm. Paul Robins—General Progress. Rachel Pearson—Arithmetic, Spelling, General Progress and Good Conduct.

5th Class:—Sophie Waterman—Arithmetic. Hamilton Herbert—Spelling. Chas. Thomson—General Progress and Punctuality. Louisa Patterson—Conduct.

SENIOR SECTION.

1st Class:—Wm. Henry—Arithmetic. Christina Gardner—Spelling. M. Green—Conduct.

2nd Class:—George Lester—Punctuality. Edward Crawford—Geography. Amelia Humphreys—Spelling, Punctuality and Good Conduct.

3rd Class:—Bessie Steele—Geography, Arithmetic, Spelling and Conduct.

4th Class:—Richard Griffin—Punctuality. Samuel Cowan—Geography. Martha Michaels—Spelling and Arithmetic. Lillian Robins—Reading. Annie Stewart—Conduct.

5th Class:—James Thomson—Spelling. E. Vary—Punctuality. George Dier—Punctuality. Frank Nurse—Punctuality. Helen Douglass—Geography. Annie Griffin—Arithmetic. Eleanor Healy—Conduct.

The pupils of the girls' and boys' departments then sang a part song, the boys joining in the chorus. The prizes were then given to the "winners" in the primary department by the Chairman; next to those of the boys' school; and then to those of the girls' school. The distribution of prizes was followed by another piece of music from the girls and boys, led by Mr. Fowler, the Instructor of Music in the Normal School.

Dr. Miles then spoke of the pleasure he had that day experienced from being present at the examinations. He spoke very highly of

the reading, and particularly of the geometry, as given by one of the pupils of the girls' school. He alluded to the fact of his having once been a Mathematical Professor, and said, though the proposition called for was one of the most difficult in the book, and not prepared for the occasion, he had never seen it demonstrated so well as he had that morning. He said he did not know of a school so well supplied with school apparatus as he had found these schools; yet it was not all that was wished, and alluded to some things that were such as ought not to be. He spoke to the pupils of the great advantages they possess over those who live in the country. He said that rapid strides had been made in education amongst us during the past few years, but we are not to suppose that Protestants are the only class who are making progress, for the French Catholic are also rapidly advancing.

Prof. Robins rose and said, most of the undesirable things to which the Chairman had made allusion could be remedied by a judicious application of Government money. He said that though for several years he had been officially connected with the Model Schools, he had never been obliged to deal with a teacher who was not trying honestly and energetically to discharge the duties of his or her situation.

After thanking the audience for their kind attention, and singing the National Anthem by the united voices of the pupils, the company dispersed.

One admirable feature we must not pass by unnoticed; that is, that the girls of Miss Murray's department, instead of wearing rosettes, as is their custom on this occasion, very nobly and wisely gave over the money which they would have cost amounting to \$10.00 to the fund for the relief of the sufferers by the Saguenay fire.

But among the many things which gave us pleasure was the handsome evidences, by the pupils of the girls' department, of their appreciation of their teachers' services.

Dr Miles and many others regretted that the modesty of the young ladies prevented the public presentation of their gifts.

The members of the "Advanced Class" presented Mr. N. Duval, B. A., their French teacher, with a beautiful silver butter cooler, on which were the initials "N. D., beautifully carved, as well as on the knife accompanying it.

Miss May Murray, the Head-Mistress of this department, received from the Senior Division a valuable gold ring, also a pin-cushion from one of her pupils. Miss M. Ritchie, the first Assistant, received a very richly ornamented writing desk from the Intermediate Division. Miss Lawless, the second Assistant, received a large, beautiful and neatly equipped work-box from the Junior Division.—*Witness.*

Laval Normal and Model Schools, Quebec.

(MALE DEPARTMENT.)

On Monday evening, June 27, a select audience assembled in the large hall of the old *Château*, to witness the distribution of prizes and closing exercises of the course followed by the young men who are studying and qualifying themselves to become Teachers.

The clergy and friends of Education were present in considerable numbers, the Minister of Public Instruction occupied the chair and presented the Diplomas and Prizes to the successful candidates. Did space even permit, would be invidious, where all did well, to particularize. The literary and musical part was a perfect success. The chorus under the able direction of Prof. Gagnon was sung with great spirit. The Misses DeLery and Shaw showed no ordinary musical talent in the execution of a Duett on the Piano. We must not omit to mention Mr. Lavigne who played a solo on the violin, with his usual good taste.

Several pieces were declaimed by the Pupil-Teachers which showed that they had received careful training in the art of elocution. Prof. Thibault closed the proceedings with a pleasing lecture on the "History of the *Château St. Louis*." Next came the distribution of Prizes and presentation of Diplomas, the first of which follows and the latter will be found in the Official News:

SESSION OF 1869-70.

PRIZE LIST.

STUDENTS OF THE THIRD YEAR (ACADEMICIANS).

Latin—1st pr. Théophile Bélanger, 2 Thomas Gravel; 1st acc. John Ahern, 2 Louis Savard. Latin Version—1st pr. Théophile Bélanger, 2 John Ahern; 1st acc. Ls. Savard, 2 Cléophas Talbot. French Language—1st pr. Théophile Bélanger, 2 Thomas Gravel; 1st acc. Cléophas Talbot. Literature—1st pr. John Ahern, 2 Cléophas Talbot; 1st acc. Ls. Savard, 2 Théophile Bélanger. Universal History—1st pr. John Ahern, 2 Cléophas Talbot; acc. Théophile Bélanger. Botany—1st pr.

John Ahern, 2 Théophile Bélanger; 1st acc. Ls. Savard and Thomas Gravel, 2 Cléophas Talbot.

STUDENTS OF THE SECOND YEAR.

Excellence—1st pr. Joseph Marquis, 2 Jean Guité; 1st acc. Auguste Nadeau, 2 Nérée Lévéque, 3 Moïse Laplante. Religious Instruction—1st pr. Nérée Lévéque, 2 Joseph Marquis; 1st acc. Auguste Nadeau, 2 Moïse Laplante. Theory and Practice of Teaching—1st pr. Jean Guité, 2 Auguste Nadeau and Moïse Laplante; 1st acc. Jeremiah Marland, 2 Simon Grenier. French Dictation—1st pr. Joseph Marquis, 2 Jean Guité and Moïse Laplante; 1st acc. René Beaulieu, 2 Auguste Nadeau. Grammatical Analysis—1st pr. Jean Guité, 2 Joseph Marquis; 1st acc. Auguste Nadeau, 2 René Beaulieu. Logical Analysis—1st pr. Joseph Marquis, 2 Jean Guité; 1st acc. Moïse Laplante, 2 Nérée Lévéque. Literature—1st pr. Moïse Laplante, 2 Chs. E. Gauvin; 1st acc. Alfred Trudelle, 2 Auguste Nadeau and René Beaulieu, 3 Nérée Lévéque and Joseph Marquis. Elocution—1st pr. Phidime Simard, 2 Moïse Laplante; 1st acc. Nérée Lévéque, 2 Auguste Nadeau. Mythology—1st pr. Joseph Marquis, 2 René Beaulieu; 1st acc. Nérée Lévéque, 2 Moïse Laplante. History of France—1st pr. Joseph Marquis, 2 Nérée Lévéque; 1st acc. Chs. E. Gauvin, 2 Phidime Simard. History of England—1st pr. Joseph Marquis, 2 Moïse Laplante, 1st acc. René Beaulieu, 2 Jean Guité. Geography—1st pr. Joseph Marquis, 2 Nérée Lévéque; 1st acc. Moïse Laplante, 2 Auguste Nadeau, 3 Jean Guité. Arithmetic—1st pr. Phidime Simard, 2 Moïse Laplante; 1st acc. Auguste Nadeau, 2 Joseph Marquis, 3 Nérée Lévéque. Book-Keeping—1st pr. Joseph Marquis, 2 Nérée Lévéque, 3 Jean Guité; 1st acc. Moïse Laplante, 2 Jeremiah Marland and Simon Grenier. Algebra—1st pr. Auguste Nadeau, 2 Phidime Simard; 1st acc. Nérée Lévéque, 2 Téléphore Bélanger, 3 Moïse Laplante. Geometry—1st pr. Jean Guité, 2 Auguste Nadeau; 1st acc. Moïse Laplante, 2 Phidime Simard, 3 Joseph Marquis. Astronomy—1st pr. Auguste Nadeau, 2 Nérée Lévéque and Jean Guité; 1st acc. Joseph Marquis, 2 Moïse Laplante. Natural Philosophy—1st pr. Auguste Nadeau, 2 Joseph Marquis; 1st acc. Nérée Lévéque, 2 Jean Guité. Chemistry—1st pr. Auguste Nadeau, 2 Phidime Simard; 1st acc. Alexis Boivin, 2 Chs. E. Gauvin. Calligraphy—1st pr. Chs. E. Gauvin, 2 Moïse Laplante; 1st acc. Simon Grenier, 2 Jean Guité and Nérée Lévéque.

STUDENTS OF THE FIRST YEAR.

Excellence—1st pr. Alphonse Lelaidier, 2 Ernest Filteau; 1st acc. Eugène de Champlain, 2 Cyrial Lacroix, 3 Aristide Vinard. Religious Instruction—1st pr. Cyrial Lacroix, 2 Alphonse Lelaidier; 1st acc. F. X. Bélanger, 2 Firmin Létourneau. Theory and Practice of Teaching—1st pr. George Mayrand, 2 Louis Claveau; 1st acc. Alphonse Lelaidier, 2 Eugène de Champlain. French Dictation—1st pr. Alphonse Lelaidier, 2 Eugène de Champlain, 3 Ernest Filteau; 1st acc. Firmin Létourneau, 2 Philippe Roux, 3 Frs. H. Bélanger. Grammatical Analysis—1st pr. Ernest Filteau, 2 Alphonse Lelaidier; 1st acc. Alfred Dion, 2 Aristide Pinard. Sacred History—1st pr. Alphonse Lelaidier, 2 Cyrial Lacroix, 3 Louis Roberge; 1st acc. Eugène de Champlain, 2 Félix Pagé, 3 Alfred Remy. History of Canada—1st pr. Aristide Pinard, 2 Alphonse Lelaidier, 3 Alfred Blanchet; 1st acc. Napoléon Parent, 2 Ernest Filteau, 3 Eugène de Champlain. Arithmetic—1st pr. Cyrial Lacroix, 2 Alphonse Lelaidier; 1st acc. Aristide Pinard, 2 Frs. X. Bélanger. Book-Keeping—1st pr. Aristide Pinard, 2 Cyrial Lacroix; 1st acc. Napoléon Parent and Odina Cloutier, 2 Alphonse Lelaidier. Geography—1st pr. Alphonse Lelaidier, 2 George Mayrand; 1st acc. Eugène de Champlain, 2 Aristide Pinard. Natural Philosophy—1st pr. Alphonse Lelaidier, 2 Aristide Pinard, 3 Ernest Filteau; 1st acc. Eugène de Champlain, 2 George Mayrand, 3 Samuel Rouleau. Calligraphy—1st pr. Napoléon Parent, 2 Eugène Turcotte and Edmond Bédard; 1st acc. Alfred Remy, 5 Firmin Létourneau. Remarkable Progress—1st pr. Luc Maltais, 2 Firmin Létourneau and Florent Laliberté; 1st acc. Philippe Roux et Hermine Vaillancourt, 2 Cyrial Lacroix and Frs. X. Bélanger.

STUDENTS OF THE FIRST, SECOND AND THIRD YEARS.

First English Class.

Dictation—1st pr. Joseph Marquis, 2 Nérée Lévéque; 1st acc. Moïse Laplante, 2 Chs. E. Gauvin, 3 Ernest Filteau. Grammar—1st pr. Joseph Marquis, 2 Nérée Lévéque; 1st acc. Moïse Laplante, 2 Alfred Dion, 3 Herménégilde Vaillancourt. Grammatical Analysis—1st pr. Joseph Marquis, 2 Moïse Laplante; 1st acc. Simon Grenier, 2 Alfred Trudelle, 3 Nérée Lévéque. Translation—1st pr. Joseph Marquis, 2 Moïse Laplante, 3 Simon Grenier; 1st acc. Cyrial Lacroix, 2 Nérée Lévéque.

Second English Class.

Dictation—1st pr. Philippe Roux, 2 Félix Pagé, 3 Odina Cloutier; 1st acc. George Mayrand, 2 Joseph Pouliot. Translation from English into French—1st pr. Alphonse Lelaidier, 2 Philippe Roux and Félix Pagé; 1st acc. Henri Germain, 2 George Mayrand. Translation from French into English—1st pr. Philippe Roux, 2 Alphonse Lelaidier; 1st acc. Henri Germain, 2 Félix Pagé. Reading and Pronunciation—1st pr. Victorien Lévéque, 1 Henri Germain; 1st acc. Edmond Bédard and Odina Cloutier,

2 Joseph Pouliot. Harmonium—1st pr. Thos. Alexis Boivin; acc. Jeremiah Marland. Piano—1st pr. J.-Bte. Savard; acc. Eugène Turcotte. Vocal Music—1st pr. J.-Bte Savard, 2 Simon Grenier, 3 Moïse Laplante; 1st acc. George Mayrand and Jean Guité, 2 Eugène Turcotte and Ernest Fiteau, 3 Louis Roberge and Jeremiah Marland.

FEMALE DEPARTMENT.

On Monday 4th July the distribution of prizes and presentation of Diplomas to the young ladies in training took place in the large hall of the Ursulines, which was beautifully decorated for the occasion. Indeed the costume of the pupils as well as the rich and varied dresses of the ladies who graced the occasion with their presence, added not a little to the *coup-d'œil*. The Rev. Mr. Auclair, *Curé*, Quebec, presided on the occasion. The programme was choice and varied, consisting of recitations, music—vocal and instrumental. Everything passed off agreeably, and to the entire satisfaction of both actors and spectators. The following is the list of young ladies who distinguished themselves during the year, as well as a list of the prizes:

STUDENTS OF THE SECOND YEAR.

Excellence—1st pr. M. Thérèse LaRue, 2 Scholastique Tremblay; 1st acc. Malvina Deschènes, 2 Marie Ouellet, 3 Belzémire Marchand. Religious Instruction—1st pr. Malvina Deschènes and Malvina Langlois, 2 Aurélie Cormier; 1st acc. Marie Ouellet and Sophie Gravel, 2 M. Thérèse LaRue and Hermine Fortin. Theory and Practice of Teaching—1st pr. M. Thérèse LaRue, 2 Malvina Deschènes, 3 Marie Ouellet; 1st acc. Clara Lefebvre, 2 Anna Paquet. French Dictation—1st pr. M. Thérèse LaRue, 2 Malvina Deschènes; 1st acc. Marie Ouellet, 2 Belzémire Marchand, 3 M. Clara Lefebvre. Grammatical Analysis—1st pr. Belzémire Marchand, 2 M. Thérèse LaRue; 1st acc. Malvina Deschènes, 2 Aurélie Cormier and Phil. Roberge, 3 Marie Ouellet and Scholastique Tremblay. Logical Analysis—1st pr. Scholastique Tremblay, 2 M. Thérèse Tremblay; 1st acc. Marie Ouellet and Malvina Deschènes, 2 Belzémire Marchand, 3 Aurélie Cormier. Literature—1st pr. Malvina Deschènes, 2 M. Thérèse LaRue, 3 Alice Kimlin; 1st acc. Aurélie Cormier, 2 Elizabeth Topping, 3 Georgina Dorion. History of Canada—1st pr. M. Thérèse LaRue, 2 Scholastique Tremblay; 1st acc. Marie Ouellet and Belzémire Marchand, 2 M. Clara Lefebvre, 3 Adéline Rhéaume. History of France—1st pr. M. Thérèse LaRue and Scholastique Tremblay, 2 Malvina Deschènes; 1st acc. Sophie Gravel, 2 Marie Ouellet, 3 Céline Blanchet. History of England—1st pr. Scholastique Tremblay, 2 M. Thérèse LaRue; 1st acc. Malvina Deschènes, 2 Céline Bianchet, 3 Alice Kimlin. Arithmetic—1st pr. Malvina Langlois, 3 Aurélie Cormier; 1st acc. Elizabeth Topping, 2 Scholastique Tremblay, 2 Adéline Rhéaume. Book-keeping—1st pr. Scholastique Tremblay, 2 Malvina Deschènes; 1st acc. Malvina Langlois and M. Thérèse LaRue, 2 Philomène Roberge, 3 Odile Simoneau. Geometry—1st pr. Scholastique Tremblay, 2 Sophie Gravel; 1st acc. M. Thérèse LaRue, 2 Malvina Deschènes, 3 Aurélie Cormier. Algebra—1st pr. Adéline Rhéaume, 2 Céline Bianchet; 1st acc. Elise Daneluy, 2 Odile Simoneau, 3 Anna Paquet. Geography—1st pr. Scholastique Tremblay, 2 Odile Simoneau; 1st acc. Belzémire Marchand, 2 Adéline Rhéaume, 3 Céline Bianchet. Calligraphy—1st pr. M. Thérèse LaRue, Georgina Dorion and Alice Kimlin, 2 Marie Ouellet and Malvina Deschènes; 1st acc. Aurélie Cormier, 2 Philomène Roberge and Elizabeth Topping, 3 Orpha Généreux. Map-drawing—1st pr. Odile Simoneau and Philomène Roberge, 2 Emélie Morin and Sophie Gravel.

STUDENTS OF THE FIRST YEAR.

Excellence—1st pr. Apolline Beaudet, 2 Rose Descormiers; 1st acc. Esther Fiset, 2 Elvine Chayer, 3 Caroline Valin. Religious Instruction—1st pr. Esther Fiset, 2 Luce Guimont; 1st acc. Rose Descormiers, 2 Marcelline Marceau, 3 Caroline Valin. Theory and Practice of Teaching—1st pr. Esther Fiset, 2 Rose Descormiers; 1st acc. Marcelline Marceau, 2 Philomène Blouin, 3 Caroline Valin. French Dictation—1st pr. Apolline Beaudet, 2 Esther Fiset; 1st acc. Ursule Jacob, 2 Elvine Chayer, 3 Rose Descormiers. Grammatical Analysis—1st pr. Apolline Beaudet, 2 Caroline Valin; 1st acc. Esther Fiset, 2 Rose Descormiers, 3 Octavie Fluet. Sacred History—1st pr. Esther Fiset, 2 Rose Descormiers; 1st acc. Apolline Beaudet and Annie Bogue, 2 Marcelline Marceau. History of Canada—1st pr. Malvina Duval, 2 Apolline Beaudet; 1st acc. Esther Fiset, 2 Rose Descormiers, 3 Philomène Blouin. Arithmetic—1st pr. Rose Descormiers, 2 Mathilde Beaulieu; 1st acc. Caroline Valin, 2 Apolline Beaudet, 3 Marie Cauchon. Book-keeping—1st pr. Odile Lacasse, 2 Apolline Beaudet; 1st acc. Rose Descormiers, C. Valin and Oct. Fluet, 2 Hermine Lafond, 3 Octavie Richard and Esther Fiset. Geography—1st pr. Rose Descormiers, 2 Malvina Duval; 1st acc. Apolline Beaudet and Elvine Chayer, 2 Marie Cauchon, 3 Philomène Blouin. Calligraphy—1st pr. Joséphine Garthwaite and Délima Jobin, 2 Joséphine Lamarre and Marie Cauchon. Map-drawing—1st pr. Emélie Brock, 2 Marie Cauchon.

STUDENTS OF FIRST AND SECOND YEARS.

(English)

FIRST CLASS.

Reading—1st pr. Esther Fiset, 2 Anna Beaudry; acc. Aurélie Cormier and Belzémire Larose. Dictation—1st pr. Georgina Dorion, 2 Malvina

Deschènes; acc. Marguerite Trumbull and Emma Trumbull. Translation—1st pr. Marie Ouellet, 2 Malvina Langlois; acc. Philomène Roberge and Emélie Brock. Grammar—1st pr. M. Clara Lefebvre, 2 M. Thérèse LaRue; acc. Belzémire Marchand and Elizabeth Topping. Literature—1st pr. Joséphine Garthwaite, 2 Mme. Jane Benson, 3 Annie Bogue; acc. M. Clara Lefebvre, M. Thérèse LaRue and Emma Trumbull.

SECOND CLASS.

Reading—1st pr. Anna Paquet, 2 Scholastique Tremblay; acc. Luce Vallée and Hermine Lafond. Dictation—1st pr. Célestine Bélanger, 2 Scholastique Tremblay; acc. Philomène Blouin and Odélie Pélissou. Translation—1st pr. Joséphine Vallières, 2 Marie Cauchon; acc. Sophie Masse and Scholastique Tremblay.

THIRD CLASS.

Reading—1st pr. Méthaïde Santerre, 2 Henriette Rouleau; acc. Georgina Fournier and Apolline Beaudet. Translation—1st pr. Elvine Chayer, 2 Rose Descormiers; acc. Caroline Valin and Eugénie Richard. Drawing—1st pr. Philomène Roberge, 2 Hermine Fortin and M. Thérèse LaRue; 1st acc. Adéline Rhéaume and Emélie Brock, 2 Sophie Masse. Landscape—1st pr. Apolline Beaudet and Rose Descormiers, 2 Marcelline Marceau and Emélie Morin; 1st acc. Léonille Beauchêne and Octavie Fluet, 2 Malvina Duval.

MUSIC.

Instrumental:—Piano and Harmonium—1st pr. Alice Kimlin, 2 M. Thérèse Larue, 3 Aurélie Cormier; Sara Laflamme. Vocal—1st pr. Malvina Lafrance, 2 M. Clara Lefebvre, 3 Belzémire Larose; 1st acc. Elizabeth Topping, 2 Odile Simoneau. Painting—1st pr. Georgina Dorion, 2 Mme. Jane Benson; acc. Odile Simoneau. Needle Work—1st pr. Hermine Fortin, 2 Malvina Langlois; acc. Philomène Roberge and M. Thérèse Larue.

Boys' Model School.

(ENGLISH DEPARTMENT.)

First Division.

Religious Instruction: First Class—1st pr. Daniel McSweeney, 2 Lewis Brown. Second Class—1st pr. John Maguire, 2 James Thomas; 1st acc. William Quinn, 2 Charles McSweeney. History of Canada—1st pr. Louis Brown, 2 Patrick Ahern. Sacred History—1st pr. William Quinn and Charles McSweeney, 2 John Maguire and Robert McDonald; 1st acc. James Thomas, 2 Martin Hannon. Reading: Second Class—1st pr. David Dufresne, 2 Paul Blouin; 1st acc. Louis Dufresne, 2 Emile Plante. Third Class—1st pr. Jean-Bte. Sirois, 2 Alexis Chandonnet and Joseph Cloutier. Fourth Class—1st pr. Adjudor Bergevin, 2 J.-Bte. Morissette; 1st acc. Arthur Fiset, 2 J.-Bte. Emond. Fifth Class—1st pr. Louis Généreux, 2 François Dumas; 1st acc. Alphonse Belleau, 2 Alphonse Godbout. Dictation. First Class—1st pr. Daniel McSweeney, 2 Louis Brown. Second Class—1st pr. David Dufresne, 2 Emile Plante; 1st acc. Charles McSweeney, 2 Louis Dufresne. Third Class—1st pr. John Maguire, 2 Alexis Chandonnet; 1st acc. William Porter, 2 J. Bte. Sirois. Fourth Class—1st pr. Adjudor Bergevin, 2 Martin Hannon; 1st acc. J. Bte. Morissette, 2 François Julien. Fifth Class—1st pr. Louis Généreux, 2 Alphonse Belleau; 1st acc. François Dumas, 2 Alphons: Godbout. English Grammar: First Class—1st pr. Daniel McSweeney, 2 Louis Brown. Second Class—1st pr. Emile Plante, 2 Charles McSweeney and Louis Dufresne; 1st acc. Paul Blouin, 2 David Dufresne. Third Class—1st pr. John Maguire, 2 Joseph Cloutier; 1st acc. Jean-Bte. Sirois. 3 William Porter. Fourth Class—1st pr. Martin Hannon, 2 Jean-Bte. Morissette; 1st acc. François Julien. Fifth Class—1st pr. François Dumas, 2 Alphonse Godbout; 1st acc. Alphonse Belleau, 2 Louis Généreux. Translation: First Class—1st pr. Daniel McSweeney, 2 Louis Brown. Second Class—1st pr. Charles McSweeney, 2 David Dufresne; 1st acc. Robert McDonald, 2 Louis Dufresne. Third Class—John Maguire, 2 Alexis Chandonnet; 1st acc. William Porter, 2 Joseph Cloutier. Fourth Class—1st pr. Adjudor Bergevin, 2 Martin Hannon; 1st acc. J. Bte. Morissette, 2 Olivier Clouet. Fifth Class—1st pr. François Dumas, 2 Alphonse Belleau; 1st acc. Alphonse Godbout, 2 Louis Généreux. Parsing: First Class—1st pr. Daniel McSweeney, 2 Louis Brown. Second Class—1st pr. Emile Plante, 2 Charles McSweeney; 1st acc. David Dufresne, 2 Louis Dufresne. Third Class—1st pr. J. Bte. Sirois, 2 Joseph Cloutier; 1st acc. Alexis Chandonnet, 2 John Maguire. Book-keeping—1st pr. Daniel McSweeney, 2 Louis Brown. Geography: First Class—1st pr. D. McSweeney, 2 Louis Brown and Robert McDonald; 1st acc. Patrick Ahern, 2 Ed. English. Second Class—1st pr. Ch. McSweeney, 2 John Maguire; 1st acc. James Thomas, 2 Wm. Quinn.

Second Division.

Reading: First Class—1st pr. Henry Defoie, 2 Joseph Gingras; 1st acc. Alfred Gingras, 2 Léon Bélanger. Second Class—1st pr. Léonidas Dion, 2 Thomas Paradis; 1st acc. Aimé Toussaint, 2 Charles Parent. Reading and Spelling: Third Class—1st pr. P. A. Casgrain and Gonzague Defoie, 2 Ernest Gingras; 1st acc. Arthur Vanfelson, 2 George Workman. Fourth Class—1st pr. Ernest Cloutier, 2 François Bélanger;

1st acc. Pierre Charest, 2 Arthur Desjardins. Dictation: First Class—1st pr. Henry Defoie, 2 Joseph Gingras; 1st acc. Alfred Gingras, 2 Louis Rousseau. Second Class—1st pr. Thomas Paradis, 2 Léonidas Dion; 1st acc. Charles Parent, 2 Aimée Toussaint. Translation: First Class—1st pr. Joseph Gingras, 2 Henry Defoie; 1st acc. Achille Grenier, 2 Louis Rousseau. Second Class—1st pr. Thomas Paradis, 2 Charles Parent; 1st Léonidas Dion, 2 Aimée Toussaint.

GIRLS' MODEL SCHOOL.

(JUNIOR ENGLISH CLASS.)

First Division.

Religious Instruction—1st pr. Alice Murphy and Ellen Crotty, 2 Ellen Nolan and Margaret Smith; 1st acc. Ellen Jane Shanley, 2 Lizzie Noonan. Good Conduct and Application—1st pr. Alice Murphy and Louisa Mylett, 2 Ellen Nolan; 1st acc. Lizzie Noonan, 2 Maria Boyce. English Grammar and Geography—1st pr. Alice Murphy and Lizzie Noonan, 2 Ellen Crotty and Ellen Nolan; 1st acc. Henrietta O'Sullivan, 2 Annie Nolan. Sacred History—1st pr. Sarah Ford, 2 Ellen Jane Shanley; 1st acc. Ellen Crotty, 2 Lizzie Noonan. Reading—1st pr. Louisa Mylett, 2 Mary Atherden; 1st acc. Henrietta O'Sullivan, 2 Margaret Smith. French Reading—1st pr. Horty McEnery, 2 Ellen Crotty and Julia Wyse; 1st acc. Ellen Jane Shaley, 2 Esther Casgrain. Arithmetic—1st pr. Lizzie Noonan, 2 Margaret Smith and Ellen Jane Shanley; 1st acc. Annie Nolan, 2 Maria Boyce. Writing—1st pr. Clarisse Chandonnet, 2 Annie Nolan and Catherine Pount; 1st acc. Louisa Mylett, 2 Ellen Nolan.

Second Division.

Religious Instruction—1st pr. Horty McEnery, 2 Agnes Foley; 1st acc. Bridget Headen, 2 Elizabeth Newton. Good Conduct and Application—1st pr. Horty McEnery and Bridget Headen, 2 Jane O'Mally and Clarisse Chandonnet; 1st acc. Elizabeth Newton, 2 Fanny Hogan. Sacred History—1st pr. Fanny Hogan, 2 Agnes Foley; 1st acc. Bridget Headen, 2 Horty McEnery. Geography—1st pr. Maria Boyce, 2 Sarah Ford; 1st acc. Marg. Smith, 2 Mary Atherden. Arithmetic—1st pr. Elizabeth Newton, 2 Esther Casgrain; 1st acc. Horty McEnery, 2 Jane O'Mally. Reading and Spelling—1st pr. Elizabeth Newton, 2 Clarisse Chandonnet and Rosannah Graham; 1st acc. Horty McEnery, 1 Agnes Foley. Writing—1st pr. Annie Harding, 2 Henrietta O'Sullivan; 1st acc. Sarah Anderson, 2 Jane O'Mally.

Third Division.

Religious Instruction—1st pr. Fanny Hogan, 2 Ellen Moore; 1st acc. Bridget Staples, 2 Mina McNamara. Good Conduct and Application—1st pr. Alma Dugal and Emma O'Mally, 2 Mina McNamara; 1st acc. Ellen O'Mally, 2 Ellen Moore. Reading and Spelling—1st pr. Sarah Anderson, 2 Elizabeth Mullin; 1st acc. Alma Dugal, 2 Sarah Smith. Arithmetic—1st pr. Sarah Smith, 2 Bridget Hogan; 1st acc. Elizabeth Mullin, 2 Marie Patry. Writing—1st pr. Ellen O'Mally, 2 Joséphine Patry; 1st acc. Alma Dugal, 2 Sarah Smith.

Fourth Division.

Reading—1st pr. Bridget Staples, 2 Ellen Staples; acc. Bridget Hogan.

(SENIOR ENGLISH CLASS.)

First Division.

Excellence—pr. Catherine Hetherington; 1st acc. Bidelia McNamara, 2 Mary Kelly. Good Conduct—1st pr. Catherine Hetherington, 2 Mary Kelly; 1st acc. Catherine Mylett, 2 Sarah Piper. Religious Instruction—1st pr. Catherine Hetherington, 2 Mary Ann Quinn; 1st acc. Alice Cannon, 2 Ellen Noonan. Application—pr. Mary Ann Quinn; 1st acc. Margaret McNamara, 2 Ellen Nolan. English Grammar and the Duty—1st pr. Catherine Hetherington, 2 Mary Kelly; 1st acc. Julia McEnery, 2 Catherine Mylett. Analysis and English Dictation—1st pr. Bidelia McNamara, 2 Mary Ann Quinn; 1st acc. Ellen Nolan, 2 Ellen Noonan. French Reading and Dictation—1st pr. Catherine Mylett, 2 Almada Déry; 1st acc. Sarah Piper, 2 Adrienne Plamondon. Arithmetic—1st pr. Julia McEnery and Sarah Piper, 2 Margaret McNamara and Audélie Audy; 1st acc. Ellen Nolan, 2 Ellen Noonan. History of Canada—1st pr. Catherine Hetherington, Ellen Nolan; 1st acc. Alice Canon, 2 Ellen Noonan. Geography—1st pr. Ellen Nolan, 2 Ellen Noonan; 1st acc. Alice Cannon, 2 Sarah Piper. Translation—1st pr. Catherine Hetherington, 2 Mary Ann Quinn; 1st acc. Bidelia McNamara, 2 Julia McEnery. Writing—1st pr. Eugénie Bouchard, 2 Annie Proctor; 1st acc. Catherine Hetherington, 2 Bidelia McNamara.

Second Division.

Good Conduct and Religious Instruction—1st pr. Catherine Hogan, 2 Alice Cannon and Ellen Noonan; 1st acc. Ellen Nolan, 2 Mary Ann Piper. Application—1st pr. Adrienne Plamondon; 1st acc. Marg. Mulcare, 2 Alice Ryan. Geography—1st pr. Ida Wyse, 2 Margaret Mulcare, 1st acc. Susan Mullin, 2 Eliza Jennings. Arithmetic—1st pr. Alice Ryan, 2 Catherine Hogan; 1st acc. Margaret Mulcare, 2 Eliza Jennings. Sacred History—1st pr. Catherine Hogan, 2 Alice Ryan; 1st acc. Marg. Mulcare, 2 Kate

Proctor. French Grammar and Reading—1st pr. Ellen Nolan and Catherine Hogan, 2 Margaret Mulcare; 1st acc. Alice Ryan, 2 Ellen Noonan. Writing—1st pr. Margaret McNamara, 2 Mary Ann Piper; 1st acc. Kate Clancy, 2 Kate Proctor.

Third Division.

Religious Instruction—1st pr. Mary Jane Hawley, 2 Isabella Walters; 1st acc. Maria Maguire, 2 Fanny Walsh. Good Conduct and Application—1st pr. Eliza Jennings, 2 Kate Proctor; 1st acc. Maria Maguire, 2 Honora Maloney. English Grammar—1st pr. Honora Maloney, 2 Johannah Walsh; 1st acc. Annie Workman, 2 Mary Noonan. Reading and Spelling—1st pr. Annie Donahoe, 2 Mary Jane Hawley; 1st acc. Mary Noonan, 2 Annie Workman. Geography—1st pr. Annie Workman, 2 Mary Noonan; 1st acc. Mary Jane Hawley, 2 Florence Loftus. Reading and Vocabulary—1st pr. Margaret Hearn, 2 Maria Maguire; 1st acc. Annie Workman, 2 Mary Noonan. Arithmetic—1st pr. Honora Maloney, 2 Mary Ann Wilson; 1st acc. Annie Workman, 2 Mary Noonan. Sacred History—1st pr. Florence Loftus, 2 Mary Noonan; 1st acc. Annie Donahoe and Annie Workman, 2 Adrienne Plamondon and Mary J. Hawley. Writing—pr. Maria Maguire; 1st acc. Alice Ryan, 2 Joannah Walsh. Grammatical Analysis—1st pr. Julia McEnery, 2 Adrienne Plamondon; 1st acc. Alice Cannon, 2 Catherine Mylett.

Jacques Cartier Normal and Model Schools.

The distribution of Diplomas and prizes at the Jacques Cartier Normal School took place on Monday, the 4th inst., in the courtyard of the establishment, which was temporarily roofed with canvases and otherwise admirably fitted up for the occasion. The attendance of parents, guardians and other friends of education was larger than on any former year since the opening of the institution. The clergy among whom were the heads and representatives of several Colleges, and several of the Jesuit Fathers were present in large numbers.

The Hon. Dr. Chauveau, Minister of Public Instruction, occupied the Chair, and seated next him was His Excellency the Hon. Mr. Archibald, Lieutenant-Governor of Manitobah. There were also present the Hon. Senator Ryan, and the Hon. Messrs. Dostaler, Beaubien, and several other gentlemen of distinction.

Professor Cassegrain delivered an excellent discourse, in which he treated of the high advantages of religious, moral and intellectual education.

Six pieces of music were delightfully rendered by the pupils, under the leadership of Mr. Brauneis, Professor of Music to the Normal School, among which were *Les Montagnards* of Boieldieu, *La Foi* of Rossini, *Fontes Somore* of Meyerbeer, and other charming selections from the masters of classic melody.

After the distribution of the Diplomas and prizes, the Hon. Dr. Chauveau rose and made some appropriate remarks to the pupils, in which he dwelt on the success which had attended the Normal School since its foundation, and more especially during its last session.

The Hon. C. S. Cherrier followed with a felicitous address, in which he spoke of the advantages of such institutions as the Jacques Cartier Normal School and their co-workers, the educational journals, touching especially on the *Journals of Public Instruction*, which, under the able management of Dr. Chauveau, have done so much to further the interests of education in this Province.—*Gazette*.

PRIZE LIST:—(1)

Prince of Wales Prize—Mr. Pacifique Nantel, of St. Jérôme.

THIRD YEAR.

Excellence—1st prize Joseph Miller, 2 Joseph Lefebvre; 1st accessit Pacifique Nantel, 2 (ex-aequo) Albini Cléroux et Ernest Gagnon. Religious Instruction—1 prize Pacifique Nantel, 2 Joseph Miller; 1st accessit Joseph Lefebvre, 2 Victor Leblanc. Pedagogy and Teaching—1st prize (ex-aequo) Joseph Lefebvre and Adolphe Gougeon, 2 ex-aequo Henry Ostigny and Ernest Gagnon; 1st accessit Eugène Leroy, 2 Joseph Miller. French Language—1st prize Albini Cléroux, 2 Pacifique Nantel; 1st accessit Joseph Miller, 2 Victor Leblanc. English Exercises—1st prize Joseph Miller, 2 Ernest Gagnon; 1st accessit Victor Leblanc, 2 Adolphe Gougeon. English Translation—1st prize Albini Cléroux, 2 Joseph Miller; 1st accessit Pacifique Nantel, 2 Victor Leblanc. English Pronunciation—1st prize Joseph Miller, 2 Ernest Gagnon; 1st accessit Joseph Lefebvre, 2 Albini Cléroux. English Orthography—1st prize J. Miller, 2 E. Gagnon, 1st accessit J. Lefebvre, 2 A. Cléroux. General History—1st prize P. Nantel, 2 J. Miller; 1st accessit V. Leblanc, 2 E. Gagnon. Algebra—1st prize Joseph Lefebvre, 2 P. Nantel; 1st accessit A. Cléroux, 2 E. Leroy. Geometry—1st prize P. Nantel, 2 A. Cléroux; 1st accessit H. Ostigny, 2 J. Lefebvre. Physics—1st prize P. Nantel, 2 J. Miller; 1st accessit A. Gougeon, 2 J. Lefebvre.

(1) A list of those who received Diplomas will be found in Official Notices.

SECOND YEAR.

Excellence—1st prize Benjamin Joannette, 2 Gélase Boudrias; 1st accessit Dosithée Godin, 2 Joseph Leroux. Religious Instruction—1st prize Benjamin Joannette, 2 J. Leroux; 1st accessit Dosithée Godin, 2 Edmond Généreux. Pedagogy and Teaching—1st prize (ex æquo) S. Nadon, Dosithée Godin and Gélase Boudrias, 2 Hilaire Leroux; 1st accessit Joseph Leroux, 2 Ed. Généreux. French Language 1st prize B. Joannette, 2 G. Boudrias; 1st accessit Alexandre Lamirande, 2 J. Leroux. English Exercises—1st prize G. Boudrias, 2 B. Joannette; 1st accessit D. Godin, 2 J. Leroux. English Translation—1st prize G. Boudrias, 2 B. Joannette; 1st accessit D. Godin, 2 S. Leroux. English Pronunciation—1st prize B. Joannette, 2 G. Boudrias; 1st accessit D. Godin and Alex. Lamirande, 2 J. Leroux and Téléphore Généreux. English Orthography—1st prize G. Boudrias, 2 B. Joannette; 1st accessit D. Godin, 2 A. Lamirande. History of Canada—1st prize B. Joannette, 2 D. Godin; 1st accessit A. Lamirande and J. Nadon, 2 Ed. Généreux. Arithmetic—1st prize G. Boudrias, 2 J. Leroux; 1st accessit B. Joannette, 2 D. Godin. Mental Arithmetic 1st prize G. Boudrias, 2 J. Leroux; 1st accessit B. Joannette, 2 D. Godin. Book-Keeping—1st prize G. Boudrias, 2 J. Nadon; 1st accessit J. Leroux, 2 H. Leroux. Geography—1st prize D. Godin, 2 J. Leroux; 1st accessit B. Joannette, 2 Alexandre Lamirande and G. Boudrias. Cartography—1st prize J. Nadon, 2 B. Joannette; 1st accessit H. Leroux, 2 D. Godin.

PREPARATORY CLASS.

Excellence—1st prize Julien Fife, 2 Philippe Laferrière; 1st accessit Aimé Bénard, 2 Hercule Desrosiers. Religious Instruction—1st prize Aimé Bénard, 2 Julien Fife; 1st accessit Edouard Bruneau, 2 Philippe Laferrière. French Language—1st prize J. Fife, 2 Aimé Bénard; 1st accessit Philippe Laferrière, 2 Delphis Martin. English Exercises—1st prize J. Fife, 2 Philippe Laferrière; 1st accessit Hercule Desrosiers, 2 Joseph Bénard. English Translation—1st prize J. Fife, 2 P. Laferrière; 1st accessit J. Bénard, H. Desrosiers. Reading and Pronunciation—1st prize J. Fife, 2 Napoléon Paulet and P. Laferrière; 1st accessit A. Bénard, 2 D. Martin and U. Lamy. English Orthography—1st prize J. Fife, 2 N. Paulet; 1st accessit U. Lamy and J. Bénard, 2 A. Desrosiers. Arithmetic—1st prize Delphis Martin, 2 J. Fife; 1st accessit Ismaël Longtin, 2 A. Bénard. Sacred History—1st prize A. Bénard, 2 J. Fife; 1st accessit P. Laferrière, 2 Ed. Bruneau.

ELEMENTARY LAW COURSE.

First Division—1st prize P. Nantel, 2 J. Miller; 1st accessit, J. Lefebvre, 2 E. Gagnon. Second Division—1st prize Dosithée Godin, 2 Alexandre Lamirande; 1st accessit Ed. Généreux, 2 Hilaire Leroux and J. Leroux. Third Division—1st prize P. Laferrière, 2 H. Desrosiers and J. Fife; 1st accessit A. Bénard, 2 E. Bruneau, J. Longtin and D. Martin.

AGRICULTURE.

First Division—1st prize P. Nantel, 2 J. Lefebvre; 1st accessit V. LeBlanc, 2 E. Gagnon. Second Division—1st prize G. Boudrias, 2 J. Nadon; 1st accessit B. Joannette, 2 J. Leroux.

HORTICULTURE.

1st prize H. Ostigny, 2 B. Joannette; 1st accessit J. Lefebvre and Ed. Généreux, 2 E. Leroy.

CALIGRAPHY.

First Division—1st prize J. Miller, 2 E. Gagnon; 1st acc. W. Guillemette, 2 E. Leroy. Second Division—1st prize J. Nadon, 2 B. Joannette; 1st accessit D. Godin, 2 A. Lamirande. Third Division—1st prize P. Laferrière, 2 A. Bénard and T. Longtin; 1st accessit H. Desrosiers and J. Fife, 2 E. Bruneau.

MUSIC.

Vocal: First Division—1st prize W. Guillemette, 2 J. Lefebvre and E. Gagnon; 1st accessit J. Miller and P. Nantel, 2 J. Leroux and D. Godin. Second Division—1st prize J. Fife, 2 Antoine Viger; 1st accessit J. Longtin, 2 N. Paulet. Instrumental: Piano—First Division—1st prize W. Guillemette, 2 E. Gagnon; 1st accessit J. Leroux. Second Division—Prize, B. Joannette and A. Bénard. Harmonium and Teaching of Singing—Prize, Marcel Ethier.

Model School.

(English Department.)

4TH CLASS.

Spelling—1st prize John Kavanagh, 2 Jos. McLoughlin; 1st accessit Robt. Ranson, 2 Wm. Barry, 3 M. Barry. Translation (French into

English)—1st prize J. Kavanagh, 2 Wm. Barry; 1st accessit J. McLoughlin, 2 M. Barry, 3 R. Ranson. Reading—1st prize F. Francis, 2 Robt. Ranson; 1st accessit Wm. Barry, 2 Jos. McLoughlin, 3 M. Barry. English Grammar—1st prize Wm. Barry, 2 J. Kavanagh; 1st accessit Robt. Ranson, 2 Jos. McLoughlin, 3 M. Barry. Geography—1st prize Wm. Barry, 2 Robt. Ranson; 1st accessit Jos. Kavanagh, 2 M. Barry, 3 Jos. McLoughlin. Application—1st prize J. Kavanagh, 2 M. Barry; 1st accessit Jos. McLoughlin, 2 Art. Francœur, 3 Oct. Vallée.

3RD CLASS.

Spelling—1st prize G. Bélanger, 2 Ts. Brennan; 1st accessit Ep. Lenoir, 2 Max. Laliberté, 3 Oct. Rolland. Translation—1st prize Jos. Drouin, 2 Th. Lortie; 1st accessit Frs. Melançon, 2 J. Rolland, 3 E. Poitevin. Reading—1st prize G. Bélanger, 2 Ep. Lenoir; 1st accessit Thos. Brennan, 2 Gustave Lenoir and J. Drouin, 3 Oct. Rolland and Alex. Boivin.

2ND CLASS.

Spelling—1st prize P. P. Bourque, 2 Alfred Barbeau; 1st accessit Ubald Lacaille, 2 Léon Lespérance, 3 Joseph Carrière. Reading—1st prize P. P. Bourque, 2 Alf. Barbeau and U. Lacaille; 1st accessit Z. Mathieu, 2 — Papineau, 3 Joseph Carrière.

1ST CLASS—1ST DIVISION.

Spelling and Reading—1st prize Donat Brodeur, 2 Ths. Yeoman and Aimé Chartrand; 1st acc Napoléon Bétournay, 2 George Ville-neuve, 3 Henri Lamontagne.

Quebec High School.

The examination of the High School of this city commenced on the morning of Tuesday last, on which day the two junior classes, the first and second, came forward. The subjects of revision were the various elementary branches of English, Latin, Arithmetic, Geography and History, Writing and Commercial Accounts. Several recitations were admirably given at the close, those most effective being by Rowley and Henderson. The geography included, we were glad to see, the route to Red River.

On yesterday, the senior classes, the third and fourth, were examined in the customary subjects, above recited, with the addition of Greek, Geometry, Algebra, and Natural Philosophy. Some pleasing specimens of English composition were also exhibited, being in the form of amusing original narratives, or of treatises on philosophical subjects. One of the latter, a scientific treatise on "salt of commerce," attracted much attention by its lucidity of style and terseness of diction. There were also some neat specimens of map drawing by Rickon. A recitation, "The dream of Clarence," from Shakespere's Richard the Third, was then given, with great energy and pathos, by Armitage.

The routine proceedings having terminated, the Rector, Mr. Wilkie, returned thanks on behalf of the school, to its patrons, to the examiners, and to those present for their attendance on this occasion: addressing his remarks more particularly to the Rev. Dr. Cook, the chairman, he then alluded to the circumstance of the latter having regularly attended the examinations for the last twenty-seven years, with but one exception, when he was absent in Scotland on special church business. Dr. Anderson then spoke at some length, stating that he had been managing director of two educational institutions in other countries, and had not seen anything of a more satisfactory character. Mr. Fletcher, also, in his remarks, bore testimony to the completeness and thoroughness of the High School training, and stated that having attended the public exhibitions of various similar institutions both in Europe and in the upper province, he thought that the examination which had just been concluded would bear favorable comparison with any. The Rev. Dr. Cook then alluded in warm and eloquent terms to the position of the school, to its efficiency and public utility, to its general prosperity and the thoroughness of its working condition, expressing at the same time his regret that more of our citizens did not participate in its advantages. More especially did he regret that many of the young men sent away from the town for their education had been debarred from the benefits of this school.

The examination was attended by several of our leading citizens and by many ladies, and was conducted mainly by the Rev. Dr. Cook, assisted by the Rev. Mr. Clark, Dr. Anderson, and Mr. Fletcher. We heartily congratulate the High School authorities on its success, which indeed, under the able management of the worthy Rector and his staff, was scarcely a matter of doubt. Mr. Wilkie himself, and his classical assistant, Mr. Müller, have been long and favorably known among us. The professor of French, Mr. Martin, has been

but a short time with us, but has the reputation of being an accomplished scholar and littérateur, and is evidently a most careful and painstaking teacher. He is a native of sunny France, and thus has the advantage of speaking his native tongue with a rare purity of accent and pronunciation.

We subjoin a statement shewing the order and standing of the leading pupils in the various classes :

ORDER OF MERIT.

4TH CLASS.

Latin—Gillard, L. Whitehead, Elliot.
Greek—Gillard, Bowles, Elliot.
Geometry—Armitage, Patton, W. Wurtele.
Algebra—W. Wurtele, Armitage, Elliot.
Arithmetic—Elliot, L. Whitehead, Gillard.
English Composition—L. Whitehead, W. Wurtele, Elliot.
Geography and History—L. W. Whitehead; W. Wurtele, and Lloyd, equal.
Natural Philosophy—W. Wurtele, L. Whitehead, Gillard.
French—Gillard, R. Alleyn, Lloyd.
Writing—Rt. Myles.
Commercial Accounts—Myles, L. Whitehead.

3RD CLASS.

Latin—A. Oliver, Patton, McCord.
Greek—A. Oliver, Wilkie, Kelly.
Arithmetic—Patton, Armitage.
English Composition—McCord, Patton, Armitage.
Geography and History—Armitage and Rickon, McCord, equal.
Mapping—Rickon.
Natural Philosophy—Armitage and McCord, equal; Patton.
French—McCord, Kelly, Fletcher.
Writing—F. Webster.
Commercial Accounts—F. Webster.
Recitation—Armitage.

2ND CLASS.

Latin—Owen, Drummond, A. Wurtele.
Arithmetic—B. Whitehead, A. Wurtele, Petersen.
English—Drummond, Henderson, B. Whitehead.
Geography and History—B. Whitehead, Drummond, A. Wurtele.
French—Parke, Petersen, Henderson.
Writing—Hethrington, Petersen.
Commercial Accounts—G. Walker, A. Gillespie.
Recitation—St. Oliver, Henderson.
Reading—St. Oliver, B. Whitehead, Henderson.

1ST CLASS.

Latin—Goldstein.
Arithmetic—Sampson, W. Ray, Thos. Christian.
English—Musson, McKenzie, Goldstein.
Geography and History—Musson, McKenzie; Goldstein and Atkinson, equal.
French—Lee, Goldstein, W. Ray.
Writing—Goldstein, Hunter.
Commercial Accounts—Goldstein, Stanley, Sampson.
Recitation—Rowley, Atkinson, Brown, J. Laird.

—*Mercury*, June 30.

To the foregoing report we shall append another, which specifies additional details, knowing that these will be acceptable to our readers in view of the larger amount of public interest which happens, at this time, to be concentrated upon the working and future prospects of the High Schools of Quebec and Montreal. We quote from the *Quebec Chronicle* of the 29th and 30th ult.

THE HIGH SCHOOL.—On several occasions during the past year, we had the pleasure of spending an hour in the afternoon at the High School with Mr. Wilkie and his pupils, and were delighted to mark the entire confidence subsisting between them, for nowhere have we seen so fully realised the word of the poet:—"Delightful task, to teach the young idea how to shoot"—feeling assured that teaching has always been a labor of love with Mr. Wilkie; and that he has succeeded in imbuing his pupils with that proper spirit which prevents the necessity of having to whip any tardy loiterers along the flowery path of knowledge. Having then some idea of what we might expect, we were pleased to receive an invitation to attend the annual examination, announced to take place on Tuesday and Wednesday. There was in the hall a very fair number of the mothers and sisters of the

boys, but by no means so many of their fathers and brothers as we would have wished to have seen, though they were not wholly unrepresented. Among these latter were Messrs. W. Walker, W. and R. Wurtele, Whitehead, Graham, &c. Dr. Cook, the Chairman of the Board of Governors, and Dr. Anderson, had been invited to take an active part in the examination, and they were for a short time joined by the Rev. D. Gordon, of Ottawa. Shortly after ten o'clock, Mr. Wilkie called up the first or junior class, which consists of thirty-eight boys, of whom thirty-two were present; and we have seldom seen a more intelligent,—or to use an Americanism—a brighter set of boys. Mr. Wilkie conducted the first part of the examination, commencing with English reading and spelling—Grammar and geography, with occasional recitations. Mr. Muller exercised them in Latin, and Mr. Martin in French. All who know anything about teaching, know how difficult it is to get up boys for examination, and that it is equally difficult for the boys to get themselves up; and that success has been attained if they acquit themselves *nearly* as well as on ordinary occasions. We have pleasure in saying that the boys did not disappoint us, but gave satisfactory evidence of their having been thoroughly grounded, and that they had made as great progress in the various branches as could in reason be expected. Some of the boys showed superior aptness, but as a whole the examination of the first class was very creditable. At the commencement some of the boys did not show the accuracy of spelling which we expected, and which, from having heard them on other occasions, we knew they were capable of exhibiting. We believe that this arose from the excitement and bewilderment which attend some, under public examination, and the subsequent part even of this examination proved to be so. We are aware that no one attaches more importance to correct reading and spelling, than Mr. Wilkie does, or takes more pains in teaching his pupils to spell *viva voce*, and from dictation. After the conclusion of the examination of the first class, the second class, consisting of twenty boys, of whom, fourteen were present, were called up, and went through a very complete and satisfactory examination in English reading, grammar, geography and arithmetic and subsequently in mental arithmetic. Next, they were examined in Latin, and their excellence called forth repeated expression of approbation from Drs. Cook and Anderson, who declared that on no previous occasion had they witnessed anything more satisfactory. Mr. Martin finally put the class through its French exercise, and proved that he had succeeded in imparting a correct pronunciation, as well as a thorough knowledge of the first principles of this beautiful language. At 3 p. m. the examination was adjourned till 10 p. m. to-morrow. We have not said anything of the specimens of penmanship and book-keeping, which were placed on the table for inspection, as we hope that on Wednesday, our business men from the Lower Town may avail themselves of the opportunity to judge for themselves, how well this important branch of education is attended to in the Quebec High School.

Yesterday (Wednesday), the examination was resumed a little after 10 A. M. There were not so many ladies present as on the previous day; among the gentlemen were Messrs. W. Walker, Whitehead, Wurtele, Graham, Lampson and Rickon, and Rev. Mr. Clarke and Mr. Fletcher of the Crown Lands, as well as Drs. Cook and Anderson took part as examiners. The 3rd class, consisting of 20 boys of whom fourteen were present, were first examined, and went through exercises in Fractions, conducted by Mr. Wilkie; they were then examined in French by Mr. Martin and in Latin by Mr. Müller. The fourth class consisting of nine, of whom only five were present, were then, together with the third class, examined in General Geography and the River system of the American Continent; after which the fourth class alone was examined in French, Latin and Greek.—Maps executed by the boys, and essays written on various subjects, were then handed round for inspection, and the examination terminated at about 3 P. M., by a recitation of Clarence's dream; by one of the senior class. It is only necessary to say that the whole of the examination was as satisfactory as that of the previous day, and the Rev. Mr. Clarke, who was obliged to leave before its close, several times stated that he had never seen boys acquit themselves better. Mr. Fletcher who had been lately for some years resident in Ottawa, stated that he had been present at the examination of the best schools there, and that what he had seen to-day compared very favorably with the Ottawa exhibitions. Short addresses were made by Drs. Cook and Anderson, who both regretted that so few parents and others had been able to attend. We might talk in very high terms of commendation of Mr. Wilkie, and renew our expression of the high opinion which we have always entertained of Mr. Müller, but they are both too well known to require any eulogy from us; but we feel it due to Mr. Martin, to say that we think his connexion with the High School is fortunate for it, as we judge him to be a very competent teacher. Quebec has for nearly thirty years enjoyed the great advan-

tages which the High School affords, and many of our most successful business men owe their success to the education there received. It now offers advantages at least equal to what it did in its best days, and we are happy to find that though not so well supported by numbers as of old, a reaction has taken place in this respect during the past year, showing that the well directed efforts of Mr. Wilkie and his colleagues, are now being appreciated, and about to meet their reward. A pupil of the High School, finished by Morrin College, last year, attained the high distinction of *Gilchrist Scholar*; we will venture to predict that there are others treading in his footsteps, who will before long achieve the same success. We will conclude by wishing Masters and scholars the full enjoyment of the holiday which they have so well earned.

Montreal High School.

Yesterday, the friends of the High School met in the large Upper Hall of that Institution, to witness the distribution of prizes to the successful competitors. Several recitations were also given by boys selected from each form, which were a special object of interest, not only to the large number of spectators, but to their juvenile companions as well.

Mr. Peter Redpath presided, and on the platform were H. Aspinwall Howe, M. A., LL. D., Rector; Rev. Dr. Jenkins, Rev. Dr. Wilkes, J. H. R. Molson, Esq.; Hon. Jas. Ferrier, Wm. Lunn, Esq.; W. C. Baynes, B. A.; and J. A. Andrew, Elocutionist.

Rev. Dr. JENKINS opened the meeting with prayer, when the RECTOR gave a short sketch of the progress of the School. The attendance, compared with other years, was pretty good—a few less, but not many. For some years past the average attendance was a little over 200; this year a little less. The sixth form, however, has been the largest for many years, containing 21 boys, and he was glad to say a very good form.

Mr. Howe then read the list of prizes, and between the reading of the name belonging to each form, the prizes pertaining to it were distributed and a recitation given by one or more boys of the respective forms. The list of recitations, with the names of those boys who took part in them, are as follows:

- 1st—"The Rival Chiefs and their charges"—Masters McPherson, major, Macpherson, minor, and McGibbon
- 2nd—"The Owl and the Bell"—Master Murray.
- 3rd—Scene from Henry 5th :
 - King Henry..... Gould.
 - Williams..... Atwater.
 - Bates..... Edwards.
- 4th—"How they brought the Good News from Ghent to Aix"—Master Handyside.
- 5th—Scene from "The Poor Gentleman":
 - Dr. Allapod..... Gould.
 - Sir Charles..... Selby.
- 6th—Scene from the "Rivals":
 - Sir Lucius O'Trigger..... Campbell, major
 - Bob acres..... Master Prince.

These recitations were all exceedingly well rendered, considering the youthful appearance of the reciters, and the forms which they represented. The scene from the "Rivals," rendered by Masters Campbell and Prince, members of the sixth form, was positively good, and was highly appreciated by all present.

In presenting the Davidson gold medal to Master Taylor. The CHAIRMAN made a few remarks to the boys. He directed their attention to the Latin inscription on the medal, to the effect that nothing could be accomplished without great labor. They would find that in after life in order to succeed; it would require as much exertion as was expended by the boy who had won the gold metal.

Prize and Honour List.

SESSION 1869-1870.

SIXTH FORM.—21 PUPILS.

- Dux, Archibald D. Taylor, son of T. W. Taylor, Esq., Montreal.
- 1. Taylor, 5090 Marks; Davidson medallist.
 - 2. Dawson, 5186 Marks: Dr. Dawson's Prize.
 - 3. Stephens, 2029 Marks.
 - 4. Greenshields, 2211 Marks.
- Latin.*—1. Taylor; 2. Greenshields; 3. Dawson; 4. Stephens.
Greek.—1. Taylor; 2. Stephens; 3. Dawson; 4. Greenshields.
English.—1. Taylor; 2. Mitchell; 3. Dawson; 4. Stephens.
French.—1. Jones; 2. Taylor; 3. Stephens; 4. Dawson.

- History.*—1. Taylor; 2. Dawson; 3. Greenshields; 4. Stephens.
Geography.—1. Dawson; 2. Shepherd; 3. Taylor; 4. Stephens.
Arithmetic.—1. Dawson; 2. Taylor; 3. Stephens; 4. Greenshields.
Algebra.—1. Dawson; 2. Taylor; 3. Stephens; 4. Thomas.
Geometry and Trigonometry.—1. Dawson; 2. Taylor, 3. Stephens; 4. Howe.
Nat. Phil.—1. Dawson; 2. Taylor; 3. Stephens.
Drill and Gymnastics.—Dawson.
Punctuality.—Dawson.
Good Conduct.—Dawson.

FIFTH FORM.—16 PUPILS.

- Dux, George Alexander Mooney, son of John G. Mooney, Esq. Montreal.
- 1. Mooney, 4936 Marks.
 - 2. Ritchie, 2916 Marks.
 - 3. Burland, 2241 Marks
- Latin.*—1. Mooney; 2. Ritchie; 3. Burland.
Greek.—1. Mooney; 2. Ritchie; 3. Burland.
English.—1. Mooney; 2. Ritchie; 3. Alguire.
French.—1. Mooney; 3. Ritchie; 3. Patton.
History.—1. Mooney; 2. Ritchie; 3. Patton.
Geography.—1. Burland; 2. Ritchie; 3. Mooney and Robertson, equal.
Arithmetic.—1. Alguire; 2. Mooney; 3. Paine.
Algebra.—1. Alguire; 2. Burland; 3. Mooney.
Geometry.—1. Alguire. 2. Mooney; 3. Burland. and Robertson, equal.
Nat. Phil.—1. Burland; 2. Paine; 3. Mooney;
Writing.—Mooney.
Punctuality.—Alguire.
Good Conduct.—Burland.

FOURTH FORM.—28 PUPILS.

- Dux, George Allan Childs, son of George Childs, Esq., Montreal.
- 1. Childs, 4233 Marks.
 - 2. McDonald, 4093 Marks.
 - 3. Campbell J. J., mi; 2990 Marks.
 - 4. Platt, 2026 Marks.
- Latin.*—1. Childs; 2. McDonald; 3. Platt; 4. Lindsay.
Greek.—1. Childs; 2. M'Donald; 3. Platt; 4. Aylwin.
English.—1. Campbell, mi; 2. Childs; 3. M'Donald; 4. Aylwin.
French.—1. Aylwin; 2 Childs; 3. Joseph; 4. M'Donald.
History.—1. Campbell, mi; 2. M'Donald; 3. Childs; 4. Platt.
Geography.—1. Campbell, mi; 2. M'Donald; 3. Childs; 4. Leishman.
Arithmetic.—1. M'Donald and Lindsay, equal; 3. Childs; 4. Campbell, mi.
Geometry.—1. Campbell, mi; 2. Childs; 1. Platt; 4. M'Donald.
Scripture.—1. M'Donald; 2, Campbell, mi; 3. Childs; 4. Donnelly.
Writing.—Lindsay.
Drill and Gymnastics.—Campbell, mi.
Punctuality.—Aylwin.
Good Conduct.—Wurtele.

THIRD FORM.—31 PUPILS.

- Dux, Charles Gould, son of Joseph Gould, Esq., Montreal.
- 1, Gould, 5157 Marks.
 - 2. Jenkins, 4737 Marks.
 - 3. Abbott, 3572 Marks.
 - 4. Muir, 2606 Marks.
- Latin.*—1. Gould; 2. Jenkins; 3. Abbott; 4. Muir
English.—1. Gould; 2. Jenkins; 3. Abbot; 4. Atwater.
Elocution.—1. Gould; 2. Jenkins; 3. Abbott; 4. Edwards.
French.—1. Gould; 2. Jenkins; 3. Muir; 4. Abbott.
History.—1. Jenkins, 2. Edwards; 3. Gould; 4. Winks.
Geography.—1. Muir; 2. Jenkins; 3. Abbott; 4. Gould.
Arithmetic.—1. Atwater; 2. Gould; 3. Muir; 4. Rudolf.
Scripture.—1. Gould; 2. Jenkins; 3. Winks; 4. Atwater.
Writing.—1. Rudolf; 2. Gould.
Drill and Gymnastics.—Lindsay.
Punctuality.—Shaw.
Good Conduct.—Fair.

SECOND FORM.—38 PUPILS.

- Dux, Osmond Dettmers, son of Frederic C. Dettmers, Montreal.
- 1. Dettmers, 4235 Marks.

2. Orr, 3438 Marks.
3. Cowie, 2095 Marks.
4. Dawson, 1470 Marks.

Latin.—1. Dettmers ; 2. Orr ; 3. Dawson ; 4. Cowie.
English.—1. Orr ; 2. Dettmers ; 3. Dawson ; 4. Adams.
Elocution.—1. Orr ; 2. Baker ; 3. Dettmers ; 4. Hamilton, mi.
History.—1. Cowie ; 2. Dettmers ; 3. Adams ; 4. Mitchell.
Geography.—1. Shaw ; 2. Dettmers ; 3. Orr ; 4. Cowie
Arithmetic.—1. Shaw ; 2. Orr ; 3. Dettmers ; 4. Cowie.
Scripture.—1. Orr ; 2. Adams and Dettmers, equal.
Writing.—1. Shaw ; 2. Smith ; 3. Laing.
Drilling.—1. Adams ; 2. Penny ; 3. Dettmers ; 4. Orr.
Gymnastics.—Penny.
Punctuality.—Dettmers.
Good Conduct.—Mitchell.

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 FIRST FORM.—38 PUPILS.

Dux, James Russell Arnold Murray, son of George Murray, Esq.,
 Montreal.

1. Murray, 5114 Marks.
2. Darey, 3408 Marks.
3. Raynes, 2938 Marks.
4. Cowan and Mackay, equal, 2388 Marks.

Latin.—1. Murray ; 2. Darey ; 3. Raynes ; 4. Cowan.
English.—1. Murray ; 2. Raynes ; 3. Innes ; 4. Cowan.
Elocution.—1. Murray ; 5. Reid ; 3. Darey ; 4. Raynes.
History.—1. Murray ; 2. Darey ; 3. Esdaile ; 4. Raynes.
Geography.—1. Darey ; 2. Murray ; 3. Raynes ; 4. Esdaile.
Arithmetic.—1. Mackay ; 2. Cowan ; 3. Gliddon ; 4. Davis.
Scripture.—1. Murray ; 2. Darey ; 3. Raynes ; 4. Mackay.
Writing.—1. Raynes ; 2. Ferrier ; 3. Samuel ; 4. Macfarlane, mi.
Drill and Gymnastics.—Mackay.
Punctuality.—Leishman, mi.
Good Conduct.—Robertson.

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 PREPARATORY FORM.—20 PUPILS.

Dux, Alexander G. Macpherson, Montreal, 4041 Marks

2. Macpherson, mi., 3974 Marks.
3. MacCulloch, mi., 4653 Marks,

Reading and Spelling.—1. Macpherson, mi ; 2. Macpherson, ma.,
 3. MacCulloch, mi.
Arithmetic.—1. MacCulloch, mi ; 2. Macpherson, ma ; 3. MacCulloch
 ma.
Geography.—1. Macpherson, ma ; 2. Macpherson, mi ; 3. Mac-
 Culloch, mi.
Latin roots.—1. Macpherson, mi ; 2. Macpherson, ma ; 3. Mac-
 Culloch, mi.
Grammar.—1. Macpherson, ma ; 2. Macpherson, mi ; 3. Mac-
 Culloch, mi.
Scripture.—1. Macpherson, ma ; 2. MacCulloch, mi ; 3. Macpher-
 son, mi.
Writing.—1. Macpherson, ma ; 2. MacCulloch, ma ; 3. Macpher-
 son, mi.
Good Conduct.—MacCulloch, ma,
Punctuality.—Campbell.

Rector HOWE then delivered the following address regarding the state and working of the school : Dr. Howe said—The education carried on in the High School, has undergone no material change for many sessions. I find that prospectuses of former years differ little, so far as the course of study is concerned, from that of the present session, and as the school is about to pass under a new regime, I have naturally been reflecting on what has been accomplished by the old. And the first remark I have to make is that the High School has faithfully performed its work as a classical school affiliated to the University. As proof of this, it is enough to point to the great number of graduates, and honour men, and medallists of the University, who received their school training within these walls. Boys have from some prejudice against this school, been sent away from Montreal, even to Europe for their education, but they have returned to enter McGill University, only to be defeated in the competitions for honor by our High School boys. Again, I could cite many instances of boys having been removed from the school in the middle of the course, who after an absence of a year or two have returned to us to find themselves unequal in attainments to their former class-fellows. There are two boys of good ability in the 6th form of this session, who could testify to the truth of this statement. I could also point, in examination lists of other schools, to the names of boys who shortly after leaving this school, have obtained prizes, which they would not have gained had they continued with us, proving that our standard is

much higher than elsewhere. I could also mention pupils who have gone from this school to the old country and distinguished themselves there, I will name one, the eldest son of the Rev. chairman of the Board of Protestant Commissioners. He was under me when we occupied the present Normal School building, receiving his school training entirely from us, and winning, as his brother is now doing here, many prizes. He has taken a very good position in that great city, where there is the strongest competition—London. I think I am justified in saying that the education we have been imparting for twenty successive years is as good as can be had anywhere. And when I think of the two boys who lead the 6th form of this year, Taylor and Dawson, I really believe they go forth better trained to learn and do what yet remains for them than if we peppered our course with a half a dozen ologies from the natural sciences. I do not, indeed, see how the course is to be bettered. Nor am I alone in this conservatism in this opinion, that change is not absolutely essential to progress. In 1864, when the Governors of the University, finding that the High School had sufficiently answered their purpose of building up the Classics in Arts, withdrew their support from it, I was asked by more than one parent whether there was to be any material change, or whether the school was to be the *same old thing* ; and I have of late been asked the same question by the best educated of the parents of our boys, satisfied as they are with the course. I say again, then, that I do not see how this course is to be bettered. The Protestant Commissioners, with means at their command, will no doubt, by lowering the fees, and by other arrangements, widen its sphere of usefulness, and enable their masters to carry on their work with more comfort and effect. But I will not enter on a subject which belongs properly to others who are present.

Without repeating all the arguments so often argued in favor of classics, I should like to make a short comparison between the advantages of the study of these, and of mathematics in reference to a commercial career, for we very seldom hear objection made by a parent to his son's studying Euclid and Algebra, though often enough to his learning Latin and Greek. Mathematics and Natural Science, are of course, of far greater utility in ministering to material comfort and convenience than the dead languages. But this is not my point at present. Which is most likely to be of use to a lad in a merchant's office, the Geometry and Algebra that he has learned at school, or the Latin and Greek ? Will any one say that an occasion for him to use a proposition in Euclid or a theorem in Algebra is more likely to arise than for him to translate a verse of Horace, or of Homer ? Both are equally improbable. Well, then, the reason for the preference at school must be the mental training, and indeed this is the usual argument. Now is it really the case that a school-boy's mathematics has been a better mental training to him than his classics ? In the first place you cannot begin this mathematical training until the boy's observing powers have acquired some development. We find that we cannot with any advantage begin the study lower in the school than our fourth form, in which the average age of the pupils is between 13 and 14. Very frequently the pupil does little good at it till he is a year older, and when perhaps he is leaving school. And if he has naturally little of this reasoning power, no teaching of geometry or algebra will ever give it to him. Accordingly, our failures in these branches are many ; more, I think, than in Latin and Greek. But, moreover, the language employed in the study of Geometry is limited and meagre, and the processes in Algebra are very mechanical. The mental training is limited in the same degree. Indeed, I am not surprised that a great mathematician taken from his x and y is often but a sorry fellow. On the other hand you can with advantage begin Latin with a boy of eight or nine years old, and Greek two years later. You are cultivating and strengthening that earliest faculty of the young—memory ; you are teaching him the value of words, whether separate or in combination ; you are teaching him the meaning and spelling of English and French words when you bring their original constantly under his eye ; you are inducting him into a habit of thought and judgment when you are teaching him the grammatical dependence of words. In short, you are furnishing him with language, the very weapon which he must have hereafter if his subsequent mathematical training is to be productive of any practical advantage. I doubt not that the subsidiary advantages of the study of Latin and Greek are greater than those of Geometry and Algebra to a mercantile pursuit whatever may be said of the direct utility. But, as is the case in most matters, it is not so hard to arrange a good scheme of education as to carry it into effect. "He is a good divine that follows his own instructions. I could more easily tell twenty men what were good to be done than be one of the twenty to follow my own teaching." The highest kind of work is usually surrounded with the greatest difficulties, as our Rev. Friends will testify. Judged by this test our work of teaching is of no mean value. If I enumerate some of its difficulties, it is not, I assure you, in any spirit of querulous impa-

tience, but that by facing them squarely we may the better overcome them, and that you may help us. First there is the want of means. We have no endowment—not even a free educational grant. It ought not to be expected that a school of this character should maintain itself out of the tuition fees. This could only be done by making the number of pupils in each class greater than it ought to be, considering the kind of teaching expected in the school. The University has always been before us in this question of endowment, but I hope that those who have been so liberal to McGill College, will, at a fitting time, not forget that the High School has some claim to their consideration. Then there is the unenlightened interference of parents with our teaching. It has been said that parents are the best judges of what their children should learn. This is scarcely true. They have always the best right to determine, but they are very often not the best judges. As an extreme case I will mention that a father once placed his son with us, stating that he intended to make a lawyer of him, and with this view he wished him particularly to learn book-keeping. Again, there is the enlightened difference of opinion of parents as to the course of study, some preferring a scientific and others a Classical training. But for this difference provision is going to be made. Then there is the question of hours short time being still the cry, while we too, who teach, know well that the present hours are barely sufficient for our work. Then there is the question of punishment, some approving of it while others object entirely to it, making it difficult for us to maintain discipline, and at the same time our character for justice and impartiality. There are minor troubles, but I pass them over. Our greatest difficulty is, I hesitate not to say, that indulgence of young people which makes every thing give way to the pleasure of the moment. They are not to be worried or made unhappy by lessons. All very well if they find pleasure in learning, but let them be happy while young; their time of labour will come soon enough. I once expressed my surprise to a youth at College that he was not reading for honors. He expressed equal surprise that he should be expected to do so. He was heir to an earldom, and could leave reading to his younger brothers who were my pupils, and had to make their way in life. Most boys have to make their way in the world, and it is no kindness to allow them to spend their boyhood in this *dolce far niente* state, and then suddenly plunge them into the hard activities of life. You can scarcely begin too early to instil into a child's mind the nature of duty, and it does not at all follow that you make him unhappy by bringing him up in habits of work, but on the contrary, I repeat that our greatest difficulty is that our pupils have, too many of them, no conscientious feeling about their studies. They would shrink at once from a theft or a lie, but they think it all fair to cheat their teachers and their parents in the matter of their lessons. You have it much in your power to remedy this. After we have done all we can to interest our pupils in learning, there must still be left many who will not study unless urged and reproved and reasoned with and punished. Who can do this better than a father and mother?

The CHAIRMAN said that some little regret mingled with the thought that this was the last time in which a Governor of McGill College would have an opportunity of presiding at an annual distribution of prizes. The Governors having work to do in connection with McGill College, they were now about to transfer the management of the High School to the Protestant School Commissioners to whom it more properly belonged. It was a source of satisfaction to feel that the change about to take place will have the effect of increasing the usefulness of the school, and he anticipated for it a degree of prosperity hitherto not enjoyed. The school could not be self-supporting but he hoped that the means which would be at the disposal of the School Commissioners would place the school in such a position that no complaint would ever after be heard, that the efficiency of the school was marred through the want of means. The incomes of the teachers, which sometimes had been rather insecure, would be met and paid with regularity and certainty. He hoped that the time was not far distant when the position of the teachers of the High School will be an object worthy to be attained by educated-men. We cannot too highly respect the office of teachers; hereafter he hoped that the number of scholars attending the school will be greatly increased, and the High School of Montreal will be equal to the best wherever they may be found.

Rev. Dr. JENKINS being called upon said:—I was not aware until coming here that I should be expected to say what seems to be expected from me on this occasion. I am tolerably familiar now with the subject of education in this city, and would like to say two or three words in regard to the future of this very important interest—social, religious, and I may say, political interest with regard to the city of Montreal. First, I wish to say in relation to the position of the High School, that it has been common ever since I came to Montreal, and that is two or three years ago, to find fault with the High School. Attempts have been made, to use a vulgar phrase, to belittle the institution in the estimation of the community. I believe that a very con-

siderable proportion of the community of Montreal have inflicted, consciously or unconsciously a great injury upon a most deserving institution. I mean as to its name. I profess to have some slight knowledge of education. I know from personal experience as a boy, some of the first teachers that have gone forth from Oxford, from Cambridge and from the University from which the Rector of this school came—Trinity College Dublin. I know something of the leading schools in Great Britain, such as those of Harrow, Eton, and Westminster, where my second son was educated—so that I am in a position to compare the High School of Montreal with some of the leading institutions in the world—I am in a position to compare it with some of the leading institutions of the United States, where I resided for ten years. Now, Mr. Chairman, there may have been some few defects in the management of this school; there have been in the management of scholastic as well as other institutions. To this, I think, I may say from experience and observation, that it is scarcely inferior to any one of those with which I have been acquainted. From the time of the connection of the Rector of this school—Dr. Howe—there has been no time in which a pupil might not, if that pupil's parents were faithful to him, have acquired an education equal to that which might be acquired in any public school in England, in Scotland, in Ireland, or in the United States. You may think that that is saying a great deal, but it ought to be said in justice to those who uphold the institution. It ought to be said especially in justice to those who have as teachers advanced its interests, for the information and instruction of the parents of this large and growing community. I look back to the time when some of our leading middle aged men took away prizes from this school as these boys have done to-day, and among these men are to be found many of the best educated men of this city. Some of them have taken their places and have gained honors in the old world. I need not mention their names—they are known to us all. I take pride in the men who have gone forth from this institution and taken their places in society and among the learned professions. It ought to be known that the boys who have worked faithfully in this school and have been backed by fidelity on the part of their parents, are not second to any other boys in a similar position in society. I came to the examination the other day and I am sorry there were so few present. It would have indicated a higher appreciation of the institution had more been present. The 6th form, without having prepared the Ode from Horace, given them to read, and which they had not looked at for two or three months, passed over their work in a manner which would not have reflected discredit upon any scholastic institution on this continent or in Great Britain. In regard to the future of the institution I want to say, on behalf of the School Commissioners that they have taken upon themselves the responsibility of the management of this school with no very strong feeling or desire. It seemed forced upon us. The Governors of McGill College have struggled with this matter. There has been no tangible, no practical support given to the school for the last two or three years on the part of the Governors of McGill College. An approach was made to the Protestant Board of School Commissioners, and when we came to consider the question, we felt that the true ideal for the educating of the youth of this city would be to have a system of Common School education, and a High School to rank between the Common School and the University. I should deeply regret that the change should tend in the least degree to make the High School less a preparatory school for the University than it has been during the past. There were two points I would like to bring before the attention of the parents present. The Commissioners felt that the weak point in this school was the preparatory department. It is the smallest class in the school. Therefore, we have decided to erect a new building on this property, and establish a preparatory department entirely distinct from the High School, and have decided to take in boys as young as six years, and keep them in the preparatory department three years, and make French and English of equal importance and teach them the rudiments of Latin in the third year. The preparatory department will if possible be made thoroughly efficient, and if 100 boys can be obtained for it they would never lack for students in their other forms or in the University. In regard to the matter of endowment to which Dr. Howe had referred, I believe with him that it could not be expected that any such establishment could be carried on without sufficient endowments. I don't know how the endowments are to be secured unless by increasing the taxation of the city. Fortunately Protestants only are to be taxed for Protestant education. We need not expect any support from the Government. If I am rightly informed by the members of the Council of Public Instruction, the little support hitherto rendered is to be withdrawn in the course of next year. In my opinion a very unwise and unworthy proceeding on the part of the Government of Quebec. I would suggest to the chairman and other wealthy men of Montreal that unless they will come forward and do for the High School what they are doing for

the University, they will not accomplish that for which they are endowing the University. If you want a thoroughly popular and efficient University, if you want your University filled with students you must endow this High School of Montreal. Your wealthy men could not do a better thing than give £10,000 for the endowment of the High School. In conclusion I would say to the boys of the fifth form as well as to succeeding forms, that though the school is passing under other management the Davidson medal will still be continued.

Hon. JAMES FERRIER made a few remarks as to the prospects of the school; that its efficiency would be maintained and efforts made to render the preparatory department much better.

Mr. T. M. TAYLOR remarked that in the annual meetings of this kind parents present should be allowed to offer any suggestion they might think would be for the interest of the school.

When Mr. Taylor sat down,

Dr. MILES, the Secretary of the Protestant Committee of the Council of Public Instruction, came forward and requested the permission of the Chairman to make a statement. He said that he had come to the High School meeting at that late stage of the proceedings, because he had been engaged with other important duties in connection with the close of the Model School that afternoon. Having heard Dr. Jenkin's statement, towards the close of his eloquent address, to the effect that they, the friends of the High School, need not in future look for the least support from the Government, as the intention to discontinue the usual grant had been declared,—Dr. Miles alleged that the Rev. speaker really made a gratuitous assumption; that the Minister of Public Instruction had merely recommended the opportunity as a favourable one for considering the expediency, not of absolutely discontinuing the accustomed aids granted the High Schools of Quebec and Montreal, but of instituting a more general system in favour of Roman Catholic institutions as well as Protestant, in regard to scholarships or bursaries. He further stated that while the words of the Rev. Dr. Jenkins might, for aught he knew, prove prophetic, still he (Dr. Miles) felt assured that there was no already settled determination of the Government to withdraw its aid and countenance from the High Schools of the two cities, and he was anxious that the somewhat disparaging assertion of Dr. Jenkins should not go forth to the public wholly uncontradicted. Dr. Miles, after a few further observations, concluded by disclaiming any possible imputation that he made his statement by authority or based upon any other support than that of his own conviction, which he, on this occasion, felt it to be his duty to utter after what had fallen from the Chairman of the Board of Protestant School Commissioners.

The Rev. Dr. WILKES then pronounced the benediction and the audience dispersed, the juveniles in great glee.—*Daily News* 30 June.

Sherbrooke Academy.

The examination of the Academy in this town took place in the Female Department on the 13th, and in the Male Department on 14th inst. The female Department has been under the charge of Miss Gibb for the last year and the result has been highly satisfactory to parents and the Commissioners. The examination was simply an attempt to present the school as it was, to enable the public to judge of what had been done. Although several of the more advanced scholars were under the necessity of leaving before the end of the year, the scholars discovered, as a whole, unusual proficiency in their studies. The pupils were mostly young, between the ages of twelve and sixteen. There was no disposition to press them on to advanced studies till they were perfected in such as are elementary. This evinced good judgment. The examination was in Reading, Dictation, Arithmetic, with slate and blackboard, as well as Mental Arithmetic, English Grammar, Geography, English and Canadian History, and English Composition. In all these there was substantial attainment. The examples of Dictation and Composition were particularly good, showing that much care had been bestowed upon Spelling and Punctuation. The exercise in Mental Arithmetic was excellent. Teacher and scholars shewed an earnest fidelity and cheerfulness in their work.

The male Department, under Mr. Smith, comprised some 25 boys, say from 10 to 15 years of age, averaging perhaps 12 years of age. They were examined in the same studies as the females were, with the addition of French and Latin.

There was an easy and hearty manner of recitation that was very pleasing. The boys had been laying well the foundation in those elements, without which no subsequent education can be perfect. There was a thoroughness in drilling in the classes, and particularly in the irregularities of the language, that was admirable. The class in French appeared far better than could have been expected. The pronunciation was good and it was observed that they spelled the French words, giving the accents with great facility, and pronounced the syllables. In pronouncing the syllables it was thought they were more respectful to the French language

than to the English. The class in Latin had made a good beginning and were studying intelligently. There were present several clergymen and others at both examinations, who expressed themselves highly delighted with the condition and prospects of the school. All were impressed with the fidelity and thoroughness of the teaching and the reciprocal affection existing between the teachers and pupils. This was manifested by a surprise photograph of the scholars, by the girls, presented to Miss Gibb, and a surprise address from the boys to Mr. Smith.

It is with much regret that we learn that Miss Gibb is to leave to take charge of a school in the Upper Province. Mr. Smith is to remain as Principal and under his care none who witnessed the examination doubted that the school would prosper. We have great pleasure and confidence in commending it to the patronage of the public.

The following are the lists of prizes:—

FEMALE DEPARTMENT.

Emily Wilson—First, Mental Arithmetic; first, Senior Grammar, Spelling.

Rosa Hughes—First, Mental Arithmetic, (equal prize), slate Arithmetic, Dictation.

Mary Ritchie—Second Arithmetic and Good Conduct.

Agnes Campbell—British History.

Ida Woodward—Good Conduct.

Eva Morrill—Second in Senior Grammar.

Charlotte Moe—Canadian History.

Jessie Barnard—Junior Grammar.

Bella Barnard—Punctuality.

Maggie Barnard—Good Conduct.

E. Jane Crawford—Good Conduct.

MALE DEPARTMENT

W. Somers—Senior Dictation, Grammar, Geography, British History.

Ernest Brooks—First prize for Good Conduct, junior Latin, junior French.

Willie Farwell—Senior Reading, senior Mental Arithmetic, junior Spelling.

Frank Bottom—Senior Latin senior Spelling.

John Morkill—Senior Writing, senior Arithmetic.

George Morkill—Junior slate and junior Mental Arithmetic.

L. Holland—Junior Geography.

Willie Morkill—First in junior Reading.

R. Sjostram—Geography.

W. Robb—Second in junior Spelling.

J. Armstrong—Junior Writing.

G. Walton—Second in junior Reading.

W. Sjostram—First English Grammar.

The following is the address presented to Mr. Smith:—

Sherbrooke, 14th July, 1870.

W. A. SMITH, Esq.,

Honoured and Dear Sir:

This being the close of our scholastic year, we, with great pleasure, avail ourselves of the opportunity it affords us of gratefully tendering our thanks to you for the care you have bestowed upon us; the kind forbearance you have displayed towards us, and the general interest you have taken in promoting our moral and intellectual culture during the past year. We are fully aware that we might have made your duties easier and your path more congenial if we had been more attentive and less wayward, and can only say in extenuation (if extenuation can be allowed in such a case) that such misconduct on our part arose not from malice or determined obstinacy, but from thoughtlessness, and the pain it has given you has always recoiled upon ourselves in our reflective moments. We know, however, that undeserving as we are, we have your forgiveness, and only need, in conclusion, to express our fervent wishes that the blessing of God may rest upon you wherever you go, and that after the vacation we may all meet again in health and happiness, and for a long time yet to come it may be our high privilege to sit at your feet and receive instruction.

We are, and desire to remain, Sir,

Your affectionate pupils,

A. Elkins, F. A. Bottom, J. F. Morkill, W. A. Sommers, W. A. Farwell, J. Anderson, W. Smith, E. Brooks, for ourselves and fellow-scholars.—*Sherbrooke Gazette*

St. Peter's School, Quebec.

The examination at the close of the Term of the above mentioned school, (Rev. M. M. Fothergill, Principal,) passed off in a highly satisfactory manner. We subjoin the class list:—

4TH FORM.

3RD FORM.

Mountain, I.

Hall,

Stewart, I.

Hemming, II }

Holloway,

Bayne,

Miller,	Judge, I.
Anderson, I.	Harding,
Fisher,	Turcot,
Morgan,	Anderson, II.
Hemming,	Sebire.
Jackson, I. } absent during exam.	Cowan.
2ND FORM. 1ST FORM.	
Forrest, }	Dunn, II. }
Brown, }	Cary, }
Stewart, II.	Judge, II.
Irvine,	Thompson, I.
Jackson, II.	Scott,
Dunn, I.	Morris,
Elliott,	Trafford,
Mountain, II.	Thompson, II.
	Morgan, II, absent during examination.

The following distinguished themselves in particular subjects :

IV.

- Mountain, I—Classics, Scripture and Geography.
- Stewart, I—Mathematics, Writing, and Arithmetic.
- Holloway—English Composition, Spelling from Dictation, and Mathematics.
- Miller—English Grammar.

III.

- Hall—French, Scripture, Spelling from Dictation, and History.
- Hemming, II—Classics, French and Grammar.
- Turcot—Arithmetic.
- Judge—Geography and Spelling from Dictation.
- Bayue—Scripture and Writing.

II.

- Forrest—Arithmetic and Geography.
- Brown—Scripture and History.
- Stewart—II—English Composition and Spelling from Dictation.
- Irvine—English Grammar.
- Dunn—Writing and Arithmetic.

I.

- Dunn, II—Grammar and Arithmetic.
- Cary—English composition Spelling from Dictation and Writing.
- Judge, II—Writing, Scripture and Geography.
- Morris—Arithmetic.

Mercury, July 2nd.

Christian Brothers' Schools Montreal, St. Lawrence.

On Thursday afternoon, 14th inst., the annual distribution of prizes of the St. Lawrence Christian Brothers' School took place in the St. Patrick's Hall.

The large hall was well filled with an audience chiefly composed of ladies and the clergy, all of whom exhibited tokens of lively interest in what took place.

We may premise by saying that the St. Lawrence Christian Brothers' School is one of several excellent institutions of its kind in this city. Its pupils number about 400, varying from 6 or 7 to 16 and 17 years of age. It furnishes an excellent common school education, gratuitously, and must be of very great use to the community.

The exercises of the day were very interesting, combining recitations, music, and two suitable dramas, in which the parts were well sustained. The recitations exhibited a large amount of elocutionary and mental training, as may be inferred from the fact that one of the dramas was in three acts, and that the prompter's voice was seldom heard. The musical part of the performance was also very good; the choruses were sung in admirable time, and were well chosen. The proceedings were closed by the distribution of prizes, which was completed shortly before five o'clock.—*Gazette*.

St. Ann's.

The annual distribution took place at the above School, on Friday, 15th inst. The Rev. Father Hogan presided on the occasion. The large Hall of the School was filled to its utmost capacity with the parents of the pupils and the friends of education.

The pupils acted their several parts with a success which reflected

the highest credit both on themselves and on their teachers, the good, humble, and self-denying followers of De la Salle.

At the close of the performance, the Rev. Mr. Hogan complimented the pupils on the great success of their entertainment and of the pleasure which it afforded him to be present thereat.—He also said that he felt great happiness in being able to inform their parents and friends who were present, that the boys of St. Ann's School this year carried off the palm for Mathematics over all other Schools conducted by the Christian Brothers in America. The Rev. gentleman exhorted them to persevere in their studies and in the practice of the Christian virtues which were taught them by the good Brothers. By so doing they would be sure to find their efforts crowned with complete success, and themselves enabled to attain positions in society which would be an honor to themselves and their parents, as well as a credit to the Institution in which they received so useful an education.

Marcus Doherty and J. J. Curran, Esqrs., then delivered short addresses appropriate to the occasion.—*True Witness*.

Villa Maria—Monklands.

On Thursday, the 30th of June, we (1) were present at the Annual Commencement in this celebrated Institution, the principal establishment of the Congregation of Our Lady, the old historic teaching Order of Canada. As usual, the noble hall of the *Villa* was crowded with the *elite* of the Catholic community of Montreal and its vicinity. The dripping rain fell heavily on the trees and lawn without, and the mountain above was shrouded in mist; but within all was gay bustle and pleasurable excitement, for the pupils and their relatives were full of joyous anticipation, and all felt the genial influence of the scene. The hall was decorated with the refined taste for which the Sisters of the Congregation are remarkable; the Administrator of the Diocese of Montreal, Very Rev. Mr. Truteau, with a large number of the Rev. Clergy from the Cathedral and the Sulpician Seminary were present. Amongst the audience were many ladies and gentlemen from New York, Brooklyn, Boston, and other cities and towns of the United States, who had daughters amongst the pupils.

The music consisted of various pieces from classical composers, executed on pianos, harps, guitars, &c. Some of these were very fine, especially a harp *fantasia* on the airs, "Oft in the Stilly Night," "The Harp of Tara" and "Home, Sweet Home;" selections from "William Tell," and the grand *finale* "God Save the Queen," on all the instruments.

The only drama was a French one, based on the Martyrdom of St. Agnes, in which the several parts were taken by Misses Mullarky, Venner, H. Chauveau, E. Pouliot, Trudel, Betournay, A. T. Sadlier, Bellemare, Newcomb, O'Meara, Dufort, Rolland, and Leprohon.

"Musings on the Saguenay," was the title of a very graceful and touching poem read by Miss Mary Easton, on the dread calamity which recently devastated a populous district of Canada. In this poem were graphically described the terrible conflagration, the utter destitution of the homeless sufferers, the effect of the news in *Villa Maria*, and the determination of the pupils to sacrifice their premiums for the benefit of the sufferers.

A French Address to the Very Rev. Administrator and the clergy was delivered by Miss Marie Maguire, and the Valedictory, in English, by Miss A. Doherty, closed the exercises.

Owing to the generous sacrifice of the pupils to the sufferers by the fire in the Saguenay forests, no premiums were given, but numerous rewards of merit, in the shape of crowns and silver medals were bestowed. Each member of the graduating class, fourteen in number, received a gold medal. The names of these young ladies are as follows: Misses K. Christal, New York; Annie Doherty, Maggie Gibbons and Saidee Sweeny, Brooklyn, N. Y.; Annie Binsse, Watertown, N. Y.; Lillie Hopson, Whitehall, N. Y.; A. Jones, Oxford, Miss.; Hattie Woodruff, Charleston, S. C.; Sarah Mullarkey, Ida Judah, and Angeline Lemoine, Montreal; G. Coyle, Berthier, P. Q., Elise Pouliot and Alvine Paradis, Quebec.

The Gold Medal for Domestic Economy was awarded to Mad'le E. Pouliot, and that for Sacred Music to Mad'le P. Venner, both of Quebec.

Very Rev. Mr. Truteau addressed the pupils in French, at the close of the exercises, in his usual happy style, with mingled humor and discrimination; after which the immense audience adjourned to the *salle* where the year long labors of the pupils in plain and fancy work were on exhibition. Amongst these we were pleased to see that the useful was as fully conspicuous as the ornamental.

(1) Mrs. J. Sadlier in *New York Tablet*.

St. Mary's Convent, Hochelaga.

The distribution of prizes took place in the forenoon at St. Mary's Convent, Hochelaga. A musical and dramatic entertainment was given by the pupils which was successful in the highest degree in displaying their acquirements in music and elocution, the latter being an accomplishment usually too little attended to. The hall in which the exercises took place was crowded with the parents and friends of the pupils, yet so perfect was the ventilation that the air was pure and fresh, without the slightest draft being felt. A duo by twenty-four pupils on the piano began the proceedings, a drama—"The Triumph of Virtue"—followed, and the opera of "La Dame Blanche." In both of these the histrionic talent displayed by some of the young ladies, and the modesty and gracefulness of their carriage and deportment were such as to do the highest credit to the training they have received in this institution. Various pieces of music were played and sung, and without entering into details it can be said with truth that they were not only well but admirably rendered. The following is a list of medals and other marks of merit distributed to the pupils, and the names of those who have graduated:—

FRENCH GRADUATES—M. A. Valois, M. L. Masson.

ENGLISH GRADUATES—A. Askin, C. Geriken.

MEDAL OF HONOUR—M. Tracy.

RIBBONS OF MERIT—T. Delany, 1st; W. Danserau, 2nd; L. Murray, 3rd; L. Hanley, 4th; E. Lynch, ex Hewitt, 5th; S. Keenan, 6th; L. Neville, 7th; T. Merrill, 8th; L. O'Halloran, ex A. O'Halloran, 9th; B. Villeneuve, 10th; N. Heubach, ex L. Munroe, 11th; A. Fagan, ex T. Villeneuve, 12th; E. Newman, ex K. Lamb, 13th; S. Grant ex E. Hyde, 14th; A. Rogers, 15th; M. Bernard, ex O. Senécal, 16th; M. L. Scupras, 17th; M. L. Raymond, 18th.

RIBBONS OF ASPIRANTS—M. L. Genereux, 1st; E. Boucher, ex A. Rosaire, 2nd; M. L. Mercier, ex M. Hewitt, 3rd; T. McGlenn, ex F. Reed, 4th; A. St. Jean, ex A. Fitzgibbon, 5th; A. Herring, ex F. Laughlin, 6th; M. Fagan, ex M. Hudon, 7th; R. Sincennes, ex M. Ermatinger, 8th; E. Tracy, 9th; R. Neville, ex M. Merrill, 10th.

JUVENILE COURSE—A. Merrill, 1st; H. Marchand, 2nd; T. Boucher, ex A. Barron 3rd; C. Desmarteau, 4th.

The Convent of St. Mary, Hochelaga, has been built about ten years, and there are now enrolled 210 pupils, all boarders, as no day scholars are taken. There is a staff of about forty teachers who are professed Nuns, besides Madame Petipas, who has been engaged specially for the purpose of ensuring the highest finish in the style of music taught, and M. Petipas who gives lessons in French elocution. The situation of the Convent is beautiful, the views on every side being most attractive. The St. Lawrence bearing a constant succession of vessels of every kind is in front, green fields and trees being on the other three sides. Internally the arrangements cannot be excelled. The dormitories are lofty and well aired, and at all times either by day or night fresh air is constantly supplied by means of main passages through which the air circulates, dissipating all the closeness and the unpleasant effects usually experienced even in the best constructed sleeping chambers. In this respect it is a model for other institutions, and a short visit might afford useful lessons to those having the charge of pupils to whatever religious denomination they may belong. Much of the credit of this is due to the Mother Superior, who has had long experience and thoroughly appreciates the benefits of fresh air as a promoter of the more easy acquirement of knowledge. Rows of wash basins and baths are supplied by a force pump from the river which furnishes all the water for washing purposes to the establishment, that for drinking and cooking being obtained from a spring well on the grounds, which, by the way, should be mentioned, as they afford a delightful play ground for the pupils, and scattered over them are clumps of trees in which pic-nics are held during the pleasant weather. Descending from the upper storeys, there are to be found on the main floor private rooms for the more advanced pupils who have been promoted to these from the dormitories, reception rooms, &c. In one of the reception rooms were displayed plain and fancy work, drawings, paintings, embroidery and other articles, to use a not uncommon phrase, "too numerous to mention." Here were the plainest of plain seam from the needles of the smallest of the pupils, up to the most elaborate and costly worsted work and gold embroidery, shirts for a big brother, pinafores for little baby sister, intricately embroidered children's robes, pencil and crayon drawings, oil paintings, and wax flowers, looking as if gathered with the dew on their surface, which had not had time to exhale. The course of study at the Convent School embraces the various branches of a solid, useful and ornamental education, and the number of pupils shows that the advantages are fully appreciated.—*Herald*

Villa-Anna, Lachine.

The annual distribution of prizes in this interesting institution took place, most appropriately, on Dominion Day. The attendance was very large, the Grand Hall and indeed the corridors leading to it being crowded. Among those present were the Rev. Canon Fabre, who represented his Lordship Bishop Bourget, now in Rome; Revs. Piché, Curé of Lachine; Trudel, Curé of St. Isidore; Perrault, of St. Rose; Fabien Perrault, Chaplain; Dupuis, Curé de St. Hyacinthe; Vanderbergh, Provincial of the Oblats; Grenier, Ecurin, Dedeband, Marois, Seers, Salmon, Brouillet, Charbonneau, Eccles, and others whose names we could not ascertain, also a distinguished party of the laity, "Honorables," "Lawyers," "Doctors," "Notaries," and their ladies. There is not quite as much known of this convent as there is of some of the older religious and educational houses, but proportionately, it is as much entitled to confidence and praise as any, and this is saying much, so respectable, good and useful are all these establishments throughout the land. Villa Anna, was founded in 1861, the fine property of the late Sir George Simpson consisting of a most superior mansion and surrounding grounds to the extent of several acres having been purchased for the purpose. All who remember the beautiful villa of Sir George situated on a rich spot overlooking the shining St. Lawrence, will not be surprised that it attracted the notice of the present occupants. But we must hasten to speak of Dominion Day there. The large hall of the Convent in which the prizes were distributed was elegantly decorated for the occasion, and conspicuous over the platform were inscribed the words, "*Respect, Amour, Reconnaissance à Vous bien Aimés Parents.*"

The pupils were dressed in white with peculiar neatness, each wearing besides a wreath of flowers on the head and a rosette on the breast, blue, red and green ribbons, indicating the stage of advancement and merit in the school.

The musical performances preparatory to the distribution commenced with the "Midnight Galop" on the piano, sixteen ladies performing with singular power. Then followed a variety of exquisite pieces, the opera "Ouverture de Fra Diavolo" being prominent for skill and effect. We cannot omit to notice the comic duet "A. B. C." admirably rendered and affording delight and amusement to all.

It is dangerous as well as invidious in such cases to publish names, but while saying with all sincerity that each young lady—engaged in the delightful and delighting *seance*—merited thanks and applause, we must dare to write that the Misses Willgress, Asselin, Barrett, Lavigne, Smith, Larin, Corcoran, Paré, Wilson, Descary, McMahon, Auger, Waldron, Bourdeau, McNaughton and Gibeau attracted the general attention of the audience. The prize list was read by Sister Handley, the present esteemed Directress of the Convent.

The prizes being distributed, a beautiful Valectory was spoken in both languages by Miss Dunn, in which a fact was mentioned highly creditable alike to teachers and pupils. It was that the latter generously proposed that instead of receiving prizes this year they should be allowed to present the value of the same to the Saguenay relief fund, to which the good Nuns replied that both deeds should be accomplished, the prizes presented, and an amount equal to their value given to the same fund. This announcement elicited the loudest applause.

The proceedings of the day were closed by an eloquent speech from Canon Fabre, in which he eulogised the Convent of Villa Anna in warm terms for the progress it had made in so short a period, and the promise it gave of future distinction and usefulness. He particularly referred to the high qualities of the Lady Superioress, as shewn in the success of the House, and excellent qualifications of its two hundred pupils.

The audience was next addressed by Dr. Hingston, of Montreal, whose remarks, although brief, were appropriate, and well received. We have much pleasure in adding that among those present on the occasion were many of the Protestant ladies of Lachine, who evinced much interest in the proceedings, and were heard to express no little satisfaction with all they had witnessed. In the large reception parlor were displayed paintings, drawings, embroidery, plain and fancy work, wax flowers; in fact the walls and tables were covered with the neatest collection of handywork we ever saw, clearly shewing that the pupils of this Convent are taught habits of industry. One beautiful piece of "Berlin wool work," enclosed in a handsome gilt frame, bearing the name of the artiste, Emma Lefebvre, Lachine, attracted attention, and was pronounced by all who saw it a masterpiece of workmanship. We were informed that a marked feature in the teaching of Villa Anna is the correct reading, writing, and enunciating of the English language, and no doubt this enhances its value not a little in the eyes of the English residents of that interesting and growing locality. It is eminently due to the conductors of this excellent and most agreeable *seance* to acknowledge the liberal and graceful arrangements at the refreshment tables, to which the whole audience were most generously invited to press forward at the close of the ceremony.—*Daily News.*

Floral Months of the Province of Quebec.

AUGUST.

In August, we perceive that the year has passed its prime and every week as its passes tells of the fall of the year. The yellow flowers begin to strive for the mastery in color; for there is a beautiful gradation of colour according to the latitude of the place, and the season of the year; in the tropics, and in summer time, in the temperate zones, red flowers abound; in somewhat higher latitudes and colder climes yellow becomes more common, and in higher latitudes and still colder climes the white. We feel this so instinctively that we speak of cold and warm colors. The white Hepaticas flower before the colored. Such observations as these and a knowledge of the general principles of Botany added much interest to the study of nature.

Walking from St. Ann's (County Montmorency) I was attracted by a garden in the distance full of tall beautiful flowers; they seemed yellow lilies of a more graceful and less flaunting appearance than usual—as I neared them, I was pleased to recognize them as our wild Canadian lily—let it be introduced into the public gardens at Montreal and Place d'Armes, Quebec.

In bogs we now find the Sundew, a flower I was always seeking but never found in the fens of Cambridgeshire, for it had disappeared there in consequence of drainage—alas! that such a fate is imminent to my favorite Gomin Swamp. The Sundew is a very pretty and singular flower, the leaves are of a brownish green covered with a secretion that looks like dew, the naked scape bears a one sided raceme of flowers.

The Lobelia cardinalis is now in flower, near lakes St. Charles and Calvaire and other lakes with muddy shores. In company or not far off in moist shady lanes may be found the Gentiana saponaria with flowers of a deep bright blue. On moist rocky ground will also be found the Fringed Gentian with flowers of a beautiful sky blue as seen in a mass fully open in the bright sunshine their beauty is not to be surpassed—fine beds are to be seen at the Island of Orleans.

The flowers which specially characterize the Botanical Geography of Canada are now in full bloom viz: Solidago and Aster, some of which continue in flower till cut down by winter's frost, they may be found every where on walls, rocks, fields, hills, valleys &c. The Asters are of various sizes and hues such as blue, white, tinted, they look very beautiful when growing wild but baffle every effort to group them into elegant bouquets, they are loose and untidy when gathered but not so in the fields, they are the old age of the year and not fit to grace the beauty of the ball-room.

The Spiranthes or ladies' tresses is a very sweet scented Orchis, with white flowers placed in a spiral round the stalk. I have found it near Chaudière, Etchemin, and the Gomin wood but it is very apt to change its habitat every year.

The Purple Eupatorium is a coarse strong growing plant two or three feet high, growing in wet grounds; its composite flowers form large purple heads which are more remarkable than beautiful. A white Eupatorium (Eupatorium perfoliatum) may be found in the same localities a little later in the season, this is a more slender plant than the last.

The Snake's Head (Chelone barbata) is a strong growing plant found in wet places, the flowers are white slightly tinted, they are almost closed and inflated, the inside is woolly and the flowers are very closely crowded together.

The Bracted Bindweed, or Morning Glory may now be found rampant in the hedges, climbing from bough to bough and festooning the bushes with its handsome flowers. The smaller bindweed of Europe may now be found in many hedge rows and as fragrant flowers—to this family also belong some valuable medicinal plants as Jalap and Scammony;—but not in our cold clime.

Large masses of the Grass of Parnassus are now in flower and often in the same spot were the Fairy Primroses grew in the spring; the plant is about the size of an Auricula, the flowers white with greenish veins, beautiful and well deserving cultivation.

In ditches we find the Touch-me-not, a spotted yellow flower with very bright green leaves which form a beautiful contrast to each other, they often with their masses completely conceal foul ditches that would be offensive to the eye.

The Nabalus or Rattlesnake is a tall flower generally associated with the Asters and Golden Rod.

The Persicarias are very common and we have some beautiful varieties both on land and water.

The Canadian Wormwood will now be found by road sides and everywhere.

In the fall seeds and fruits form a very attractive study. I may mention the brilliant red and delicate white berries of the Actea, the

deep purple of the Clintonia, the red of the Twisted Stem and the netted veined of the various smilacinos.

The fruit also belongs to our Province and now in different plants different part of the flowers are changed into the fruit that we eat.

I should have mentioned at first that my catalogue follows the order of my finding them, thus the first plants in the month are the first I have found and of course they may be found long afterwards but seldom before.

MISCELLANY.

Education.

—National Education in Russia.—One of the greatest obstacles to the progress of national education in Russia has been the difficulty which has hitherto been found in obtaining efficient school-masters. Until recently but a very small amount of instruction was offered to the bulk of the people; and what little there was of it was in the hands of a body of men who, as a general rule, did not reflect much credit upon their vocation. And in the few cases in which the teacher was not unfit for his post, his services could scarcely be counted upon for any great length of time, for the salary paid him was so small that he was, in all probability, always on the lookout for a situation. In order to insure a constant supply of properly trained instructors, the Zemstvo, or assembly of landowners, of the Province of Novgorod, has had recourse to a plan which seems likely to work successfully. Instead of employing seminarists, who were not likely to be contented with the prospect of devoting their lives to teaching in a village school, it was determined to train a number of peasant lads as schoolmasters, on the supposition that they not only be well qualified for the work, but that they would be satisfied with it as a permanent occupation. As they were intended to pass their lives among peasants, it was not thought fit to accustom them, in anything but mental culture, to any other life than that which peasants lead. So a large house was built for them on the model of the *isba*, or peasant's dwelling, and in it the candidates for schoolmasterships are trained. They wear the peasant's dress—a white skirt, with a gray *armak* over it, and in Winter a sheep-kin *shuba*, or pelisse. At night, they sleep on straw mattresses, laid upon benches, which run around the dormitory, their heads supported by cushions stuffed with hay. Their food resembles that on which peasants live. At 5.30 o'clock every morning they have black bread and a bowl of milk. At noon they dine of *shchi* (cabbage soup) and *kasha*, a sort of gruel. At 7 in the evening they sup off *shchi* again, or some other sort of soup. In fine weather they spend two or three hours every day in field work, and they are also taught carpentry and blacksmith's work, one room in the schoolhouse being fitted up as a carpenter's shop, and another as a forge. There are no servants in the building, the pupils doing all the work of the house themselves, even down to cleaning the rooms, carrying the fire-wood, and looking after the stoves. It is expressly ordered that they shall not be taken out of their own sphere of life, and their teachers are requested to pay particular attention to all manners and customs of the people, and to act in conformity with them. In the middle of May the pupils go home to their native villages, and remain there till the middle of August, in order that they may assist their families in their harvest operations, and that they may not forget their village life. After three years' training they will obtain posts as country schoolmasters, being paid first at the rate of 128 roubles (£18) a year. At the end of every three years of service they will have an increase of 60 roubles a year, until they obtain the maximum salary of 240 roubles (£36). Such a sum is no great temptation to a seminarist, but it is sufficient for securing the services of a peasant teacher. A newspaper called The Narodnaya Shkola, or national school, has been started, in order that every teacher may know what his fellow teachers are doing. In another part of Russia a rich peasant has for several years supported a village school at his own expense. Sixty pupils are educated in it, and not only is a schoolmaster provided for them but a priest is also paid a regular salary in order that they may receive a religious as well as a secular instruction. Both the schoolmaster and the priest are paid by the peasant founder, and he allots a certain sum of money every year for the purchase of books.—E., R., Jr., in the College Review.

—Ireland.—The annual report of the state of education in Ireland records improvement. The number of children on the rolls has increased by 23,700, and daily attendance by 3,707. The total number of children on the school registers in Ireland is now a million, minus a few thousands. In 1833 it was only 107,042. The number in Ulster is much larger than in any other province. It is 347,919 against 267,093 in Munster, and smaller totals in the other provinces. The number of children owning allegiance to the Established Church is, in Ulster, 56,671 against 178,755 Roman Catholics. In Munster there are 5,019 children of the Established Church against 260,978 Catholics; in Leinster, 6,786 against 204,732; and in Connaught 4,442 against 158,548. There are 106,769 Presby-

terian children in Ulster, and scarcely any in the Provinces. The total percentage of Catholics in the whole is nearly 81.

—*Unwholesome Reading.*—Mr. Haynes, in his Pictures of Prison Life tells of a young man, blessed with kind and indulgent parents, and possessed of a superior education, who was sentenced for fourteen years for breaking and entering stores. He had given no previous evidence of depravity before he was caught, and the wonder was that a young man with his intelligence and surroundings should thus blast his prospects in life. An examination of his room at home explained the mystery. He was a great reader of "yellow covered literature." He had accumulated vast quantities of vile trash; and had read it until he had been crazed by the exciting scenes and daring exploits of which he read. He revelled in the wild romance until his imagination was taken captive. The end was crime. What harvests of ruin have grown from unwholesome reading.

—*Be Accurate.*—I do not know that there is anything, except it be humility, which is so valuable as an incident of education as accuracy. And accuracy can be taught. Direct lies told to the world are as dust in the balance when weighed against the falsehoods of inaccuracy. These are the fatal things. And they are all-pervading. I scarcely care what is taught to the young if it will but implant in them the habit of accuracy. What a man can write out clearly, correctly, and briefly, without book or reference of any kind, that he undoubtedly knows, whatever else he may be ignorant of. For knowledge that falls short of that—knowledge that is vague, hazy, indistinct, uncertain—I for one profess no respect at all. And I believe that there never was a time or a country where the influences of a careful training were in that respect more needed. Men live in haste, write in haste—I was going to say think in haste, only that perhaps the word thinking is hardly applicable to that large number who for the most part, purchase their daily allowance of thought ready made.—*Lord Stanley.*

—*Glasgow University.*—Western Scotland is proud of her ancient seat of learning, as may be inferred from the hearty support which the preparation for the new buildings are receiving. Government, it will be remembered, voted a sum of £120,000 for their construction, on condition that a similar amount was raised by the public. The latter have contributed £127,000; while the additional sums of £100,000 have been obtained for the old buildings from the Union Railway Company, and £12,500 from what is called the Fabric Fund of the University. The original estimate of £360,000 has therefore been more than realised; but it is found to be under the mark, and, accordingly, efforts are being made to subscribe the deficit. Last week a deputation, consisting of Principal Barclay, Professors Caird and Allen Thomson, and J. A. Campbell, Esq., had an interview with the Lord Provost and leading citizens of Greenock, at which it was agreed to appoint a committee for the collection of subscriptions in aid of the building fund.

Literature.

—*Sir. Walter Raleigh.*—The story of Sir. Walter Raleigh in the Tower of London, and the motive of his destruction of the nearly completed history of the world, with the compilation of which he had beguiled away his days and years of unjust confinement, is worth repeating. Sir. Walter, looking from his dungeon grating, witnessed a quarrel in the court yard between two lackeys, of which (having poor fellow, nothing else to do, he made an immediate record in his tablets. The same evening he was visited by the gaoler, also an eye witness of the row, whose story of it was so different from that of Sir. Walter's impressions that he dismissed the attendant in no very measured phrase. At locking-up time the Lieutenant of the Tower came in to say good night to his distinguished guest, and he too was full of the story of the fight in the court yard, of which he also had been an eye-witness. Poor Sir. Walter could stand it no longer. The two stories differed from beginning to end, from each other, and his own version of the affair did not bear the slightest trace of resemblance to either. He threw his tablets into the fire, and his history of the world after his tablets. There was no use in seeking for the truth on hearsay, he thought, when three unprejudiced eye-witnesses of the same fact could not agree on its details within three hours of its occurrence.

—*Mr. Tennyson's English.*—Mr. Tennyson has from time to time enriched our language, not so much by coining fresh words, as by giving fresh currency to some which in spite of their expressiveness, had become obsolete. We doubt, however, whether the last issue from the Poet Laureate's mint—the word "kinglihood"—is likely to meet with general adoption. It is awkward in appearance and formation, and the idea conveyed by it differs little, if at all, from that of "kingship." Evelyn has some good suggestions respecting the principles which should guide those who seek to improve our language and he is peculiarly happy in the list of French words which he proposes as "likely to prove good citizens." They are clinquant, naivevete, ennuy, bizarre, concert, faconiere, chicanerie, consumme, emotion, defer, effort, chocq, entours, and debouche. Of these, five have become so completely naturalized among us that their origin has been quite forgotten, and nearly as many more are equally current in the polite language of both countries.—*Fall Mall Gazette.*

—*Conversational Usages in England.*—In England, letters, there are posted, not mailed; periodicals are taken in, not taken; a friend on a visit stops, but does not stay; you order something to be fetched, not brought; you ride on horseback only, never in a carriage; formemos! men are clever, not smart; a high wind only is a storm, never a fall of rain; meadows are uplands, never bogs or swamps; cooked meat may be underdone, never rear; Lady-day, Midsummer-day, Michaelmas and Christmas are the times when all quarterly rents are due, never March 31st, June 30th, September 30th, and December 31st; it is the rental of a house you pay, not the rent; Autumn is the late season of the year, not fall; hedges, trees and shrubs are quick, not alive; and you ask that two or more things may be done at once, (at one time) and not necessarily instantly. Cocks and hens, rams and ewes, bulls and cows, stallions and mares, and geldings, jacks, and jennies, bucks and roes, dogs and sluts still retain their Saxon names, and it is at no time offensive to use them. And women of good blood and gentle breeding, in common with the other sex, have ankles and calves, knees and legs, and do not blush to speak of them.—*Lippincott's Magazine.*

—The following is from the *St. Johns News.*

We have been informed of an incident in St. Denis, on the Richelieu, which deserves to be recorded. A simple laborer named Baptiste Gregoire lately devoted the savings of his life-time some \$700—towards the establishment of a public library in his native village. Being a bachelor, and having few wants, though already well advanced in age, he thought the best use he could make of his money was to apply it to the instruction of the people. He appreciates the benefit of education, from being utterly unlettered himself. Rev. Mr. O'Donnell, Curé of the Parish, seconded his views, presided at the purchase of the books, and invited all his parishioners to avail themselves of his good fortune. The library is now put up, books are in circulation, and a moderate fee demanded of the readers which will enable the custodian to keep up and develop the good work. Is not the deed of the poor, uneducated man a fine example to the rich?

—*Library of the House of Commons.*—From the Report of the Librarian of the House of Commons. Mr. Alpheus Todd, of the state of the Library of Parliament, we learn that the number of works under the Canadian Copyright Act continues to increase, which is a gratifying indication of literary activity throughout the Dominion. The number of books in the Library at the opening of last session, was estimated at 61,500. Since then, about 1,500 volumes have been added, making a total of 63,000.

—*Alexander Pope.*—One of Pope's innumerable panegyrist has the folly to turn him a "sacred bard." He could not have hit upon a less appropriate designation. It is possible to admire Pope keenly, but he is not the man to claim our veneration, and nothing he has done entitles him to rank among the divine poets who have brought heaven nearer to earth. There are a few sublime passages in Pope, but he is not a sublime poet; a few religious passages, but he is not a religious poet; and his high reputation is due to his inimitable work as the poet of satire and society. No man ever had his genius more entirely under control; no man ever used his powers with more consummate ability, no poet ever discerned more clearly the limitation of his art. We may frankly acknowledge that his excellence is supreme of its kind. His biographers are many, his commentators abound, and learned labour is devoted to obscure passages; to edit Pope well is to earn a literary reputation, and many a small poetaster has gained a temporary fame by catching the twang of his verses and the monotonous harmony of his periods. Pope's poetry never excites within us a tempest of enthusiasm. It calls forth admiration, not passion; a vivid interest, but not a profound delight. With the exception of some of the very early pieces, everything he has done is of its kind excellent in his poems we have the finest wit, the keenest irony, the most brilliant satire. He stabs a reputation or confers one with a word. To be praised by Pope, as Arbuthnot, Bolingbrooke, and Bethel are praised, is to gain a literary immortality, to be laughed at by him is to be laughed at by the world for evermore. In intellectual force he was probably inferior to John Dryden; but Pope had what Dryden had not—an exquisitely delicate fancy, a perfect sense of fitness and proportion, and that charming felicity of language which makes the skill of a consummate artist. Leigh Hunt complains somewhere that Pope's versification is a veritable see-saw, and there is a certain reasonableness in his complaint. Take a single instance of this here-we-go-up and here-we-go-down style:

"See the same man, in vigour, in the gout,
Alone, in company, in place, or out,
Early at business and at hazard late;
Mad at a fox-chase, wise at a debate;
Drunk at a borough, civil at a ball,
Friendly at Hackney, faithless at Whitehall."

Such lines remind us of a couplet in Pope's satire of Lord Hervey, which it is possible Hunt may have had in his mind in making the assertion to which we have just alluded:—

"His wit all see-saw between that and this,
Now high, now low, now master up, now miss."

Yet this is true only of Pope at his worst, and is true but rarely. The greatness of Pope is seen in his immeasurable superiority to all his imitators,

and they are legion; his inferiority is manifest when brought into competition with great imaginative poets like Keats, or Shelley, or Wordsworth. These men moved altogether in another sphere. They were interpreters of nature, and of nature Pope knew even less than they knew of such different orders, for there is no point of contact; and it speaks little for a reader's sympathy or intellectual grasp if he cannot enter into the spiritual beauty of Wordsworth, the luxurious imagination of Keats, the perfect music of Shelly, and yet enjoy at the same time with keenest relish such poems as the "Moral Essays" or the "Rape of the Lock." Indeed, whether it be from indolence of mind, or from some other less obvious cause, it is certain that high art is not always that which affords us the highest pleasure. In certain moods (they are perhaps the most frequent) we prefer Hogarth to Raphael and Goldsmith to Milton, we like a farce better than a tragedy, and a domestic tale than a great historical romance. —*Frazer's Magazine.*

—*The Handwriting of Sovereigns.*—How characteristic is handwriting may be satisfactorily proved by scanning the autographs even of sovereigns: The mind guides the pen in its mission of thought-fixing; therefore it is not at all to be wondered at should the depth or shallowness, nobility or commonality, of intellect and the passions be by such means portrayed. Look at the signature of Queen Elizabeth—stately, tall and queen-like, commanding and imperious, but defaced with ignoble and trivial flourishes—a combination of severity, vanity and power. As her actions, so her hand-writing at different periods varied considerably; at one time clear, vigorous and sensible; at another haunting and puerile. That of Henry VII, is cold and formal—an attempt at stateliness, but with puerile adjuncts bespeaking great feebleness. Henry VIII, writes with great strength and self-will, with concentration, but no display. His signature, Henry, "H. T." (Henry Tudor), shows him to have been explicit, not shrinking from the slight trouble of the repetition, and one who would have said, "There was no mistake, there is no mistake, there shall be no mistake." Strenuous to a degree in making things sure, apparent not only in his treatment of the "Merry Wives of Windsor, but in all other affairs connected with his life. The handwriting of Richard III, is like a charge of cavalry, cutting right and left with an occasional strong thrust of a lance through his lines; reckless, vigorous and dashing; fearless, headstrong, and unscrupulous. Anne Boleyn wrote a steady, composed hand, with some force and elegance; while pedantic and persistent, with much cold, persevering energy, is the writing of her more fortunate successor, Catherine Parr. Clearness of type and unobtrusive firmness does Mary Queen of Scots display in her plain but elegant signature. That of Edward VI, was one of laborious pedantry, much resembling the early writing of James I. In later years however, after his succession to the British throne, the penmanship of this King expanded into an easier and more gentleman like style. In the erasures and interlineation, the indecision of his character is shown, especially in that disgraceful letter to the Duke of Buckingham, dated 1623, more like the epistle of a lover to his mistress than the production of a King. To this letter he prays the Duke "for God's sake" never to refer, begging him in no way to make it public. Now, alas! in the British Museum, among the Lansdowne MSS, it may be perused by all. Charles I, wrote like a gentleman, and his son Charles II, like a very fine gentleman—such as he was. A perfect specimen of facility, with considerable elegance, is the writing of the latter, the manner in which he threatens to put forth his whole regal authority, with the direst hope of vengeance in another world (entirely in the style of a lady of the bedchamber), is a curious portrait of the man. James II, is cold and gentleman-like—too good a hand for so bigoted a Prince. But above all signatures that we have scanned, is that of Cromwell, for grand composure and firmness of purpose, no hesitation being visible, not even in the name affixed to the death warrant of the Stuart king. Motherly, commonplace is the writing of Queen Anne. That of George I, is manly and firm, though somewhat coarse. In the other Georges it is similar in character, but with more refinement.

—*Key to the "Noms des Plumes" of Modern Literati.*—"Comtess Dash" is the Vicomtesse de Saint Mars; "Florence Maryatt" is Mrs. Rose Church; "Louisa Muhlbach" is Mme. Clara Mundt; "Olivier Optic" is William T. Adams; "Ouida" is said the Philadelphia *Press* to be Miss de la Rama, of London. *Ouidi* is old French for "yes indeed." "Petroleum V. Nasby" is David R. Locke; "Arthur Sketchley" is Mortimer Thompson, Fanny Fern's son-in-law; "Orpheus C. Kerr" is Robert H. Newell; "Mark Twain" is Sam. L. Clemens; "Artemus Ward" was C. F. Browne, now deceased; "Marion Harland" is Mrs. Virginia Trehune; "Ireneus" is Dr. S. I. Prime; "Porte Crayon" is Gen. Strother; "Fanny Fern" is Sara, Mrs. James Parton; "Jenny June" is Mrs. Jennie Croley; "The Country Parson" is Dr. A. K. H. Boyd; "The Lounger," of *Harper's* is George William Curtis; "Mr. Sparrowgrass" was F. S. Cozzens, now deceased; "Jk. Marvel" is Donald G. Mitchell; "Josh Billings" is A. W. Shaw; "Timothy Titcomb" is Dr. J. G. Holland; "Gail Hamilton" is Abigail E. Dodge; "Mss. Partington" is B. P. Shillaber; "Ned Buntline" is E. Z. C. Judson; "Edmund Kirke" is J. C. Gilmore; "Misses Wetherill" are Susan and Annie Warner; "Cuthbert Bede" is the Rev. Edward Bradley; "Owen Meredith" is a son of Lord Lytton—Robert Bulwer; "George Sand" is Madame Dudevant; "Frank Forester" is H. W. Hebert; "George Eliot" was Miss

Mary A. Evans, now Mrs. George Henry Lewes; the author of the "Rob Roy" books is Capt. Robert McGregor; "Philip and Grace Wharton" are Mr. J. P. and Mrs. A. T. Thompson; Miss Annie Manning is author of "Mary Powell," and other kindred books; Miss Charlotte Mary Yonge is author of "The Heir of Redcliffe;" Charlotte Elliott, of Grove House, Clapham, wrote the well known hymns beginning "Just as I am, without one pea," and "Nearer, my God, to Thee;" Mr. Toplady wrote the hymn "Rock of Ages," Richard Grant White was the author of "The New Gospel of peace;" the "Sicilian Boy" of Longfellow's "Tales of a Wayside Inn" is M. Murat; Schele de Vere, the magazinist, is a Professor in the University of Virginia, at Charlottesville; Dulton Cork is the dramatic critic of the London *Pall Mall Gazette*; Mr. Philip Harwood, who has succeeded the late Douglass Cook as editor of the *Saturday Review*, was associated in early life with the late Mr. W. J. Fox, and other Unitarians; the *Saturday Review's* historical critic is Edward Freeman; the art critic, Philip Gilbert Hamerton; the *Quarterly Review* is the organ of the Tories, the *Edinburgh* of the Whigs, the *Westminster* of the Liberals, and the *North British* of the Progressists; *Blackwood* is about what it was in 1817, when first published, a champion of Church and State, and a high authority upon literary matters.—*The Canada Bookseller.*

—*A Biographical Sketch* of Gulian C. Verplank was read on the evening of May 17th, before the Historical Society of New York by the venerable William Cullen Bryant. Mr. Bryant and Mr. Verplank were fellow-workers in the literary field while the century was yet young, and the former is the sole survivor of that brilliant company which included Irving and Paulding, and which laid the foundations of American literature. There was, therefore a peculiar fitness in the selection of Mr. Bryant as the eulogist of his illustrious associate, aside from the unrivalled rank which he holds among living American authors. It is hardly necessary to say that the sketch which Mr. Bryant read was perfect in the purity and polish of its style; but those who have fancied that his poetry lacked warmth of feeling will find that his eulogy of Verplank is characterized quite as much by earnestness and true pathos as it is by the grace and elegance of its polished periods.

Science.

—*Changes Wrought during Respiration.*—The immense volume of air which we inspire is on purpose to give life to the liquid essence of our food—life to the dead blood. Until acted upon by the atmosphere, the fluid which is traversing the lungs is to all intents and purposes, dead; and, consequently, totally incapable of repairing worn structures, of carrying on functions, or of maintaining any vitality in the system—nay, it even contains in its elements a considerable quantity of pernicious poison, brought to the lungs to be given out in the act of breathing, lest it should kill the human fabric. The poison alluded to is carbonic acid. To breathe in an atmosphere of carbonic acid is death, as rapid as it is certain. The pure air inspired by the lungs contains seventy-nine parts of nitrogen to twenty-one of oxygen; but the air expired is found, on being analyzed, to have lost about five out of the twenty-one parts of oxygen, or about a fourth of the oxygen—its place being supplied by an equal volume of carbonic acid. The other constituent, nitrogen, is scarcely altered. It should, then, be noted that with every effort of the lungs, a large proportion of the oxygen inhaled is taken up by the system. It is this element of the atmosphere which kindles the fires of being. It is this which is momentarily busy within the breasts of us all, working out the great human miracle. The instant the dark, rank, poisonous fluid which is circulating in the lungs receives within itself this vital air, swift as a flash it leaps instinct with life, as if touched by the spirit of the great Creator. Such is Nature's law. So wonderful are all the laws ordained to govern being. And well were it for man's happiness could he but be made to feel that when he breaks a law of Nature, he breaks a law of God.—*Hopley's Lectures on Respiration.*

—*Freedom from Consumption in the Hebrides.*—Dr. M'Nab has opportunely produced a pamphlet on "Immunity from Consumption in the Hebrides." Very recently, a controversy was carried on in the *British Medical Journal* between Dr. MacCormac and Dr. Leared about the cause of phthisis. Dr. MacCormac assumes to have proved that the exciting cause of the disease is invariably rebreathed air; while Dr. Leared adduced, in opposition, the case of Iceland, in which country people live in the worst ventilated houses possible, and are yet, on good authority, stated to enjoy a remarkable exemption from the disease. Dr. M'Nab writes, with the authority, the *British Medical Journal* observes, of one to whom the facts of the case are well known, that the Hebrides are also all but free from the scourge. He is borne out in this by the previous researches of Dr. Morgan, and by the statements made by Dr. Christison in the address delivered by him in 1863 as President of the Public Health Department of the Social Science Association. Dr. Buchanan has lately asserted that, even in this country, the prevalence of phthisis is notably affected by the nature of the soil upon which people dwell. It may

yet turn out that the true etiology of the disease will be determined from a consideration of such local peculiarities. It is the opinion of Dr. M'Nab that the absence of pulmonary consumption in the Hebrides is ascribable to the great abundance of marine algæ. He thinks that a great evolution of oxygen occurs from this vegetation, which renders the atmosphere unusually oxygenated. Admitting this to be a fact, which we are by no means prepared to do, we cannot agree in the explanation given. The carbon theory of the production of phthisis must be first assumed, to make this view tenable; and the theory in question, as already hinted, we hold to be "not proved." We must nevertheless congratulate Dr. M'Nab on having produced an essay valuable for the facts which it has put before the profession.

—*On the Action of Digitalis in Typhoid Fever.*—Dr. Ernest Hankel has reported the results of investigations made on 80 cases of typhoid fever, under the care of Wunderlich, which were treated by the administration of an infusion of digitalis—1½ or 2 grammes to 180 grammes. The following were the chief results. 1. Digitalis, administered in suitable quantity in typhoid fever, always produces a considerable diminution of fever, lasting for several days, and lowers the pulse for some weeks. Hence the use of the drug is indicated in cases in which the temperature in the evening attains the height of 40.5 C. (105 Fahr.), and in the morning presents only slight intermissions; also in cases in which the contractions of the heart are 120 or more in the minute, particularly when these signs occur in the second week of the attack. 2. Digitalis lessens the delirium, and is indicated whenever this symptom coexists with unusual height of temperature and frequency of pulse. 3. The pulse, especially when small, becomes fuller after the administration of digitalis. 4. The administration of the drug is not contra-indicated by albuminuria, or even by Bright's disease. 5. With proper caution on the part of the medical attendant, dangerous and deadly collapse need not be feared. Digitalis may be given without danger to anæmic and depressed patients. 6. A tendency to hæmorrhage is not much increased by administering digitalis. The infusion may be even continued during bleeding, if this be not very profuse. 7. Gastric catarrh is increased naturally by digitalis. 8. The duration of the attack is prolonged under the influence of digitalis, so that this remedy ought only to be administered in cases where danger is threatened by fever, low pulse, and cerebral symptoms.—*Archives del Heilkunde.*

Art.

—*The Influence of Art Museums.*—Mr. Jarves in his "Art Thoughts," thus writes regarding this subject:

"The educational advantages of galleries and museums, and their conservative and refining influence on society, in teaching respect for the past, and affording means of estimating the actual progress of the manners and ideas of various races, are less notably considered. In America the popular notion of them is simply as depositories of curiosities to amuse an idle hour, but not of sufficient importance to be critically examined. The general impression of their contents is that they are well enough for those who wade through them, but we have got beyond all of this. Even for no higher purpose they deserve to be multiplied; for they beguile many from haunts of vice, and in the end will assuredly come to be esteemed on more rational if not æsthetic grounds. As it has taken several centuries to reduce the sense of beauty in us as a race to a mere negative state, probably it will take as many more of culture and encouragement in the opposite direction to make it a vital force again.

"Few persons have any conception of the crowd of visitors a gallery attracts. A conjecture of the number that visits the Louvre and Versailles museums may be hazarded from the fact that more than three hundred thousand francs are received annually from the sale of catalogues which are probably not bought by one visitor in twenty. Before canes and umbrellas were admitted with their owners, one hundred thousand francs were taken in one year from the deposit at the doors. At the current fee of two sous each, this sum would represent one million persons who brought these articles with them. Undoubtedly there were very many more who did not thus encumber themselves. It is notorious that the inhabitants of any city are less disposed to enjoy their own sights than those who are obliged to journey to see them. Hence it is reasonable to compute that one million Parisians do not furnish one-tenth part of the frequenters of their galleries. The statistics of the British Museum give corresponding results. They exhibit indirectly the pecuniary advantages conferred on those communities which possess artistic attractions of sufficient interest to draw to them vast concourses of sight-seers, independently of the instruction and enjoyment they offer to the inhabitants themselves. Indeed, not a few towns in Europe may be said almost to live on their old art, which really, especially in Italy, constitutes for the whole country a productive capital of untold value, supporting a large number of people. As is natural in America, we think more of establishing railroads and other channels of commerce. But were one of our towns to own a great museum, visitors would flock thither from all parts of the Union in such

numbers as would soon repay it, and leave it, as it were, a free gift to posterity, with a prolific income for the benefit of the citizens at large. The pecuniary gain would be none the less because chiefly flowing in from indirect sources. Providence so regulates cause and effect that the best things morally, intellectually, and æsthetically are certain of the best consequences, in not merely these respects, but ultimately in material well-being. To use an expressive Americanism, Central Parks "pay." So do national museums, as that city will discover which is the first to found one on a Central Park scale of organization and administration."

—The jewelry of the Etruscans, some of which made over 2,000 years ago was recently worn in public by an Italian lady, it is declared by competent judges to be superior in workmanship and finish to any made at present in Paris. This rather upsets our exalted notions about modern progress.

Legal.

—*Liabilities of Railways.*—The limits of liability of railway companies as carriers of passengers have been very elaborately and accurately reviewed and defined by the Exchequer Chamber, in the case of *Readhead v. The Midland Railway Company*. The result is lucidly stated by the reporter in the head-note, and it is important alike to the public and to the companies, says the *Law Times*, that the real nature of their responsibility should be clearly understood, which certainly has not been hitherto. It is now distinctly laid down by the judges that no contract either of general or limited warranty of safe conveyance is undertaken by a carrier of passengers. The contract and obligation is only to take due care, including in that term the use of skill and foresight; negligence alone is a breach of this contract. "Due care" means, however, a high degree of care, and throws upon carriers the duty of exercising all possible vigilance to see that whatever is required for the safe conveyance of their passengers is provided and kept in proper order and repair. But this duty will not make carriers responsible for injuries to passengers arising from a latent defect in the machinery they are obliged to use, and which no human skill or care could have either prevented or detected. It was further intimated, but not expressly decided, that even in the case of common carriers of goods, there is no warranty on the part of the carrier that his carriages are road-worthy.

—*Cab Law.*—In *Cave v. Storey*, 20 L. T. Rep. N. S. 618, the Court of Exchequer decided, remarks the *Law Times* that a railway station is not a public place within the provisions of the Hackney Carriage Act, and consequently that a cab there is not bound by the provision of the statute which requires the driver, under a penalty, to take any passenger who requires the use of it. It is a familiar trick with Cabby not to see certain customers when there is a chance of selection, having a decided preference for a party of three or four, or for a stranger visiting London. According to this decision of the Court of Exchequer, at a railway station he is pre-privileged to do this, and it cannot be doubted that he will make good use of the privilege of refusing to take a fare which he considers unprofitable. A railway station should be declared by statute to be a public place within all the statutes that regulate streets and public places. For instance: abuse, being drunk and disorderly, are offences only when committed in a public place. Should not a railway station be as public for such purpose as the street that is not nearly so much frequented?

Discoveries and Inventions.

—*Antiquities from Smyrna.*—Some antiquities which arrived in Malta from Smyrna some months ago on board H. M. S. Antelope are now on their way to England. They are intended for the British Museum, and fill upwards of two hundred cases. The greater portion of these antiquities is the result of six months' excavations among the ruins of the Temple of Minerva Polias at Priene, in Asia Minor, by Mr. R. P. Pullen, who, as architect of Mr. Newton's expeditions to Halicarnassus, rendered good service to archaeology, and has since distinguished himself by his explorations of the Temple of Bacchus at Teos, and of Apollo Smintheus at the Troad, under the auspices of the Dilettanti Society. The cases now on their way to England contain fragments of the sculptural and architectural adornments of the temple, including portions of the celebrated statue of Minerva, mentioned by Pausanias, a colossal female head of a fine period, parts of several draped statues, heads of the Macedonian time, and fragments of the frieze, which in style closely resembles the reliefs on the mausoleum, and is believed, in fact, to be by the same hand. There are also a few inscriptions of much interest.

—*A Curious relic.*—A child, while playing near Drogheda, Ireland, found a curious piece of metal, which she gave to an old woman, who took it to a dealer in old iron and got a shilling for it. The dealer in his turn sold it for two pounds ten shillings, and it has finally been purchased for the Royal Irish Academy in Dublin for three hundred pounds. It proved to be the celebrated "Tara Brooch," one of the most remarkable pieces of goldsmith's work known to exist. It is formed of white bronze—this probably saved it from the melting-pot, to which countless treasures of gold and silver have been consigned—the surface overlaid with gold filigree-work of surprising intricacy and marvellous delicacy of execution. Such is its excellence that one of the most accomplished living goldsmiths declared that he could not find a workman, with every apparent advantage of modern knowledge and appliance, competent to make such another.

Meteorology.

—From the Records of the Montreal Observatory, for June, 1870,—
By CHAS. SMALLWOOD, M.D., LL.D., D.C.L.

DAYS.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	30.040	30.002	29.911	67.1	78.6	70.1	SW	SW	SW	101.12
2	29.900	29.947	.950	66.2	80.1	67.0	SW	NE	NE	207.21
3	30.000	30.000	30.001	62.1	89.7	74.1	WSW	SW	SW	79.10
4	.089	.001	29.998	71.9	92.3	78.1	SW	S by E	S by W	89.21
5	29.951	29.942	.899	74.2	94.4	77.1	WSW	WSW	WSW	77.11
6	.921	.934	.999	70.6	76.2	70.1	WSW	WSW	WSW	101.04
7	30.068	30.033	30.025	68.1	87.2	72.4	W	W	NE	94.12
8	29.971	29.998	.121	67.0	76.0	71.4	NE	NE	NE	124.12
9	.964	.961	29.952	65.0	84.7	70.1	NE	NE	SE	74.02
10	.960	.982	.950	63.1	81.6	62.4	NE	E	E	101.10
11	.951	.911	.871	61.9	67.1	67.0	E	E by S	S by E	204.12
12	.961	30.021	30.050	65.1	78.6	67.0	WSW	WSW	WSW	117.10
13	30.062	.004	29.900	62.4	75.0	69.8	W	WSW	WSW	87.91
14	29.912	29.903	.891	64.2	81.2	71.4	W	W	W	99.74
15	.850	.876	.901	67.1	82.4	71.0	W	W	W	71.74
16	.901	.887	.822	69.7	85.1	73.0	W	W	W	71.11
17	.982	.977	.921	69.1	84.0	74.1	W	NE	W	164.24
18	.944	.927	.925	69.9	90.1	72.6	W	SW	SW	101.29
19	.917	.901	.860	67.3	90.1	78.0	SW	SW	W	97.75
20	.850	.847	.849	65.1	74.0	65.1	W	W	W	107.10
21	.987	.998	30.049	56.2	61.9	55.6	W	wbyN	wbyN	201.29
22	30.101	30.094	.046	56.0	67.0	64.9	byWN	wbyN	wbyN	94.00
23	.043	.047	.061	64.0	85.1	74.2	W	W	W	114.24
24	.062	.051	.026	68.8	89.6	78.9	W	WSW	WSW	291.12
25	.050	29.961	29.957	74.0	88.1	74.2	WSW	WSW	WSW	311.27
26	.944	.937	.954	71.1	89.9	69.8	WSW	WSW	WSW	84.11
27	.907	.901	.869	67.7	89.4	73.0	WSW	WSW	WSW	97.24
28	.947	.904	.961	74.1	80.6	72.0	wbyN	NE	NE	90.00
29	.955	.879	.762	64.0	79.2	70.1	W	W	W	87.97
30	.771	.692	.699	67.0	62.6	59.8	NE	wbyN	NE	91.42

Remarks.—The highest reading of the Barometer was on the 22nd and indicated 30.101 inches; the lowest was on the 30th and was 29.692 inches, giving a monthly range of 0.409 inches. The highest temperature was on the 5th, and was 94° 4 the lowest was on the 30th and was 59° 8. The mean temperature for the month was 73° 4 which is a little more than 7° 63 higher than the *isotherm* for Montreal for the month of June. Rain fell on fifteen days, amounting to 2.730 inches, and was accompanied by thunder on four days.

—Meteorological Observations taken at Quebec, during the month of June, 1870; by Sergt. John Thurling, A. H. C., Quebec.

Barometer, highest reading on the 4th.....	29.938 inches.
" lowest " " 30th.....	29.386
" range of pressure.....	0.552
" mean for month (reduced to 32°).....	29.640
Thermometer, highest in shade on the 5th was.....	97.2 degrees
" lowest " " 21st.....	46.2
" range in month.....	51.0
" mean of all highest.....	80.4
" mean of all lowest.....	58.9
" mean daily range.....	21.5
" mean for month.....	69.6
" highest in sun's rays.....	136.0
" lowest on grass.....	45.2
Hygrometer, mean of dry bulb.....	71.8
" " wet bulb.....	62.4
" " dew point.....	55.3
" elastic force of vapour.....	.437 inches.
" vapour in a cubic foot of air.....	4.8 grains.
" " required to saturate do.....	3.5
" mean degree of humidity (Sat. 100).....	56
" average weight of a cubic foot of air.....	516.0
Cloud, mean amount of, (0-10).....	5.4
Ozone, " " (0-10).....	3.2
Wind, mean direction of " North.....	6.5 days.
" " " East.....	7.25
" " " South.....	5.25
" " " West.....	11.00
" " force by estimation.....	2.3
" " daily horizontal movement.....	140.1 miles.
Rain fell on.....	14 days.
Amount collected.....	2.10 inches.

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Allard, F. X.....	10½	26	00
Amyot, Claire.....	15	00
Annet, Jean Marie.....	15	37	00
Bouchard, Adèle.....	11	27	00
Birs, Jonathan.....	7½	18	00
Bouchard, Alexis.....	6½	16	00
Bernard, H. P.....	2	5	00
Bélair, Dlle C. P.....	6½	16	00
Badeaux, Dlle E.....	4½	11	00
Beaubien, Reine.....	3½	8	00
Butler, Dlle. A.....	10½	26	00
Boucher, Louis.....	10½	26	00

Bouffard, Ursule	11 1/2	82	00	Lafrance, Marie	12	30	00
Buteau, Virginie	12 1/2	31	00	Lajeunesse, Edouard	8	20	00
Bérubé, Victoire	13	32	00	Lafond, Ed	18	45	00
Brisset, Pierre	13	32	00	Lambert, Séraphin	17	42	00
Bélangier, Pierre	12	30	00	Lacerte, M. Dorothee	19	47	00
Beaudoin, Ursule	14	35	00	Lepage, Gracieuse	2	5	00
Baril, Odille	14	35	00	Labonté, G. P	20	50	00
Bonin, Joseph	14	35	00	Lemire, Elizabeth	20	50	00
Béliveau, Marguerite	14	35	00	Lizotte, Marie	6	13	00
Boucher, P.	4 1/2	11	00	Mathon, P. T.	4 1/2	11	00
Bernier, Joseph	15	37	00	Michaud, C.	8 1/2	21	00
Bourgoin, Joseph	18	45	00	Martin, John	9 1/2	23	00
Bourassa, Pierre	18	45	00	McElkin, Lydia	7 1/2	18	00
Blais, Ohvine	16	40	00	Manseau, Isidore	8 1/2	21	00
Blais, Elmire	2	5	00	McManus, John	11	27	00
Beauchemin, H. A.	13	32	00	Montmarquet, F. X.	11 1/2	28	00
Bolduc, Louis	12	30	00	Morrow, Roberth	12 1/2	31	00
Beaudry, Félix	22	27	00	Miller, Wm	12	30	00
Blais, Emélie	13	29	00	Michaud, Mélanie	7	17	00
Cazeau, Dlle Milburge	10 1/2	26	00	Malherbe, Emélie	15	37	00
Courteau, M. A.	3 1/2	8	00	Mignault, Victor	17	42	00
Colgan, William	12	30	00	McKarty, Michael	16	40	00
Coté, Marcel	3	7	00	O'Meara, Mathew	9	22	00
Clément, Esther	7 1/2	18	00	O'Donnell, R. P.	11 1/2	28	00
Courville, Héloïse, Dame Brown	15	37	00	O'Keef, Mme C.	17	42	00
Chaput, Raymond	16	40	00	Pellerin, Dlle. E.	9	22	00
Caron, Nazaire	15	37	00	Proulx, Joseph	9	22	00
Caron, Hermine	5	12	00	Pinard, M. Anne	9	22	00
Dorion, Marguerite	9	22	00	Pelletier, Flore	7 1/2	18	00
De Montigny, L.	4 1/2	11	00	Pothier, Thersile	4 1/2	11	00
De Tonnancourt, T.	5	12	00	Pacaud, J. C.	11	27	00
Desrochers, L.A.	10	25	00	Puize, Rodolphe	14	35	00
Desrochers, Mme L. A.	11	27	00	Paquin, Honoré	12 1/2	31	00
Desgagné, Denise	7	17	00	Perrault, Mme F. X.	14	35	00
Dupont, Edwidge	9	22	00	Pelletier, Mary	4	10	00
Dastou, Mme Ve	1 1/2	3	00	Perrin, Hercule	14	35	00
Dupuis, Marguerite	6 1/2	16	00	Paquet, Elizabeth	11	27	00
Dion, Mme C.	10 1/2	26	00	Picard, Wilhelmine	8	20	00
Dion, C.	19	47	00	Richard, Mde. O.	9	22	00
Duval, Laplante Mme A.	18	45	00	Rheume, Henriette	6	15	00
Demers, Louise	10 1/2	26	00	Raymond, Démérisse	5	12	00
Decelles, Dme Vve	8	20	00	Reece, Omera	5	12	00
Devost, Geneviève, Dme. Isaïe Carleau	6	15	00	Rivard, Adèle	5	12	00
Dubé, Anna	9	22	00	Roy, Dlle F. E.	3	7	00
Drolet, Pierre	20	50	00	Rankin, Caroline	10	25	00
Desparois, Lucie	22	29	00	Racicot, Maurice	10	25	00
Fortin, J Bte	3 1/2	8	00	Ross, Adam	9	22	00
Frégeau, Clémence	11 1/2	28	00	Robin, Eliza	11	27	00
Fournier, Mathilde	17	42	00	Rouleau, Edesse	14	35	00
Fortin, F.	20	50	00	Ryan, James	12	30	00
Guay, P.	5	12	00	Ramsay, William	15	37	00
Gray, George	8	20	00	Rankin, Caroline (Dme. Greggs)	10	25	00
Gaudreault, J. B.	9	22	00	Robin, Geneviève	19	47	00
Gagné, Elizabeth	9	22	00	Richer, Edesse	18	45	00
Gagnou, André	6	15	00	Raymond, Hermine (Dme Nérie Langelier)	17	42	00
Gagnon, Joseph	10	25	00	Ricavy, Héloïse	19	29	00
Grocier, Martin	11	27	00	St. Michel, L. F.	9	22	00
Grant, T. K.	9	22	00	Ste. Marie, Henriette	6 1/2	16	00
Gouin, Antoine	12 1/2	31	00	Scannell, Peter	12	30	00
Garalty, James	15	37	00	Strong, Thomas	11	27	00
Gagnon, Aurélie	7	17	00	Scott, Montaigne	9	22	00
Gravel, B.	16	40	00	St Laurent, Marie	7	17	00
Gagné, Julie	16	40	00	St. Laurent, Arthémise	10	25	00
Garon, Emélie	19	47	00	Soucy, Elizabeth	4 1/2	11	00
Hughes John	11	27	00	St. Jacques, Julie (Mme Olivier Guy)	19	47	00
Harman, Justin	15	37	00	Toussaint, Lucile	11	27	00
Howison, Anna	15	37	00	Tremblay, Germain	11	27	00
Kérouack, Léon	16	40	00	Thibault, Dme. Vve	8 1/2	21	00
Keogh, Mary	15	37	00	Talon, Adélaïde	12	30	00
Landry, Mme. C.	8	20	00	Thibault, M. Anne	12	10	00
Lacasse, L.	4 1/2	11	00	Thauvette, Marceline	4	30	00
Héroux, Sophie	10	25	00	Tanguay, Clotilde	19	47	00
Létourneau, Hélène	10	25	00	Vallée, Angélique	20	50	00
Liévain, Louise	12 1/2	31	00	Vannier, Basile	15	37	00
Loyd, James	14	35	00	Vallière, Augustin	17	42	00
Létourneau, Eléonore	12 1/2	31	00	Walters, Daniel	5 1/2	13	00
Lamb, Catherine	13	32	00	Walters, Claire	4 1/2	11	00
Langlois, Magloire	14	35	00	Wilson, William	10 1/2	26	00
Lesueur, Desaulnier Luce	13	32	00	Wolfe, A. C.	13	32	00
Lalonde, Dlle Z.	10	25	00	Young, Marguerite	4 1/2	11	00
Lamontagne, Marie	7	17	00				