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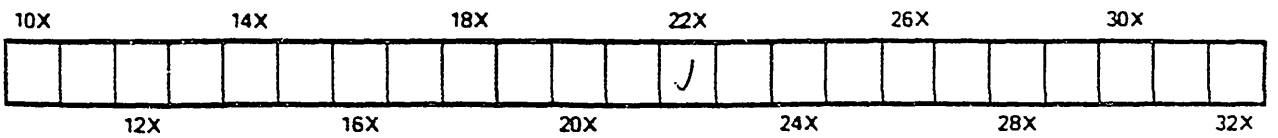

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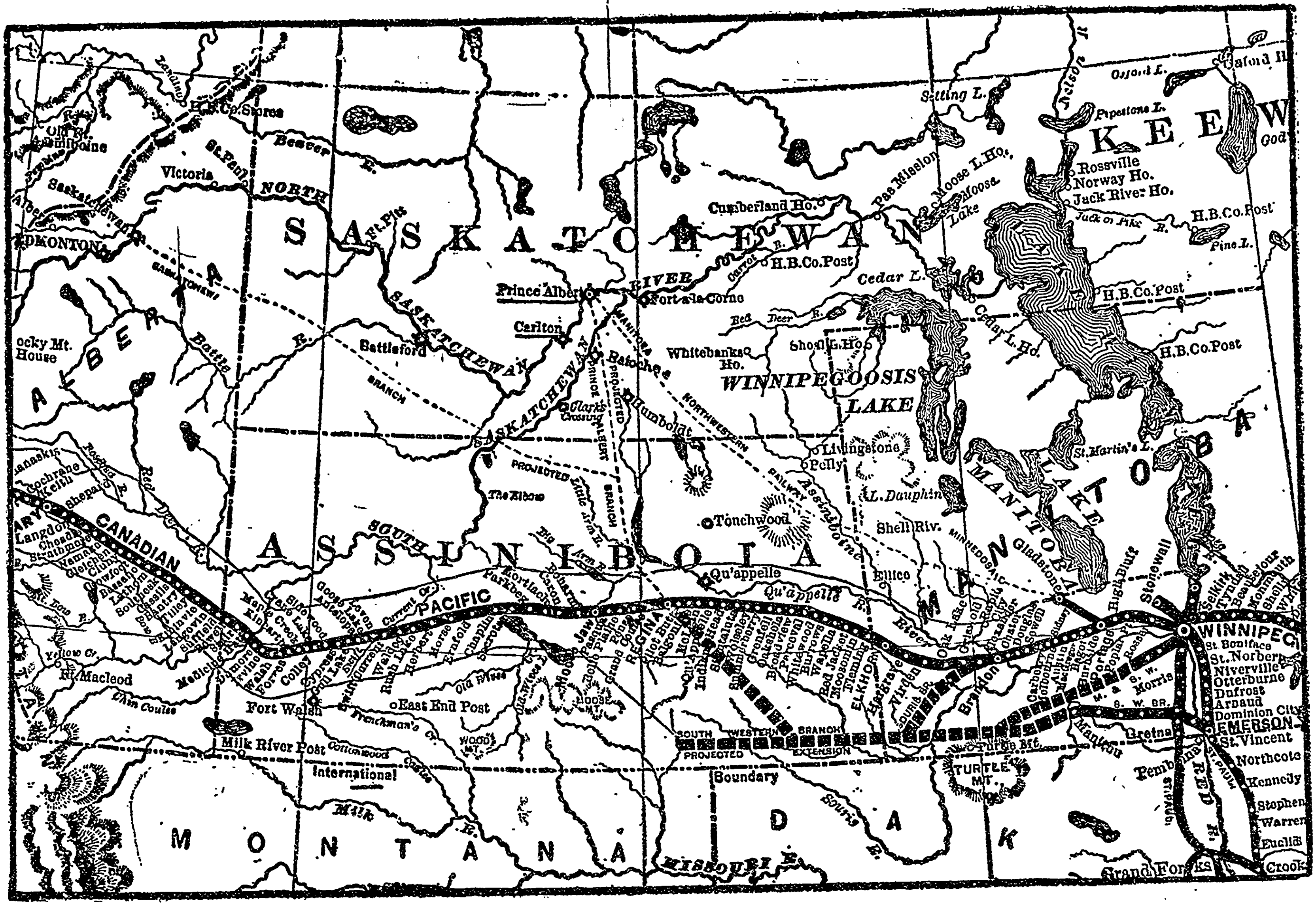
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THE

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No. 5. MAY, 1885. VOL. V.

ON TEACHING PRIMARY READING.

By MARY H. FRANTZ, Harrisburg, Pennsylvania.

Not least among the subjects pertaining to successful school work is that of primary reading. No one subject is so far-reaching in its results and effects upon the mental training. It is the foundation of the great superstructure of education, for reading is getting thought by means of printed or written words; oral reading is the vocal expression of that thought; all knowledge is the product of reading.

You can judge, then, fellow teachers, for yourselves, of what immense importance it is that we, as teachers, put forth our every effort to give the child the power of becoming a reader, that he may gain thought, and express that thought with ease, rapidity, and understanding.

We all know from experience, to some extent, of the incorrect habits that once acquired cling so tenaciously to the child that he is disheartened in his attempts to read; and words, instead of being clear media of thought, become actual barriers to the full understanding or comprehension of the truth that is to be conveyed. The cause of such drawbacks as these can generally be traced to beginnings or first steps in reading, to wrong methods, or wrong application of right methods, or to the lack of any method.

Methods in reading, as in all other branches, are not mechanical—not such that they can be used by each and all in the same way. The successful use of a method depends very largely upon the skill of a teacher as well as upon the conditions by which he

is surrounded. Do not think their value is to be underestimated, but their worth certainly depends largely on not being carried out implicitly to the letter, at the expense of the individuality of both teacher and pupil.

There are three recognized systems or methods of teaching the first steps in reading; the alphabetic, the phonic, and the word method. The first two are analytic; the alphabetic teaching letters as parts of printed words, the phonic teaching sounds as parts of spoken words; the third, or word method, is synthetic, teaching the word first as a whole.

The first step in actual reading is the naming of printed words. Now, in order to do justice to the child, we must take the easiest, shortest, best, and most natural way for him to learn the name of the printed words. If he learn the names of the letters and their sounds before he can tell what the word is, he has a long, hard, unnatural way which is not the best. On the contrary, the printed word is, in reality, an object; it is an unknown object. How does he learn the name of any other unknown object? By analysis? No. By study? No. By guessing? No. How then? By being told. Now, if the natural method of learning the names of objects in general has been correctly stated, it must follow, if words are objects, that the best method of learning the names of words has also been stated.

In using the word method there are a few things that go with it which enhance its worth as a method, otherwise it may prove a very dry and injurious affair, and instead of being, like the straight line, the shortest distance, it becomes, like the crooked line, the longest distance between two points.

The word in itself has no attraction for the little child, but is rather repelling. No stimulus can be found in the strange characters that compose it; they look as mysterious to the child as Egyptian hieroglyphics do to us. Then, to overcome this, assist the child over the first and greatest difficulty. Do what has been done many times before—present the object and give the word, not with the lips only, but with the chalk also. His mind is filled with interest for the object, and has just room enough left for the new form, the word, to find a resting-place. In this way, following the natural bent of a fixed habit, associating objects with ideas, you furnish the necessary stimulus to enable the child to take hold of the word, for naming words without ideas will be

reading without thought. In the beginning this may be called the objective word method, and is, I maintain, the true starting point, that of teaching reading before spelling.

The first word is to be made with the chalk on the blackboard. How is that word to be made? Theorists of to-day generally say it should be written, but as exceptions help to make a rule, there are a few who prefer to print it in the beginning. Agreeing with the exceptions, the following reasons for doing so are given:

Print is learned with the greatest ease, and it only can be used in connection with a chart. It would not be fair to ask the child to learn both at first; make him familiar with printed forms first, and then gradually introduce writing. After he has learned enough words to make him familiar with the printed form he will have no trouble in writing each new word as he learns it. A child should not learn to print. It would be learning a useless thing. The first attempt in trying to make the words himself will be imperfect, whether these attempts be at printing or writing, but such attempts assist in cultivating the hand to use the pencil, and when the time comes for him to make and read written forms he will be able to do so.

The word is to be made. The chart is close at hand, but the attempt will not be a success, if the teacher is dependent alone upon it. The repetition that is necessary for the learning of most words can not be found on any one, nor even on many charts; these necessary repetitions can be made on the blackboard with ever changing interest. The words on the chart necessarily occupy the same position and may lead the child to learn them in the order there given. On the blackboard there is room and opportunity to have every word occupy a different place every time it is used. One more striking advantage is, that making the words with the chalk corresponds, to some extent, to giving them with the vocal organs. It is what is called "pencil talking," and adds a relish to the work of the lesson that increases the appetite for that which is to follow more easily and voluntarily than any chart alone can be made to do.

Words that are meaningless to the child must not be taken in the beginning; but the names of common objects, actions, and qualities, that are familiar to him. The spoken vocabulary precedes the printed by four or five years. It is quite reasonable to adopt this vocabulary, since we find in the words most common

to the child short vowel sounds, as cap, hat, fan, hen, bed, egg, fig, pig, kit, fox, box, top, tub, cut, run, etc., and insensibly on his part, he is learning the sounds of the letters in these words. Therefore, in selecting the list of words to be first taught, give particular attention to this feature; use words that are familiar to the child, and that have similarity of vowel sounds. The list should contain the words on the chart and enough besides to supplement the first book. A list containing the words of Monroe's chart, Osgood's primer, and some others, in all about 125, will furnish preliminary work sufficient to supplement Osgood's first reader, after which there will be no hesitation on the part of the child's going forward with creditable results.

We will suppose the vocabulary has been carefully selected and it is the first day of a term of school. The teacher is at the blackboard surrounded by a class of children who have no knowledge of reading. The word in itself is not attractive; then if that word is hat, take the object, show it to the class, talk about it, its uses, etc., until the idea has almost filled the mind, then present the word, make it; make it several times; let the pupils find it, point to it, compare it with the object, or a picture of it. I would leave the word along with a picture of it on the board. Here a page of the chart with the word on it can be used effectively for reference.

When this word is learned, proceed to a new one. Much time and very good teaching is wasted by not following the "step by step" rule, by which everything done is done thoroughly. It is much better to teach twelve words well, than one hundred imperfectly. Every word should recall an idea; therefore, to develop this, the object, action, or quality which the word denotes should be brought out with the word. Such words as ran, hit, has, cut, can be illustrated by an act that will impress the meaning of the word much better than by merely naming them. If a boy is asked to run across the room just before the word ran is given, there will be no trouble in learning it, for they all know the boy ran, they saw him do it, and every time they see the word the act is recalled by the law of association until the word is fixed.

The articles should always be taught in connection with a noun, and never separately in reading, and if learned as a part of the following word, the question as to their pronunciation will be settled at once and always.

After about fifteen words have been well learned, make sentences, and, as every new word is introduced, make it the leading feature in each sentence, full rounded sentence, declarative, interrogative, imperative, and exclamatory; complete in punctuation and capitals. "Reading is not talking, but talking is a very important means of learning to read." When a child enters school he has been learning to talk for four or five years. He has, in a degree, mastered articulation, enunciation, accent, pronunciation, pauses, inflection, emphasis, melody, and harmony. In the five latter elements of speech he is a model for teachers of elocution. By this I mean to say that the power of expressing the thought correctly, that is in his mind, he already has, and so long as the thought is within his reach or comprehension, he will give it utterance as it should be. If every word is carefully taught, there will be no trouble in knowing what the words are, and just as soon as the words are recognized, the thought will be suggested. Let the pupils attentively watch every word as it is made by the hand of the teacher, and it will be read with that simple perfection inborn in every child.

Great care must be taken with every new word presented. If a word does not recall an idea except in its relation in a sentence or phrase, teach that word just where it shows that relation. After those words which will naturally arouse most interest in the child have been taught according to their phonetic order, short sounds generally, first take the unphonetic words which introduce and form our idiom; this, that, these, those, there, where, why; taking for one lesson, sentences with one of these words occurring in each sentence, as "this is a fan, "this is a hat," "this is a man;" at another time using "that, and again "these," "those," "where," etc. Always something new springs out of the known words or is suggested by them.

The chart is most excellent, but out of the words contained in one lesson an ingenious teacher will make twelve different lessons, each one having the same words arranged differently and developing new thoughts.

Thus far the words have been learned consciously as a whole; besides this, the forms of the letters have become very familiar by constant use and repetition, and the names of them will be mastered almost without an effort. They will even be able to find out new words, for they have command of a great many of

the sounds of the letters, which they have learned unconsciously. If words are carefully pronounced by the teacher, presented with careful selection as to sound, it will bring the child to a full knowledge of phonics. One of the greatest activities of the child mind is recognizing the coming together of like to like. It may be called the law of analogies. It begins, as many good things do, in unconsciousness on the part of the child. It is this law which causes, not only the child, but also the adult, to say "blowed" for blew, "knowed" for knew, and "growed" for grew. Now this mental activity must exert itself, and if guided by careful training, what an aid, what an important means of assisting the little learner it becomes! By judicious teaching the child will be enabled to associate the sounds of the letters in the words he has already learned with those of new words. He will be able to find out new words himself.

Then beginning with the word does not hinder, but rather assists, the child in learning easily the twenty-six letters and forty sounds of the English language; and not that only, but at the same time enables him to read without stopping to spell every word as he goes along. The fixed habit of naming words at sight will become such an active energy that he will always take the word in at sight as a unit. It is this which must be done some time in order to read; then how much better to do it in the beginning, doing the right thing at first instead of at last. The word first, sounds and letters afterward. Thus you will see the word retains its unity so long as necessary. The way is carefully prepared for the analysis of words when the proper time comes.

The fact is these methods combine and form one true method in teaching reading, but each in its proper time, place and proportion, arousing and strengthening the five faculties of the mind.

These first lessons must possess the power of creating a desire for new words, and, therefore, must not be too long. A period of five minutes is long enough for the lessons, four lessons a day. The length of time may increase with advancement, but during the first year no lesson should cover more than fifteen minutes, if the size of the class demands more time, better make two classes of less time each. Four lessons of five minutes each a day, are worth more than two of fifteen each, and farther on,

two of fifteen each are worth more than one of one-half hour. Stop just when the zenith of eagerness has been reached, when it is not overdone, create an appetite that will make the children eager for the next lesson; eager I say, for on this pivot revolves the success of primary reading, as well as of all other primary work. Just so far as the teacher is able to stimulate the children, to rouse their curiosity, and to make them desirous of reading, so far will that teacher's work be a success. That spark of curiosity which every child has inherited, the prudent teacher will surround with combustible material which will create a flame that will require more and more fuel, and the fire thus lighted will burn brightly through childhood, youth, and old age.

But when the book is taken this good work must not cease. The average child takes the book after the first six months. He will encounter new words every day. Do not expect him to learn or find these out himself. Every new word must be carefully taught so long as it is primary reading. Drill well on all new words, pronounce slowly first, have their meaning and use well understood, compare the written form with the printed; lastly, spell. The words should be recognized by sight ere any attempt be made to read the lesson. Children should not read a lesson over and over. They are not, by that means, learning words any better, neither are they getting a new thought, but simply learning sound knowledge without sight knowledge, or by sound instead of by sight. Neither should they stop to spell words while reading. If the child does not know the word, tell him at once. The child that hesitates at words is either dull or else his preparation was not complete. In the latter case the teacher is to blame, and should make amends at once; in the former, stopping to spell will make the dull child duller than ever; therefore, if he is not familiar with the word tell him at once, and after the reading, go back to such words for further study, but do not stop the sense and connection of thought by stopping to spell. I beg of you to bear in mind that reading and spelling are as widely different as any two branches in our schools. If we mix them, we have not reading, not spelling, but that which deadens the intellectual faculties, warps the understanding, and makes the whole of reading a failure. The thought which underlies the words must be fully understood to insure good reading, and this will be the case only when the

words are fully known. The teacher's voice as a pattern for rendering a reading exercise should be the last resort, and not the first. In the latter case there is great danger of making parrot readers; the children, accustomed to depending on another for the expression, will never be able to delve beneath the surface for the thought contained in the words.

Reading is more than the recognition and pronunciation of words. To read is to associate thoughts and ideas with printed words.

Ideas are acquired in one way only; they are awakened in the mind by objects presented to the senses.

The use of reading then is to get thoughts by means of words, and to read aloud is to tell the thought thus seen in the words of the author, as if it were one's own; to do this one needs to know how to pronounce words correctly without hesitation.

To get these principles implanted in the child, the following will be found essential:

1. Present the object or action which the word represents in some tangible way until the word is sufficient to recall the idea.

2. Teach thoroughly a new word, or words, every day. Teach words very slowly at first.

3. Put the same words into many different sentences.

4. Wait patiently until the children grasp the thought before you ask them to read; with dull children be very patient.

5. Watch the faces to tell when the thought is grasped; they will be sure indexes.

6. Have the child get thought by means of the words and not by hearing the lesson read.

7. Read sentences as one thought at a time, not one word. Also, without pointing, teach and assist the eye daily to guide itself by slow gradation until reading becomes apparently an unconscious act.

8. Write all the new words on the slate. And thus step by step, line upon line, precept upon precept, the foundation of reading, getting thought, is begun down on the first round of the ladder in the primary school; the first stone is there cast from which the ripples widen and spread and multiply until their effect is felt up through all the grades.

(*The Educational Courant.*)

THE SASKATCHEWAN COUNTRY.

GEORGE M. DAWSON.

The district at present attracting attention as the scene of an insurrection of half-breeds and Indians against the Canadian government is situated on the North Saskatchewan River, near the northern margin of the great plains. The vast region of plain and prairie which occupies the whole central portion of the continent, crosses the 49th parallel of latitude—which constitutes the international boundary-line—with a width of 750 miles, but extends north of the boundary about 300 miles only, being there limited by the edge of the great northern forest which stretches, with little interruption, to beyond the arctic circle. Prairies of considerable size occur, it is true, in the valley of the Peace, but these are isolated from the great plains by wide forests. There is reason to believe that the greater part of the prairie country in Canadian territory might become permanently wooded but for the almost annually recurring prairie-fires, which are still tending to increase its area. The southern edge of the forest is, however, in the main, coincident with that of a region of abundant rainfall.

The northern border of the prairie country may be generally defined by a line drawn from the vicinity of the city of Winnipeg westward to the junction of the Assiniboine and Qu'Appelle rivers; thence north-westward to the junction of the North and South Saskatchewan rivers; thence westward, nearly following the latter river, to Edmonton; from that point south-westward to Calgary, on the Bow; and thence southward along the eastern base of the Rocky Mountains. The total area thus outlined, which is either altogether treeless or characterized by wide stretches of prairie interspersed with scattered groves of aspen and other trees, is approximately 300,000 square miles. The southern and south-western parts of this region may be described as entirely without wood, though even there the rivers are almost invariably fringed by groves of cottonwood.

The general elevation of the plains of the Canadian north-west is very considerably less than that of the corresponding portion of the continent farther south, the mean height of the whole region above outlined being probably less than two thousand

feet above the sea-level. The most pronounced inclination, however, giving direction to the rivers of this portion of the great plains, is that from the base of the Rocky Mountains to the east or north-east. The Red-River valley, which constitutes the lowest prairie-level, and lies along the base of the eastern Laurentian plateau, has an altitude of about eight hundred feet only. From this level, with minor exceptions, the surface may be regarded as sloping gradually and continuously upward, at a rate of from four to five feet in the mile, to the foot-hills. There the horizontal and unaltered strata of the cretaceous and Laramie formations break against the base of the ancient rocks of the mountains into a series of sharp and nearly parallel flexures, producing a varied and picturesque region, with quite peculiar characters. In the central portion of the plains, the most marked exceptions to their generally even and monotonous contour are found in the tumultuously hilly belt of country known as the Missouri Côteau and in a line of diffuse and indefinite elevations nearly parallel to the Côteau, which includes Turtle Mountain, Moose Mountain, and the File and Touchwood Hills. These hills, or mountains so called, are really tracts of considerable size, with rolling or hilly surface, more or less wooded. The northern extension of the Côteau, where known as the Eagle Hills, near Battleford, also becomes partly wooded.

To any one familiar with the territory lying west of the Missouri, the most remarkable difference of a general character, observable in this northern extension of the same region, is perhaps the extraordinary abundance of small lakes, ponds, or 'sloughs,' which are scattered everywhere over its surface. This peculiarity is evidently in connection with the mantle of glacial drift, which is here universal, and dependent on the irregular deposition of its material. The lakes and ponds, while at times arranged in intercommunicating linear series, are usually distributed without the least apparent regularity, and occupy shallow basins without outlet. Filled by the melting of the snow or rains of the early summer, a great proportion are completely emptied by evaporation before the autumn, while the water remaining in others becomes more or less distinctly saline in many instances. This is more particularly the case with those of the southern and more arid portion of the region. Near the northern margin of the plains, saline lakes are quite exceptional. It is generally

on the edge of one of these rush-bordered pools that the traveller makes his evening camp; and, while the abundance of water in one respect facilitates travel in the spring and early summer, the moist condition of the deep alluvial soil at these seasons may prove a more than countervailing disadvantage. The most serious obstacles, however, to be met with in long journeys across the plains, are the various rivers. The Assiniboine, Souris, Qu'Appelle, and other streams of the eastern district, during the breaking-up of the ice, and for some time subsequently, may prove formidable barriers in the absence of bridges or ferries. The North and South Saskatchewan, the Red Deer, Bow, and Belly rivers, all eventually uniting to pour their waters into the northern end of Lake Winnipeg, rise far back in the Rocky Mountains, and, while subject to considerable spring freshets in some seasons, are generally not in full flood till June or July, when the snow is disappearing from the highest summits of the range, and the snow-field and glaciers about the sources of some of them are melting most rapidly. These streams have trenched valleys across the surface of the plains, which are generally from a hundred to three hundred feet in depth, and a mile to two miles or more in width. All the trails used as regular means of communication make for recognized crossing-places on these rivers, where the approaches are favorable, and where very generally the river may be forded at low water, though ferries of some kind have usually of late years been established for use at other seasons.

As above indicated, almost all the larger river-valleys hold more or less timber; and in the northern part of the region this is not confined to the bottom-land, groves and tickets spreading also into the lateral valleys ('coulées') and broken ground which is very generally to be found in the vicinity of these great river-troughs. Should any serious opposition be offered to the expeditions now on their way to quell the present unfortunate disturbance, it will in all probability be at one or other of the 'crossings' which naturally lend themselves to defence. The rivers, as might be expected from the considerable general inclination of the surface, are usually rapid and shallow, with numerous gravel-bars, and reefs of bowlders, at low water. They are often, moreover, extremely tortuous; and in consequence of these peculiarities, and the considerable portion of each year during

which they are icebound, they are not extensively utilized as means of communication; and trains of wagons or Red-River carts are still generally employed in travelling, or in the transport of supplies and goods at a distance from the railways. The Hudson-Bay company has, however, for a number of years, used a couple of small stern-wheel steamers between the Grand Rapids, near Lake Winnipeg, and Edmonton, far up on the North Saskatchewan. Two or more steamers of the same class have quite lately been placed on the South Saskatchewan; and it is proposed to employ these in the present emergency in carrying supplies from Medicine Hat, where this river is crossed by the Canadian Pacific railway, to the vicinity of Prince Albert.

This portion of the interior of the continent was reached in the days of the fur companies, either by the canoe route from Lake Superior, or by ascending the Nelson River from York Factory on Hudson Bay; and it was by the first-mentioned that Sir Garnett Wolseley, with his little force, penetrated to the valley of the Red River in 1870. When St. Paul had become a commercial centre, the Hudson-Bay company began to bring the greater part of its goods from the south; while in later years the police-posts, settlements, and cattle-ranches established in the far west were supplied from Fort Benton, on the Missouri. The Canadian Pacific railway, pushed with unexampled rapidity from Winnipeg across the plains, and completed to the summit of the Rocky Mountains about eighteen months ago, has, however, completely changed the old lines of travel. The time-honored trail from the Red River by Forts Carleton and Pitt to Edmonton—a journey of nearly nine hundred miles, requiring, with loaded carts or wagons, under the most favorable circumstances, nearly forty days—need no longer be followed. The points above mentioned, with other isolated little settlements of more recent date along the North Saskatchewan, are now reached by new trails from the nearest stations to the south on the railway; and a system of telegraph-lines, constructed and operated by the government, unites the more important of them. After leaving the railway, however, the distances to be traversed in the old-fashioned way, before the more remote settlements are reached, are still very considerable. Thus to Carleton and Prince-Albert, from Qu'Appelle station, the trail-distances are 228 and 253 miles respectively; from Swift-Current station to Battleford, 202 miles; and from Calgary to Edmonton, 191 miles.

The length of this note does not admit of any detailed description of these and other main roads. It may be remarked, however, that while the trail from Qu'Appelle toward Carleton and Prince Albert, as far as the crossing of the South Saskatchewan, is generally through an open country, groves and belts of aspen are not infrequent in its vicinity. The longest stretch quite without timber is that known as the salt plains, about thirty miles only in width.

The country in the vicinity of Carleton, Prince Albert, and Duck Lake, is rolling, or characterized by low hills with numerous and in some cases extensive groves ('bluffs') of wood. The settlement is of a scattered character, but for the most part confined to the point of land between the two branches of the Saskatchewan, the total population being probably about three thousand.

At the crossing of the South Saskatchewan, by the trail from Swift Current to Battleford, there is a good ferry. This trail, to within about twenty miles of Battleford, is entirely destitute of wood. Battleford was at one time selected as the seat of government of the Northwest territory, but, since the definite location of the railway, has been abandoned in favor of Regina. There are scattered settlements of half-breeds and whites in the neighborhood, and several Cree Indian reserves. The trail from Calgary to Edmonton crosses the Bow, Red Deer, and Battle rivers, and several smaller streams flowing from the foot-hills and mountains. Ferries exist where necessary; and, should these not be destroyed, a rapid advance by this route would be easy. For sixty miles there is no wood on the trail: beyond that point timber is abundant. Edmonton is a somewhat important centre, with a number of little settlements of whites and half-breeds subsidiary to it.—(*Science.*)

The Trustees of St. Francis College, Richmond, are endeavouring to secure the services of Mr. Lyall, of Lincoln College, Sorel, as Principal of their College.—(Ed.)

EXAMINATION PAPERS.—ELEMENTARY DIPLOMAS.

I.—Preliminary.

1885. Tuesday, May 5th:—Morning, 9 to 12.

English Grammar.

"Near yonder *thorn, that* lifts its head on high,
Where *once* the sign-post caught the passing eye,
Low lies *that* house where nut-brown draughts inspired.
Where grey-beard mirth, and smiling toil retired,
Where village statesmen talked with looks profound,
And news much older *than* their *ale* went round.
Imagination fondly stoops to trace
The parlour *splendours* of that festive place;
The white-wash'd wall, the nicely-sanded floor,
The varnish'd clock that tick'd behind the door;
The chest contrived a double debt *to pay*,
A bed by night, a chest of drawers by day;
The pictures placed for ornament and use,
The Twelve Good Rules, the royal game of Goose;
The hearth, except when winter chill'd the day,
With aspen boughs, and flowers and fennel *gay*;
While broken tea-cups, wisely kept for show,
Ranged o'er the chimney, glisten'd in a row."

1. Write out the substance of the foregoing passage in your own words. (10.)

2. Write out the clauses in the first sentence of the passage, and indicate the kind of each. (5.)

3. Give the principal parts of the following verbs taken from the passage: (1) *Caught*, (2) *Lies*, (3) *Stoops*, (4) *Pays*, (5) *Kept*. (5.)

4. Parse the words of the passage printed in italics. (10.)

5. Define the following terms: (1) Adjective, (2) Pronoun, (3) Verb, (4) Number, (5) Case, (6) Mood, (7) Tense, (8) Transitive Verb, (9) Adverbial Clause, (10) Complex Sentence. (10.)

6. Write out (a) the first person singular, present perfect and future perfect ind. active, and (b) the third person plural of the past and future passive of the verb *to strike*, also the perfect infinitive and perfect participle active and passive of the same verb. (10.)

Arithmetic.

N.B.—*The work must be shown as well as the answers.*

1. Add together $\frac{1}{10}$, $\frac{7}{25}$, $\frac{8}{15}$, and $\frac{2}{3}$. (5.)

2. Find the L. C. M. of 8, 10, 12, 25, 30, 36. (5.)

3. Add $\frac{5}{6}$ of a score to $\frac{4}{5}$ of a dozen and subtract from the result $\frac{3}{5}$ of a hundred. (5.)

4. The distance between two towns is 18 miles, 40 rods, 44 yards. How many telegraph poles will be required between them, the poles being 8 rods apart? (10.)

5. Reduce 14 hours 15 minutes to the fraction of 3½ days. (10.)

6. A railway train goes 200 miles in 8 hours. In what time will it make a journey of 40 miles? (5.)

7. What is the amount at simple interest of $1275, in 5 years 8 months, at 3½ per cent? (10.)

Geography.

1. Name the continents and oceans. (5.)

2. Name three large rivers (a) in North America, (b) South America, (c) Europe, (d) Asia, (e) Africa. (10.)

3. Give (a) the original Provinces of the Dominion, (b) those subsequently annexed. (5.)

4. Where are the following places situated: Khartoum, Suakim, Battleford, Calgary, Herat, Candahar, Berber, Port Said, Malta, Tonquin? (10)

5. In a railway journey from Halifax to Winnipeg, over Canadian territory, what important railroads would be used? (5.)

6. Draw an outline map of North America showing the principal mountain ranges, lakes, rivers, and political divisions. (15.)

Sacred History.

1. Give the names, (a) of three sons of Adam, (b) of three sons of Noah, (c) of three sons of Jacob, (d) of three Judges, (e) of three sons of David, (f) of three kings of Israel. (10.)

2. Name the kings who ruled over the Jews before the division of the tribes. (5.)

3. Arrange the following events in the order in which they occurred.—The division of the tribes. The giving of the ten commandments. The captivity of Judah. The flood. The death of Moses. The captivity of Israel. The ten plagues. The call of Abraham. (10.)

4. Give ten chief events in the life of Our Lord in the order in which they occurred. (10.)

5. Name five parables and five miracles of Our Lord. (5.)

6. Draw an outline map of Palestine, showing the following places:—The Mediterranean coast line, Sea of Galilee, Dead Sea, Jordan, Judea, Samaria, Galilee, Nazareth, Capernaum, Jerusalem, Bethlehem. (10.)

II.—SPECIAL.

1885. TUESDAY, MAY 5TH:—AFTERNOON, 2 TO 5.30.

Art of Teaching.

1. Give the important qualifications of a good teacher under three heads. (15)

2. In what ways would you endeavor to cultivate the memory of your pupils? (15)

3. Define the terms Education and Instruction and show how both may be secured, for the pupils of an elementary school. (20)

4. Write short notes upon Examination, Corporal Punishment, Time-tables, Graded School, Discipline. (15)

5. State how you would explain the multiplication of $\frac{2}{3}$ by $\frac{1}{2}$ to a class of pupils in an elementary school. (15)

6. What work upon the art of teaching have you read? Give the substance of the remarks upon the teaching of reading indicating the plan which you intend to adopt in your teaching. (20)

History of England.

1. In what reigns did the following events occur:—(a) The murder of Becket, (b) The conquest of Wales, (c) The parliamentary union of England and Scotland, (d) The discovery of America by Columbus, (e) The battle of Waterloo. (10)

2. Write short notes upon Norman Conquest, Saxon Heptarchy, Domesday Book, Battle of Bannockburn, Gunpowder Plot. (10)

3. Give the important events which occurred in the Stuart period in the order in which they occurred. (10)

4. Name the sovereigns of England in order from William the Conqueror to Henry VII. (10)

5. Give the leading events which occurred in the reign of George III. or Victoria. (10)

History of Canada.

1. Give the provinces of the Dominion in order, beginning at the Pacific coast. (10)

2. What important events in Canadian history are connected with the following dates:—1759, 1791, 1841, 1867?

3. Write short notes upon Tadousac, Company of One Hundred Associates, War of 1812, Canadian Rebellion, Confederation. (10)

4. Name the Governors-General in order since Confederation. (10)

5. Give ten of the most important events in Canadian history since the Conquest, and arrange them in the order in which they occurred. (10)

French.

1. Donnez le genre et la signification des substantifs suivants: Douleur, chanson, lieu, lieue, rivage, naufrage, pièce, côté, côte, parole, joie, cour, cours, course, cœur, siége, valeur, espérance. (15)

2. Comptez depuis 60–100. (18)

3. Quand est-ce qu'on devra se servir des numéraux cardinaux au lieu des numéraux ordinaux. Donnez trois exemples de chaque cas. (7)

4. Les temps primitifs des verbes dormir, mourir, ouvrir, tenir, savoir, pouvoir, boire, connaître, écrire. (16)

5. Donnez les adverbes des adjectifs suivants: Heureux, actif, franc, public, prudent, constant, tel. ancien. (7)

6. Que signifie le subjonctif? Dans quels cas doit-on faire usage de ce mode? Donnez deux exemples pour chaque cas. (12)

N.B.—25 *Marks for Dictation and Reading.*

Drawing.

(Text-book.—*Walter Smith's Manual for Primary Schools.*)

1. Give five exercises in drawing which you would set before a class beginning the subject. (10)

5. Give the substance of the author's remarks upon Reduction and Enlargement, Power of Observation, Dictation exercises, Memory exercises, The joining of straight lines and curved lines, Repetition Conventionalized Forms. (15)

3. Draw the different kinds of triangles and four-sided figures, each with a base of two inches, and insert the name in each. (10)

4. Give your reasons for giving your first lessons in drawing upon geometrical forms rather than upon natural objects. (10)

5. Describe the ogee curve and draw a figure upon a base of two inches whose outline shall be composed of ogee curves or modifications of it. (20)

6. What is meant by symmetrical arrangement about a centre? Illustrate your meaning by filling in a circle four inches in diameter. (15)

7 Draw conventional leaves symmetrically arranged about the centre of a hexagon whose sides are two inches in length. (20)

EDITORIAL NOTES.

The Inspectors' Meetings for Teachers, which are prescribed by the Superintendent, are to be held in the Districts of St. Francis and Bedford during the first two weeks in June. The meetings which have been held during the past two years have been successful in themselves and very effectual in improving the school work of the teachers who attend. The Inspectors in their subsequent visits find that the teachers who attend these meetings make rapid progress in their methods of teaching, and have a decided advantage over those who do not attend. In these gatherings, which last for one day only, those practical points which concern the every-day work of the school are considered, and it is therefore exceedingly important that every teacher should be present. In several of the neighbouring States these gatherings are prescribed by law, and attendance is compulsory. Teachers absenting themselves from these meetings forfeit part of their salary. School Commissioners should *request* their teachers to close their schools for the day and attend these meetings, to gather hints that will enable them to do better work. It would be well for the School Commissioners themselves to be present to encour-

age their teachers, and to observe the nature of the work done. These meetings will be held as follows: on Wednesday, June 3rd, at Cookshire; on Thursday, June 4th, at Hatley; on Friday, June 5th, at Richmond; on Thursday, June 11th, at Sutton; on Saturday, June 13th, at Bedford: each meeting beginning at 9.30 A.M.

TEACHERS' INSTITUTES.—We desire to remind our readers again of the institutes to be held during the month of July next at Lennoxville, opening June 31st; at Waterloo, opening July 7th; and at Ormstown, opening July 14th: each to continue in session four days. The month of July has been selected because the great majority of the schools will not be in session at that time and the teachers will be at liberty to attend without interfering with their school work. The work of the institutes will be conducted by Dr. Robins and Dr. McGregor of the McGill Normal School, the English Secretary of the Department of Public Instruction and local teachers. The course of instruction will be different from that followed last year, and every effort will be put forth to make the course useful and interesting. Accommodation will be secured for the teachers at the lowest possible rates, and as far as practicable the residents will be induced to extend hospitality to the teachers in attendance. A more detailed account of the institutes will be given in our June number, including a provisional programme of each day's work of the institutes. In the meantime we ask our teachers to keep these meetings before their minds, and to induce as many as possible to attend.

THE A. A. EXAMINATION will take place during the first week in June, and teachers preparing candidates for this examination will require to make arrangements accordingly.

THE PENSION ACT has at last been amended by the legislature, but not in a manner to give much satisfaction to those interested. The payment of pensions has been postponed for one year, and the time during which back stoppages may be paid has also been extended a year. Representatives of the Roman Catholic teachers of Montreal, worked very energetically during the last two weeks of the Session to secure an amended Act. When it became apparent that the feeling against the Act was so strong that it was likely to be repealed, these representatives agreed to accept the following amendments:—

(1) That the pension shall be one-fiftieth instead of one-fortieth for each year of service.

(2) That the stoppage shall not exceed four per cent.

(3) That stoppage on salaries for years previous to 1880 shall be six per cent. without interest, one-third to be paid before July, 1885, and one-sixth to be deducted from each of the first four pensions.

(4) That the ordinary stoppage shall be made upon teachers' pensions as well as upon teachers' salaries.

(5) That the maximum amount which a teacher may claim as emoluments of his office shall be fixed.

(6) That an annual statement of the receipts and expenditure of the Pension Fund shall be printed in the Superintendent's Report.

(7) That a council of three, two elected by the Roman Catholic teachers and one by the Protestant teachers, shall act with the Superintendent in the administration of the Pension Fund.

These amendments cover most of the objections which have been taken against the Act and would probably have been favorably received had they been introduced at an earlier stage. The Act has been suspended, however, and unless teachers take united action upon some well-considered amendments, the Act will probably be repealed next session.

ENGAGEMENT OF TEACHERS.—One of the most important duties which School Commissioners have to discharge is to engage suitable teachers for the several schools of their municipality. The manner in which school commissioners perform this part of the work determines in a great measure the success of their schools. In the past, teachers have been engaged in some of the English sections of the province by the local manager, and the school commissioners have simply paid the teacher at the termination of the engagement. We are glad to be able to say that the practice, which is both illegal and undesirable, has been discontinued in nearly all the municipalities, and that our admirable law concerning the engagement of teachers is being carried out. The present law prescribes (1) That teachers shall be engaged by the school commissioners. (2) That the engagement shall be by written contract. (3) That the engagement shall be for the school year, and not for a less term except for special reasons. (4) That the engagement once made continues in force from year to year,

unless the school commissioners or teachers give notice in writing, two months previous to the termination of the term engagement, that the engagement is to be cancelled. (5) That the teachers are to be paid at least every six months. These are excellent provisions, whether we consider the interests of the teachers or the interests of the schools. Very strong efforts are being made in the neighboring States to obtain similar provisions for their schools. At present they are obliged to elect their teachers at the beginning of each year. They are not satisfied with this and desire greater permanency in the teacher's tenure of office. The following editorial from the *Central School Journal* states the case very clearly:—

"The subject of Teacher's tenure of office is one that is now being vigorously agitated. People are becoming more and more alive to the fact that in the uncertainty attaching to the teacher's position exists one of the gravest evils, one of the worst abuses, of our school system. Slowly have we awakened to the fact that a change must come. The little clouds no larger than a man's hand are gathering all along the education horizon, and the distant mutterings foretell the coming of the storm. Friends of education are beginning to see that unless the uncertainty of tenure is done away with, that unless the teacher's position can be made reasonably permanent, dependent upon efficiency of work and "good behaviour" rather than upon the wholly needless annual election, and perhaps other causes, any advancement, any real progress in our public school work is likely to be defeated. In Massachusetts, we are pleased to learn, a memorial to the legislature on this subject has met with unanimous approbation. The success of any school depends to a great extent upon the certainty that any teacher may feel regarding his position. Constant change of instructors is the worst possible thing that can happen to any educational system. Indeed, it can not be properly called a system where one set of teachers disappears with the bursting of the June buds and another set appears with the falling of the September leaves. Change, constant change, the law of life seems to have reached its ultimate possibilities in our schools. There can be no plan, no continuity of work, no systematic harmony until our teachers feel that so long as they do their work properly and effectively, so long as what is ambiguously termed "good behaviour" on their part continues, the permanent occupation of the position is assured. It is a well known fact that the uncertainty of the position debars many from entering the profession who would be most welcome and brilliant additions. Young men of scholarship and aptitude, who have the determination to succeed and the abundant ability to do so, prefer the lower salaries and more permanent positions in endowed institutions rather than the higher remuneration and uncertainty of public schools. No teacher can do such work as he desires, as he really approves of, when he is continually har-

rassed by the question of this annual election, the uncertainty as to which part of the country he will earn his next year's bread and butter in, uncertainty as to whether or not his work will be a sufficient cause to retain his position. So long as these uncertainties exist it follows that the work will not be, what in most cases the teacher would have it. The teacher ought to be able to plan his work ahead, to be able to arrange and be confident of being able to carry out a logical, progessive system of educational advancement for pupils. But with the present laws any such course as that would, in a majority of cases be utterly futile. As one school is likely to have half a dozen principals in as many years, and as no two teachers are likely to have the same plans and ideas, it follows that the progress is not apt to be very advanced. There is need, and imperative need, of some legislation on the subject. Some change will have to be made, and it behoves our legislators to see that they are not long delayed. Law making that insures the teacher's position, that betters the profession, betters the school. With good instructors, assured of their positions, we may expect marked advancement in our work. The profession will not be a thing of reproach, not simply, as is often the case, the means to other ends, but the honorable dignified calling that it should be. The profession has rid itself of many barnacles, it has removed many obstacles to educational progress, and now it has to lift up its voice against the most crying of all evils that beset it. Let our legislators be impressed with the fact that thousands of teachers demand immediate action on their part. Let them understand that such laws must be enacted as will assure the teacher that protection that is now denied him. The schoolmaster is no longer a shuttlecock to be tossed from one locality to another at the pleasure of almost any one. Times have changed since the pedagogue, with his worldly goods tied up in a handkerchief, "boarded round" during the term of school, doing whatever odd jobs he might obtain in the interims of the sessions. There has been progress. Teachers are now at much expense and labor to fit themselves properly for their work. Years of preparation are required and it is simple justice to demand that the laws, which perhaps were sufficiently adequate in the days of Ichabod Crane, be modified to suit the advanced spirit of the times. In other words, the school laws need to keep apace with the progression of the school system. If a teacher is fitted to teach one year there is no need for another election. Certainly the directors should have the power to remove for sufficient cause always, but aside from that the teacher should be able to feel that, once elected, his position is an assured one so long as his work meets the required standard. And we look forward with confidence to the time when this shall come, when our law-makers, recognizing the serious injury that the present arrangement is capable of, will institute such modifications of the laws as will permit the wholly needless annual election to be abolished, as will ensure permanency of position in deserving cases, and afford credit and honor to themselves, satisfaction to the teachers, and improvement to the schools."

This is what the friends of education in the United States think of yearly engagements. They consider that a change of teachers at the end of each year interferes seriously with the success of the school, and they demand that the law shall be changed so that teachers may hold their positions during "good behaviour" and successful work. In view of these facts what are we to say of those in some of our municipalites who are opposed to engaging teachers even for a year, and desire to engage teachers by the term of four months, and thus have two different teachers in a school during the year. Fortunately those holding these views are few in number, and their views meet with no support outside the province. In the different countries of Europe, in the neigboring States, in the other provinces of the Dominion, and in nineteen-twentieths of the municipalities of this province, an engagement for a less period than the school year is never considered. On the other hand, the present tendency is to extend teachers' engagements rather than to curtail them.

We regret to notice that *some of our English teachers* refuse to engage by the school year, and insist upon a four months' engagement. By so doing they no doubt consult their own individual interests, but they certainly do not consult their reputation as teachers nor the interest of their schools. School commissioners should manifest their sense of the inferior work done by short engagements, by paying a dollar a month more for yearly engagements than for engagements by the term. The objections to yearly engagements on the part of teachers would, no doubt, disappear if this plan were adopted by commissioners. The position of teachers holding provincial diplomas and refusing to enter into the engagement prescribed by regulation is a peculiar one, and may call for special consideration.

—Mr. Harrington Bird has resigned his position as drawing master at the McGill Normal School, as he is leaving for England. His place will probably be filled by a former student of the Normal School.

LOCAL ITEMS.

McGILL UNIVERSITY.

The annual convocation of McGill university for the conferring of degrees in arts and applied science was held on Thursday, April 28th, in the William Molson hall. There was a very large attendance of the friends of the college; the hall was filled to overflowing, there being a large number of ladies in attendance. Hon. Judge Torrance presided.

The proceedings were opened with prayer By the Rev. Dr Cornish, after which Dr. Alex. Johnson, vice-dean of the Faculty of Arts, read the results in Arts, which were as follows:

FACULTY OF ARTS.

Passed for the Degree of B. A.

In honors.—First rank—Arthur Colquhoun, William Lochead, James A. McFarlane, J. C. Martin, and William G. Stewart. Ordinary.—Class I. Hugh S. McLennan and G. J. A. Thompson. Class II. Hanbury Budden, Murray Watson, George A. McLennan and J. Harvey MacVicar, equal. Class III. Philip M. Robertson, Joseph H. Higgins, Alexander Currie, Walter T. Currie, Andrew S. Grant and Donald Cameron. Aeger—George F. Calder.

Morrin College.—Class I. Nathaniel Rolph, John A. Ferguson, Herbert J. Silver, W. A. Home and A. J. Walters. Class II. H. Campbell.

Bachelors of Arts Proceeding to the Degree of M. A. in course.

William H. Naylor, William D. Lighthall, J. Herbert Darey and Henry M. Ami.

Admitted ad Eundem Gradum.—W. W. Whyte, B. A.

Passed the Intermediate Examination.

McGill College.—Class I. John A. Nicholson, James Walsh, Samuel R. Brown, Robert Johnston, W. Leslie Clay and Alexander R. Johnston. Class II. Hugh M. Patton, Alfred P. Murray, Charles W. Colby, James Naismith, Rowland S. Hill, Wellington A. Cameron, Robert B. Henderson and William A. Nichols, equal; Malcolm Mackenzie. Class III. Rochester and Charles W. White, equal; John P. Gerrie, William Sanders, Murdoch J McLeod, George B. Kingston, Walter Russel, Nicholas A. F. Bourne, A. Internoscia and Robert W. Wright.

Morrin College—Class I. Malcolm McLennan. Class II. J. F. Langton. Class III. E. S. Rivard.

St Francis College—Class I. None. Class II. Wm. Gamble. Class III. None.

GRADUATING CLASS.

B.A. Honors in Natural Sciences—William G. Stewart, first rank honors and Logan gold medal; William Lockhead, first rank honors.

B.A. Honors in Mental and Moral Philosophy—James A. McFarlane, first rank honors and Prince of Wales gold medal.

B.A. Honors in English Language, Literature, and History—Arthur Colquhoun, first rank honors; John C. Martin, first rank honors.

Special Certificate—Hugh S. McLennan, special certificate of first rank general standing at B.A. ordinary examination, and Lansdowne gold medal.

Third Year.

Francis Topp, first rank honors and prize in mathematics, first rank general standing, second prize in rhetoric and English; Charles Swabey, first rank honors and Logan prize in natural science, first rank general standing, prize in Latin, chemistry, zoology, first prize in rhetoric and English; William T. Fyles, first rank honors in classics and prize in Greek; John McDougall, first rank honors in mental and moral philosophy; Philip Ritchie, first rank honors in modern languages and English; William Patterson, first rank honors in classics; Edward E. Braithwaite, first rank honors and prize in mental and moral philosophy; Nelson P. Yates, first rank honors and prize in mental and moral philosophy; Francis Pedley, first rank honors in mental and moral philosophy; Benjamin Clements, second rank honors in mental and moral philosophy; William H. Dalpe, second rank honors in English language and literature; Isaac Hargrave, second rank honors in English language and literature; Ronzo H. Clerk, first rank general standing; Charles H. Livingstone, prize in zoology, second prize in rhetoric and English, Professor's Prize for collection of plants; Andrew McWilliams, prize in Hebrew.

Passed the Sessional Examinations—Topp, Swabey, Clerk, Fyles, Ritchie, MacDougall, Livingstone, Patterson; Braithwaite and McCullough and McOuat and Hibbard, equal; Dalpe and Yates, equal; McWilliams, Sparling, O'Sullivan and Pedley, equal; Evans, McRae, Clements, Blair; Hargrave and McLean, equal; Roberts, Chalmers, Wallace.

Second Year.

A. R. Johnson, High School, Montreal, first rank honors and prize in mathematics; Robert Johnston, Kincardine High School, O., second rank honors and prize in mathematics, first rank general standing; James Walsh, Huntingdon Academy, P.Q., first rank general standing, prize in French; Samuel R. Brown, Huntingdon Academy, first rank general standing; W. Leslie Clay, Prince of Wales' College, P.E.I., first rank general standing; John A. Nicholson, Prince of Wales' College, Charlottetown, P.E.I., first rank general standing; Chas. W. Colby, Stanstead Wesleyan College, prize in English literature; Alfred P. Murray, private tuition, prize in botany, prize in logic; Hugh M. Patton, High School, Montreal, prize in German; James Naismith, prize in Hebrew.

Passed the Sessional Examination—Nicholson, Walsh, S. R. Brown, R. Johnston, Clay, A. R. Johnson, Patton, Murray, Colby, Naismith, Hill, Cameron; Henderson and Nicols, equal; McKenzie; Whyte and Rochester, equal; Gerrie, Sanders, Murdock McLeod, Kingston, Russell.

First Year.

Harry Neville Goff, High School, Port Perry, Ont., first rank honors and prize in mathematics; James E. Le Rossignol, High School, Montreal, second rank honors in mathematics, first rank general standing; Samuel Freeman McCusker, High School, Montreal, second rank honors in mathematics; John Lewis Day, High School, Montreal, second rank honors in mathematics; Frederick K. W. Macallum, Oberlin College, Ohio, prize in Hebrew; Charles F. Martin, High School, Montreal, prize in chemistry. Prize in German. William Allan Duke, private tuition, prize in Latin.

Passed the Sessional Examinations—Le Rossignol, Day, H. Pedley, Bryan, Macallum, Martin, Pritchard, Mason, Duke, Goff, Lindsay, Howitt, Morison, Mackenzie, McCusker, Bryson, Kinloch, Masse, Browne, England, W. L. Jamieson, Moss, Naismith.

At the examinations in September, 1884, the following scholarships and exhibitions were awarded:—

Scholarship—Tenable for Two Years.

Third year—Mathematical scholarship. F. Topp; classical and modern language scholarships, J. MacDougall, W. Patterson; natural science scholarship, C. H. Livingstone.

Exhibitions—Tenable for One Year.

Second year—S. R. Brown, Huntingdon Academy, Q.; Alex. R. Johnson, High School, Montreal; Robert Johnson, Kincardine High School, Ont,; H. M. Patton, High School, Montreal.

First year—A. Bryan, St. Francis College, Richmond, Q.; John L. Day, High School, Montreal; H. Pedley, Collegiate Institute, Cobourg, Ont.; Wm. A. Duke, private tuition.

SPECIAL COURSE FOR WOMEN.

Prizes and Standing.

Rosalie McD. McLea, Girls High School, Montreal, prizes in Greek, Latin, French and Chemistry.

Octavia G. Ritchie, Girls High school, Montreal, prizes in Mathematics, English and German.

First rank general standing—McLea and Ritchie, equal.

Passed Sessional Examinations—McLea and Ritchie, equal; Cross, McFee, Foster, Murray, Reid, Evans, Simpson.

Passed in certain classes as partial or occasional students—Blackader, Murphy, Turner, Van Horne, Bagg, N. Jamieson, E L. Johnson, J. J. MacFarlan, Robinson.

MORRIN COLLEGE.

Graduating class. Special certificates of first rank general standing—Nathaniel Rolph, John A. Fergusson, Herbert J. Silver, W. A. Home, A. H. Walters.

ST. FRANCIS COLLEGE.

Intermediate examination:—Greek, Class II., Gamble. Latin, Class II., Gamble. Trignometry and algebra, Class II., Gamble. Euclid and arithmetic, Class I., Gamble. Logic, Class I., Gamble. English literature and history, Class II., Gamble. French, Class II., Gamble.

At the conclusion of the list the prizes and diplomas were presented by Judge Torrance, the winners being loudly applauded as they received their awards. The members of the graduating class were then called forward to receive their degrees; the oath was administered by Mr. Baynes, and the ceremony of conferring the B.A. degree was concluded by Sir William Dawson "capping" the successful students.

The Arts Valedictory.

Mr. A. H. U. Colquhoun, B.A., was then called upon to deliver the valedictory address on behalf of the graduates in arts. Mr. Colquhoun's address was a very able and scholarly one, and was listened to with marked attention throughout, the chief allusions drawing forth hearty applause.

Faculty of Applied Science.

Prof. Bovey, Dean of the Faculty of Applied Science, here read the results of the science examinations, which were as follows:

Graduating Class.

Hedley Vicars Thompson—Lansdowne medal; Leslie Skelton prize; $15 mathematical prize; prizes in theory of structures, designing, hydraulics, water supply, heat and heat-engines. Charles William Trenholme—British Association medal. Ernest McCourt Macy—First rank honors in natural science; British Association prize. Edward Payson Mathewson—First rank honors in natural science; prize in materials. Samuel Fortier—Prize in heat and heat-engines.

Passed the sessional examinations—Civil engineering (advanced course)—Hedley Vicars Thompson. Civil engineering (ordinary course), in order of merit—Samuel Fortier, Judge Routhier, Thomas William Lesage. Mining engineering, in order of merit—Ernest McCourt Macy, Charles William Trenholme, Edward Payson Mathewson.

Third Year.

John George G. Kerry, Scott exhibition, $25 mathematical prize, prizes in theory of structures, water supply, descriptive geometry, surveying, mathematics. Harmon Trueman, prize in geology and zoology. Nevil Norton Evans, prizes in zoology and practical chemistry. Arthur Weir, prizes in experimental physics and theoretical chemistry. Passed the sessional examinations: Civil engineering, advanced course—John George G. Kerry. Civil engineering, ordinary course, in order of merit—Frederick William Cowie, George Herbert Dawson, Harmon Trueman, Thomas William Watson. Mechanical engineering, ordinary course—William

Murray Reid. Mining engineering, ordinary course—Charles Percy Brown. Practical chemistry, ordinary course, in order of merit—Nevil Norton Evans, Arthur Weir.

Second Year.

Robert E. Palmer—$25 mathematical prize; prizes in mathematics and materials. William Arthur Carlyle—Burland exhibition of $100; prizes in mathematical physics and chemistry. Walter Frederick Ferrier—Prize in zoology

Passed the sessional examinations: Civil engineering, in order of merit—Robert E. Palmer, Daniel Taylor, Victor Frederick W. Forneret, John Plaw Ball. Mining engineering, in order of merit—William Arthur Carlyle, Walter Frederick Ferrier, Alfred Roy. Practical chemistry—Robert Moffatt.

First Year.

Edgar Sydney M. Lovelace—Prizes in mathematics and French. Charles Herbert Macnutt—Prizes in chemistry and drawing.

Passed the sessional examinations, in order of merit—Edgar Sydney M. Lovelace, Charles Herbert Macnutt, Robert Forrest Ogilvy, Jas. Gibbons, Arthur Edward Childs, William Joseph Hamilton, Murdy John McLennan, Lawrence Hunt Hogan, William Joseph.

The degree of Bachelor of Applied Science was then conferred on the graduates by Sir William Dawson. The degree of M.A. was conferred on Wm. H. Naylor, Wm. D. Lighthall, J. Herbert Darey, Henry M. Ami and W. W. Whyte (*ad eundem*).

The Wicksteed Medals.

The Principal referred to the Wicksteed medals for physical culture, and expressed the obligations of the University to the donor. He called on Mr. Barnjum to read the award of medals and honourable mention. They were as follows:—

Gymnastics.

Wicksteed Medals—E. C. P. Guy, gold medal; E. McC. Macey, honorable mention; James Naismith, silver medal; Hugh M. Patton, bronze medal; S. R. Brown, honorable mention.

The Science Valedictory.

Mr. S. Fortier, B.A.S., delivered the valedictory address on behalf of the graduates in applied science.

Prof. Penhallow's Address.

Prof. Penhallow delivered the address to the graduates on behalf of the faculties of arts and applied science, in which he discussed the question of Classics vs. Science.

Sir William Dawson's Address.

Principal Sir William Dawson closed the proceedings with a short summary of the statistics and work of the University for the session, which had been in the highest degree successful and creditable to the ability and devotion of the members of the several faculties. The total number of students attending lectures in the several faculties of McGill College had exceeded five hundred. Besides these there were in affiliated colleges and in the Normal and Model Schools at least as many more—the whole number of persons deriving educational advantages from the university being 1,042. Of these, probably 500 are persons not resident in Montreal, but resorting to this city for the purpose of education. Colleges like McGill, situated in large cities, are often spoken of as if they were solely for the benefit of the wealthy inhabitants of towns. In the case of McGill the reverse of this was the fact. The University had been sustained by liberal citizens of Montreal, not for their own benefit merely, but for that of students from all parts of Canada. The financial statement appended to the report of the University for 1884 shows receipts from benefactors to the amount of more than $150,000, and this without reckoning the munificent gift of $120,000 for the foundation of the Donalda classes for women, and the subscription of $2,000 per annum for the maintenance of the chair of botany. Such gifts reflect the highest credit on the city and confer the greatest benefits on the whole Dominion. It becomes us in this connection to thank the many benefactors, from the Governor-General downward, whose liberality has been connected with the announcements made to-day in the awards to our students and in the training which has led to those awards. The number of degrees conferred at this and the recent meetings of the convocation is seventy-eight, and it is deserving of notice that in this number are included six graduates in arts from Morrin College, Quebec. Another feature of interest and encouragement is the growing proportion of graduates in arts who appear in the degree lists of our professional faculties. We welcome for the first time in the present meeting not lady graduates, but prize-women in the first year, under the Donalda endowment, established by the Honorable D. A. Smith, and we have reason to congratulate the students and ourselves on the success which has so far attended the institution of classes for women. It is well to notice in this connection that we have made no attempt beyond the first year, and that while our classes for women are separate from those for men, there has been no difference in the studies or in the examinations. Next term we propose to pursue the same course in the case of the second year. The third and fourth years will be commenced as the class proceeds, so that in 1888 we shall hope that the first graduating class of women will come up. We shall thus enter gradually upon the work, and, as need occurs, shall add lecturers and tutors in the more important branches of study; our plan being as far as possible to employ the same instructors in the classes for men and women, so that there will be no difference in the character of the teaching. In this way

we hope that the institution of classes for women may be a source of strength rather than of weakness to the Faculty of Arts. In this, as in previous educational enterprises, the University is not basing its action on any dogma or preconceived idea, but is following the indications afforded to it by the nature of the demand for the education of women, by the means placed in its hands, and the conditions on which these are given, by the experience of older universities, and by the requirements of the work as it proceeds. We thus hope to make the special course for women a living and progressive branch of the University, and while ready to adopt any improvement suggested by experience, shall proceed in a cautious manner not likely to involve us in any serious failure. We may, I think, look forward with much hope to the effort, and may anticipate that while it will develop and extend the higher education of women in a healthy and legitimate manner, it will exercise a useful influence in the elevation and refinement of the education of men.

The principal also referred at some length to the importance of establishing a dining-hall for the students.

MORRIN COLLEGE CONVOCATION.—The closing exercises of the classes of Morrin College were held in the College hall, when a large number of ladies and gentlemen were present. The graduating class, robed in gown and hood, followed by the professors, took their places, and, after the reading of Scripture and the offering up of prayer by the Rev. Mr. Love, the Rev. Dr. Mathews, in room of Dr. Cook, who was in Montreal, addressed the meeting. He stated that there had been twenty-three regular students in the classes the past winter, and that their conduct and progress had been most satisfactory to the professors. He ventured to say that the strong point of Morrin College was its teaching, owing to the fact that the students were brought into such constant contact with the professors. Its weak point was its finances, a larger sum being required for current expenses than was forthcoming. During the last year the College had been bequeathed $2,000 by the late Philip Peebles, Esq., while another friend had donated $500, the interest of which sums would ultimately be of service to the institution.

The Rev. Dr. Weir followed, and alluded to the fact that a meeting of such a nature as the present was a new practice for Morrin, which he hoped would be kept up for the future. The College was now over twenty years in operation, during which time it had not been numerously attended and was not likely to be unless more amply endowed. The work, nevertheless, which had been accomplished was not in vain.

At this stage of the proceedings the graduating class, consisting of Messrs. Rolph, Fergusson, Silves, Walter, Home and Campbell, were presented with their certificates entitling them to receive the degree of B.A. from McGill University.

For the first time in the history of Morrin College the ceremony of conferring a degree took place. The recipient was the Rev. John Bennett, of Almonte, a former student of Morrin College, who received the degree of D.D.

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