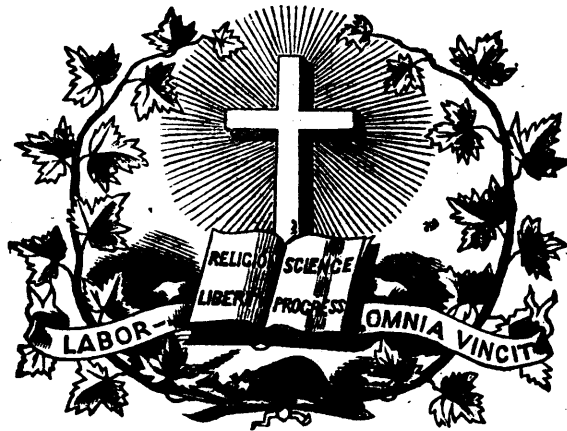


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The First Steps in Teaching a Language.

(Concluded).

Let us think first of Mastery. By Mastery Mr. Prendergast understands repeating a foreign sentence till one can at last give it with as much ease as its English equivalent ; *e. g.*, most English school-boys have mastered in this sense a certain portion of the French language—*viz.*, *Comment vous portez vous ?* But they have not mastered that expression in the same way in which a French school-boy has mastered it. To the English boy it is a mere hocus-pocus, to which a particular meaning is attached quite arbitrarily. To the French boy it is the natural expression of thought. The words live to the French boy ; but to the English boy they are mere jargon. And, unfortunately, mere jargon is frightfully hard to remember. But on Prendergast's plan the pupil must not advance till he has " mastered " the first lesson. This requirement hardly seems to me wise, for two reasons—first, because, as I have pointed out, real mastery is at this stage impossible ; secondly, because beginners—young beginners especially—are anxious to get on ; an if they make no visible progress, their mental activity is checked. This last is, to my mind, a fatal objection to the methods which require everything to be retained from the very beginning. The Christian is to avoid the appearance of evil, and the teacher should avoid even the appearance of stagnation. As a rule, I believe we do not think half enough of what our pupils think. We

sometimes seem to regard them as the Strasburg people regard their geese. I am told that they deprive these geese of all liberty, and stuff food down their throats till they consider them fit for examination. The crammer who has the credit of passing a great number of geese, and the owner of the goose, who gets the pie, think this a most satisfactory system ; but we have never heard the opinion of the goose. Perhaps the opinion of the goose may be neglected, but the opinion of the boy most assuredly may not. After all, when you think of it he is himself concerned to some extent in the result of your teaching ; and he is perfectly well aware of this, so you cannot calculate on driving him, as a stoker drives his engine. It is not enough that he ought to learn on your system ; he must feel that he is learning.

So here I find myself obliged to differ from the rapid-impressionists on the one hand, and from the total-retainers on the other. What, then, do I propose ? I propose to find out where the vital organs of the language lie, and to seek to give the learner power over that part of it. My rule would be : Teach only what the beginner wants—just the essentials of the language, and do all you can to familiarize him with these essentials by presenting them to him in a variety of forms and teaching him to use them himself. But the learner is powerless in the language, until he is familiar with its main inflections. I would therefore, from the first, set about teaching him these inflections.

Here I am afraid that I shall shock many advanced innovators. What can be more absurd, they will say, than the orthodox plan of grinding pupils in the grammar before they know anything of the language referred to ? But let us not be deceived by the various meanings we give to the word *grammar*. That a good deal of the grammar we were taught as boys was absurd—monstrously absurd—is so obvious that one wonders it could have been taught out of Bedlam. Things really valuable were mixed up with a number of things which were then valueless. As much time was spent upon the declension of *domus* as of *dominus*. When, as a boy of eight, I began Latin, I had first of all to learn about the letters ; that, *l, m, n, r* were liquids, whatever they might mean, and that some other letters were mutes ; I forget

which, and during the five-and thirty years that have intervened, I have never had occasion to remember. This knowledge, and a great deal more that I was taught in the Eton Grammar, was absolutely valueless to me, as I never had any use for it till it had gone again. But the declension of *musa*, &c., and the conjugations, were of very great value from the day that I began the "Delectus." One hears a great deal about the dullness of grammar. If by "grammar" one means the complete account of the beginning of the learner's career—of course it must be dull to those for whom it is both useless and unintelligible. But if we mean the common inflexions, I deny altogether that learning these is disagreeable work. Of course it can be made dull. The Greek verbs, as they are commonly taught, are absolute torture, the contracts especially; but this is because we demand more from the memory than we can possibly get. Everything as it is learnt should be used *viva voce* till it is known thoroughly.

Suppose, *e. g.*, the first Latin declension has been learnt. Give two or three words like *mensa, penna, regina*; and ask such questions as—Latin for *of the queen? with the wing?* What is the Latin for *table*, in the sentence, *I see a table?* What in the sentence, *The table stands on the floor?* You can then throw in an adjective declined in the same way and with the present of *sum*, there will be no lack of good questions from the very first. If, when a question has been asked, the answer is not named till everyone has had time to prepare the answer, and then, when a boy has been named, the question is passed rapidly with place-taking, I do not know any sort of lesson which young boys find less dull, or in which the master can more easily keep them all on the *qui vive*.

I would then, from the first, drill the learner in the inflexions beginning by preference (though this does not much matter) with the verb, the word *par excellence*, as Marcel remind us. As I shall presently show, I would by no means confine the learner to this drill, but I would not let him discontinue it till the forms were as familiar to him as the multiplication table. I would have the verbs say sometimes by tenses, sometimes by persons, sometimes forwards, sometimes backwards. They may be said rapidly in class, the first boy, *e. g.*, saying *amo*, the second *amas*, &c., as if they were numbering. In French and German I should prefer the words to be given first *viva voce* by the master, and in complete sentences—*Ich habe es, du hast es*, &c., *ich bin arm, du bist arm*, &c.

In order to pronounce well, the pupil must often hear the sounds he is to imitate. For this and other reasons, I would urge teachers from the very first to cultivate what M. Marcel calls the power of audition in their pupils. By audition he means understanding the foreign language when spoken. At present so little attention is paid to this, that people who have learnt to read and write a language, and even to use it a little in speech, very often cannot understand the simplest *viva voce* sentence. But audition may be cultivated very easily. One can soon ask intelligible questions in the foreign language, especially about numbers, the multiplication table, &c., or about something that has been just learnt, and require brisk answers in English.

I have contended for a drill in the common inflexions of the language, stipulating that everything it to be used as soon as learnt. But the beginner must not be kept to this drill exclusively. My principle is to attack the most vital part of the language, and at first to keep the area small, or rather to enlarge it slowly; but within that area I want to get as much variety as possible. The study of a book written in the language should be carried on *vari passu* with practice in the forms.

Now arises the question, Should the book be made

with the object of teaching the language, or should it be selected from those written for either purposes? I see much to be said on either side. The three great facts we have to turn to account in teaching a language, are these:—first, a few words recur so constantly that a knowledge of them and grasp of them gives us a power in the language quite out of proportion to their number; second, large classes of words admit of many variations of meaning by inflection, which variations we can understand from analogy; third, compound words are formed *ad infinitum* on simple laws, so that the root word supplies the key to a whole family. Now, if the book is written by the language teacher, he has the whole language before him, and he can make the most of all these advantages. He can use only the important words of the language; he can repeat them in various connections; he can bring the main facts of inflection and construction before the learner in a regular order, which is a great assistance to the memory. He can give the simple words before introducing words compounded of them: and he can provide that, when a word occurs for the first time, the learners shall connect it with its root meaning. A short book securing all these advantages would, no doubt, be a very useful implement, but I have never seen such a book. Almost all Delectuses, &c., bury the learner under a pile of new words, from which he will not for a long time be able to extricate himself. So far as I know, the book has yet to be written. And even if it were written with the greatest success from a linguistic point of view, it would of course make no pretention to a meaning. Having myself gone through a course of Ahn and of Ollendorf, I remember, as a sort nightmare, innumerable questions and answers, such as "Have you my thread stockings? No, I have your worsted stockings." Still more repulsive are the long sentences of Mr. Prendergast:—"How much must I give to the cabdriver to take my father to the Bank in New Street before his second breakfast, and to bring him home again before half-past two o'clock?" I cannot forget Voltaire's *mot*, which has a good deal of truth in it,— "Every way is good but the tiresome way." And most of the books written for beginners are inexpressibly tiresome. No doubt it may be said, "Unless you adopt the rapid impressionist plan any book must be tiresome. What is a meaning at first becomes no meaning by frequent repetition." This, however is not all together true. I myself have taught Neibuhr's *Heroengeschichten* for years and I know some chapters by heart; but the old tables of Jason and Hercules as they are told in Niebuhr's simple language do not bore me in the least.

"Ein Begriff muss bei dem Worte sein,"

says the Student in Faust; and a notion—a very pleasing notion, too—remains to me about every word in the *Heroengeschichten*.

These, then, would be my books for a beginner, say in German:—First, the principal inflexions, followed by the main facts about gender, &c. This we will call the Primer. Second, a book like the *Heroengeschichten*. This I would have prepared very much after the Robertsonian manner. It should be printed, as should also the Primer, in good-sized Roman type; though, in an appendix, some of it should be reprinted in German type. The book should be divided into short lessons. A translation of each lesson should be given in parallel columns. Then should come a vocabulary, in which all useful information should be given about the really important words, the unimportant words being neglected. Finally should come variations and exercises in the lesson, and in these the important words of that and previous lessons should

be used exclusively. The exercises should be such as the pupils could do in writing out of school, and *viva voce* in school. They should be very easy—real exercises in what is already known, not a series of linguistic puzzles. The ear, the voice, the hand should all be practised on each lesson. When the construing is known, transcription of the German is not by any means to be despised. A good variety of transcription is, for the teacher so write the German clause by clause on the black-board, and rub out each clause before the pupils begin to write it. Then a known piece may be prepared for dictation. In reading this as dictation, the teacher may introduce small variations, to teach his pupils to keep their ears open. He may, as another exercise, read the German aloud, and stop here and there for the boys to give the English of the last sentence read; or he may read to them either the exact German in the book or small variations on it, and make the pupils translate *viva voce*, clause by clause. He may then ask questions on the piece in German and require answers in English.

As soon as they get any feeling of the language, the pupils should learn by heart some easy poetry in it. I should recommend their learning the English of the piece first, and then getting the German *viva voce* from the teacher. To quicken the German in their minds, I think it is well to give them in addition a German prose version, using almost the same words. Variations of the more important sentence should be learnt at the same time.

From all these suggestions you will see what I am aiming at. I wish the learner to get a feeling of, and a power over, the main words of the language, and the machinery in which they are employed. To use a mathematical illustration, I look upon the study of a language as the study of forces, like mechanics; and I wish to have the forces, not at rest, but in every kind of action; I wish both the science and the art to be not statics but dynamics.

I hope I have now sufficiently explained my main notion on this subject. I can do no more than this at present; though I should prefer writing a volume to giving a lecture.

Before I sit down, I should like to mention two matters of practical interest; first, what is required in the way of good elementary construing books; secondly, how any book may be turned to account. The learner, as a rule, wants much more help in tackling his first construing book than is given him. This is especially the case in Latin. He is given him. This is especially the case in Latin. He is given a dictionary and a Cæsar, and he is supposed to make out a chapter for himself. As we all know, he doesn't do it. The translation is really driven into him by the master in school, and is in fact connected with the Latin in what is, to the boy, a manner purely arbitrary. It would be much better if the Latin were at first put before him in short sentences, as it is in Mr. Isbister's Cæsar; and if each lesson were furnished with its own vocabulary, as it is in Mr. Woodford's "Epitome of Cæsar." I believe that a good vocabulary in the order of the text is a most valuable addition to a construing book. Mr. Müller Strübing and I have endeavoured to furnish such a one for *Wilhelm Tell*,* and every one I know of who has tried the plan speaks well of it.

And lastly, I wish to point out how I would have the teacher use his construing book. He should carefully go over it, and mark in his own copy a selection of words and sentences which he intends to teach from it. With

* *Comparison to Schiller's Wilhelm Tell*, by Strübing and Quick (Nutt), 1874.

beginners these marked words and sentences will be the most ordinary things in the language. With more advanced pupils the teacher will mark idioms and less common words. What ever he has thus marked he will question about again and again, always spending some part of every hour over the back lessons. If the boys are old enough to take things down correctly, he will dictate to them a vocabulary of the marked words, and make them learn it. He will have the marked sentences learnt by heart, and will practise the pupil in variations of them. He will dictate for translation into the foreign language sentences involving the marked words and constructions. When one of his marked words or constructions recurs, he will require his pupils to point out where they have met with it before. His pupils will then by degrees get familiarized with a part, and that the most vital part of the language.

I am afraid these suggestions will seem a very lame and impotent conclusion after discussing the theories of the great methodizers. If so, it may remind teachers of the terrible descent one always makes when one comes from theory to practice. Still, there is no gulf fixed between them, and if we get accustomed to pass from one to the other, the distance may at length not seem so great. I shall be well satisfied if I have to night induced any practical man to think of the theory of language-teaching, or made any theorist conscious of difficulties which have to be overcome in its practice

Whipping Children.

Did Adam and Eve ever spank Cain and Abel? Was the first experiment of a box upon the ear made upon the heads of the two unfortunate babies? Did the hands which had been washed in the waters of Eden, and had gathered asphodels and amaranths in the bowers of paradise, when expelled therefrom, learn the ungracious work of tingling the white surface of the little ones, who, but for them, might have been beautiful cherubs, with wings and shoulders only? It is to be feared that the initiative in the aggressive warfare carried on in the world by brute force against helpless innocence took its rise at a period no less ancient than this; and it has gone on from age to age from the time

"When wild in woods the noble savage ran,"

down to our own, when the convenient toga has given place to the use of the difficult trousers. Putting aside all other aspects of our humanity, what a measureless aspect of meanness, cruelty, and injustice, does not this one feature present! What a picture of giant strength domineering over cowering pigmydom! red wrath and pale terror! threatening vociferation and imploring tears! It is enough to cover all men and women from countless generations with shame and yet, there are those who would prolong, perpetuate, and justify, this humiliating spectacle; those who would see the boy who, at the age of ten, should feel his person to be sacred, and if properly trained, would feel the holy premonitions of one whose body is made a temple for the Holy Ghost to dwell in—would see this boy lashed in our public schools like an ancient helot at the will of any irritable, incompetent teacher.

If a man has a fine animal of any kind, he is careful in his training of it—careful that, neither by neglect, harshness, nor blows, its symmetry be impaired, its nerves shocked, or its stubbornness excited, and the creature

thus be irretrievably given over to ineradicably vicious habits—and yet, his child, who should be precious as the apple of his eye; his child, the inheritor of his name—the inheritor, also, of what is best or worst in himself—an epitome of the universe, an incipient Plato, Shakespeare, or Milton, it may be; with nerves so delicately organized that there are a thousand possibilities of what may disturb his moral or intellectual well being is not so well cared for, nor so tenderly cherished, as the young colt in his paddock.

“Woe unto him who shall cause one of these little ones to offend!” said the tender, loving lips of the Divine Master, who took little children in his arms and blessed them. I confess to a certain awe in the presence of a child—its white tablet, open to all impressions, and so soon to be filled with undying records; its weird questionings; its unearthly intuitions; its intimations of something latent and visible; its cradle-smiles; its quick coming tears; the half remembered vistas of the spheres, where—

“Trailing clouds of glory do we come
From God, who is our home.”

How any human being can take such a one, and wrench him in the whirlwind of his wrath, or, with deliberate intent, scourge his white limbs in the expectation of infusing moral ideas through the integuments of the skin, is to me incomprehensible. The rush, the jar, the whole category of discords, is enough to mar the fine, delicate organisms forever. I remember, when I was a child of nine, I was present in a school where the master attempted to “flog” an unruly boy, who turned upon the teacher, and what was to me a fearful contest, ensued. How it terminated I never knew, for I was carried home in what seemed a dead faint, and it was long before my nerves rallied from the shock. Here was an injury inflicted, not only upon the delinquent, but upon a little community of outraged and terrified children.

A child is either rendered callous and brutal by blows, or his self-respect becomes impaired, and he grows up without honor or manliness. I believe our families and schools can be managed without the rod. The very young child may, if sullenly obstinate in character, need a slap to teach it that there is a wholesome law which it must obey; but this should be administered while a child in arms, not old enough for reasoning. In the school room, if the whole system of corporeal punishment and monitorial surveillance were done away with, and the children put upon their honor, taught the love of order and the courtesies and amenities which should characterize all intercourse, there would be far less cause for complaint of misbehavior on the part of the young; but this presupposes that parent and teacher have perfect self-control, and a natural insight and sympathy for the child.

It will be said that Solomon, the wise man, warmly recommends the use of the rod; but it must be borne in mind that Solomon, in the Proverbs, is very worldly wise, and some of his sayings are probably the collected aphorisms long current among a prudent people.

I have seen a child whose whole soul was up in arms at a blow; he developed a fearful hatred and rage, and I could not but think there were the elements of the hero in him—a Spartan tumult of being. I judge that, out of such material, wisely respected, grew the wonderful three hundred who stood shoulder to shoulder in the noblest battle the world has known—that of Thermopylae.

The great object of education is to instil into the mind of the child a sense of justice, a rigid adherence to truth, fortitude, constancy, honor; and how can all this be incorporated into the growing fibre in the presence of

injustice, violence, and disorder? Old Montaigne has most aptly said, “It is not a soul, it is not a body, that we are training up; *it is a man.*” And again, remembering that we boast of our progress, and Montaigne said as follows, three hundred years ago: “Do but come in when they are about their lessons, and you shall hear nothing but the outcries of boys under execution, and the thunder of pedagogues *drunk with fury.* A very pretty way this to tempt these tender and timorous souls to love their book, leading them on with a furious countenance and a rod in hand! Away with this violence; away with this compulsion; than which, I certainly believe, *nothing more dulls and degenerates a well born nature. If you would have him fear shame and chastisement, do not harden him to them.*” And much more of a like nature is uttered by the wise old philosopher.

Our modern system of education is defective in many ways, and greatly in this, that we have not *unlearned* the brutality of the past ages. The child is still scourged when it is the parent or teacher that most deserves it. The child of to day feels that he is subjected to unjust or ignominious punishment, more by instinct than reason, as is evinced by the many sad and deplorable suicides of mere children after having been cruelly treated. And, again, such is the modern rage for cramming the child's head with book-knowledge, that the moral nature, the manful nature, is greatly neglected. We do not educate a man, but a pedant. Many of the old knights and the noble barons of Runnymede, who would scorn treachery, falsehood, dishonor, irreligion, compared with whom our bank-defaulters, untrustworthy officials, and short-coming legislators, are blacklegs and felons, could not write their own names, and signed with a cross. Our prisons are filling up with cultured men, who might from literary coteries and lyceums within their prison-walls; yet all these men were duly flogged in their youth, and trained to the learning of the schools. How like

“A lump of ice in the clear, cold moon”

seems the character of John Stuart Mill, isolated from ball, and kite, and top, and studying Greek at three years of age!

The first years of a child's life should be little trammelled by the study of books; it is the seed-time for the soul; it is the period for training a man, for inuring him to the practice of the hardy sports, those sturdy virtues, those high moral perceptions, that in after life shall yield the fruitage of a solid manliness an unflinching, honest, honorable manhood.

ELIZABETH OAKES SMITH.

—(*Appletons' Journal*).

McGill University.

CONVOCATION.

The annual public meeting of Convocation, for the conferring of Degrees of Arts, was held in the William Molson Hall, on Monday, May 3rd, at 3 p. m.

Members of Convocation met in the Library at 2 p. m., for the reading of minutes and election of Fellows, for the Session of 1875-76, which resulted in the election

For the Faculty of Law of Edward Holton, B. C. L., and J. J. Maclaren, M. A., B. C. L.

For the Faculty of Medicine—John Reddy, M. D., and Samuel B. Schmidt, M. D.

For the Faculty of Arts—R. A. Ramsay, M. A., B. C. L., and J. R. Dougall, M. A.

After the election, the Members of Convocation took their

seats on the platform, Hon. James Ferrier in the chair. Among those present we noticed: Of Governors—Messrs. Andrew Robertson, M. A., Q. C.; The Hon. Christopher Dunkin, M. A., D. C. L.; Peter Redpath, Esq., and The Hon. Frederick W. Torrance, M. A., B. C. L. Principal—John William Dawson, LL. D., F. B. S., F. G. S., Vice-Chancellor. Of Fellows—Ven. Archdeacon Leach, D. C. L., LL. D., Vice-Principal and Dean of the Faculty of Arts; George W. Campbell, M. A., M. D., Dean of the Faculty of Medicine; Alexander Johnson, LL. D., Professor of Mathematics and Natural Philosophy, McGill University; Rev. George Cornish, LL. D., Professor of Classical Literature, McGill University; R. A. Ramsay, M. A., B. C. L., Representative Fellow in Medicine; C. P. Davidson, V. A., B. C. L., Representative Fellow in Arts; J. J. Maclaren, M. A., B. C. L., Representative Fellow in Law; Edward Holton, B. C. L., Representative Fellow in Law; George A. Baynes, M. D., Representative Fellow in Medicine. Secretary, Registrar and Bursar—William Craig Baynes, B. A., and Edward Alfred Baynes, B. C. L., Assistant Secretary. Of Professors—William E. Scott, M. D., Professor of Anatomy; Robert P. Haward, M. D., Professor of the Theory and Practice of Medicine; Rev. A. DeSola, LL. D., Professor of Hebrew and Oriental Literature; Charles F. A. Markgraf, M. A., Professor of German Language and Literature; Pierre J. Darey, M. A., B. C. L., Professor of French Language and Literature; G. E. Fenwick, M. D., Professor of Clinical Surgery and Medical Jurisprudence; J. S. C. Wurtel, B. C. L., B. C. L., Associate Professor of Commercial Law; George F. Armstrong, M. A., C. E., F. G. S., Professor of Civil Engineering and Applied Mechanics; Rev. J. Clark Murray, LL. D., Professor of Logic and Mental and Moral Philosophy; George Ross, M. A., M. D., Professor of Clinical Medicine; Bernard I. Harrington, B. A., Ph. D., Professor of Assaying and Mining, and Lecturer on Chemistry; Wm. Osler, M. D.; Wm. Gardner, M. D. Lecturer—Thos. G. Rodrick, M. D., Demonstrator of Anatomy. Of Graduates—Messrs James Kirby, M. A., D. C. L.; John S. Proudfoot, M. D.; S. B. Schmidt, M. D.; Rev. C. Chapman, M. A.; John R. Dougall, B. A.; C. J. Mattice, B. A.; F. G. Gilman, M. A., B. C. L.; George E. Jenkins, B. C. L.; N. J. Crothers, B. A.; W. B. Dawson, B. A.; L. A. Hall, B. A.; K. N. McFee, B. A.; John McIntosh, B. A.; John S. McLennan, B. A.; C. H. Murray, B. A., &c.

After prayers by Ven. Archdeacon LEACH, The DEAN of the Faculty of Arts (Ven. Archdeacon Leach) read the graduate list as follows:

PASSED FOR THE DEGREE OF B. A.

In Honors—George H. Candler, Wm. F. Ritchie, Gustavus G. Stuart.

Ordinary—Class III—Earnest M. Taylor, Wm. McKibbin.

PASSED IN THE INTERMEDIATE EXAMINATION.

McGill College—Class I—Eugene Lafleur, J. A. Newnham; Wm H. Warriner. Class II—Chas. H. Gould, Chas. S. Pedley, Matthew H. Scott, John H. Graham, Calvin E. Amaron, W. D. Russell, Robert Robertson, Archd. McGregor, Albert W. Atwater, Jas. A. Andersod, George Forneret. Class III—None. Morrin College—Class I—S. G. Bland. Class 2—Robt. Cassels. Class 3—None.

BACHELORS OF ARTS PROCEEDING TO THE DEGREE OF M. A.

John Allworth, B. A.; Wm. J. Crothers, B. A.; Wm. J. Dery, B. A.; Alexander E. Duncan, B. A.; Robert Ellis, B. A.; Edward H. Krans, Duncan W. McClennan, B. A.; Robert W. Wallace, E. A.

PASSED FOR THE DEGREE OF BACHELOR OF APPLIED SCIENCE.

Course of Civil and Mechanical Engineering. (In order of Relative Standing)—William B. Dawson, B. A.; Alvan A. Batcheller, Arthur E. Hill, George Ross, John Page, Robert A. Wilson, John J. Frothingham.

Course of Mining and Assaying—David F. Wilkins, B. A., (Toronto.)

GRADUATING CLASS.

B. A. Honors in Mathematics and Natural Philosophy—George H. Chandler—First Rank Honors and Anne Molson Gold Medal.

B. A. Honors in Mental and Moral Philosophy—Gustavus G. Stuart—First Rank Honors and Prince of Wales Gold Medal.

THIRD YEAR.

R. A. Crothers—First Rank Honors in Classics; Prize in Classics; Prize in Zoology; First Rank General Standing. H. H. Lyman—First Rank Honors in Natural Science; Logan

Price, Prize for Collection of Plants. E. T. Rexford—First Rank Honors in Mental and Moral Philosophy; Prize in Moral Philosophy; First Rank General Standing. Archibald McGoun—First Rank Honors in Mental and Moral Philosophy; Prize in Classics. Hugh Pedley—First Rank General Standing.

PASSED THE SESSIONAL EXAMINATIONS.

Crothers, Rexford, Pedley, Lyman McGoun, Watson, Graham, Cox, Gray, Duffy, Matheson.

SECOND YEAR.

Eugene Lafleur—(High School, Montreal)—Prize in English; Prize in French; Prize in German; First Rank General Standing J. A. Newnham—(Private Tuition) Prize in Botany; First Rank General Standing. Chas. S. Pedley—(High School, Cobourg.) Prize in Logic. Calvin E. Amaron—Prize in French. W. H. Warriner—(Private Tuition)—First Rank General Standing.

PASSED THE SESSIONAL EXAMINATION.

Lafleur Newnham, Warriner, Gould, Pedley (C. S.), Scott, Graham (J. H.) Amaron, Russell, Robertson, McGregor (J. H.) Amaron, Russell, Robertson, McGregor (A. F.), Atwater, Anderson, Forneret.

FIRST YEAR.

James Ross—(Huntington Academy)—Prize in Classics; Prize in History; Prize in Chemistry; Prize in French; First Rank General Standing Ranking Dawson—(West End Select School, Montreal)—Prize in English Literature; First Rank General Standing. Jas. T. Donald—(Montreal High School)—Prize in Classics; First Rank General Standing. Allen S. McFadyen—(Manilla High School)—Prize in Hebrew.

PASSED THE SESSIONAL EXAMINATION.

Ross (James), Dawson, Donald, Thornton, McFadyen, McKeen, Lyman (C.), McKillop, Lynn, McLaren, Ross (P. R.), McCrae.

DEPARTMENT OF PRACTICAL AND APPLIED SCIENCE.

GRADUATING CLASS.

W. B. Dawson, B. A.—Certificate of Merit in Engineering; Alvin A. Batcheller—Certificate of Merit in Engineering; Arthur E. Hill Certificate of Merit in Engineering, and prize in Geology; D. F. H. Wilkins, B. A. (Tor.)—Certificate of Merit in Mining and Assaying.

MIDDLE YEAR.

Willis Chipman—(Weston High School)—Prize in Engineering Subjects; Prize in Zoology.

PASSED THE SESSIONAL EXAMINATION.

Chipman.

JUNIOR YEAR.

William J. Sproul—(Toronto High School)—Prize in Engineering; Prize in French; Prize in English; G. L. Pasche.—(Bedford Academy)—Prize in French; J. H. Stewart—(Carlton Place High School)—Prize in Chemistry.

PASSED THE SESSIONAL EXAMINATION.

Sproul, Stewart, (J. B.), Stewart, (D. J.), Pasche, Clements, Casswell.

The Earl of Dufferin's Gold Medal for History has been awarded to John S. McLennan, B. A.

STUDENTS ENTITLED TO CERTIFICATES FOR METEOROLOGICAL OBSERVATION.

(Arranged Alphabetically.)

- A. A. Batcheller.
- G. H. Chandler.
- W. B. Dawson, B. A.
- A. E. Hill.
- J. Page.
- D. F. H. Wilkins, B. A., Tor.

In the examinations in September 1874, the following prizes, exhibitions and scholarships were awarded:—

Fourth year—George H. Chandler: Anne Molson prize in Mathematics.

Third year—H. H. Lyman and A. McGoun; W. C. McDonald scholarships. A. G. Watson; Charles Alexander scholarship.

Second year—Eugene Lafleur, J. A. Newnham, J. H. Graham, W. C. McDonald exhibitions. R. Robertson; T. A. Taylor exhibition.

First year—R. Dawson, J. Ross, F. T. Taylor; W. C. McDonald exhibitions. C. W. Ritchie; Governors' exhibition. E. T. Donald, Jane Redpath exhibition.

To this list was appended the return of sessional examinations in the ordinary Arts course.

The prizes and honor certificates having been awarded, and the Degree of B. A., conferred on these entitled to it.

Mr. McKibbin, B. A., read the Valedictory of the Arts course, in which, after a reference to the present practice of getting up spelling matches and tracing up words to their roots, he showed the meaning of the word "valedictory" (vale-dic) to be the "saying of farewell." He also quoted from Webster to a similar effect. These separations could not be without sentiment, and he came to say "farewell" on this occasion with a full appreciation of its meaning. After speaking of the kindnesses which he and to day's graduates had received at the hands of the professors, from their fellow undergraduates, and from the citizens of Montreal, of which they would ever have the most pleasant remembrances, he proceeded to advocate a greater practice among students of athletic sports. A healthy mind in a sound body would enable them to meet their professors and examiners with honest confidence. He spoke of the advantage it would be to students if the college could be so remodelled as to provide accommodation for them. (Applause). The discomforts of boarding houses were the greatest trouble with which students had to contend. Could they be accommodated as he had suggested students would enjoy the advantages of closer association, discipline and regularity. He concluded by again repeating his expressions of thanks.

Professor Darey then delivered the valedictory address to the graduates.

PROFESSOR DAREY'S ADDRESS.

Mr. Chancellor, Chairman, Gentlemen of the Convocation, Ladies and Gentlemen:—

Having been appointed by the Faculty of Arts to address a few words to the graduating class in behalf of the Faculty, it is with a feeling of pleasure that I come to fulfil that duty. It is a real pleasure to me, gentlemen, to congratulate you to day on the new position you have attained, you have reached a place for which you have striven during the last four years. Some of you have distinguished yourselves by your diligence and application, and have rightly fitted yourselves to enter into higher and more difficult professional studies. Your number is small but your scholarship is of a very high order. If the people of this city and country were alive to their true interest, instead of counting our graduates by units or tens, we should count them by hundreds. Surely nothing deserves a better training than man with his lofty intellect, than man made after the image of his maker. The advantages of sound literary and scientific studies must give to every one, whether a professional or a business man, a benefit that commercial reverses can neither shake nor take away. A deep acquaintance with those treasures of thought, with those monuments of wisdom of the past ages, a love for those belles lettres, which have been so well called human, *humaniores litteræ*, will give most certainly to every man, after the labour of the day, the hurry of affairs, the purest and noblest of enjoyments. A distinguished Frenchman of the past century, Montesquieu, used to say that he never had a trouble, which an hour of reading did not dissipate. Many also of your great English statesmen of the present day, solace themselves, and rest from the arduous task of governing an empire of the magnitude of the British empire, in the pure enjoyment of classical literature, translating Homer or writing a novel. In the venerable halls of learning of Oxford or Cambridge, did they acquire those habits of study; may we not hope that it will be the same in those of McGill. We hope and trust that it will be the case, and that the opportunities afforded to the youth of this country, will be embraced with earnestness. We hope also that before long the benefit of a thorough training in the Faculty of Arts will be so well recognized, that a degree of Bachelor of Arts will be made imperative before entering upon the professional study of Medicine, Law, Theology or Science. That degree is required in my own country, France, and the reasons for that requirement, are quite as powerful here, as anywhere else in the world. I will not enumerate those reasons; they are too obvious to require any demonstration. What are we trying to do here in this Faculty? We are endeavouring to bring out, cultivate, and foster the capacities, intellectual, æsthetic and moral, with which a kind Providence has endowed the students, either in causing them to drink deeply at the fountain of science, or to take pleasant, agreeable and refresh-

ing excursions in the beautiful field of Literature, both ancient and modern, in your own powerful and expressive language, or in foreign tongues. I do not forget that there is no Royal road to learning, and that study is not altogether child's play. I do not consider that work is an evil. It is a fit preparation for greater exertions in fighting the battle of life. Besides, there are plenty of Royal roads—to riches—to position in society, etc., where only the few are admitted, and it is quite well that here in the dominion of letters or science, there is true equality, and that with patience and perseverance, in doing well the work of to-day, we can all make our lives perhaps not sublime, as the poet has it, but prepare ourselves for a life useful to our fellow-men and fit ourselves to hear the cheerful sound at last—well done. It is a praiseworthy ambition in everyone to try to excel, in every thing that one undertakes, and I wish that all of you may excel, but remember gentlemen, that we may excel in doing small things as well as in doing those which attract the attention of men which are done before the whole world. One may excel in a very humble sphere. Let it suffice you that it should be said he is an honest, modest, thorough man. Then you will not fail to get the esteem of your fellow men, and what better reward do you wish for? I know well that it is not always easy to perform small duties. But in every calling there are small duties to attend to. There is drudgery which requires to be seen at a certain distance and under a peculiar light to appear agreeable. One of the hardest things to bear that I know of is the ungratefulness of those in whom one takes an interest. But, gentlemen, if there is one single thing that I wish to impress upon your mind more than any other it is that you should prepare yourselves to meet it. Life is spoken of as a fight; therefore prepare yourselves for the battle; we have been trying to help you to furbish your weapons and be ready to enter upon the strife. Remember also as an encouragement, that goodness and truth are not less contagious than evil, and many there are who will be strengthened by your example, and will take heart again after discouragement, and play well their part in the world. You will make enemies in doing your duty in a straightforward and honorable way; never mind what the selfish, the unprincipled man may say—it is not always an honour to be praised by some men, and it is not always a compliment to be thought like every body else—no—but let your motive be honourable, your conduct correct, in a word:

"Act well your part, there the honour lies."

The present period of the world seems to require more than any other age true men, and men of sound and true learning. At this time there are those who in the name of science would try to take away from us those precious hopes which help us very often to bear the burden of life and invite us to look to a higher and better world for the recompense which has not been given us here. There are others who fly off in other directions, on superstitious ways, desirous to make us retrograde to past ages, others abandon themselves to the most wretched infidelity. And these are no ordinary thinkers—they are master minds, unfortunately going in the wrong, and I may say hopeless way. They are many of them leaders of thought of this generation. I hope gentlemen that it is not presumption on my part to think that this University may train minds which may rise to the front rank of learning, as we fortunately have a brilliant example amongst us—minds which may lead the movement of ideas and thoughts, and give them a right healthy and hopeful direction. We are living in a very active, stirring time. Do not be carried away by the current over much. Harbor not those ways of sharp dealing, those feelings of selfishness which are so frequent in our time. Set up the standard of action on the high noble ground of honor and truth. But my time is very limited and I will not trespass on your patience. One word more and I have done. I will tell you before you leave these walls, to look always on this University as your *Alma Mater*, as I hope you have found her to be so. We who remain here will take a deep interest in the course you pursue in the future. We have been interested in the highest degree in your intellectual progress for these four years past. We cannot leave aside that interest as a worn out garment. Are we justified in hoping that such a feeling will be reciprocated? May we not hope that amongst the graduates there will be a strong band standing by their *Alma Mater*, that there will be formed amongst them a powerful *esprit de corps* for good! I will not question the past, but will look hopefully

to the future, for the consummation of a lasting benefit to the graduates as well as to the University. Again, gentlemen, after having rejoiced for a moment in the position which you have attained, I will say to you, do not loiter, many things are yet to be learned, many fields to be explored—indeed you have entered only upon the threshold of knowledge, press on and win.

The Dufferin Medal for history was then given to Mr. MacLennan, Dr. Dawson remarking that it was the first time that it had been awarded. On this occasion M. MacLennan had been the only competitor, but the judges were unanimously of opinion that his essay was worthy of the prize.

The graduates in Applied Science having been accorded their degrees and diplomas

Mr. Wilkins, B. A., B. A. Sc., delivered the valedictory on behalf of the graduates in his section of the Art Faculty. He eulogized this department of study, and then proceeded to speak of the obstacles which graduates in it would have to encounter. There was the great and generous public about which so much was heard and so little experience. Then there were quacks who traded on a very small amount of capability. In addition, there was the obstacle caused by the divorce between capital and labour. There was the haste to get rich at all hazards, even were it by oppressing the poor, who in their turn, as far as possible, were disposed to oppress the rewards of study? One heard the usual talk about writing his stopped. More toleration was wanted on each side. What were the rich. The consequence of this was that manufactures were name high on the muster roll of fame, but that was seldom reached, and that only when we were hastening to the grave, or after that we had left the world forever. But the student could have his reward in the thought of what he was doing for the welfare of his fellow men. The essayist proceeded to speak of the delights which were to be obtained by the student from the open book of nature which he could contemplate with the eye of philosophy and faith.

Professor Armstrong then addressed the students.

PROFESSOR ARMSTRONG'S ADDRESS.

Gentlemen, Graduates in Applied Science,

The fourth Session of the Department of Practical and Applied Science, is to day being brought to a close, and the experiment commenced in 1871 has now ripened into an accomplished fact making it possible for this Dominion of Canada at last to say that she possesses a school in which the principles of Applied Science, as they bear upon engineering, and the manufactory, are systematically taught. In the autumn of 1871, our class opened with eighteen students, advanced the next year to nine and twenty, and for the last two years have been stationary at two and thirty, so that we can, I take it, with truth say that the work is established. The time that has passed since our inauguration is obviously too short to make it possible for us to point to any definite or marked influence, that the teaching given in this place, can yet have had upon the technical industry of the country; but that such will eventually make itself apparent admits of no doubt. In order to convince ourselves of this, we have only to glance at the condition of the industries of those countries (France and Germany that showed the way in the establishment of such schools as this, at the time of the great London Exhibition in 1851, and compare it with what it was ten years later at the second London Exhibition, and afterwards at the one in Paris in 1867—a condition that has not failed to improve up to the present time. In 1851 the mechanical, and a great proportion of the textile productions of Great Britain, were seen to be, as they had hitherto been, in all that relates to design, finish and economy—"facile princeps." The next few years saw the very general establishment of Technical Schools in many States of the European continent, and in 1862 all the former condition of things was changed,—not that Great Britain had retrograded, but that the continent now appeared as her honourable rival. Five years again intervened before the Paris Exhibition in 1867, when it was acknowledged, not by interested judges, but by English engineers and manufacturers themselves, that this rivalry of the continent had then become more than dangerous, for it had positively out-stripped them in many branches of industry, specially in such as called for the display of a knowledge of scientific principles in matters of economic arrangement and practical aptitude, and of which Great Britain had for years enjoyed all but a monopoly. It should be remembered also,

that during the same period the construction of the Suez Canal and the mont Cenis Tunnel were carried to a successful issue by Continental engineers. That 16 years of such work as we are doing here should have resulted thus, ought to teach us in this country many and very important lessons, seeing how diligent our neighbours in the United States have been, of late, in the establishment of Schools of Applied Science. Although there are yet no conspicuous effects to which to point, it is encouraging to remember that already our "alumni" are scattered, and at work, over the length and breadth of British North America—from Newfoundland to the Pacific; and further, that wherever they have gone, their worth has been acknowledged, as is evidenced by the fact that further supplies of the same material are eagerly sought after. True then it is that our Technical School has been successfully established; but that is not all that must be done. It has manifested its need, it has demonstrated its efficiency, and has shown that there is beyond doubt a vast field of usefulness to be occupied either by it or some other. It demands, therefore to be made permanent, to be, in fact, the object of such endowments as will remove it from the position of a temporary and capricious existence to one of stability and endurance. That thing, money, which in some way or other is held by many serious people to be the root and origin of evil, but which may, on the other hand, be, doubtless, made the instrument of illimitable good, is what we want, and in large quantities. Let, therefore, those that possess it, and are harrassed by doubts as to its rightful office, be now persuaded at one stroke to unburden themselves of both the money and its contingent vexation! While the permanent endowment of what has already been done would itself be a noble act, what we ask is far more. We want suitable buildings, a workshop, museums, laboratories and scholarships, in addition to increased teaching power. The demands of an ever-increasing requirement render the claims of this latter item most urgent. And if the school is to maintain its efficiency, something must be done to meet them. It will be clearly seen, then, that no limit can be placed upon the sum of money the honourable the Board of Governors will, I am sure, be glad to receive in furtherance of technical education in this University, and of which moreover, whatever be its amount, they will render, I am equally sure, a satisfactory account in the sequel. But now a word about another affair which should also have much interest for us. I have called attention to the example set by France and Germany in technical education, and it happens that there is another and equally important point as I think in which it would be greatly to the interests of this country to imitate, not only them but every other European state, as well as India. I refer to the establishment of a system of competitive examination for the junior appointments in the public Works Department of the Dominion—an examination that would fence about the public service with such a guarantee of competence as would insure the entrance of the best rather than the more influential and less competent candidate. It must not for a moment be supposed that in this suggestion I seek to claim a preference for men of this or any other school. Far from it. We indeed should fear nothing in taking our chance with the rest, and if better men can be found should be the first to say, let them in the name of all that is reasonable—have their reward. All we ask is, that there shall be here, as elsewhere, a free and open competition for these appointments, and that a miserable system of political influence and pettifoggery expediency be for ever swept away. That the country would be the gainer by such a change admits of no doubt; and that the benefit would be felt in a quarter that all, more or less, can appreciate—namely, the pocket—is equally certain. No one has any conception, except those that have been employed on extensive works of construction, of the extent to which money under one system may be squandered, and under the other, saved, and if any one is not satisfied of this, let him look up certain state papers having reference to the old "regime" of the Public Works Department in India, and they will, I undertake to say, speedily banish his incredulity. And now, gentlemen, before we part never in all human probability to meet again as we do this day, before the link that has associated us together these three years as teachers and taught, be finally broken—let me, in the name of those to whom the direction of your appropriate equipment for the battle that now awaits each of you in your chosen path in life, has ever been a matter of earnest solicitude and weighty responsibility—let me, I repeat, say at parting a few words of encouragement and counsel. That each one of you, if only he be true to himself in

all that relates to truth, honesty and perseverance, will, upon the foundation we have endeavored here to lay, raise for himself a superstructure of professional distinction of some sort or other, is certain. Some, we shall hope to see, towering to conspicuous heights; others again, as is natural, to lesser eminences, according to gift and opportunity; while the residue may never appear prominently above their fellows. But in any case we shall always rest assured that whatever may be his relative position, each "alumnus" of this college will be found practising his profession intelligently and by the light of scientific principles; and, what is more—carrying, as each will henceforward do, the honour of your "Alma Mater" in his hand—with fearless integrity and singleness of purpose. But what I desire most chiefly to impress upon you—and it is a word of caution—is the manner in which you, yourselves, ought to regard the knowledge it has been your privilege to acquire here. Do not, I entreat you, look upon it as the sum of all things, but rather esteem it as a small beginning—important it is true so far as it goes, but on *you so far* as it may enable you with greater ease and accuracy, to make other and wider fields of knowledge of your own. Far be it from me to disparage the old avenues of study, or urge you to forsake them. Return to them, I say, again and again, as time and opportunity permit, and you will never fail to find those ancient groves full of pure enjoyment and delight that will not pall. Nor is that all for by such means you will not merely experience a healthy relaxation, tending to increased strength and activity of mind, but will also keep yourselves abreast of the progressive thought of your generation. Then again, entering, as you are about to do that active competition which is the natural atmosphere of every profession and business, you will meet on all hands—*cert ainly at the outset*—every form of opposition and disappointment, and it behoves you to consider this carefully, for upon the determination with which you meet the one, and the spirit wherewith you face the other, mainly depends the ultimate success of your life. Let it suffice to say that your opponents ought always to experience courtesy and consideration, while each disappointment should but engender in you an increase of earnestness and resolution to succeed, whereupon there shall be no room for anxiety as to the issue. I would say to you, Let this fragment from Goethe be your "road-melody" through life:

"The future hides in it
Gladness and sorrow:
We press still thorrow,
Nought that abides in it
Daunting us—onward."

Only one word more. There is a danger that the profession you have chosen may tempt you, because of its magnificent achievements in the past and lofty aspirations in the present, to indulge a boastful spirit. But let not this be so. However true it may be that the profession of the engineer has gone beyond its sisters in the amelioration of man's condition, let it be your part to think how much still remains *unaccomplished*, and reflections, I know, will come, that will speedily banish all pride and self-complacency, and cause them to give way to a feeling of humility that should be near akin to shame. To conclude—the words of a wise living man will impress upon you, far more cogently than any I could shape, the lesson I so much wish you to learn. He says: "And what has all this 'might' of humanity accomplished, in six thousand years of labour and of sorrow? What has it *done*? Take the three chief occupations and arts of men, one by one, and count their achievements. Begin with the first—the Lord of them all—*Agriculture*. Six thousand years have passed since we were set to till the ground from which we were taken. How much of it is tilled? How much of that which *is*,—wisely or well? In the very centre and chief garden of Europe—where the two forms of parent Christianity have had their fortresses—where the noble Catholics of the Forest Cantons, and the noble Protestants of the Vaudois Valleys, have maintained, for dateless ages, their faiths and liberties—*there* the Alpine rivers yet run wild in devastation: and the marshes, which a few hundred men could redeem with a year's labour, still blast their helpless inhabitants into fevered idiotism. That is so, in the centre of Europe! While, on the near coast of Africa, *once* the Garden of the Hesperides, an Arab woman, but a few sunsets since, ate her child, for famine. Then, after agriculture, the art of kings, take the

next head of human art—*weaving*: the art of queens, honored of all noble *Heathen* women, in the person of their virgin goddess,—honoured of all *Hebrew* women, by the word of their wisest king. "She layeth her hands to the spindle, and her hands hold the distaff; she stretcheth out her hand to the poor. *She* is not afraid of the snow for *her* household, for *all* her household are clothed with scarlet. She maketh herself covering of tapestry; her clothing is silk and purple. She maketh fine linen, and selleth it, and deliveth girdles to the merchant." What have we done in all these thousands of years with this bright art of Greek maid and Christian matron? Six thousand years of weaving, and have we learnt to weave? Might not every naked wall have been purple with tapestry, and every feeble breast fenced with sweet colours from the cold? What have we done? Our fingers are too few, it seems, to twist together some poor covering for our bodies. We set our streams to work for us, and choke the air with fire, to turn our spinning wheels, and *are we yet clothed*? Are not the streets of the capitals of Europe (aye and America too) *foul* with sale of cast clouts and rotten rags? Is not the beauty of your sweet children left in wretchedness of disgrace while, with better honour, nature clothes the brood of the bird in its nest, and the suckling of the wolf in her den? And does not every winter's snow, robe what you have not shrouded; and *every winter's wind bear up to Heaven*, its wasted souls to witness against you hereafter, by the voice of their Christ—"I was naked and ye clothed me not?" Lastly, take the art of building—the strongest, proudest, most orderly, most enduring of the arts of man: that of which the produce is, in the surest manner, accumulative and need not perish nor be replaced; but, *if once well done*, will stand more strongly than the unbalanced rocks, more prevalently than the crumbling hills. The art which is associated with all civic pride and sacred principle with which men record their power, satisfy their enthusiasm, make sure their defence, define and make clear their habitation. And in six thousand years of building what have we done? Of the greater part of all that skill and strength no vestige is left but fallen stones that encumber the fields and impede the streams. But, from this waste of disorder, and of time, and of age, what is left to us? Constructive and progressive creatures that we are, with ruling brains and forming hands, capable of fellowship and thirsting for fame, can we not contend in comfort with the insects of the forest, or in achievement with the worm of the sea? The white surf rages in vain against the ramparts built by poor atoms of scarcely nascent life; but only ridges of formless ruin mark the places where once dwelt our noblest multitudes. The ant and the moth have cells for each of their young, but our little ones lie in festering heaps in houses that consume them like graves; and night by night from the corners of our streets rises up the cry of the homeless—"I was a *stranger* and ye took me not in."

The degree of D. C. L., was then conferred upon Mr. C. P. Davidson, and that of LL. D., on Dr. G. W. Campbell, Dean of the Medical Faculty.

Dr. Dawson, the Vice-Chancellor, then addressed the Convocation as follows: In the session which closes to-day, the number of students in attendance has been greater than ever previously, having reached to one hundred and twenty-five, and it is worthy of notice that a larger proportion than usual of these are regular undergraduates. The increase in our numbers is in part due to the growth of our Department of Applied Science, and in part to the success of the theological colleges which have been established in the city. Two of these are affiliated to the University, and these, more especially the Presbyterian College, which has been remarkable for its rapid growth, send us many students. Others not yet affiliated, nevertheless, take advantage of the classes of the University for their students. It is satisfactory in this connection that while the theological students are an excellent and studious class of men, we find that our students and graduates take the highest honors in the examinations of the theological colleges. The total number of ordinary graduates in the present session will reach to 63, though from special and accidental causes the number of candidates for the degrees of B. C. L., and B. A., has been smaller than usual. Our Science School sends out this year nine graduates to increase the small but eminently useful band of workers who are bringing the resources of modern science to bear on the material advancement of this country. It is a ground of profound thankfulness to God that in a season remarkable above others for its unhealthiness, we have lost no

student by death, and that few have suffered from serious illness. This is also to be regarded as a gratifying indication of the generally favorable conditions of life under which our students are placed.

The only money donation that we have to acknowledge in the past session is the endowment of the Henry Chapman gold medal and prizes. Mr. Chapman, in 1865, established the first gold medal in the University, and, having had a beautiful die executed by Mr. Leonard Wyon, of London, has every year supplied a copy in gold. He now endows the medal permanently with the sum of \$700 invested for its maintenance.

Five years have elapsed since an honorary degree was conferred by this University, and now this somewhat rare distinction is given to one whose acknowledged eminence, at the head of his profession in this community, and whose long and valuable services as the Dean of our most important professional faculty entitle him to any honor which the University can bestow. Dr. Campbell has been for forty years connected with the Faculty of Medicine, and it is not too much to say that it has owed very much of its great success and usefulness to his professional reputation, his broad general culture, his personal influence and his administrative ability. While we regret that Dr. Campbell finds it necessary to retire from the active duties of his chair, we rejoice that he will still continue to preside over the faculty as its Dean.

Death has removed in the past educational year some men whom we should hold in grateful remembrance. One of these, the Rev. Colin, C. Stewart, M. A., of this University, and a Logan medallist, testified his gratitude to his Alma Mater by contributing from his limited stipend as a country minister the annual prize in Hebrew which bore his name, a benefaction which deserves to rank with the greatest which have been bestowed on the University. With his death this prize, the only one in the Oriental languages, will cease, unless some one shall follow in this matter in the footsteps of Mr Stewart. In connection with this I may say that the number of students in theology now availing themselves of the instructions of our learned Professor of Hebrew has given to his subject an augmented and constantly increasing importance. No man has, perhaps, more eminently served the University in training young men to enter its classes than the late David Rodger, a man whose life was an unostentatious example of the able, learned and patient discharge of the arduous and ill requited duties of the public teacher. His work was long carried on in direct connection with this University as a master in its High School department, and he was one of those working educators in admitting whom to its list of honorary graduates the University has done honor to itself. Another name stricken from our roll by death is that of Dr. Sutherland. It is true that failing health had for some years rendered it necessary for him to retire from the active work of the Chair of Chemistry which he filled so well; but he was still an Emeritus professor, and we have not forgotten his long and able services. The Faculty of Law also has paid its tribute to death in the loss of Professor Lafrenaye, who, in addition to the duties of his professorship, long managed the general business of the Faculty as its secretary, and for several years was its representative in the Corporation. In the discharge of these somewhat onerous and unpaid duties, I have to testify that he was ever faithful, accurate and conscientious, and spared no trouble in anything which concerned the interests of his Faculty. Lastly, the greatest benefactor of this University, next to its founder, has departed from among us in a ripe old age. Mr William Molson was a man not only eminent for liberality and public spirit, but gifted with that kindly and amiable disposition which is fitted to win the love of all. In so far as McGill College is concerned, when I look back on the early days of my own connection with it, and on the pitiful slenderness of its resources, and on the hopelessness of securing for it any adequate legislative assistance, the endowment of the Molson Chair of English Literature rises before me as the dawn of a better day. It may truly be said to have been the first great impulse which our work received. At a later date, when with some misgivings I advised the Board of Governors to allow us to take possession of the long unused and unfurnished college buildings it was he who gave to that step the assurance of success by his prompt resolution to remove from us the long-standing reproach of having begun to build without being able to finish. His later gifts of sums to make the beginning of library and museum funds were bestowed not merely with the object of meeting pressing wants, but of pointing the way to others in these lines of useful liberality. Such men confer the highest honor not only on themselves, but also on this city, both by the direct effects of their munificence, and by the

results which must flow from it in time to come, in ever increasing benefits to all that large portion of this Dominion which looks to McGill University and to Montreal as a centre of liberal education.

Several years ago this University, following the lead of the great English universities, and having in view the unsystematic and defective state of the higher schools of this Province, instituted a system of examinations for the boys of these schools. After some years of trial, in which the examinations were taken advantage of only by the High School of Montreal, the effort was discontinued. Recently, however, a demand for something of this kind has arisen, and the examinations are to be re-commenced in the present month, with the additional advantage of the title of Associate in Arts for those who take the highest grade. Several schools have intimated their intention of sending candidates; and I trust that this movement may lead to a combination of the Protestant institutions of higher education in this Province to secure a common and high standard of excellence, and that we may before many years be able to extend these examinations to local centres in the Eastern Townships and elsewhere, and that a substantial impetus may be given to education, and a due reward to those schools which are really doing the best work. The effort involves, in the meantime, some labor and anxiety to gentlemen connected with the University, but I trust that it will eventually bear large fruits, more especially in promoting the proper preparation of young men for college.

In the outlook for the future of McGill, I feel that a critical period of our existence has arrived, and I would wish to speak to our friends on this occasion frankly, and as if it might be the last opportunity I may have to address them. Under the management on the part of the Board of Governors, which I have no hesitation in affirming has been of the most prudent and economical character consistent with the successful prosecution of our college work, the estate of the founder has attained to its maximum productiveness; and I regret, more in the interest of the reputation of this Province than in our own interest, that the great educational work which we have been doing is not likely to meet with any adequate recognition or substantial assistance, either from the Legislature of Quebec or from the Corporation of this city. What remains of our college grounds must, in the interest of the University, be retained, and should if possible be more improved than heretofore in the interest of botanical science and of the healthy recreation of our students. While speaking of this last subject I would say to the friends and benefactors of the University that if it should be necessary for us, in the interests of the students and graduates and of the higher educational purposes for which the McGill estate was given, to restrict more than heretofore the use of these grounds by the public generally and by the city schools, they must bear in mind that the college grounds constitute a large and valuable part of a property sacred to collegiate purposes, and that the efforts which we have been able to make in improving these grounds, and introducing on them representatives of typical species of trees and shrubs, have hitherto been much counteracted by the damage done to us by the public. It is hoped, however, that no pecuniary pressure may be so severe as to necessitate further diminishing our grounds, or prevent us from gradually working them into a combination of a college campus and a botanical garden. My special object, however, is to insist on the fact that we have attained to the limit of our resources, while much remains to be done to give completeness to the University,—and while the demands of this country, and the competition of better endowed institutions abroad are straining our powers to the utmost; and, in connection with this, I would desire to mention some directions in which progress seems imperatively demanded.

I have always been an advocate for the residence of students in private families or limited boarding-houses, rather than in monastic communities in large college halls. The family is the first and most sacred of all institutions, whether from the point of view of nature or of religion, and it is not to be interfered with, except under the most urgent necessity. Here we have at present no college boarding house, and content ourselves with imposing such regulations as are possible to secure the comfort and well being of students in private residences. Recently, however, this subject has been forced upon our attention by the difficulty of procuring suitable lodgings at reasonable rates and by the knowledge of great and, to a considerable extent, successful efforts which have been put forth by other collegiate institutions. Still, if we are to enter on the work of providing collegiate residence for students, it must, to be successful, be done on a large and efficient scale;

and while we have ground sufficient, we have not the means to erect an adequate building.

The scholarships and exhibitions founded by some of our more liberal friends,—and in this connection we should especially mention Mr. W. C. McDonald of this city—have been of the utmost service as aids to the students, and to the University itself. It is to be observed, however, that with the exception of the Redpath and Scott exhibitions these aids are at present unendowed, and that much inconvenience might result in the event of their being cut off. I would further say that, as in order to be of real educational benefit they must be given on competition, it must necessarily often happen that they are taken by students who have no need of pecuniary assistance. In such instances it is a graceful practice, which has been sometimes followed by the parents of students, to offer as an acknowledgment a similar bursary for competition to others.

Perhaps the most urgent call which presses upon us at present is that for subdivision of classes and tutorial assistance, both in the Faculty of Arts and the Department of Applied Science. Most of our professorships cover ground which in better appointed universities is occupied by several men, while some important subjects have no provision for them whatever. Again, as our classes enlarge the importance of tutorial work to aid the backward and to provide for the more elementary subjects, and for particular specialities, becomes more and more apparent. It may be said that in comparison with our number of students we have a large staff and if we compare ourselves with ordinary schools, this may be true; but in this point I have two explanations to give. In the first place, it is of the essence of college work that it shall be done by specialities. A general teacher who can teach the elements of several things may be very suitable for a school: but a college to be successful, more especially in the present rapid advance of nearly all departments of study, must command the services of men eminent and practically skilled in special subjects, and with time and means keep themselves abreast of the advancement of their several departments. A second consideration is that a small college with few teachers, and each of these taking a large range of subjects, is not attractive to students, and justly so; for it is of infinite advantage to the student to have the influence of many specialists brought to bear on his mind, and to have opportunities of culture in a variety of directions, and especially in those subjects which are most remote from the ordinary work of the school in which he has been trained. With a larger staff we should inevitably attract a proportionately greater number of students.

With regard to our present staff of instructors, I have nothing to say except in commendation. We have been so fortunate as to secure and to retain, even with inadequate remuneration, men of eminence and ability, and for this our students and the people of this country have all reason to be thankful. What I maintain is that to keep pace with the time and to increase our number of students, we must have more such men. With four or five additional professors, lecturers or tutors, I could safely undertake in four or five years to double our number of students, and to place the University in a position of equality with the oldest and most eminent on this continent. With reference to our Science School I am especially anxious. It is meeting a manifest want and doing a most essential work, and it has the advantage of being the first of the Dominion to break ground in this important department of education. But we should have the means to give it a more independent position as a separate Professional Faculty. This we fear to do until its maintenance is more certainly provided for, till its staff is somewhat increased, and till it can be provided with a building of its own with adequate workshops, laboratories and apparatus. The wonderful multiplication of such schools of late years in the United States, and the munificence with which they are supported, should furnish a lesson to the people of the Dominion in this matter. Montreal has shown its superior enlightenment by being the first to move. May it always retain the first place.

I could speak of many other things of this kind, and shall be happy to give at any time details as to the points I have mentioned. My object at present is to impress on you the idea that all we have done only opens up the way for more, and that great though our success has been in past years, we should look forward to new victories if we would even usefully and safely occupy the ground we have already won.

In conclusion I would take the liberty, in this twentieth year of my connection with McGill University, to say a few words in apology for myself. In the earlier years of my work here the manifest insufficiency of our means to attain to any

great results, made me feel the work was more of a missionary effort than anything else, and that every personal sacrifice must be made to secure even what seemed absolutely essential. Hence I felt under obligation to do much that should scarcely have been required of the Principal of the University, and to refrain from much that it would otherwise have been proper to do. As the University has grown, I have been losing the elasticity of younger days, and up to this moment the position of Principal here carries with it not only an amount of correspondence, administration and office work sufficient for any ordinary person, but the responsibility of teaching subjects which, in larger universities, occupy the energies of three or four eminent specialists. With all this there are many public claims on behalf of general educational and social objects which cannot be altogether neglected, and, it is hard for a devotee of science to refrain, even at the risk of overwork, from devoting some time to those subjects to which he would gladly have given his whole life, and on which any reputation abroad, or more than merely local usefulness, must depend. In laboring under these burdens for the last twenty years my own life has been but an epitome of that of the University as a whole; and if the useful things we have not done largely outnumber those we have effected, the reason is not difficult to find. Personally my own prayer is that, before heart and brain fail, our work may be lightened here, our work may be opened for retiring into some less onerous, if less responsible, position.

Judge Dunkin, who spoke in the absence of the Chancellor, endorsed the remarks of Principal Dawson and concluded with an eulogy of that gentleman and the services which he had rendered the University.

The proceedings were brought to a conclusion by Dr. Cornish pronouncing the benediction.

The Corporation of McGill University have pleasure in acknowledging the following donations to the Faculty of Arts during the quarter ending April 28th 1875:—

I. *To the Library*: From His Highness the Maharajah of Travancore,—observations of Magnetic Declination made at the Trevandrum and Agastia Observatories, vol. st., large 4to.

From A. R. Selwyn, Esq. F. R. S.,—Figures and descriptions of Canadian Organic Remains Decades I to 4. 4 pam 8 vo.

Report of progress of the Geological Survey of Canada, 1870-71 to 1873-74. 4 pam. 8 vo. Rapport Geologique des Operations de 1866 a 1869, 8 vo. pap. Other Geological papers. 4 pam. 8 vo.

From the Dominion Board of Trade,—proceedings at the Fifth Annual Meeting of the Dominion Board of Trade, Jan. 19th to 22nd, 1875. Pam., 8 vo.

From H. Corson, Esq., A. A.,—Jottings on the text of Hamlet. Pam. 8 vo.

From F. Mackenzie, Esq., M. P.,—Debates of the House of Commons, Canada, Nos. 9 to 46.

From J. Harris, Esq.,—Centrifugal Force and Gravitation. Parts 6 and 7, 8 vo. Notes in Revision and Plates. 2 pam. 8 vo.

From the Government of the Dominion of Canada,—Reports of progress of the Geological Survey of Canada, for 1873-74, pam. 8 vo.

From Principal Dawson, L. L. D., F. R. S.,—Nature and the Bible, 8 vo.

From the Institution of Civil Engineers, London, Eng.,—Minutes of Proceedings of the Institution of C. E., vol. 39th, 8 vo.

From the Lords Commissioners of the Admiralty,—Greenwich Observations, 1862, 4to. Results of the Magnetical and Meteorological Observations at the Royal Observatory, Greenwich, 1872, 4to. Results of the Astronomical Observations made at the Royal Observatory, Greenwich, 187, 4to. Cape Catalogue of 1159 Stars deduced from Observations at the Royal Observatory, Cape of Good Hope, 1856-61, 8 vo.

From the Cobden Club, London, England,—Bastiat's Essays on Political Economy, 12 mo. Report of Proceedings of the Cobden Club, July, 1874, 2 copies, 1 mo.

From the Right Hon. the Earl of Cavan,—57 vols., comprising works on theological subjects.

From the Government of Washington,—Washington Astronomical and Meteorological Observations, 1872, 4to.

From D. A. P. Watt, Esq.,—Enumeratio Filicum quas in itinere circum Terram legit Cl. A. de Chamisso Auctore Kaulfuss, 8 vo.

From the McGill College Book Club,—2 6 vols., comprising recent publications on historical, literary, theological, scientific and other subjects.

II. *To the Museum*: From Mr. F. Currie, Montreal, Oculina, from Bermuda.

From Mr. E. Pelletier, student, Indian Relics, from Illinois.

THE JOURNAL OF EDUCATION.

QUEBEC, MAY, 1875.

IN MEMORIAM.

On the Twenty-fourth of May, Instant, departed this life Madame Marie Louise Flore Mâsse, wife of the Honorable Pierre J. O. Chauveau, former Premier and Minister of Public Instruction of this Province. Reluctantly do we intrude upon the grief of a bereaved family to pay a last tribute to departed worth; but we feel that our readers join with us in heartfelt sympathy for a gentleman whose long connection with them, must call up in their minds naught but feelings of profound esteem and gratitude. Already within the last few years most sadly tried in the crucible of affliction, Mr. Chauveau has now to deplore the loss of the faithful companion of a lifetime, of the devoted wife and Christian mother; his support and adviser in the many trials which strewed this our path through life. For many years a prey to a cruel malady, Madame Chauveau bore her sufferings with a fortitude and a submission to the will of God, which will surely gain for her the reward of the just. Her last moments were peaceful and painless, and she died strengthened by the consolations of religion, and tended by the never tiring and affectionate care of a devoted family. The remembrance of her courteous manners, of her many virtues, and of her unostentatious charities, will call to the lips of many, a prayer for the eternal rest of the pious lady and Christian woman whom the stern hand of death has taken from our midst. We feel that words are cold to express our sympathy with Mr. Chauveau and his family in this their deep affliction.

"Blessed are they that mourn, for they shall be comforted."

Requiescat in Pace.

OFFICIAL NOTICES.



Ministry of Public Instruction.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

STANSTEAD.

ELEMENTARY SCHOOL, 1st class: Misses Clara A. Reuter (E), and Octavie Giroux (F & E).

ELEMENTARY SCHOOL, 2nd class: Misses Ida M. Ticehurst, Florence Bacon, Emma Ham, Eva R. Young, Lizzie Racicot, Phoebe Norris (E).

C. A. RICHARDSON,
Sec.-Treas.

2nd February, 1875.

ELEMENTARY SCHOOL, 1st class: Misses Laura E. Adams, Alice Orcult, Alice Bullard, Estella Goodhue, and Lillia M. Goodhue (E), Delia Gendron (E & F), Julia M. Ives, Lizzie Taylor, Jane Taylor, Emma F. Clark, Emma C. Wools, Emma Wilkinson, and Hattie E. Reynolds (E).

ELEMENTARY SCHOOL, 2nd class: Misses Mary J. Crosbie, Carrie Fisk, Alice Henry, Mr. Charles P. Oliver, Misses Katie L. Green, Sara E. Whitney, Nettie Heard, Lucetta E. Morrill, Messrs. George Hall, Oliver J. Cassidy, and Miss Marchia Cummings.

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For School District No. 2 of the School Municipality of Wexford, in the County of Montcalm, a Teacher holding a Diploma, and qualified to teach English and French. Salary liberal. Application be made to

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Terms.—Including Board, Washing, Room, Fuel and Lights, with tuition in all the useful branches of a sound education, per an. \$160.
Tuition in French forms a regular part of the course.

Music, with use of instruments, *Painting* in Oil or Water-Colors, and the *German Language*, are taught as extras at very moderate rates.

Table of the Apportionment of the Grant in Aid of Superior Education to Catholic Institutions for the year 1874, in virtue of the provisions of Chapter 15 of the Consolidated Statutes for Lower Canada.

LIST No. 1.—CLASSICAL COLLEGES.

INSTITUTION.	COUNTIES.	Grant for 1874.
L'Assomption.....	L'Assomption.....	\$ 1500
Bourget (Rigaud).....	Vaudreuil.....	800
Chicoutimi.....	Chicoutimi.....	1 00
Joliette.....	Joliette.....	800
Nicolet.....	Nicolet.....	1500
Ste. Anne.....	Kamouraska.....	1637
St. Germain.....	Rimouski.....	2000
St. Hyacinthe.....	St. Hyacinthe.....	1500
St. Laurent.....	Jacques Cartier.....	800
Ste. Marie-de Monnoir.....	Rouville.....	700
Ste. Marie.....	Montréal.....	1500
Ste. Thérèse.....	Terrebonne.....	1500
Sorel.....	Richelieu.....	800
Trois-Rivieres.....	St. Maurice.....	2000
Total.....		\$18037

LIST No. 2.—INDUSTRIAL COLLEGES.

INSTITUTION.	COUNTIES.	Grant for 1874.
Laval (St. Vincent de Paul).....	Laval.....	\$ 250
Lévis.....	Lévis.....	1197
L'Islet.....	L'Islet.....	300
Longueuil.....	Chambly.....	328
Masson.....	Terrebonne.....	1197
Ste. Marie.....	Beauce.....	300
St. Michel.....	Bellechasse.....	300
Sherbrooke.....	Sherbrooke.....	1000
Varenes.....	Verchères.....	254
Verchères.....	Verchères.....	250
Science and Art Schools.....	Montréal.....	2500
Total.....		\$ 7876

LIST No. 3.—MIXED OR MALE ACADEMIES.

INSTITUTION.	COUNTIES.	Grant for 1874.
Aylmer.....	Ottawa.....	\$ 192
Baie-du-Febvre.....	Yamaska.....	100
Baie St. Paul.....	Charlevoix.....	142
Beauharnois.....	.....	192
Belœil.....	Verchères.....	185
Berthier (en haut).....	Berthier.....	285
Buckingham.....	Ottawa.....	250
Chambly.....	.....	400
Dufresne (St. Thomas).....	Montmagny.....	223
Gentilly.....	Nicolet.....	50
Girouard (St. Hyacinthe).....	St. Hyacinthe.....	100
Kamouraska.....	.....	200
Laprairie.....	.....	250
Montréal (Commercial Acad.).....	.....	1000
Roxton-Falls.....	Shefford.....	112
Sorel.....	Richelieu.....	332
St. André.....	Argenteuil.....	150
St. Columban.....	Québec.....	223
St. Cyprien.....	Napierville.....	100
St. Eustache.....	Deux-Montagnes.....	192
St. Grégoire.....	Nicolet.....	95
St. Joseph (Pte. aux Trembles).....	Hochelaga.....	200
St. Jean.....	St. Jean.....	400
St. Jean.....	Montmorency.....	128
Amount to be carried.....		\$ 5501

LIST No. 3.—MIXED OR MALE ACADEMIES.—(continued.)

INSTITUTION.	COUNTIES.	Grant for 1874.
Amount carried over.....		\$ 5501
St. Louis.....	Lotbinière.....	2 0
St. Marthe.....	Vaudreuil.....	128
St. Michel.....	do.....	128
St. Romuald.....	Missisquoi.....	170
St. Timothée.....	Beauharnois.....	186
St. Thomas.....	Montmagny.....	212
Yamachiche.....	St. Maurice.....	300
Total.....		\$ 6825

LIST No. 4.—FEMALE ACADEMIES.

INSTITUTION.	COUNTIES.	Grant for 1874.
Baie St. Paul.....	Charlevoix.....	\$ 97
Belœil.....	Verchères.....	89
Berthier (en haut).....	Berthier.....	96
Boucherville.....	Chambly.....	89
Cacouna.....	Témiscouata.....	143
Cèdres (Les).....	Soulanges.....	89
Chambly.....	Chambly.....	129
Châteauguay.....	Châteauguay.....	89
Isle-Verte.....	Témiscouata.....	113
Kamouraska.....	Kamouraska.....	130
Lachine.....	Jacques-Cartier.....	178
Laprairie.....	Laprairie.....	89
L'Assomption.....	L'Assomption.....	115
Lévis.....	Lévis.....	102
L'Islet.....	L'Islet.....	115
Longueuil.....	Chambly.....	256
Longue Pointe.....	Hochelaga.....	64
St. Denis (Academy).....	Montréal.....	100
Pointe-aux-Trembles.....	Hochelaga.....	150
Pointe-aux-Trembles.....	Portneuf.....	150
Pointe-Claire.....	Jacques-Cartier.....	75
Rivière-Ouelle.....	Kamouraska.....	160
Sherbrooke.....	Sherbrooke.....	256
Sorel.....	Richelieu.....	296
St. Aimé.....	do.....	97
St. Ambroise.....	Joliette.....	89
Ste. Anne de la Perade.....	Hamplain.....	100
St. Benoit (Hospice Youville).....	Deux Montagnes.....	100
St. Césaire.....	Rouville.....	100
St. Charles Borromée.....	Joliette.....	170
Beauharnois (St. Clément).....	Beauharnois.....	128
Ste. Croix.....	Lotbinière.....	128
St. Cyprien.....	Napierville.....	89
St. Denis.....	St. Hyacinthe.....	89
Ste. Elisabeth.....	Joliette.....	150
St. Eustache.....	Deux Montagnes.....	94
Ste. Famille.....	Montmorency.....	90
Ste. Geneviève.....	Jacques-Cartier.....	128
St. Germain.....	Rimouski.....	194
St. Grégoire.....	Nicolet.....	194
St. Henri de Mascouche.....	L'Assomption.....	89
St. Hilaire.....	Rouville.....	89
St. Hyacinthe (La Présentat.).....	St. Hyacinthe.....	115
St. Hyacinthe (Hôtel Dieu).....	St. Hyacinthe.....	115
St. Hugues.....	Bagot.....	150
St. Jacques de l'Achigan.....	Montcalm.....	170
S. Jean.....	St. Jean.....	194
St. Joseph.....	Lévis.....	200
St. Laurent.....	Jacques-Cartier.....	170
St. Lin.....	L'Assomption.....	89
Ste. Marie.....	Beauce.....	270
Ste. Marie de Monnoir.....	Rouville.....	1 8
St. Martin.....	Laval.....	73
Amount to be carried.....		\$ 69 2

LIST No. 4.—FEMALE ACADEMIES.—(continued.)

INSTITUTION.	COUNTIES.	Grant for 1874.
Amount carried over.....		\$ 6902
St. Michel.....	Bellechasse	150
St. Nicolas.....	Lévis	89
St. Paul de l'Industrie	Joliette	89
Ste. Scholastique.....	Deux Montagnes	150
Ste. Thérèse.....	Terrebonne	89
St. Thomas.....	Montmagny	194
St. Timothée.....	Beauharnois.....	114
Terrebonne.....	Terrebonne	89
Trois-Pistoles.....	Témiscouata.....	113
Trois-Rivières (Ursulines).....		194
Varennes.....	Verchères.....	100
Vaudreuil.....	Vaudreuil.....	89
Yamachiche.....	St. Maurice.....	128
Total.....		\$ 8490

LIST No. 5.—MODEL SCHOOLS.—(continued.)

INSTITUTION.	COUNTIES.	Grant for 1874.
Amount carried over.....		\$ 3804
Lacolle.....	St. Jean.....	73
La Pesche.....	Ottawa.....	56
Lauzon (village).....	Lévis.....	141
Longue-Pointe.....	Hochelaga.....	73
Lorette (Ecole Sauvage Boys)	Québec.....	162
do (Girls).....	do.....	162
Malbaie.....	Charlevoix.....	73
Maria.....	Bonaventure.....	73
Matane.....	Rimouski.....	56
Montréal (St. Hubert Street)		
Scurs-Marie Ste. Croix.....		100
Montréal (St. Jacques School		
Convent).....		712
Montréal (Maîtrise St. Pierre)		
Montréal (Catholic Commis-		188
sioners).....		289
Montebello.....	Ottawa.....	138
Nicolet (convent).....		56
Notre-Dame de Hull (Boys)...	Ottawa.....	100
Notre-Dame de Hull (Girls)...	do.....	73
Notre-Dame de Laterrière.....	Chicoutimi.....	60
N.-D.-du-Portage.....	Témiscouata.....	56
Nouvelle.....	Bonaventure.....	100
Percé.....	Gaspé.....	56
Pte.-aux-Trembles.....	Portneuf.....	71
Pointe-Claire.....	Jacques-Cartier.....	73
Pointe-du-Lac.....	St. Maurice.....	73
Portneuf (Boys).....	Portneuf.....	56
do (Girls).....	do.....	56
Québec (Œuvre du Patronage)	Québec.....	100
do (Catholiques Com-	do.....	286
missioners).....		
Québec (St. John suburb)...	do.....	73
do (Société d'éducation)	do.....	944
Rawdon (Boys).....	Montcalm.....	50
do (convent).....	do.....	50
Rigaud (convent).....	Vaudreuil.....	73
Rivière-du-Loup No. 1.....	Maskinongé.....	100
Rivière-Ouelle.....	Kamouraska.....	56
Stanford.....	Arthabaska.....	56
St. Agapit.....	Lotbinière.....	56
St. Agnès.....	Charlevoix.....	56
St. Aimé.....	Richelieu.....	200
St. Alexandre.....	Iberville.....	73
do (convent).....	Iberville.....	56
St. Alexandre.....	Kamouraska.....	73
St. André.....	do.....	56
St. Angèle.....	Rouville.....	56
St. Angèle-de-Mérici.....	Rimouski.....	56
St. Angélique (Boys).....	Ottawa.....	56
St. Anicet No. 1.....	Huntingdon.....	56
St. Anne (convent).....	Montmorency.....	56
St. Anne de-Bellevue (Girls)	Jacques-Cartier.....	56
do do (Boys).....	do.....	73
St. Anne.....	Chicoutimi.....	56
St. Anne-des-Monts.....	Gaspé.....	80
St. Anne-des-Plaines.....	Terrebonne.....	73
St. Anne Lapérade.....	Champlain.....	151
St. A.-Lapocatière (convent)	Kamouraska.....	188
St Anselme (convent).....	Dorchester.....	73
St. Athanase (convent).....	Iberville.....	56
St. Antoine-de-Tilly.....	Lotbinière.....	56
St. Arsène.....	Témiscouata.....	73
St. Augustin.....	Portneuf.....	60
St. Barthélemi.....	Berthier.....	73
St. Brigid.....	Iberville.....	56
St. Bruno.....	Chamby.....	60
Amount to be carried.....		\$11452

LIST No. 5.— MODEL SCHOOLS.

INSTITUTION.	COUNTIES.	Grant for 1874.
Acton Vale (convent).....	Bagot.....	\$ 138
Arthabaskaville.....	Arthabaska.....	233
Aylmer (convent).....	Ottawa.....	138
Bagotville.....	Chicoutimi.....	56
Baie du Febvre (convent).....	Yamaska.....	73
Beaumont.....	Bellechasse.....	73
Beauport.....	Québec.....	73
Bécancour.....	Nicolet.....	114
Berthier.....	Montmagny.....	73
Boucherville.....	Chambly.....	73
Buckingham.....	Ottawa.....	73
Cacouna.....	Témiscouata.....	56
Cap St. Ignace.....	Montmagny.....	60
Cap Santé.....	Portneuf.....	73
Carleton.....	Bonaventure.....	100
Carleton (convent).....	Bonaventure.....	150
Champlain Village, (Boys)...	Champlain.....	73
do (convent).....	do.....	73
Charlesbourg (Boys).....	Québec.....	56
do (Girls).....	do.....	56
Château-Richer (Boys).....	do.....	73
do (Girls).....	do.....	51
Chicoutimi (convent).....	Chicoutimi.....	100
Coaticook (convent).....	Stanstead.....	100
Cote-des-Neiges, (Boys).....	Hochelaga.....	73
do (convent).....	do.....	56
Coteau-St.-Louis.....	do.....	73
Deschambault (Boys).....	Portneuf.....	100
do (convent).....	do.....	73
East-Templeton.....	Ottawa.....	56
Eboulements.....	Charlevoix.....	73
Escoumains.....	Saguenay.....	73
Etochemin Village (convent)...	Lévis.....	100
Fraserville (village).....	Témiscouata.....	73
do (convent).....	do.....	73
Gentilly (convent).....	Nicolet.....	130
Grande-Baie (Boys).....	Chicoutimi.....	73
do (Girls).....	do.....	56
Grande-Rivière.....	Gaspé.....	73
Gronelines.....	Portneuf.....	56
Hébertville.....	Chicoutimi.....	100
Hemmingford (convent).....	Huntingdon.....	73
Huntingdon (convent).....	do.....	73
Hereford.....	Compton.....	80
Kingsey.....	Drummond.....	56
Lachine.....	Jacques-Cartier.....	73
Amount to be carried.....		\$ 3804

LIST No. 5.—MODEL SCHOOLS.—(continued.)

INSTITUTION.	COUNTIES.	Grant for 1874.
Amount carried over.....		\$11452
St. Calixte-de-Somerset (Boys)	Mégantic.....	150
St. Calixte-de-Somerset (Girls)	Mégantic.....	100
Ste. Cécile-du-Bic.....	Rimouski.....	56
Ste. Cécile (Boys).....	Beauharnois.....	73
Ste. Cécile (Girls).....	do.....	97
St. Célestin (convent).....	Nicolet.....	100
St. Césaire.....	Bouville.....	300
St. Charles (Boys).....	Bellechasse.....	56
do (Girls).....	do.....	56
St. Charles.....	St. Hyacinthe.....	73
Ste. Claire.....	Dorchester.....	73
St. Columban de-Sillery.....	Québec.....	188
St. Christophe (convent).....	Arthabaska.....	183
St. Constant.....	Laprairie.....	97
St. Cuthbert.....	Berthier.....	80
St. David.....	Yamaska.....	56
St. Denis.....	Kamouraska.....	73
St. Denis no. 1.....	St. Hyacinthe.....	73
St. Edouard.....	Napierville.....	73
Ste. Elizabeth.....	Joliette.....	73
Ste. Famille.....	Montmorency.....	56
St. Félix-du-Cap-Rouge (Boys)	Québec.....	56
do do (Girls)	do.....	75
St. Félix-de-Valois.....	Joliette.....	72
Ste. Flavie.....	Rimouski.....	56
Ste. Foye.....	Québec.....	73
St. François (village).....	Yamaska.....	73
St. François (parish).....	do.....	56
St. François Xavier.....	Champlain.....	56
St. François (Rivière-du-Sud)	Montmagny.....	72
(convent).....		
St. François (Indian school)...	do.....	142
St. Gabriel (Girls).....	Berthier.....	56
St. Gabriel (Boys).....	do.....	56
Ste. Geneviève-de-Batiscan...	Champlain.....	73
Ste. Geneviève.....	Jacques Cartier.....	56
Henriville.....	Iberville.....	73
do (convent).....	do.....	56
St. Apollinaire.....	Lotbinière.....	73
Ste. Gertrude.....	Nicolet.....	73
St. Gervais.....	Bellechasse.....	73
St. Gervais (convent).....	do.....	73
St. Grégoire-le-Grand.....	Iberville.....	100
Ste. Hélène.....	Kamouraska.....	56
St. Henri (Boys).....	Hochelaga.....	73
do (Girls).....	do.....	56
St. Henri.....	Lévis.....	100
St. Henri-de-Macouche.....	L'Assomption.....	73
St. Hermas.....	Deux Montagnes.....	100
St. Hilaire.....	Rouville.....	70
St. Hubert.....	Chambly.....	56
do (convent).....	do.....	56
St. Ignace (Oseau-du-Lac)...	Soulanges.....	73
do (convent).....	do.....	56
St. Irénée.....	Charlevoix.....	73
St. Isidore.....	Laprairie.....	73
St. Jacques-le-Mineurs.....	do.....	97
St. Jean Baptiste.....	Hochelaga.....	73
St. Jean-des-Ecureuils.....	Portneuf.....	56
St. Jean.....	St. Jean.....	100
St. Jean-Chrysostôme.....	Châteauguay.....	100
St. Jean-Chrysostôme.....	Lévis.....	56
St. Jean-Deschailens.....	Lotbinière.....	73
St. Jean-Port-Joli.....	L'Islet.....	56
do do (Girls).....	do.....	56
St. Jérôme.....	Terrebonne.....	200
do (convent).....	do.....	100
St. Joachim.....	Deux-Montagnes.....	73
Amount to be carried.....		\$16986

LIST No. 5.—MODEL SCHOOLS.—(continued.)

INSTITUTION.	COUNTIES.	Grant for 1874.
Amount carried over.....		\$16986
St. Joachim.....	Châteauguay.....	56
St. Joachim.....	Montmorency.....	60
St. Joseph.....	Beauce.....	73
do.....	Soulanges.....	73
Ste. Julie-de-Somerset.....	Mégantic.....	56
St. Lambert.....	Lévis.....	100
St. Laurent (Isle d'Orléans)...	Montmorency.....	73
St. Léon.....	Maskinongé.....	56
St. Liguori (convent).....	Montcalm.....	138
St. Lin.....	L'Assomption.....	56
St. Louis de Gonzague.....	Beauharnois.....	56
do do (convent).....	do.....	56
St. Louis.....	Lotbinière.....	73
do (convent).....	do.....	73
Ste. Luce.....	Rimouski.....	56
St. Marc.....	Verchères.....	73
Ste. Marguerite.....	St. Jean.....	73
St. Martin.....	Laval.....	73
Ste. Martine (Girls).....	Châteauguay.....	56
do (Boys).....	do.....	56
St. Mathias.....	Rouville.....	56
St. Maurice.....	Champlain.....	73
Ste. Mélanie.....	Joliette.....	73
St. Michel Archange (convent)	Napierville.....	90
do do (Boys).....	do.....	56
Ste. Monique.....	Nicolet.....	73
St. Narcisse.....	Champlain.....	73
St. Nicholas.....	Lévis.....	73
St. Norbert.....	Arthabaska.....	73
St. Octave.....	Rimouski.....	70
St. Ours (convent).....	Richelieu.....	100
do (Boys).....	do.....	73
St. Paschal.....	Kamouraska.....	73
St. Philippe.....	Laprairie.....	73
Ste. Philomène.....	Châteauguay.....	56
St. Pierre les Becquets.....	Nicolet.....	56
St. Pierre.....	Drummond.....	56
St. Pierre de Broughton.....	Beauce.....	56
St. Pierre.....	Montmorency.....	56
St. Pierre de Charlesbourg	Québec.....	56
(convent).....		
St. Placide.....	Deux-Montagnes.....	56
St. Polycarpe.....	Soulanges.....	100
do (convent).....	do.....	100
St. Roch l'Achigan (convent)...	L'Assomption.....	130
do (Boys).....	do.....	73
St. Roch des Aulnets (Girls)...	L'Islet.....	56
St. Romuald.....	Lévis.....	73
Ste. Rose.....	Laval.....	73
St. Sauveur (convent).....	Québec.....	100
do (maison Maria Joseph)...	do.....	158
Ste. Scholastique.....	Deux-Montagnes.....	150
St. Sévère.....	St. Maurice.....	73
St. Stanislas.....	Champlain.....	73
t. Stanislas.....	Beauharnois.....	73
St. Sylvestre.....	Lotbinière.....	70
St. Thomas de Pierreville.....	Yamaska.....	128
Ste. Ursule (convent).....	Maskinongé.....	56
do (Boys).....	do.....	56
St. Valantin.....	St. Jean.....	100
St. Vallier (Girls).....	Bellechasse.....	73
St. Vincent de Paul.....	Laval.....	56
do (convent).....	Laval.....	73
Ste. Zotique.....	Soulanges.....	100
Sault au Récollet.....	Hochelaga.....	56
Shawingan.....	St. Maurice.....	56
Sherrington (St. Patrik).....	Napierville.....	89
Amount to be carried.....		\$21,38

LIST No. 5.—MODEL SCHOOLS.—(continued).

INSTITUTION.	COUNTIES.	Grant for 1874.
Amount carried over.....		\$21938
Sœurs de Charité et Bon Pasteur	Québec.....	100
Trois Pistoles.....	Témiscouata.....	73
Trois-Rivières (société d'éducation).....		430
Trois-Rivières (Girls).....		100
Victoriaville.....	Arthabaska.....	56
Waterloo village (convent).....	Ottawa.....	73
Waterloo.....	Shefford.....	100
Waterloo village (Boys).....	Ottawa.....	72
Wolton.....	Wolfe.....	100
Total.....		\$23042

NEW APPLICANTS.

Acton Vale.....	Bagot.....	\$ 50
L'Assomption.....	L'Assomption.....	50
Anse au Gascon (Port Daniel).....	Bonaventure.....	50
Cap Chatte.....	Gaspé.....	50
Ste. Agathe.....	Lotbinière.....	50
Ste. Anastasie de Nelson.....	Mégantic.....	50
Ste. Catherine.....	Portneuf.....	50
St. Denis.....	Kamouraska.....	127
St. Fabien.....	Rimouski.....	50
St. George.....	Beauce.....	70
St. Paulin.....	Maskinongé.....	50
Chenier.....	Arthabaska.....	50
St. Romuald de Faruban (convent).....	Missisquoi.....	70
St. Rémi (convent).....	Napierville.....	70
Ste. Rosalie.....	Bagot.....	100
Total.....		\$ 937

Table of the Apportionnement of the Grant in Aid of Superior Education to Protestants Institutions for the year 1874, in virtue of the provisions of Chapter 15 of the Consolidated Statutes for Lower Canada.

LIST No. 1.—UNIVERSITIES.

McGill College.....	Montréal.....	\$1369 49
Contingent Expenses.....	do.....	271 00
Bishops College.....	Lennoxville.....	979 18
Total.....		\$2619 67

LIST No. 2.—CLASSICAL COLLEGES.

High school.....	Montréal.....	\$1185 00
High school.....	Québec.....	1283 00
Morin.....	do.....	369 98
Stanstead.....	Stanstead.....	405 00
St. François.....	Richmond.....	587 66
Total.....		\$3830 64

LIST No. 3.—INDUSTRIAL COLLEGES.

Lachute.....	Argenteuil.....	\$ 184 19
Total.....		\$ 184 19

LIST No. 4.—MIXED OR MALE ACADEMIES.

INSTITUTION.	COUNTIES.	Grant for 1874.
Adamsville (East Farnham).....	Brôme.....	\$ 86 00
Barnston.....	Stanstead.....	86 05
Dedford.....	Missisquoi.....	90 06
Charleston.....	Stanstead.....	173 92
Clarenceville.....	Missisquoi.....	170 82
Clarendon.....	Pontiac.....	86 35
Coaticook.....	Stanstead.....	75 91
Compton.....	Compton.....	86 35
Cookshire.....	do.....	86 35
Cowansville.....	Missisquoi.....	86 95
Danville.....	Richmond.....	129 52
Dudswell.....	Wolfe.....	40 00
Dunham.....	Missisquoi.....	170 00
Eaton.....	Compton.....	145 66
Freligsburg.....	Missisquoi.....	114 07
Georgeville.....	Stanstead.....	56 00
Granby.....	Shefford.....	170 83
Huntingdon.....	Huntingdon.....	29 00
Knowlton.....	Brôme.....	170 83
Lacolle.....	St. Jean.....	1 0 00
Mansonville.....	Brôme.....	100 00
Missisquoi.....	Missisquoi.....	131 98
Philipsburg.....	Missisquoi.....	88 14
St. Andrew.....	Argenteuil.....	86 00
St. Foye.....	Québec.....	86 35
St. Jean.....	St. Jean.....	150 00
Shefford.....	Shefford.....	100 00
Sherbrooke.....	Sherbrooke.....	189 00
Sorel.....	Richelieu.....	76 49
Stanbridge.....	Missisquoi.....	100 00
Sutton.....	Brôme.....	86 00
Total.....		\$3610 93

LIST No. 5.—MODEL SCHOOLS.

Berthier (en haut).....	Berthier.....	\$ 60 00
Bury.....	Compton.....	45 05
Coteau Landing.....	Soulanges.....	34 57
Durham.....	Drummond.....	61 76
Lachine.....	Jacques-Cartier.....	60 00
Leeds.....	Mégantic.....	45 05
Magog.....	Stanstead.....	145 05
Montréal Colonial church society.....		384 80
Marbleton.....	Wolfe.....	50 00
Quebec British and Canadian school society.....		421 78
Quebec National school.....		213 99
Rawdon.....	Montréal.....	45 05
St. Dunstan.....	Québec.....	73 00
St. Etienne de Chelsea.....	Ottawa.....	45 05
St. Henri.....	Hochelaga.....	45 05
St. Mathews.....	Pointe St. Charles.....	34 57
Sherbrooke Colonial and Continental school society.....		96 86
Tree-Rivers.....		80 00
Valley field.....	Beauharnois.....	73 60
Total.....		\$2014 63

NEW APPLICANTS.

N-D de Hull.....	Ottawa.....	\$ 100 00
Maple Grove Ireland.....	Mégantic.....	50 00
Total.....		\$ 150 00

ABSTRACT FOR THE MONTH OF MARCH 1875.

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

Day.	THERMOMETER.				BAROMETER.				† Mean Pressure of Vapour.	‡ Mean Relative Humidity.	WIND.		SKY CLOUDED IN TENTHS.			• Rain and Snow Melted.	Day.
	Mean.	Max.	Min.	Range.	Mean.	‡ Max.	‡ Min.	Range.			General direction	Mean Velocity in m. p. hours.	Mean.	Max.	Min.		
1	-2.19	5.0	40.3	15.8	30.3021	30.491	29.934	.557	.0311	76.4	N. E.	9.6	8.0	10	0	0.18	1
2	14.62	19.5	5.0	14.5	29.9782	30.220	29.791	.429	.0704	82.9	N.	12.2	9.9	10	0	0.13	2
3	13.12	18.0	9.2	8.8	30.3180	30.434	30.217	.217	.0684	86.9	N. E.	12.7	7.5	10	0	Inappreciable	3
4	15.81	19.5	12.6	6.9	30.3656	30.466	30.240	.226	.0666	75.0	N. E.	14.1	5.6	10	0	0.02	4
5	14.81	24.0	3.3	20.7	30.3481	30.467	30.146	.321	.0702	78.6	S. E.	9.8	7.0	10	0	0.05	5
6	25.90	29.0	21.7	7.3	29.9584	30.093	29.887	.206	.1316	93.5	E.	7.2	10.0	10	10	0.22	6
Sunday 7		30.0	20.5	9.5							E.	11.5				0.02	7 Sunday
8	23.79	29.8	16.4	13.4	30.0384	30.167	29.881	.286	.0970	75.7	N. E.	11.3	2.1	7	0		8
9	20.59	27.1	11.3	15.8	30.1164	30.194	29.968	.226	.0895	77.7	S. E.	6.1	7.4	10	0		9
10	24.67	31.0	17.5	13.5	29.8369	29.930	29.781	.149	.1207	89.0	S.	6.6	9.7	10	8	0.03	10
11	28.97	34.8	25.2	9.6	29.9229	29.998	29.810	.188	.1317	82.9	W.	14.1	6.1	10	1	0.07	11
12	33.06	37.9	27.4	10.5	29.8535	30.098	29.678	.420	.1537	80.9	W.	17.3	8.4	10	0	0.25	12
13	21.80	29.7	14.6	15.1	30.1017	30.153	30.053	.100	.0886	75.4	N. E.	8.9	5.2	9	0		13
Sunday 14		29.4	13.2	16.2							N. E.	8.9				0.17	14 Sunday
15	33.95	38.0	27.0	11.0	29.7761	29.955	29.545	.410	.1804	91.9	E.	12.5	10.0	10	10	0.80	15
16	36.15	41.0	31.6	9.4	29.5766	29.624	29.512	.112	.1721	80.6	W.	13.5	9.5	10	6	0.10	16
17	22.54	31.7	14.2	17.5	29.5710	29.660	29.510	.150	.0941	75.7	W.	20.7	6.2	10	0	0.01	17
18	9.42	14.8	3.1	11.7	29.8991	30.085	29.712	.373	.0452	67.0	W.	32.0	3.4	9	0		18
19	8.15	17.0	1.1	15.9	30.2386	30.275	30.146	.129	.0366	58.4	W.	22.4	0.1	1	0		19
20	7.32	11.4	3.7	7.7	30.0954	30.265	29.954	.311	.0359	58.7	N.	8.4	7.7	10	0		20
Sunday 21		22.2	2.8	19.4							N.	12.8					21 Sunday
22	11.54	20.9	2.3	18.6	30.2060	30.309	30.110	.199	.0431	57.2	N. W.	9.2	0.1	1	0		22
23	14.81	25.5	5.1	20.4	30.3750	30.439	30.271	.168	.0555	63.6	E.	4.7	0.0	0	0		23
24	20.05	27.8	8.2	19.6	29.9496	30.222	29.832	.390	.0920	78.1	S.	20.3	7.7	10	0	0.14	24
25	28.34	34.0	23.1	10.9	30.0216	30.192	29.882	.310	.1196	77.5	N. W.	16.4	3.4	9	0	0.01	25
26	26.79	36.5	17.2	19.3	29.8937	30.216	29.607	.009	.1260	84.0	S.	18.5	5.5	10	0	0.05	26
27	35.27	39.5	31.3	8.2	29.7671	29.940	29.680	.260	.1541	74.4	W.	22.1	4.5	10	0	0.01	27
Sunday 28		33.5	21.2	12.3							W.	18.1					28 Sunday
29	29.79	39.0	20.1	18.9	30.3401	30.404	30.257	.147	.1196	72.7	S.	8.2	4.6	10	0		29
30	30.35	39.8	19.2	20.6	30.3631	30.380	30.336	.044	.1297	76.1	N. E.	8.0	1.4	6	0		30
31	33.81	39.9	25.3	14.6	30.3767	30.454	30.276	.178	.1476	75.7	N. E.	13.0	2.4	10	0		31
Means	21.607	28.30	14.42	13.98	30.0593			.2635	.09893	76.54		13.26	5.68				

* Barometer reduced to Sea level and to temperature 32° Fah. † Pressure of Vapour in inches of Mercury. ‡ Humidity relative, saturation being 100. § Observed. • Ten inches of Snow is taken as equal to one inch of water.

Mean temperature for the month 21.61 ; mean of maxima and minima temperature, 21.3 ; greatest heat was on the 16th, 41.0 ; greatest cold was on the 1st, -10.3 ; giving a range of temperature of 51.3 degrees for the month. Greatest range of the thermometer in one day, was 20.7 degrees on the 5th ; least range, was 6.9 degrees on the 4th. Mean range for the month, 13.98. Number of days on which the thermometer was below zero, 1. Mean height of the barometer for month 30.0593 ; highest reading of barometer, 30.491, was on the 1st ; lowest reading, 29.510, was on the 17th ; giving a range of 0.981 inches for the month. Mean elastic force of vapour in the atmosphere = .0989 inches of mercury. Mean relative humidity, 76.5. Maximum relative humidity, was 99 on the 15th, during rain ; minimum relative humidity, was 50 on the 20th and 23rd during cloudy and clear weather. Mean velocity of wind for month, 13.3 miles per hour ; maximum velocity, 40 miles per hour was on the 18th. Mean of sky clouded in tenths, 5.7. Snow fell on 18 days. Depth of snow fall during month, 14.6 inches, which is equal to 1.46 inches of water. Rain fell on two days ; depth of rain fall during month, 0.80. Total precipitation in inches of water 2.26.