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Say, can man's thinking powers high
Which were made to soar at will,
Up mid the stars in yon glorious sky,
Aye, farther, higher still,
Be fettered down and lowly bound
By pleasure's empty gauds
Or their yearnings be fully crowned
By any of earth's rewards?

Oh no! though the chain be made of gold
It will fret the wearer still,
Though roses bright the thorns close fold
They will cause a painful thrill,
And the free deathless heart of man,
At times asserts its claim,
Amid each earthly hope and plan
To higher, holier aim.

LITERATURE.

POETRY.

(Written for the *Journal of Education*.)

Sad is thy Brow Gay Child of Earth.

By MRS. LEPROHON.

"Sad is thy brow gay child of earth
And clouded thy sparkling eye,
Thou turnest away from the smiles of mirth
With restless, impatient sigh;
Tell me, what wish of that heart unwise
Has Fate relentless crossed,—
What roseate dream—what golden prize
Long sought, hast thou sudden lost?"

"Few secret cares or hopes betrayed
Has it been my lot to know,
Like silvery stream mid sylvan glade
My life's bright stream doth flow,
And if the dial shews Time's flight,
It tells of some pleasure new—
Who heeds his course when some fresh delight
Marks each passing hour too?"

But not enough for man's yearning heart
Is such an empty life,
More welcome oft would be poverty's part,
Or toil's sharp honest strife;
And when the cup of pleasure gay,
Courts my lip with shining gleam,
I turn at times heart-sick away
From its mocking, dazzling stream.

EDUCATION.

(For the *Journal of Education*.)

Notes of Lessons on Morals.

(Alphabetically arranged).—No. 1.

Subject:—ABANDONMENT.

Teacher.—Look at the word I have written on the blackboard. Spell it aloud. What have we to do with such a word? Many of our fellows have: therefore let us my children think on it awhile. Are you all ready?—*S*. Yes, Sir.

Teacher.—Open your dictionaries. Find the word. Let the seventh child tell its meaning.

7th Scholar.—"The act of abandoning."—*T*. Look for abandon, No. 9, and tell us its meaning.

9th Scholar.—"To forsake."—*T*. Another word for "forsake."—*S*. "To leave, give up."

Teacher.—Sometimes it is right to forsake or abandon a thing, but to-day tell me of some case of *abandonment* that is *wrong*. Hands up all that are ready.

Scholars. One says, "The cat left her kittens." A boy says, "The bird forsook her nest." A girl says, "A bad woman left her babe on the door-step," and a boy "The captain and men abandoned their vessel."

Teacher.—Well done! You have given plain cases of—, what.

Scholars.—Abandonment. *T*.—All bad cases too, perhaps.

Teacher.—Girls, tell me which case seems the worst to you. *S*.—*The mother's*.

T.—Suppose the cat and the bird by leaving their *care*, caused suffering, which after all was the worst case you named? *S.*—The mother's

T.—Why? *S.*—Oh! the woman had a mind and conscience, and the baby was so helpless.

T.—Yes. But did that make her more blameworthy? *S.*—Yes, for her mind pointed out her duty, whilst the bird only had a lower kind of feeling called *instinct* and cannot *think*, &c.

T.—Think of the baby. It is abandoned. The *care* of the helpless one is thus thrown on the *wrong* person, the finder or good-natured public, &c. The mother too *wrongs* her innocent child. The mother hurts her own conscience by the act. Herself is lowered in her own eyes. One bad act makes it more easy to do another. Her duty to herself, to her babe, to the public, to other *poor women*, is unperformed. She by one act has harmed many others.—Tell me, what ought she to have done?

S. (if they can)—Kept her babe even though it would cause hard work, privation. Then her own consciousness would say to her, *I do my duty*.

T.—Now, my boys, tell us about the forsaken ship. Who read of it? (One boy is ready.)

T.—Not a very full tale, but could the sailors be wrong? State how.

S.—If they left the property of ship-owners too soon, without making every effort to save the vessel. If men did not obey the captain but were fearful, &c.

T.—Think again. Sailors make a promise at their time of engagement.

S.—They would by cowardice break their promise. They too would be forgetful of *duty*. They would not be doing as they would be done by.

T.—Right. Now look into their own breasts. They would feel a meanness within, unworthy of manhood; and would ever afterwards suspect others would deceive them, &c.

T.—Could any one of you, boys or girls, be put in the way of temptation. Could circumstances happen to you, and you be put to the trial of duty like we are thinking of?

Listen. A father becomes old, the son feels him a burden, he may be deaf, and the son becomes tired of him and careless to him and may run off, may leave for many miles, and neighbours or some institution, some church must keep the poor old man. Is that right? *S.*—No! the son *ought* to care for the father or mother, even if they are burdensome.

T.—Love to the parent, honour to a parent, hard work for the parent if called for, is the plain duty we owe to the parent, to the parish, the country, and the honour God hath put on man in making him much better than the lower creatures. [If time permit put before the class an appropriate anecdote here.]

T.—Learn then, do right. Dare to do right. Respect yourself. Love parents, brothers, sisters. Love your country. *Fear God*.

OFFICIAL NOTICES.



APPOINTMENTS.

EXAMINERS.

His Excellency the Governor General in Council was pleased, on the 28th May last, to appoint Flavien Dubergès Gauvreau, Esquire, a member of the Board of Examiners of Bonaventure, in place of Rev. Pierre J. Saucier, *curé*, resigned.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 6th of June last, to approve of the following appointments of School Commissioners:

County of Wolfe—St. Gabriel de Stratford: Mr. François Boudrault, Jr.
County of Richmond.—Brompton: Mr. Winslow Wiswell.
County of Ottawa.—Aylwin: Messrs. Charles Chamberlain, William Heenev, James McClelland, William Gainford, Samuel Day.

His Excellency the Governor General was pleased, on the 23rd June last, to approve of the following appointments:

County of Chateauguay.—St. Malachie d'Ormstown: Messrs. George McCleneghan and John Gibson.

County of Arthabaska.—West Chester: Mr. Etienne Bruneau.

BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION.

The Council of Public Instruction for Lower Canada, at its sessions of the 10th and 11th of May last, approved of the following books, which approval has been confirmed by His Excellency the Governor General, by an Order in Council of the 1st June last:

1. History of Canada for the use of Schools and Families; By J. Roy. Seventh Edition. 1864.

(For Academies.)

2. First Greek Reader: for the use of schools. By Archibald H. Bryce A. B. Third Edition. 1863.

3. First Latin Reader: for the use of schools. By Archibald H. Bryce, LL. D. Fourth Edition. 1864.

4. Second Latin Reader: consisting of Extracts from Nepos, Cæsar and Ovid. With notes and a copious Vocabulary, &c. By Archibald H. Bryce, A. B. 1863

5. English Word-Book, for the use of Schools: a Manual exhibiting the structure and etymology of English words. By John Graham. 1863.

(For Academies and Model Schools.)

6. First Lessons in Scientific Agriculture. For schools and private instruction. By J. W. Dawson, LL. D., F. R. S., Principal of McGill University. 1864.

(For Model Schools.)

7. Word Expositor and Spelling-Guide: a school manual exhibiting the spelling, pronunciation, meaning and derivation of all the important and peculiar words in the English language. With copious exercises for examination and dictation. By George Coutie, M. A. 1863.

8. A Comprehensive System of Book-Keeping, by Simple and Double Entry, etc.; By Thomas R. Johnson, Accountant, Montreal. 1864.

(For Elementary Schools.)

9. The Four Seasons: Being a New No. III, Nelson's School Series.

NORMAL SCHOOL REGULATIONS.

AMENDMENT to the General Regulation of the Normal Schools of Lower Canada, passed by the Council of Public Instruction at its sessions of the 10th and 11th of May last, and approved by His Excellency the Governor General by an Order in Council of the 1st June last.

The general regulations relating to the Normal Schools of Lower Canada have been amended as follows:

1st That it shall be at the option of the Principal of each school, with the sanction of the Superintendent of Education, to confer a purse of Eighty Dollars on any pupil who shall follow a third year's course while preparing for the Academy diploma; or to any pupil who, on entering the school, shall possess the required degree of instruction to commence a course of preparation for that diploma at once; provided, however, that the surplus charge be taken from the number of bursaries to be conferred each year, so that the expenses of the school may not be augmented thereby.

2dly. That all persons holding the degree of Bachelor of Arts, or of Master of Arts, from one of the Lower Canada Universities, shall be competent to receive the *Academy Diploma* at any of the Normal Schools of Lower Canada without being bound to follow a course of studies at such Normal School, nor without being constrained to undergo examination on subjects which may have been included in the examination previously undergone for the degree conferred by the University; but they shall be bound, however, to follow the course on the *Art of Teaching*, and on all the other required subjects not included in such previous examination, and they shall therefore undergo examination accordingly.

LOUIS CHARD,
Recording Clerk.

NOTICE TO SCHOOL COMMISSIONERS AND TRUSTEES.

School Commissioners and Trustees will please bear in mind that they are bound to transmit to this Department, in the month of July or as soon thereafter as possible, the names of all persons elected by rate-payers. As the information thus required is indispensable, the grant shall be withheld from municipalities neglecting to comply with this requirement.

Attention is also called to the fact that, to avoid errors, Christian names should be written in full and in a legible manner.

NOTICE TO TEACHERS.

In signing the semi-annual Reports, Teachers shall use the same names, both first and surnames, as were given to the Secretary of the Board of Examiners from which they obtained their diplomas, so that

municipalities in which they may be employed in teaching shall experience no delay in receiving their share of the grant.

NOTICE

TO DIRECTORS OF INSTITUTIONS CLAIMING AID FROM THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT 19 VICT., CAP. 54.

1st. No Institution shall be entitled to, or receive any aid this year, unless the Return, and Requisition therefor, be filed within the period prescribed: that is to say, before the first day of August next. No exception will be made under any pretence whatsoever.

2. Acknowledgment of the receipt of such Return and Requisition will be made immediately to the party forwarding the same.

3. Any party not receiving such acknowledgment within eight days after mailing the documents should make inquiries at the Post Office and also at this Office, failing which, such Requisition and Return will be deemed as not having been sent in.

4. Blank forms were transmitted during the first fortnight in June to all Institutions now on the list; and any Institution which has not received them, must apply at the Office of this Department.

5. Institutions not on the list that may be desirous of making the necessary Return and Requisition can obtain the requisite blank forms by applying at this Office.

P. J. O. CHAUVEAU,
Superintendent of Education.

DIPLOMAS GRANTED BY THE NORMAL SCHOOLS,

Session of 1863-64.

M'GILL NORMAL SCHOOL.

Academy Diploma.—Messrs. Archibald Duff, and Alvan F. Sherrill.

Model School Diploma.—Mr. Milo Alexander Herrick; Misses Isabella Morrison, Lucy Ann Merry, Andy Frances Murray, Mary Luella Herrick, Maria Gill, Jessie Fraser, Elizabeth Ahern, Elizabeth Ann Fraser, Margaret Mason, Mary Elizabeth Walton, Eliza White, Sarah A. Millan, Sarah Johnson.

Elementary School Diploma.—Messrs. Whiting Rexford Ball, Thomas McCarthy, Duncan McCormick; Misses Læticia Barlow, Mary Baillie, Emma Cutter, Mary Crossby, Eliza J. Cleary, Ellen Teresa Flynn, Mary Graham, Liliass Litchfield Hoyt, Elizabeth Hargreaves, Alma Herrick, Caroline Harding, Catherine McDonald, Mary O'Brien, Malvina Ross, Jane Ann Swallon, Sarah Shaw, Margaret Sutherland, Jane Tuff, Mary Wilson, Liliass Watson, Elizabeth Walker.

LAVAL NORMAL SCHOOL.

Model School Diploma.—Messrs. François Simard, Cyrille Fournier, François Albert Ferland, Napoléon Mercier, Cyprien Labrègue, Edouard Bacon; Misses Philomène Lachaine, Adèle Léspérance, Lumina Gaucher, Georgina Létourneau, Aurélie Noël, Honorine Gagné.

Elementary School Diploma.—Messrs. Honoré Rousseau, Augustin Trépanier, Pierre Antoine Roy, Jacob Gagné, Jean Louis Mercier, Stanislas Fréchette, Louis Dion; Misses Marie Tremblay, Virginie Filteau, Joséphine Guillemette, Henriette Portelance, Sophie Gravel, Célanire Goselin, Eutychie Bernier, Rosalie Crépeau, Albine Trépanier; Mrs. Malvina Morin, Mrs. Julienne Fortin, Mrs. Léa Beaudet; Misses Marie Marthe Balley, Marie Abbott; Messrs. Seneville Bélanger, Valérie Fradette; Miss Victoria Bernard; Mrs. Odile Joncas, Mrs. Clémentine Caron, and Miss Louisa Baldwin.

JACQUES-CARTIER NORMAL SCHOOL.

Academy Diploma.—Messrs. Eugène Urgel Archambault, Principal of the *Académie Commerciale*, Montréal; Joseph Eugène Cassegrain, Principal of the *Académie Ste. Marie*, Montreal; Calixte Brault, Azarie Chevert.

Model School Diploma.—Messrs. Oscar Desrosiers, François-Xavier Mousseau, Honoré Rondeau, François Verner, Charles H. Ferland, Ovide Lamarche, Lawrence O'Ryan, Paul Quesnel, Eusèbe Monette, Louis René, Ignace Dorval, Pierre Primeau, Antoine Malette, Lawrence O'Donoghue, Alphonse Lanctot.

Elementary School Diploma.—Messrs. Joseph Godin, Joseph Guérin, Virgile Harman, Alexis Aubuchon.

DIPLOMAS GRANTED BY THE BOARDS OF EXAMINERS.

PROTESTANT BOARD OF EXAMINERS OF MONTREAL.

1st Class Academy (E).—Mr. S. Ingersoll Briant.

1st Class Model School (E).—Messrs. Samuel Henry Dewart, and John McIntosh; Misses Jane Balfour, Abigail A. Canfield, Sarah Isabella Derrick, and Ellen Augusta Marsh.

1st Class Elementary (F & E).—Miss Rosalie Therrien.

1st Class Elementary (F).—Miss Henriette Feller Lamoureux.

1st Class Elementary (E).—Messrs. Robert Boyd, James Cunningham, William M. Jameson, James A. Reed, Mrs. Margaret Chambers, and Misses Hannah Allbright, Margaret Cleland, Catherine Glines, Catherine J. McNaughton, Jane McOuat, Anne Adamena Young.

2nd Class Elementary (E).—Misses Anna Louisa Hyde, Elizabeth McOuat, Maria Jane Revel, Jemima Agnes Robson, Sarah E. Taggart, Sarah Whittle.

May 3, 1864.

T. A. GIBSON,
Secretary.

STANSTEAD BOARD OF EXAMINERS.

1st Class Elementary (E).—Misses Sarah B. Allen, Susan L. Davis, Eliza Hollister, Henrietta Quimby, Carrie Tinker, Harriet N. Wilson.

2nd Class Elementary (E).—Eliza Jane Brown, Florence J. Baldwin, Evelyn Blandin, Louisa Boyle, Emma Chamberlin, Melvina L. Heath, Flora A. Humphrey, Marietta S. Kinney, Carrie Kingsley, Carrie E. Maloney, Achsa A. McClarey, Harriet Mears, Annie Maria Oliver, Harriet Smith, Lorana Thomas, Sarah Worth.

May 3, 1864.

C. A. RICHARDSON,
Secretary.

RICHMOND BOARD OF EXAMINERS.

1st Class Elementary (F).—Madame Desanges Généreux, (née Savoie), Misses Adéline Blais, Julie Germain, Athénais Pratte, Marie Louise Richard, Lucie Roy, Elmire Thibodeau.

1st Class Elementary (E).—Mr. Charles Cutter, and Miss Mary Armstrong.

2nd Class Elementary (E).—Messrs. Oscar Daniel Woodward, Nelson Woodward, William Watters, Misses Ann Johnson, Sarah McLean, Margaret Wood.

May 3, 1864.

J. H. GRAHAM,
Secretary.

BOARD OF EXAMINERS OF THREE RIVERS.

1st Class Model School (F & E). Misses Marie Lucie Virginie Hébert, Caroline Hamel, Henriette Leduc, Marie Delphine Laplante.

1st Class Model School (F).—Miss Eut. Victoire Asilda Lor.

2nd Class Model School (F).—Madame Sophie Plamondon.

1st Class Elementary (F).—Misses Marie Edwige Bastien, Eutichéenne Blais, Héloïse Philomène Caron, Elisabeth Champagne, Marie Janelle, Eutichéenne Lacerte, Marie Adéline Lebœuf, Marie Elisabeth Leblanc, Marie Philomène Métivier, Marie Zélia Part, Marie Anne Richard, Marie Olive Roberge, Marie Adeline Tourigny, Marie Louise Voisard.

2nd Class Elementary (F).—Misses Marie de Lima Bergeron, Marie Delphine Brassard, Adélaïde Côté, Adèle alias Adélie Côté, Apolline Ducharme, Philomène Fréchette, Marie Alphonsine Larivière, Marie Elise Lamothe, Marie Adélaïde Morissette.

May 3, 1864.

J. M. DESILETS,
Secretary.

CATHOLIC BOARD OF EXAMINERS OF QUEBEC.

2nd Class Elementary (F).—Misses Philomène Chalifour, Philomène Fortier.

2nd Class Elementary (E).—Miss M. Virginie Plante.

June 7, 1864.

(Adjourned meeting.)

N. LACASSE,
Secretary.

BOARD OF EXAMINERS OF KAMOURASKA.

1st Class Elementary (F).—Misses Henriette Gagnon, Zéphirine Hudon, Semire Lapointe, Victoria Tremblay.

2nd Class Elementary (F).—Misses Malvina Côté, Elisa Langlais, Emma Plourde, Angélique Therriault, M. Virginie Verret.

May 3, 1864.

P. DUMAIS,
Secretary.

SITUATION WANTED.

A young lady who holds the diploma of the M'Gill Normal School wishes to take charge of a school. For information apply at 186, Amherst street, Montreal.

JOURNAL OF EDUCATION.

MONTREAL (LOWER CANADA), JULY, 1864.

Report on Education.

In another part of this number will be found the report of the Superintendent of Education for Lower Canada, for 1863, which we publish to the exclusion of other matter. The Press complains every year of the delay in the printing of the reports on Education, both for the Upper and Lower sections of the Province; yet, were editors to cast a glance at our columns, or at those of *le Journal de l'Instruction Publique*, they would in every case perceive that the Department is not to blame in the matter, as, long before the distribution of the document printed by order of the Legislative Assembly, these journals publish the Report of the Superintendent proper which contains a synopsis of the year's statistics and of all the other important information to be found in the documents accompanying the Report.

It is not our intention to throw blame on the officers or printers of the House of Assembly, by whom, we believe, the business of publishing these papers is conducted with all possible despatch. We merely desire to establish the fact that the heads of both Departments of Education are placed in a less advantageous position in this respect than are the Ministers of Crown Lands and of Public Works, to whom is accorded the privilege of publishing their reports under their own immediate control, and of having them printed as they are being prepared. Both Superintendents of Education have at different times suggested that the same arrangement be extended so as to include their respective Departments; but it would appear that the existing contract with the printers of the House does not allow of this being done. The translation which we give of the Report has been made expressly for our journal.

Legal Decision.

In a suit brought by the School Commissioners of Repentigny against one of the ratepayers of that municipality, it was decided by Hon. Justice Laberge that the Statute 27th Victoria, Chapt. 11, which confers upon school commissioners the same powers for the summary collection of assessments

as those enjoyed by municipal councils, does not abrogate the right of proceeding as before the passage of this act, if deemed preferable. Thus the statute of 1863 does not annul any preëxisting right, but simply confers new powers.

Report on Public Instruction for 1863.

(Translation.)

EDUCATION OFFICE,
Montreal, 15th May, 1864.

Hon. Provincial Secretary,

Quebec.

SIR,

I have the honor to transmit my report on the state of public instruction in Lower Canada, for 1863.

The Committee of the Legislative Assembly charged with the direction of the printing of the public documents having decided that the tables of statistics and the extracts from the School Inspectors' reports should be published in full only every three years, I can but transmit a synopsis of the statistics, and a few documents which do not come under the rule established by the Committee.

I shall not repeat the observations which I have made in all my previous reports, on the insufficiency of the sums appropriated to several branches of the service of Public Instruction, but shall be content to refer to my last, particularly for what concerns the request I have made at different times for an augmentation in the grant to the Teachers' Saving Fund. The reasons on which this request is grounded are therein very fully set forth. The short table showing the state of the Fund given last year, is completed for this year as below, and confirms the observations already submitted.

Years.	Number of teachers who subscribed each year.	Number of pensioners each year.	Rate of pension for each year of teaching.	Total paid in pensions.
1857. . . .	150	63	\$ cts. 4 00	\$ cts. 886 90
1858. . . .	74	91	4 00	2211 74
1859. . . .	18	128	4 00	3115 36
1860. . . .	9	130	3 00	2821 57
1861. . . .	9	160	3 00	3603 58
1862. . . .	10	164	1 75	2522 09
1863. . . .	13	171	2 25	3237 00

The sum total of the progress of public instruction during the last ten years is distributed as follows:

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

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	Increase since 1853.	Increase since 1856.	Increase since 1862.
Institutions of learning.	2352	2795	2868	2919	2946	2985	3199	3264	3345	3501	3552	1200	567	51
Pupils.	108284	119733	127058	143141	148798	156872	168148	172155	180845	188635	193131	84847	36259	4496
Contributions.	165848	238032	249136	406764	424208	459396	498436	503859	526219	542728	564810	398962	105414	22082

Last year's increase in the number of pupils was less than that of the two preceding years, and not much more than that of 1860. The annual increase has, besides, always been subject to fluctuations for which no cause can be assigned, unless it be, perhaps, the diseases to which children of an age to attend school are liable, such as scarlatina and small-pox. The firm position taken by the Department with regard to the diplomas also prevented the opening of several new schools, and even caused a few to be closed; yet it is obvious that it was necessary to continue with vigor the reform which had been already commenced, although in so doing, the chance of obtaining less satisfactory numerical results might be incurred.

Some districts of inspection show a decrease in the number of children attending school. They are those assigned to Mr. Crépault, Inspector for the counties of Bellechasse, Montmagny and L'Islet; to Mr. Maurault, Inspector for the counties of Yamaska and Nicolet; and to Mr. Béland, Inspector for the counties of Beauce and Lotbinière. In the last district the decrease is not less than 699. The adjoining district, including the counties of Lévis and Dorchester, under Mr. Juneau's inspection, does not show any increase. The greatest numerical increase is that of the district assigned to Mr. Valade, which comprises the Catholic schools of the city of Montreal and those of the counties of Jacques Cartier, Hochelaga, Vaudreuil and Soulanges. The numbers are 17,431 for last year, and 18,498 for the present year. The greatest part of this increase took place in the schools under control, the figures which represent the independent schools showing an increase of 111 only.

The greatest proportional increase took place in the district formed by the county of Chicoutimi, under Mr. Martin's inspection, in which the number has risen from 1024 to 1573,—or a fraction over fifty per cent. Next comes the district under Mr. Boivin's inspection, comprising the counties of Charlevoix and Saguenay, in which the numbers increased from 2043 to 2495, or nearly twenty-four per cent.

If, to the number of children frequenting the primary schools (who are almost without exception under 16 years of age), we add the number of pupils under sixteen belonging to the other schools,

a total of 184,661 will be obtained. The number of children from five to fifteen being 289,429 according to the census of 1861, we have, by adding 15,000 for those who have completed their *fifteenth* year and for natural increase between 1861 and 1863, a total of 304,429. The proportion of children between 5 and 16 years of age frequenting the schools is therefore 60.60 per cent. As the percentage in 1855 was only 47.33, we have an increase of 13.37 per cent representing the progress made since that time. (1)

But it should be observed that the ages between five and sixteen indicate the *optional* limits imposed upon the school population by the law; it is only from seven to fourteen that the monthly rate can be levied; and this may, therefore, be considered as indicating the limits of the school population subject to *compulsion*. The number of children within the last mentioned limits attending school shows a proportion of at least 75 per cent.

The proportion of the total number of pupils, viz., 193,131, to the whole population, as shown by the last census and by adding 44,000 for subsequent increase, i. e. on 1,156,000, is 16.07 per cent.

The primary schools and the pupils in attendance, as reported by their managers, are classified as follows: 2762 schools in operation under control of commissioners, with 131,641 pupils; 50 schools under control of Catholic dissentient trustees, with 1,874 pupils; 123 schools under control of Protestant dissentient trustees, with 4,263 pupils; and 350 independent schools with 23,812 pupils.

These primary schools may be further classified thus: 4 model schools connected with the Normal schools and attended by 759 pupils; 291 superior primary schools also called *model schools*, attended by 19,276 pupils; and 3,030 elementary schools attended by 142,314 pupils.

The following table of increase in the assessments during the last seven years exhibits well sustained progress. The increase during the year 1863 was, as may be seen, as considerable as during the preceding year; it took place exclusively in the monthly rates. I have already explained that this statement exhibits only the sums imposed, and that there are always arrears remaining unpaid, for which however, some compensation is to be found in

TABLE of assessments levied annually since 1856.

	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.
	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.	\$ cts.
Assessments to equal the grant.....	113,884 87	113,887 08	115,185 09	115,792 51	114,424 76	113,969 29	110,966 75	110,534 25
Assessments in excess of the grant...	93,897 90	78,791 17	88,372 69	109,151 96	123,939 64	130,560 92	134,033 15	134,888 50
Monthly rates.....	173,488 98	208,602 37	231,192 65	251,408 44	249,717 10	264,689 11	281,930 23	307,635 14
Assessments for building purposes....	25,493 80	22,928 63	24,646 22	22,083 57	15,778 23	17,000 00	15,798 84	11,749 76
Total.....	406,765 55	424,209 25	459,396 65	498,436 48	503,859 73	526,219 32	542,728 97	564,810 65

the collection of arrears remaining over from the year preceding.

It is to be observed that the instruction given in several branches is advanced to a degree that leaves little to be desired, except natural increase in the number of schools and their attendance. Thus, 63,913 children are learning French grammar—a number almost as great as of those who read "off hand;" 60,585 study geography; 59,024, history; 75,719, simple arithmetic, and 45,727, compound arithmetic.

While the number of pupils learning French grammar increased by 2,599 in 1863, the number learning English grammar diminished by 1,104. As it is certain that the study of the English language is increasing in the French schools, these facts come in support of the observation often recorded by different school inspectors in their reports, which is that the study of grammar was neglected in many English schools.

Among the documents which accompany this Report will be found the usual reports of the Principals of the Normal Schools for the

year just ended. The information conveyed in these documents shows that favorable results have attended the important work of normal instruction; and it will be noticed with pleasure that the Principals take a great deal of interest in the success of the pupils whom they have trained to teaching. They visit their schools and maintain constant communication with them; and they also take an active part in the conventions held three times in the year at the Jacques-Cartier and Laval Normal Schools, and annually at the McGill Normal School; which conventions are attended by former pupils and by all teachers holding diplomas who wish to attend.

(1) The census taken under the authority of the 71st Sec, Chapt. 15, of the Consolidated Statutes gives a much smaller number; but as this census has not been taken at all in certain municipalities, and as I have reason to look upon it as exceedingly inexact in other respects, I have taken the figures from the decennial census.

The following table showing the increase in the number of pupils learning elementary branches, proves that the progress made has been as great as during the preceding years.

COMPARATIVE TABLE of the number of Children learning each branch taught since 1853.

	1853.	1854.	1855.	1856.	1857.	1858.	1859.	1860.	1861.	1862.	1863.	Increase on 1853.	Increase on 1858.	Increase on 1862.
Pupils reading well..	27367	32861	43407	46940	48833	52099	64362	67753	75236	77108	77676	50309	25577	568
Pupils learn. to write	50072	47014	58033	60086	61943	65404	80152	81244	87115	92572	97086	47014	31682	4514
Learning simple arithmetic.	18281	22897	30631	48359	52845	55847	63514	63341	69519	74518	75719	57438	19872	1201
Learning compound arithmetic	12428	18073	22586	23431	26643	28196	30919	31758	41812	44357	45727	33299	17534	1370
Learning book-keeping.....		799	1976	5012	5500	6689	7135	7319	9347	9614	9630	9630	2941	16
Learning geography.	12185	13826	17700	30134	33606	37847	45393	49462	55071	56392	60585	48400	22738	4193
Learning history....	6738	11486	15520	17580	26147	42316	45997	46324	51095	54461	59024	52286	16718	4563
Learning French Grammar.	15353	17852	23260	29328	39067	43307	53452	54214	60426	61314	63913	58560	20606	2599
Learning English Grammar.	7066	7097	9004	11824	12074	15348	19773	25073	27904	28462	27358	20292	12010	.....
Learning how to parse.	4412	9283	16439	26310	34064	40733	44466	46872	49460	50893	52244	47832	11511	1351

The following table showing the admissions to the Normal Schools since they have been founded, proves that during the year ending July, 1863, the highest number was reached. So far as relates to the Jacques-Cartier and Laval Normal Schools, the buildings at present occupied can accommodate no more.

TABLE showing the number of Pupils who have attended the Normal Schools.

School year.	Jacques-Cartier School.	McGill School.			Laval School.			Total number of Male Teachers.	Total number of Female Teachers.	GRAND TOTAL.
	Pupil-Teachers.	Male Teachers.	Female Teachers.	TOTAL.	Male Teachers.	Female Teachers.	TOTAL.			
1st session, 1857.....	18	5	25	30	22	.....	22	45	25	70
1857 & 1858	46	7	63	70	36	40	76	89	103	192
1858 & 1859	59	7	76	83	34	52	86	91	128	219
1859 & 1860	53	9	72	81	40	54	94	102	126	228
1860 & 1861	52	5	56	61	41	53	94	98	109	207
1861 & 1862	41	10	58	68	39	52	91	90	110	200
1862 & 1863	57	8	72	80	39	52	91	104	124	228
										1344

The following table of diplomas granted indicates that notwithstanding the severity of the examinations, a very large proportion of the pupils who study in these schools have obtained this proof of success, and have thus been enabled to give themselves up to teaching with advantage to society.

DIPLOMAS granted to the Pupils of Normal Schools since the establishment of these Institutions.

Grade of Diplomas.	Jacques Cartier.	McGill.			Laval.			Number of Male Teachers.	Number of Female Teachers.	GRAND TOTAL.
	Pupil-Teachers	Male Teachers.	Female Teachers.	TOTAL.	Male Teachers.	Female Teachers.	TOTAL.			
Academy	8	1	...	1	13	.....	13	22	.....	22
Model School....	57	6	82	88	53	68	121	116	150	266
Elementary School	70	24	159	183	17	62	79	111	221	332
Total.....	135	31	241	272	83	130	213	249	371	620

These figures give more than the number of pupils who have left the three normal schools, several having obtained a diploma for each grade in succession. The total number of pupils who have graduated is as follows:

Jacques Cartier Normal School.....	97
Laval Normal School.....	193
McGill Normal School.....	195
	485

Nearly all the pupils who obtained diplomas gave themselves up to teaching; and the great majority of those who taught during three years, as required by the terms of admission, have continued to teach after the expiration of that time. Were the salaries of teachers more ample, there is no doubt that all the pupils from the normal schools would definitely adopt the vocation of teacher. Unfortunately, however, there is, as I have already had occasion to observe, very little progress in this direction. This year's statistics show only a very feeble increase in the salaries of male teachers, and a decrease has actually taken place in those of females.

The new programmes adopted by the Council of Public Instruction have not deterred candidates from presenting themselves for examination in large numbers; and the examiners found that marked progress in the aptitude and acquirements of those who came forward was the result of the enforcing of the new rules.

Under the sanction of these rules, Mr. Delagrave, member of the Council of Public Instruction, visited the Boards of Examiners of the Counties of Gaspé and Bonaventure; while those of Kamouraska and Rimouski were visited by myself. Detailed reports of this inspection were submitted to the Council of Public Instruction, and the substance communicated to the respective Boards. Other Boards shall be visited during the course of the present year.

The substance of the notes of examination taken by these divers Boards would indicate that, as yet, sacred history, geography and the history of Canada had caused the most difficulties. Several candidates had of themselves undergone examination in branches which were not indispensable to obtain the elementary school diploma, and the result had proved as satisfactory as it was honorable to them. If some *dictations* have appeared weak, they still exhibited as a whole a marked improvement in the spelling and writing. I may even say that the examination I have made of these *dictations*, which are preserved by each Board, has given me the idea of a state of things far more satisfactory than is generally represented; and my visits to numerous schools on the way confirmed this impression. Among the *dictations* preserved by the Board of Kamouraska, I found half a score of excellent copies, written in a very fine hand; of these four were without the slightest fault. They were those of Miss Angèle Delisle, Miss Artémise Bart, Miss Olive Dumont, and Miss Virginie Label, who were all classed No. 1 for every subject of examination.

I reproduce a recapitulation of the notes of examination of the Boards of Kamouraska and Rimouski, which prove the relative advancement in each of the branches required. No. 1 is equivalent to *very good*, No. 2, *good*, and No. 3, *inadequate*. The number of notes of each degree entered for each subject is shown in the following table.

BOARD OF KAMOURASKA.

Branches.	No. 1.	No. 2.	No. 3.
Reading, French.....	28	2	0
Reading, English.....	2	0	0
Dictation, French.....	18	12	4
Dictation, English.....	2	0	0
Analytical French Reading.....	20	5	1
Analytical English Reading.....	2	0	0
Writing.....	21	9	3
Grammar, French.....	23	6	0
Grammar, English.....	2	0	0
Geography.....	20	7	0
Book-Keeping.....	1	0	0
Sacred History.....	17	9	4
History of Canada.....	13	11	5
Arithmetic.....	12	16	1
Art of teaching.....	2	0	0

BOARD OF RIMOUSKI.

Branches.	No. 1.	No. 2.	No. 3.
Reading, French.....	12	0	0
Reading, English.....	2	0	0
Dictation, French.....	2	10	1
Analytical French Reading.....	12	0	0
Writing.....	5	9	0
Grammar, French.....	7	5	0
Grammar, English.....	1	0	1
Geography.....	7	5	2
Sacred History.....	10	2	1
History of Canada.....	4	8	1
Arithmetic.....	11	2	1
Art of teaching.....	3	10	0

The following table is a recapitulation of the statistics transmitted annually by the Boards of Examiners. It shows the number of days over which the examinations extended, the number of candidates examined, the average number of teachers examined per day, the number of diplomas granted, &c.; and to a certain extent it will also indicate the severity shown by each Board. [For this Table see page 88.]

Since the publication of my last Report the examination on the Art of Teaching, which had previously been optional, has become obligatory for the three grades of diplomas; and an examination on Agriculture has also become requisite to obtain the academy and model or *superior primary* school diplomas. It was provided by the Rules that those parts of the programmes having reference to the above subjects should take effect only after the publication of text-books intended to facilitate their acquirement. Text-books having been published by the Rev. Mr. Langevin and approved by the Council of Public Instruction, this condition became fulfilled.

The absolute necessity of obtaining the diploma on the one hand, and, on the other, the difficulty in so doing, should afford protection to teachers against the unlimited competition which the least capable among them enter into with the rest, and cause the average of salaries to show an increase.

The number of lay teachers, male and female, without diplomas who were employed during the year in schools under control of the school commissioners and trustees was only 41; and, in each case, payment of the grant was withheld. The balance in excess of this number, indicated by the synoptical table, is made up either of assistants, ecclesiastics, or members of teaching communities exempted by law.

The establishment of the Savings Fund, normal schools, teachers' associations and Journals of Education, were all of a nature to improve the position and increase the efficiency of the teachers; and it is much to be desired that school libraries were added, at least to the model schools. In France, the government, believing that much of what was taught in the schools became useless through want of books, has recently appropriated considerable sums to this object. The number of parish libraries in Lower Canada is, at present, only 284, and the number of volumes 196,704. It is, nevertheless, an increase of 25 libraries and 3944 volumes over the previous year.

I am happy to say that last year, as during the year previous, the expenses of *le Journal de l'Instruction Publique* and of the Lower Canada Journal of Education did not exceed the receipts; there was, in fact, a small profit which will be applied to the reduction of the deficit on former years. This deficit, amounting to \$1918.98 on the 31st December 1861, had been reduced to \$1491.04 on the 31st December last. If it be borne in mind that this sum does not equal in amount the grant for any one year, and that distributed over seven years, the time during which these periodicals have been in existence, it gives an annual deficit of only \$213, or 7.05 per cent. per annum in excess of the government grant (which is of \$1600,) it will be admitted that this circumstance, though much to be regretted, is by no means surprising, especially if we take into account the fact that the Department of Education in Upper Canada is allowed as much for the publication of one journal.

New school municipalities continue to be formed as our system of education develops itself.

The following is a table of new municipalities, formed since 1857, either by the erection of new settlements into school municipalities, or by the division of old municipalities. It should be observed that only a very few of the new municipalities are able to make a school report during the first year of their establishment, as time is required to organize, levy assessments, &c. In all that concerns the opening of schools and the levying of taxes and monthly rates, new school municipalities generally show as much zeal as the old, and sometimes more in proportion to their means.

RECAPITULATION of Statistics reported annually by the Boards of Examiners in Lower Canada, 1863.

Board of	Days during which sitting lasted.	Candidates examined.	Mean number of teachers examined per day.	Diplomas for academies granted, 1st class.		Ditto 2nd class.		For model schools, 1st class.		Ditto 2nd class.		For elementary schools, 1st class.		Ditto 2nd class.		Number of candidates admitted and grades of diplomas.			Candidates rejected.	
				Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Male Teachers.	Female Teachers.	Academies.	Model schools.	Elementary schools.	GRAND TOTAL.			
Montreal, (Cath.)	7	193	27.4					6	1			11	101	1	50		7	163	170	23
Id. (Prot.)	6	90	15.	2				6		2		11	17	8	31	2	8	67	77	13
Quebec (Cath.)	5	56	11.1							1		2	2	3	16		1	23	24	32
Id. (Prot.)	7	18	2.4					3	2			3	2	2	3		5	10	15	3
Three-Rivers	5	60	12.						2	1		1	22		11		3	34	37	23
Sherbrooke	4	38	9.2	2		3		2	1		1	2	12	2	10	5	4	26	35	3
Kamouraska	4	25	6.1										13		3			16	16	9
Gaspé	2	12	6.										3	4	2			9	9	3
Stanstead	4	36	9.										5	7	23			35	35	1
Ottawa	4	16	4.									2	2	5	6			15	15	1
Beauce	3	13	4.1										6	1	6			13	13	0
Chicoutimi	3	7	2.1										5					5	5	2
Rimouski	4	19	4.3										2	1	9			12	12	7
Bonaventure	4	17	4.1									8	1	3	2			14	14	3
Pontiac	4	20	5.									8	1	8	3			20	20	0
Richmond	4	46	11.2									4	10	3	19			36	36	10
Bedford, (Cath.)	3	14	4.2									1	12		1			14	14	(1)
Id. (Prot.)	6	153	25.3									18	77	6	51			152	152	0
Total	79	833	165 $\frac{179}{420}$	4		3		17	6	4	1	71	293	54	246	7	28	664	699	134

TABLE of Municipalities erected since 1857.

Municipalities established in new settlements.	Municipalities formed by the division of old municipalities.
1857..... 6 (1)	1857..... 4
1858..... 5	1858..... 3
1859..... 9	1859..... 1
1860..... 5	1860..... 10
1861..... 19	1861..... 8
1862..... 15	1862..... 12
1863..... 7	1863..... 20
66	66+58=124

I have pointed out in my previous reports the best measures to be adopted for the perfection of our system of education; and I would repeat that important as are some of the measures proposed and still under the consideration of the Government, particularly those that were expounded in my report on the inspection of schools, a great deal also depends on the influence which public opinion can bring to bear upon the local authorities, in whose hands the law has placed so large a share of the initiative and responsibility. The most difficult task is that which consists in directing these local authorities without infringing on their powers, or discouraging any of the school commissioners or functionaries who may be very bravely struggling against difficulties without, however, being able to obtain all that might be desired in the interest of

(1) This table is not constructed in the same manner as that of last year. The figures, representing all the new municipalities erected, were placed in one column, and the old municipalities, which had been divided, were placed in the other; thus the same municipality figured in both columns if it had been divided. This has been avoided in the present instance.

the progress of education. If, in this matter the Department should have appeared to some persons as wanting in energy or firmness, it may be well to observe that on many occasions a different course might have jeopardized the results, which, unimportant as they may appear, have only been obtained with much difficulty.

I have the honor to be

Sir,

Your very obedient servant

P. J. O. CHAUVEAU,

Superintendent of Education.

Twenty-Second Conference of the Teachers' Association in connection with the Jacques Cartier Normal School.

The first sitting was opened on the 26th May, 1864.

In the absence of the Secretary, Mr. J. O. Cassegrain was appointed Secretary *pro tem*.

Principal Verreau delivered a lecture on Natural History, in which he spoke of the three great kingdoms into which all matter is divided, dwelling more particularly, however, on the Animal Kingdom. In going over the progressive scale of animal life, he spoke of the digestive and respiratory organs as indicating the different degrees of perfection, and concluded by an examination of the human brain, the abode, said the lecturer, of the soul and intellectual faculties.

The following question was then discussed by Messrs. Boudrias, Caron, Pinard and Emard: *What are the best means of imparting a knowledge of aliquot parts?*

A Report from the Council of Administration was taken into consideration, after which the meeting adjourned.

SECOND SITTING.

The meeting having been called to order at 10 o'clock A. M., the President read a report on the labors of the Association during

(1) No report was received from this Board.

the time it had been in existence, ably setting forth the great advantages these conventions offered to teachers.

The Superintendent of Education then addressed the auditory, congratulating the teachers upon the happy results obtained since the foundation of their association, alluding also to the necessity for the existence of these conventions, at which teachers might interchange their ideas and communicate the results of their individual experience, and concluded by observing that the most effectual means of improving their condition was by observing regularity in their conduct, cherishing love of their country, and stimulating *esprit de corps* among themselves.

The following office-bearers were then elected: President, Mr. U. E. Archambault; Vice-President, Mr. J. Paradis; Secretary, Mr. J. O. Cassegrain; Treasurer, Mr. D. Boudrias; Librarian, Mr. G. T. Dostaler; Council, Messrs. Desplaines, Caron, Emard, Hétu, Priou, Destroimaisons, St. Hylaire, Chagnon, and Dalpé.

The President submitted the following subject for debate: *Should French verbs be taught from the primitive or radical forms?*

Mr. J. E. Paradis lectured on the *Necessity of Labor*, drawing a striking distinction between the labor of devotedness and egotistical labor.

A debate on the *Practicability of reducing the rules of French past participles to one* followed, after which the convention adjourned to the first Friday in October next.

(For the Journal of Education.)

Report of Convention of Teachers and Inauguration of Provincial Association of Protestant Teachers of Lower Canada.

Negotiations having been for some time pending between Local Associations of Protestant Teachers in this province, respecting the formation of a Provincial Association, it was thought advisable to hold a general convention of Teachers, for the purpose of finally revising the "Proposed Constitution" of the Association, and organizing upon that basis. Accordingly a meeting of Teachers from different sections of the province, summoned by circulars widely distributed, took place in the Hall of the McGill Normal School, Montreal, on Friday and Saturday, the 4th and 5th instant.

The proceedings of the first meeting held on the evening of Friday were of a preliminary character, the public being invited to listen to addresses from several gentlemen intimately associated with education in Lower Canada. Dr. Dawson, principal of McGill College, in the absence of the Honorable the Superintendent of Education, took the chair, and after a prayer by Rev. Mr. Ewing and singing by pupils of the McGill Normal School under the direction of Mr. Fowler, said

We open this, the second convention of teachers in connection with this Association, under favorable auspices. We have not only a large attendance of teachers and friends of education from Montreal, but representatives of the other Associations in Lower Canada, so that we may hope to inaugurate on this occasion a Provincial Association of teachers in which this and other Associations shall be united on equal terms, and shall hold still larger and more successful conventions, in succession in all the more important places in Lower Canada. Should it be so, this meeting will be an important one in the history of education in Lower Canada, to be looked back upon with interest and respect by our successors in times when we hope the education of this country will have attained a far higher position than that which it now occupies. That we may make this meeting worthy of the high objects we have in view, it becomes us to withdraw our minds as far as possible from our own little special spheres, and to consider ourselves members of a general educational body, all of whose parts work together for a great common end, one of the greatest which it is given to man to promote. Let us leave behind us all our little personal interests, jealousies, and grievances as unworthy of this occasion; and let us consider ourselves as educational missionaries, bound to endure hardness, if need be, in furtherance of the great work of education. Let us bear in mind also that our function is not so much negative as positive; that we are not so much to fight against the evils that affect education, however much they may annoy and injure us, as to prepare for a better future by sowing the seeds of good that shall in time counteract the evil. This is a somewhat obscure and quiet work when compared with that of the soldier and the political reformer, but it is a work that more thoroughly and effectually moulds the form and destinies of society. Let us then meet here in a spirit of love to one another and to all mankind, in a spirit of humble dependence on God's blessing in a spirit of large and liberal self-sacrifice on

behalf of the great work of education, and let us consider not so much the petty difficulties that beset us as the sphere for exertion that lies above them in what we can do to make our work efficient for greater and for positive good.

Mr. Laing of the Waterloo Academy, and president of the Bedford Teachers' Association, then read a paper on some of the more common errors of our system of school education. In pointing out some of the errors and short-comings of the teacher he strongly commented on the necessity of goodness of heart and high moral principle as an indispensable qualification for his office, animadverting on the folly, so prevalent in the community, of setting great intellectual endowments above excellence of character; he shewed the utility of maps, models, and pictures, as tending to impart precise and distinct ideas; he alluded to the mischief done by allowing pupils to pass too hastily from the more elementary to the higher branches, and by stimulating unduly the mental development of precocious children; and further he shewed the folly of attempting to govern a school by a code of penal enactments laid down beforehand which must either be carried out irrespective of the injustice inevitable when circumstances are not taken into account, or which must be subsequently partially or wholly repealed, to the humiliation of the teacher, and to the diminution of the respect due to law.

He then proceeded to pass some severe strictures on the short comings of parents, remarking that parents too frequently misunderstood the nature of education, regarding it as a preparation for some particular business or profession rather than for any and every station, and so thought a liberal education thrown away upon farmers; that they were too parsimonious in their school expenditures, the teacher ill paid, and the pupils ill provided with necessary books; that they send their children to school to get rid of them; and that with criminal indifference they allow the education of their children to proceed without their knowledge or supervision. After a few observations on the necessity of a higher standard of education for teachers, he concluded by saying that though all material progress might be achieved by the cultivated intellect, yet there could be no permanent prosperity without virtue. It is not the legislature that frames the laws, nor the executive that administers them, that controls the destinies of a country. It is a power further back and greater, a power that makes rulers what they are—is it the educators of youth. If we would have our country in its manhood that for which we hope and pray, let us see that the sources of its youth are pure and healthy. The children of the present are to be the men of the future. The responsibility is ours. Let us then in the fear of God as we love our country, as we hold its welfare and its honour dear, train up its youth physically, mentally, and morally, to the full stature of perfect manhood.

The meeting was then addressed by Mr. Hubbard, inspector of schools for the district of St. Francis, who being unexpectedly called upon in the absence of Dr. Nicolls, president of the St. Francis Association, made a few remarks touching upon points referred to by the previous speakers. He admitted the grave causes of failure that the last speaker had charged against parents, but would with the chairman insist on the imperative duty of the teacher to do his part faithfully without too much reference to the short comings and wrong-doing of others. He specified as a matter of regret the too frequent change of teachers, alluded to the efforts made in the establishment and maintenance of the St. Francis Teacher's Association, and concluded by hoping that he should see the formation of a Provincial Association which must in his opinion be productive of incalculable good.

Prof. Robins being then called upon by the chairman, welcomed the strangers present on behalf of the Montreal Association, referred to the difficulties that had to be surmounted in order to the accomplishment of the undertaking upon which they had entered, and concluded by saying that much labour and thought had been expended upon this organization and he doubted not of its triumphant success.

The proceedings of the evening were enlivened by music under the direction of Mr. Fowler and by a very effective rendering by Mr. Andrew of "The Fisherman's Prayer" from a recently issued volume of Poems by J. Ingelow.

At nine o'clock on the following morning Dr. Dawson resumed the chair and called on the representatives of other Associations to report themselves, when there were found present:

Bedford Association, Mr. Laing, President; and Mr. Marsh.

Huntingdon and Lachute Associations, Mr. Bruce.

Montreal Association, Dr. Dawson, President; Profs. Hicks and Howe, Mr. Gibson and Prof. Robins Vice-Presidents; Mr. William, son, Secretary; Mr. McGregor Treasurer; Mrs. Simpson, Mrs. Lay, Miss Leyman, Prof. Darey, Mr. Andrew, Mr. Warren, Members

of Council; Rev. Dr. Leach, honorary member, and many ordinary members.

Quebec Association, Mr. Wilkie.

St. Francis Association, Rev. Dr. Nicolls, President; Principal Graham and Mr. Hubbard.

Mr. Bruce then read by permission a paper on the benefits to be derived from Teachers' Associations, detailing with much ability and at great length the advantages which they offered to the teacher for the development of his capacities and the elevation of his position. He entered minutely into details respecting such organizations in Europe; and trusting, he said, that a similar organization would be formed in this province, he believed that its formation would be looked upon as a distinguished epoch in the history of education in Lower Canada.

The proposed Constitution of the Association was then submitted to discussion, and after some slight changes was adopted.

It provides that the Association shall consist of the members of all Local Associations of Protestant Teachers in Lower Canada, and that Teachers out of the limits of such Associations shall be admitted members on terms to be hereafter determined; that the Superintendent of Education, members of the Council of Public Instruction, Inspectors of Schools, and members of Boards of Protestant Examiners for Lower Canada shall be *ex-officio* honorary members; that a convention shall be held annually at a time and place assigned at a previous Convention; that a President, a Secretary, and a Treasurer, shall be chosen at the annual Convention, Presidents of local Associations being *ex-officio* Vice-Presidents of the Provincial Association; that the Council of the Montreal Local Association, with the President and Secretary of each of the other Local Associations, shall be the Central Executive Committee of the Provincial Association; and adds some paragraphs respecting arrangements for meetings.

During the recess of fifteen minutes that followed, the audience occupied itself with examining school books, maps, and philosophical apparatus, exhibited by Messrs. Miller, Campbell, and Hearn, or in witnessing the drill of the Model School boys.

After the recess the Convention formally constituted the Provincial Association by electing the following officers: President, Rev. Dr. Nicolls, of Lennoxville University; Prof. Robins, B.A., of McGill Normal School, Secretary; and James McGregor, Esq., B.A., of McGill Normal School, Treasurer.

The next meeting of the Association was appointed to be held the first week in June, 1865, within the limits of the St. Francis district, at such place as may hereafter be determined by the Association of that district, and the Executive Committee were instructed to prepare a draft of By-Laws to submit to that meeting.

At the request of the Chairman, Principal Grahame then read a paper entitled "Some Conditions of Success in School-Teaching," which opened with the apt quotation:

' Let no unskilful hand attempt
To play the harp, whose tones, whose living tones
Are left for ever in the strings.'

To attain eminent success, he said, the teacher must be thoroughly imbued with the spirit of his work; must realise the responsibilities of his calling; understand the branches to be taught; refresh his own mind by daily reviews and original investigations; and possess the power of making his pupils original thinkers and investigators. He must be apt to teach; be familiarly acquainted with the powers and capacities of both body and mind, and the laws which govern their development, growth and decay; he should have an extensive knowledge of human nature and individual character, that he may suitably adapt instruction and discipline to each, a strong love for children and youth, and an anxious solicitude for their highest good; the power of arousing dormant minds to action and directing them aright when once awakened; be careful to curb and restrain the already too fast, and bring forward from the rear those who lag behind; and cause all to become conscious of their own powers, and to rely chiefly on their own efforts for advancement. He must be apt to govern as well as to teach,—to govern himself and to govern others. Schools, like the world, were often governed too much; yet without government, a school was comparatively worthless, and many of our teachers seemed to fail in this important part of their duty. A common remark was, our teachers *know* enough, but they cannot govern. Government consisted of influence and authority. That government was best in which influence, direct and indirect, greatly preponderates, with as little as possible of direct authority. Authority was sometimes necessary, but influence was the great reliance of all those who governed effectually without seeming to govern at all.

The teacher must be what he wished his pupils to be. If he wished them to be interested, he must be; if he wanted them to be studious, he must be the same; if orderly, he must be so himself; if punctual, let him set them an undeviating example: require only what is right—endeavor to obey this law himself, and each pupil do the same. He should be a school missionary; should visit the parents at their houses, talk with them about education, and but little else, especially the education of their children, giving to each all the credit which he can conscientiously, and show to these parents both by his words and actions, that he has a deep interest in the educational advancement of their children; and there is scarcely a parent in the country who would not co-operate with such a teacher to the utmost of his ability. If the teacher would attain that success which is so earnestly coveted by all, he must give himself a living sacrifice, wholly devoted to his work, endeavoring faithfully to perform his part of the duty involved in the command given by the wisest of men,—'train up a child in the way he should go,'—which was not only the most truly exhaustive definition of the aims and objects of education ever penned, but it was the great precept that ought ever to be implicitly obeyed in the physical, intellectual and religious training of the young. But said the almost disheartened teacher,—Who is sufficient for these things? As an answer to this the inspired words of an apostle were at hand: 'I can do all things through Christ which strengtheneth me.'

An interesting conversation on various topics ensued, in which Mr. March, of the Granby Academy, Mr. Laing, of the Waterloo Academy, Mr. Wilkie, of the Quebec High School, and Prof. Hicks, of the Normal School, took part; after which Prof. Darey kindly exhibited his mode of teaching French with a class of boys from the High School, particularly pointing out some matter to be attended to in the pronunciation of the alphabet. A vote of thanks to Prof. Darey was passed, Mr. Wilkie, on the part of the delegates, expressed their thanks to Dr. Dawson for the kindness he had shewn them, and the Association proceeded to the grounds of the High School to witness the parade of the High School Drill Association and to visit the Gymnasium.

The business of the day was happily concluded by a *conversazione* at Mrs. Simpson's, where the members of the Association, and many other gentlemen and ladies, interested in education, were hospitably and pleasantly entertained by their kind hostess.

Bishop's College, Lennoxville.

ANNUAL MEETING OF CONVOCATION.

The annual meeting of Convocation of the University of Bishop's College, Lennoxville, commenced on Wednesday the 29th June by a meeting of the Corporation of the College held in the College Hall, the Lord Bishop of Montreal and Metropolitan, presiding. In the afternoon the meeting of Convocation proper took place, the Hon. Mr. Justice McCord, Chancellor of the University presiding. The convocation after balloting for degrees to be conferred adjourned until 1st July at half past two o'clock in the afternoon. On the 30th June the session of the Corporation was resumed and after the transaction of business adjourned until next fall. After the adjournment of the Corporation of the College, the students and pupils engaged in the usual athletic sports of the College consisting of leaping and running.

ARRIVAL OF HIS EXCELLENCY THE GOVERNOR GENERAL.

On Thursday evening at ten o'clock His Excellency the Governor General arrived at Lennoxville Station, having left Quebec that afternoon. He was accompanied by Lady Monck, Miss Monck, Miss Louisa Monck, Col. Monck, and Lady, Hon. A. T. Galt, Hon. T. D. McGee, and Capt. Pemberton, A. D. C. His Excellency was met at the depot by Charles Brooks, Esq., Mayor of Ascot who presented an address to the Governor in the name of himself and the Municipal Council of Ascot. His Excellency made a brief speech in reply thanking the Mayor for the expressions of welcome contained in his address.

The Hon. Mr. Justice McCord Chancellor of the University of Bishop's College, presented the following address on the part of the University.

ADDRESS TO HIS EXCELLENCY BY THE UNIVERSITY OF BISHOP'S COLLEGE.

May it please your Excellency.—

We the Chancellor, Vice-Chancellor, Principal, Professors and

Graduates of the University of Bishop's College, Lennoxville, desire to approach your Excellency on the occasion of your first visit to this part of the Province, with an expression of our attachment to the Government of Her Majesty, and of warm and hearty affection towards her person and also assurance of our lively satisfaction in the interest displayed by your Excellency in honouring us here with your presence.

Your Excellency regarding the welfare of the educational institutions of the country to be a subject of special and primary importance, and your desire to see for yourself and witness the work which has been now nineteen years in progress here, and which has in the last seven of them been so greatly enlarged and expanded by the addition of the Junior department, is matter of much rejoicing to the members of the University, and will be further hailed, we feel assured with satisfaction by all the inhabitants of this youthful but thriving and important section of the Province.

We hereby trust that our institution may recommend itself to your Excellency's approval, and that it may be found worthy of your protection and confidence.

It is the object of our present wishes and continued prayers, that your Excellency may be guided and strengthened by Divine Grace in the execution of the important charge confided by our most gracious sovereign to your hands.

University of Bishop's College, }
Lennoxville, June 27, 1864. }
(Signed,)

J. S. McCORD, Chancellor,
On behalf of the University.

HIS EXCELLENCY'S REPLY.

"To the Chancellor, Vice Chancellor, Principal, Proposers and Graduates of the University of Bishop's College, Lennoxville."

"Gentlemen.—I thank you very sincerely for your expressions of loyal attachment to Her Majesty the Queen, and of cordial welcome to myself.

"I accepted your invitation with much pleasure, and I am happy to mark by my presence here on this occasion my sense of the national importance of this University, and the strong interest I take in its welfare and prosperity.

"The system established for elementary public instruction in Canada is a source of legitimate pride and satisfaction to all Canadians; but here the whole field of knowledge is thrown open, and it is with the greatest satisfaction that I have learned your endeavours to place within the reach of the youth of this country a course of education comprising the highest branches of learning, and I congratulate you most sincerely upon the success that has crowned your labors. Gentlemen, accept my thanks for the kind manner in which you have received me, on the occasion of my visit to Lennoxville."

A guard of honor furnished by the College Rifle Company then received the Governor, and escorted him, his family and suite to Elmwood, the residence of—Rawson, Esq., whose guest His Excellency continued to be during his stay in Lennoxville. The pupils of the Junior Department formed a grand torch-light procession and joined the escort, adding greatly to the imposing effect of the Governor's reception.

The public buildings in the village, and the bridge over which His Excellency would pass in his progress to and from the College, were tastefully decorated with evergreens; while at intervals along the streets through which he passed were erected handsome arches of evergreens. The preparations added vastly to the already beautiful appearance of this charming little village.

PROCEEDINGS OF THE THIRD DAY OF CONVOCATION.

On the 1st instant, the third day of Convocation, Chapel Service was held in the Chapel of the University at 7 A. M. At half-past 9 o'clock Church Service was held in the same place, at which His Excellency and family attended. An able and eloquent sermon was delivered by the Rev. Canon Thompson, Professor of Theology in the University. After Divine Service, His Excellency proceeded to Sherbrooke, where he was attended by a guard of honor from the Sherbrooke artillery. An address was presented by the Town Council, to which His Excellency made an appropriate reply. About thirty gentlemen of the town were then presented to the Governor General, after which he returned to Lennoxville, and from the College witnessed the boat races by the students of the University, on the river which glides past the College at the foot of the eminence on which it is situated, a placid stream admirably suited for rowing. The result of the races will be published in a

subsequent number, together with the other athletic games of the College.

THE LUNCH.

At two o'clock, P. M., the Chancellor and other officers of the College entertained His Excellency and family, Col. Monck and Lady, Hon. Messrs. Galt and McGee, His Lordship the Metropolitan, the Lord Bishop of Quebec, a number of the Clergy of the districts of Montreal and Quebec, and a large number of the parents and other relatives of the students and pupils of the University, who arrived from Montreal and Quebec by special train, and from the vicinity of Lennoxville. [The officers of the University showed good sense and good taste in selecting Messrs. Carlisle & McConkey of this city, to cater for their visitors; and the result was manifested in the substantial and visual effect of the table spread by them for the lunch. It is quite sufficient to say, without giving details, that the guests were rejoiced by the prospect before them, and that the pleasures of anticipation were not marred by realization.] About two hundred took seats at the tables, which were laid in the College Hall, and after devoting a brief but earnest half hour to the discussion of the subject before them, they were called upon by the worthy Chancellor to fill their glasses for a toast which he would have the pleasure to propose. Having ascertained that the glasses were charged, the Chancellor gave, "Her most gracious Majesty the Queen," which was received with the accustomed enthusiasm. Soon afterwards he gave "The Prince and Princess of Wales," which was in like manner received with three cheers. The Chancellor then announced that he would have the pleasure of proposing a toast which all would be delighted to receive. He then proposed, "His Excellency the Governor General and Lady Monck." This toast was received with an extra cheer.

His Excellency said—In replying to this toast, on behalf of Lady Monck and on my own, I beg leave to return my most sincere thanks for the manner in which you have received it. It is with a sense of deep regret that I have been unable to visit heretofore your very beautiful country. On an occasion like this it might be considered inappropriate to make an allusion to the essential elements of man's nature—the intellectual and the physical. This University merits the gratitude of the whole country for the manner in which it has improved the intellect of the community through the influence of its teachings; while on the present occasion it has elicited our gratitude by the manner in which it has ministered to our sensual enjoyments.

In a few minutes more, and after grace had been said by the Lord Bishop of Quebec, the Governor and the members of his family left the Hall. Preparations were then made for the opening of the meeting of Convocation.

THE MEETING OF CONVOCATION.

The usual procession was formed by the members of Convocation, who proceeded to the Hall and took seats, together with the guests of the University. Soon afterwards Lady Monck, Miss Monck, and Miss Louisa Monck were conducted to seats on a dais to the left of the Chancellor's chair.

The Governor and staff were then notified and in a short time entered, all rising and the bands playing. His Excellency took a seat at the right of the Chancellor. The Lord Bishop of Montreal and Metropolitan, and the Lord Bishop of Quebec, occupied seats to the right of the Governor-General, while seats were occupied at the left of the Chancellor by the Hon. Mr. Galt, in regalia with the Hon. Mr. McGee and other gentlemen.

The list is as follows:—

The business of Convocation was then commenced by conferring the following Degrees:—

His Excellency Viscount Monck, Honorary Degree of D. C. L.
Professor Smallwood, M. D., LL. D., Honorary Degree of D. C. L.

Rev. Edmond Sewell, Quebec, Honorary Degree of M. A.

Rev. Geo. C. Irving, M. A. St. John's College, *ad eundem* degree of M. A.

Mr. R. A. Leach, M. A., McGill College, *ad eundem* degree of M. A.

Mr. Elisha Fessenden, B. A., McGill College, *ad eundem* degree of B. A.

Mr. David R. McCord, B. A., McGill College, *ad eundem* degree of B. A.

Mr. Robert Caspar Tambs, who is a Norwegian by birth, was then called forth, and the oath of allegiance administered to him by the Chancellor, previous to conferring upon him the degree of M. A. The National Anthem was sung on this occasion.

The following regular degrees were then conferred; George B.

Baker, M. A., John Foster, M. A., James B. Davidson, M. A., Thomas L. Ball, M. A., and Robert Caspar Tambs, M. A. The degree of B. A. was voted to Horace Towne and Lonsdale, but he being absent, it could not be conferred upon him. The matriculating class was then presented, and its members admitted as students of the University, on which occasion they were addressed by the Chancellor. It consisted of the following young gentlemen: A. Balfour, F. Carr, J. Hepburn, J. King, F. Slack, and G. Zuhlcke.

Mr. Tambs then delivered the valedictory address.

The Chancellor requested His Excellency to give the prizes in this department.

His Excellency in presenting the Prince of Wales' medal to Mr. Bavin, the successful competitor, said it gave him great pleasure to present him with the medal given by his Royal Highness the Prince of Wales; and it would undoubtedly give him (Mr. Bavin) as much satisfaction to have his name associated with that of His Royal Highness, as the first winner of that prize, as it gave him (His Excellency) to be enabled to present it.

The following scholarships were announced; Mr. Tambs, who last year had won the General Nicoll's Scholarship, was announced as the winner of the S. P. G. Jubilee Scholarship, and the Mountain Jubilee Scholarship, (held for three years). The Chancellor in presenting to Mr. E. Hall, jr., the certificates as the Dr. Machio Prize Essayist, said he did so with all the greater pleasure, that the recipient was the son of his worthy Vice Chancellor.

The Dean and Rector, Rev. George C. Irving, was then called upon to make a statement of the progress and prospects of Bishop's College. To strangers, the history of the Junior Department might prove interesting. It was the intention of the founders of the University to have established a school which should act as a feeder to the College. For a long time the school had not more than attained the position of a private school with a few pupils. On the appointment to the position of Rector of the Junior department of the present Lord Bishop of Quebec the School progressed until from a school of eight or nine pupils it now numbers over 150, the private school had become an institution of the country. The presence of the late Rector in the person of his Lordship of Quebec prevented him from dwelling upon the reasons for this rapid progress. As to the present condition of the school he could say that he had not spoiled the work of the Bishop of Quebec. He then entered upon an elaborate argument in favor of classical education. He said that some years ago teaching the classics was regarded as the root of all evil, a different spirit prevailed at the present day. It had received the support of all the learned men for generations. The study of the classics made the pupil master of the gift of speech. A knowledge of the modern languages could only be acquired by becoming a good Latin scholar. He then traced the relations existing between religion and education. He contended they could not be divorced. Any religious training which had for its basis a distinct creed was essential in educating the young. He could trace the effects of the religious training prevailing in Bishop's College in the pupils and students. The best lessons were taught in the chapel—the rules that would govern them in life, the rule that would never fail to impress and control. He observed as a consequence of this rule, among boys who, with the usual number of faults, have still learned this lesson that they were obedient without being servile—manly without being bold, and in short, they had learned how to conduct themselves under all circumstances as gentlemen.

The Chancellor then called upon the Hon. T. D. McGee as a well-known friend of the Bishop's College, to say a few words to the students.

MR. M'GEE'S ADDRESS.

HON. MR. M'GEE—Your Excellency, Mr. Chancellor, Ladies and Gentlemen:—I must confess that when I accepted the kind invitation of the Chancellor of Bishop's College, and when yesterday I left Quebec, I had hoped that for a season at least, I had left the duties of a public speaker altogether behind me. (Laughter) Besides, Mr. Chancellor, though not wholly unaccustomed to being called to my feet at a moment's notice elsewhere—this is an occasion, and a presence—in which I should shrink from anything like unconsidered or ill-considered speaking. It may, perhaps, be doubted, if it is ever admissible for a man to speak without some degree of previous preparation—unless, indeed, he is forced to speak, as he may be forced to strike, in sheer self defence. (Cheers.) You have put me, Sir, in that attitude, but I beg you to consider at what a disadvantage. You ought to consider whether or not, I had my oratorical wardrobe with me? (Laughter.) You ought to have

considered that my thesis might be in my trunk in the town of Sherbrooke. (Laughter) You will permit me, however, now that I have broken the ice (a most refreshing metaphor in this sort of weather,) (laughter) to enlarge for a moment on two ideas which were referred to by His Excellency in another place, and which have been fructifying in my mind ever since. They led to two trains of thought, one of which included the consideration of the material inheritance, and the other the consideration of the mental inheritance of the young men of Canada. When I am told that this College has not yet completed its twentieth year; when I consider that it is almost within the shadow of the pines which bowed to the same blasts that impelled Cabot and Cartier on their courses, when I reflect for a moment on the riches which abound above the soil, in the soil and under the soil of Canada, I cannot but think the merely material prospects of the young men of this country, are to be envied. (Cheers) And when I consider, on the other hand, our mental inheritance—the conquering English speech in which a man may travel round the world and find himself on no shore a stranger—when I think of the hived and hoarded wisdom of antiquity, made common to us all by the two magicians, moveable types and the steam presses; when I remember that although much has been lost, a priceless amount has been saved from the wreck of ancient schools and societies, I must again congratulate the fortunate youthhood of these Provinces, on their ample mental inheritance. (Cheers) One other thing, also, ought not to be omitted; it is the glorious associations connected with our own home history. Patriotism will increase in Canada as its history is read. No province of any ancient or modern power—not even Gaul when it was a province of Rome,—has had nobler Imperial names interwoven with its local events. Under the French Kings Canada was the theatre of action for a whole series of men of first-rate reputation,—men eminent for their energy, their fortitude, their courage, and their accomplishments; for all that constitutes and adorns civil and military reputations. Under our English Sovereign—from the days of Wolfe to those of the late lamented Earl of Elgin (to speak only of the dead,) our great names are interwoven with some of the best and highest passages in the annals of the Empire. (Cheers) We have not therefore a history simply Provincial, interesting only to the Provincials themselves; but a history which forms an inseparable and conspicuous part in the annals of the best ages of the two first Empires in the world, France and England, (cheers) I congratulate you young gentlemen, natives of Canada on that fact, and I trust you may years hence at other Convocations, when other dignitaries preside and another age graduates—that you may be enabled to tell your successors how even within your own time, a great step was taken, towards the consolidation and advancement of British America, in the good days when Lord Monck was Governor General of Canada, (loud cheers.) Pardon me for having kept you so long; and be good enough to accept my most heartfelt thanks, for your very kind and cordial reception, (renewed cheers.)

The Chancellor then said he saw among the gentlemen present one of themselves, when no doubt all present would be happy to hear.

Mr. Galt, in response to the request of the Chancellor, arose, and said he could scarcely return thanks for being called on to address such an audience without preparation. He could not, however, but feel pleasure in saying a word to those young men who were about to enter on the new career opening to them. It was gratifying to see that the College had become, in many respects, the first in the country. The young men of the present day, who enjoyed the advantages of such an institution to direct their education, were extremely fortunate, and he hoped they would avail themselves of the opportunities presented by making good use of their time. He concurred with the Rector's remarks regarding the progress of the school and its causes.—He also hoped to see the present Chancellor presiding, with his accustomed dignity, at similar meetings for many long years, and that the University would continue to do honor, as it does now, to the venerated founder whose memory all cherished with respect. Mr. Galt's remarks were received with a great deal of applause.

The Chancellor turned to the Governor General, and said he did not know whether he should ask His Excellency to address the students; but he could say that it would give them extreme pleasure to listen to a few remarks from him.

His Excellency then arose amid deafening applause, in which all present joined.

My Lords, Mr. Chancellor, Ladies and Gentlemen—I know of few things calculated to give more satisfaction than the contemplation of scenes that carry us back to school-boy days and college times; to days when academic struggles for distinction gave the first impulse to ambition, and laid the foundation for ultimate

success in the severest efforts of the human mind. For the high personal honor conferred on me by the heads of the University today I beg to return my best thanks. But there is a consideration connected with the proceedings of this day, and to contemplate this, it will be necessary to carry our minds beyond the limit of mere personal experience. The interesting and important ceremonies which have given us so much pleasure to witness to day, have a part in the object of the foundation of the University, which is modelled after the educational institutions of the old country— institutions which, founded by private benevolence, as yours is, have outlived the changes in the political, ecclesiastical and religious system of the country: whose influence upon the eternal policy of the country, together with the commercial prosperity which has made us so rich and powerful, has made England the envy and admiration of the civilized world. The wisdom which has led to the development of this sympathetic bond of union is a happy omen of a prosperous future for your favoured land. The existence of identical systems of education with those of England tend to beget similar habits of thought which will in time strengthen the respect and affection with which the old country is regarded. It is the highest interest of both parties to foster this growing bond of union. Your University is founded on the model of the great English Colleges, and like them by the generosity of private benevolence, for the education of members of a particular creed; but the elasticity of your forms and the freedom of your rules enable you to take in persons of all denominations. With regard to the system you have adopted, I should feel great diffidence in making a suggestion— especially in such a presence— on a subject which has engaged the attention of men of the first ability; but strengthened by the opinions of eminent men of the present and the past, and by the opinion of a commission appointed in England to report on the subject of the classics as the basis of education in the public schools, and who have been during the past three years investigating the subject, I join with your worthy Rector in congratulating you on having adopted the classical languages as the basis of your system. I would not maintain that in England undue prominence has not been given to the study of the classics; but the abuse of a principle is no argument in favor of its unsoundness. In the intellectual and moral atmosphere there are cross currents which must be allowed for by those who conduct the mental bark as navigators make allowance for the cross currents in the natural atmosphere. I am not about to enter upon an elaborate review of the principles which should guide education in the abstract; in this presence it would be impertinence to do so; but I may be allowed to offer one or two observations on points which have been overlooked in the discussions on the value of classical education. We constantly hear it said, what is the use of devoting so many years to the study of Latin and Greek, which exercise so little practical influence on the course of our lives? No man who has received a public school and University education can forget what he has learned there, or the part which the classical languages take in modelling what my hon. friend, Mr. McGee, has very happily termed the conquering English language. Now, I contend that it is impossible to thoroughly understand our own language without a knowledge of the classics; and as to the many quotations and allusions which have crept into our language they are unintelligible without a reference to the authors from which they are taken. It appears to me that this is not the end of all classical education and classical literature. Their object is to discipline the mind of the student, to elevate the taste, and to develop the critical faculty. The elevation of the taste and the promotion of the critical faculty, are commonly attained by familiarizing the youthful mind with the best productions of literature. If these are to be found among the foreign languages, this cannot be done without a knowledge of the languages in which they are written. However, much we may be beyond the ancients in the characteristic features of our age; in oratory, in art, and particularly in sculpture, they are still our masters. Although the works were composed two thousand years ago; they are still unsurpassed as examples of mental power and beauty. A knowledge of the classical languages is indispensable to the student, even in cultivation of literary taste. No man can arise from construing a page of Demosthenes and Cicero, without being elevated by contact with these gigantic minds who were representatives of the Greece and Rome of that day. Young men, I would impress on you the importance of following the excellent advice given you by the gentleman who delivered the valedictory address to day— not to abandon the study of the classics— the opportunities for the study of which you have so extensively enjoyed here. You cannot tell when it may exercise a practical influence in your career. While I would strongly advise devotion to mental culture, I should be doing injustice to my own convictions

were I to neglect to impress upon you the higher importance of that religious culture which you have also received in this University. The fruits of all other victories will pass away, whether won on the battle-field, in the forum or in the senate; they are transitory in value as in duration, and only aptly prefigure the triumphs for which the sacred education you have received has prepared you. May you then keep your eyes steadily fixed upon that greatness the theatre of whose victory shall be a dissolving world, the applause, the commendations of the Divine, and the reward, the immortal golden crown.

His Excellency's speech was received with the most enthusiastic applause, which was continued long after he took his seat.

The Chancellor then arose and tendered to His Excellency the warmest thanks of the University for the pleasure they had experienced from his Excellency's visit— a visit, from which they would derive all the benefit and which they would duly appreciate and remember. It was also a pleasure to see the parents of the pupils present witnessing the manner in which the charges given into the hands of the University had been brought forward. He also thanked Mr. Tams for his valedictory, and the Rev. Prof. Thompson for the able discourse of the morning. He would take the opportunity of saying that it was his pleasure to be associated with the Rev. Canon Thompson in another body, and he could bear testimony to the consistency, affection, and kindness he had always experienced from him. It was his intention that the address of the Rev. Professor should be printed, with the annual report, and distributed in the usual manner.

At eight o'clock in the evening, the distribution of prizes to the Junior Department was conducted by his Lordship the Metropolitan.— *Montreal Herald.*

Convocation of McGill University.

FIRST DAY.

The Annual Convocation of this University took place on Tuesday, in the Wm. Molson Hall, A. Robertson, Esq., one of the Governors, presiding in the absence of the President.

The following members of convocation were present:—

W. Molson, Esq., Governor; the Principal, Vice-Principal, B. Chamberlin, M. A., Fellow; Prof. Campbell, Dean of the Faculty of Medicine; Prof. Scott, Prof. DeSola, Prof. Markgraff, Prof. Smallwood, Prof. Johnson, Prof. Cornish, Prof. Darey, of McGill College, Prof. Hatch, of Morrin College; Mr. Baynes, B. A., Secretary and Registrar; Dr. Trenholme; Messrs. R. A. Leach, B. C. L., D. S. Leach, B. C. L., J. R. Dougall, B. A., J. Greene, B. A., J. Boyd, B. A., C. S. DeWit, B. A., R. A. Ramsay, B. A., S. P. Robins, B. A., C. P. Davidson, B. A., D. R. McCord, B. A., L. Cushing, B. A., L. H. Davidson, B. A.

There was a fair gathering of undergraduates and visitors, especially of ladies, but not so many as on former occasions on account of the wet and tempestuous state of the weather.

The meeting was opened with prayer by the Rev. Vice-Principal Leach.

After the reading of the minutes, the following gentlemen were elected to represent the graduates of the several Faculties in the Corporation as Fellows of the University:—

Wm. B. Lambe, B. C. L., Walter Jones, M. D., Brown Chamberlin, M. A., B. C. L.

The names of the following gentlemen were then read by the Dean of the Faculty of Arts, as entitled to the degree of B. A.:—

UNIVERSITY EXAMINATIONS.

FACULTY OF ARTS.

Passed for the degree of B. A., 1864:

Alvan F. Sherrill, of Eaton; Archibald Duff, of Cowansville; James McGregor, of Montreal; John H. Bothwell, of Durham; George H. Pease, of Coteau Landing; John N. Muir, of South Georgetown; Francis W. Hicks, of Montreal; Lonsdale Green, of Montreal; Donald Baynes, of Montreal.

GRADUATES IN CIVIL ENGINEERING.

Gullen Pickering, Rixford.

The following names were then read as having passed the intermediate examinations of the University, which take place at the end of the second year:

CLASS I

McGill College.—Meredith B. Bethune, A. Ramsay McDuff.
Morrin College.—James G. Colston, Robert Cassels.

CLASS II.

McGill College.—Collin Campbell Stewart, Jacob De Wit Anderson, Arthur Adderly Browne, Clarence Chipman, William John Watts, Lewis Alex. Hart, Jas. Perrigo.

Morrin College.—Henry C. Scott, Wm. Cook, John W. Cook, Ivan T. Wotherspoon, Theophilus H. Oliver, Henry Macnab Stuart, Thomas J. Oliver, Neil W. McLean, Wm. Clint.

CLASS III.

McGill College.—Silas Everitt Tabb, Hugh McLeod, Wm. Henry Beckett, John Morrison, James Smith.

The list of honors and prizes was then read as follows :

GRADUATING CLASS.

1. *Mathematics and Natural Philosophy.*—Duff, Archibald, 1st. rank honors; Anne Molson Gold Medal.

2. *Classics.*—George H. Pease, 1st. rank honors; Prince of Wales' Gold Medal. McGregor, James, 1st. rank honors.

3. *Natural Science.*—Bothwell, John A., 1st rank honors; Logan Gold Medal; Sherrill, Alvan F., 1st rank honors and highest general standing; Chapman Gold Medal.

Bothwell, John A., prize in Mental and Moral Philosophy; prize Essay.

THIRD YEAR.

MCGILL COLLEGE SESSIONAL EXAMINATIONS.

Bancroft, Charles, 1st rank general honors; prize in Natural Science. Fowler, William, 1st rank general honors. Brewster, William, 1st rank general honors; prize in Classics—prize in French. McQuat, Walter, 1st rank general honors; 2nd rank honors in Mathematics. Prize in Mathematics; prize in Rhetoric. Morrison, James, 2nd rank general honors.

SECOND YEAR.

HONORS AND PRIZES.—Meredith N. Bethune, 1st rank general honors; prize in Logic, prize in Botany.

A. Ramsay McDuff, 1st rank general honors; prize in English Literature; prize in Botany, Collin Campbell Stewart, 1st rank general honors; 2nd rank, honors in Logic; prize in Hebrew, Jacob DeWit Anderson, 2nd rank general honors; 1st prize in German. Arthur Adlerly Brown, 2nd rank general honors. Clarence Chipman, 2nd prize German.

FIRST YEAR.

SESSIONAL EXAMINATIONS.

Passed.—Yule, William Andrew; Halliday, Caleb Strong; Browne, Charles; Fraser, George Bane; Foster, Charles Worcester; McDougall, William.

HONORS AND PRIZES.

Yule, William Andrew, 1st rank general honors. Prize in Classics and History; prize in English Literature; prize in Chemistry. Halliday, Caleb Strong, 1st rank general honors; prize in Classics and History, Fraser, George Bane, 2nd rank general honors. Brown, Chas. E. C., 2nd rank general honors; 1st rank honors in Mathematics; prize in Mathematics.

The degree of B. A. was then conferred on the graduating class; after which the valedictory was read by Mr. McGregor.

It was brief, and contained sound advice to the reader's late fellow students, mingled with regret on parting with them; also expressing gratitude and esteem for the professors, founders and benefactors of the University; likewise to the several founders of the new gold medals.

The degree of M. A. was then conferred on the following gentlemen:—Joseph Green, B. A.; John Boyd, B. A.; Caleb S. De Witt, B. A.

The Rev. Prof. Dr. DE SOLA, LL. D., then gave the address to the graduates. In it he, in the first place, dwelt especially upon the importance of physical culture, for the maintenance of a sound mind in a sound body; reminding them that the universe, and themselves as a portion of it, were under immutable laws. He next warned them, whilst pursuing their studies, to beware of bad books and evil companions; also, the superficially going over popular works; and, above all, that tendency of the present age to call in question, without sufficient grounds, opinions and beliefs long established and entertained by the wisest and the best of our race. He also impressed upon the graduates the necessity of concentrating their faculties on their future vocations, at the same time not neglecting the general course of the world's advance in knowledge. They should also cultivate the refined manners and

bearing of the gentleman, which never could be done if they, by any vicious indulgence, allowed themselves to lose their own self-respect.

The Rev. Prof. HATCH, of Morrin College, Quebec, was then called on by the Chairman to address the Convocation. He did so, dwelling on the advantages accruing to both Colleges from the affiliation of the Morrin one with that of McGill during the past year. A wider field of competition was now open to the students of each college, and not only the cause of education, but that of truth would be helped forward. There were now examinations which were common to both Colleges, and he believed the students of Morrin would run those of McGill neck to neck; but, though the students of the former might not prove formidable rivals to those of the latter, whoever should win the race the advantage would be the same. In competing with another college in these University examinations, the achievement would be greater, as would likewise the spur to diligence. He was glad that the standard of education would be thus raised, and the cause of truth advanced, for the aim of the student's life was to find out what was really truth, and what we really were.

The PRINCIPAL then announced the following honorary degrees as having been granted by the Corporation:

The degree of B. C. L., *honoris causa*, to Prof. Edward Carter.

The degree of M. D., *ad eundem*, to D. L. McGee Carey, Esq.

The degree of B. A., *ad eundem*, to the Rev. E. P. Muir, of Montreal.

The degree of LL. D., *honoris causa*, to the Rev. Prof. Lyall, of Dalhousie College, Halifax.

He then said he was happy to see Prof. Hatch there, representing a sister college, placed under circumstances not unlike their own, and founded like McGill, by a rich and benevolent citizen. He was glad to feel that this University, now having affiliated colleges in each of the great centres of the English speaking and Protestant population of Lower Canada, might now fairly take rank as the University of that class of our people. Such had been the object of the founder of the University, who only stipulated that one of the colleges of the University should bear his name; but the University up to the present time had borne it; and though they might seek a wider denomination, yet, perhaps, they could not bear a better title for the present, or rally under a better name even for all coming time. He congratulated Morrin College that, with such a short existence, it had been able to send up so many successful men this year to the intermediate examination. He regretted that the number of students from Montreal, should be decreasing, and that she no longer contributed the majority of the students, which had been done during the past year by the country. He hoped the tide in this respect had seen its lowest, and that, hereafter, not merely those intended for professions would come and graduate within the walls of McGill, but those who were meant to follow the pursuits of trade, the more so, seeing that the cost of her curriculum was so small. He then alluded with much feeling to the founders of the new medals, characterizing the founding of the Shakspearian one as been a circumstance most honorable to Montreal, and as one of the happiest of thoughts. This medal would stimulate the study of English literature, a branch of learning with which students were, perhaps, upon the whole, the most slenderly provided. This medal would be something left, after the mere show of the occasion had passed away, and was meant for those who might be considered as being amongst us the best representatives of him, in memory of whom, and for whose honor, it had been provided.—He then alluded to the Anne Molson Medal, as having been provided by a lady, and of its being not only a proof of the wish of an educated woman for the success of that Institution, but a token on the part of one Canadian mother of the deep interest she felt in common with other such mothers, in the proper and complete educational training of their sons for a useful and successful manhood. He also alluded to the Logan Medal, stating that the study of geology, especially in a new country like this, was second in importance to no other branch, but should be part of the curriculum of every educated gentleman. He begged there publicly to return thanks in the name of the University for these medals, and would remind them that more yet might be done, either in the shape of bursaries, gifts of books to the library, or the providing by endowment for some of the chairs already established, and so prevent the necessity of further curtailing by sale the grounds surrounding the College.

The Rev. Prof. HATCH then pronounced the benediction, and the meeting closed.

SECOND DAY.

The Convocation again met yesterday afternoon for the purposes

of awarding prizes and honors, also for the conferring of degrees on the students in the faculties of medicine and law. The weather being much improved in comparison with that of Tuesday, the attendance of students and friends of the institution was large, a majority of the latter being ladies. The following gentlemen were present:—

MEMBERS OF THE CORPORATION.

Chairman—Alexander Morris, M. A., D. C. L., M. P. P., Andrew Robertson, M. A., Wm. Molson, Esq. Principal—John William Dawson, LL. D., F. R. S., F. G. S. Rev. Canon Leach, D. C. L., LL. D., Henry Aspinwall Howe, M. A., Hon J. J. C. Abbott, B. C. L., Brown Chamberlin, M. A., B. C. L., Wm. Craig Baynes, B. A.

Professors—Archibald Hall, M. D., Wm. Fraser, M. D., Wm. Sutherland, M. D., Wm. E. Scott, M. D., Robert P. Howard, M. D., Rev. A. De Sola, LL. D., Frederick W. Torrance, M. A., B. C. L., P. R. Lafrenaye, B. C. L., R. G. Laflamme, B. C. L., Charles Smallwood, M. D., LL. D., Charles F. A. Markgraff, D. C. McCallum, M. D., Alexander Johnson, LL. D., Rev. George Cornish, M. A., Robert Craik, M. D., Edward Carter, Q. C., G. E. Fenwick, M. D., George Murray, B. A.

Graduates of the University—George Edgeworth Fenwick, M. D., Francis Wayland Campbell, M. D., Edward Henry Trenholme, M. D., Edwin Gould, M. A., Robert A. Leach, M. A., B. C. L.

Bachelors of Civil Law—Romeo H. Stephens, Wm. F. Gairdner, Dunbar Browne, B. A., John L. Morris, Mederic Lanctot, Louis Armstrong, Gonsalve Doutre, David S. Leach, James Kirby, M. A.

Bachelors of Arts—Joseph Greene, Robert Anstruther Ramsay, Charles G. B. Drummond, Norman William Trenholme, Sampson Paul Robins, Samuel Cushing, Leonidas Heber Davidson, David Ross McCorl, Rev. James Davidson, John A. Bothwell, Archibald Duff, Lonsdale Green, James McGregor, G. A. Pease, Alvan F. Sherrill.

The Chair was taken by Mr. Morris, and the proceedings were opened with prayer by the Rev. Canon Leach, D. C. L., LL. D. The minutes of the proceedings at the meeting of the previous day were then read by the Secretary, Wm. C. Baynes, B. A.

The President then said he had been called upon unexpectedly, to preside in the absence of Judge Day. He should, therefore, not deliver any formal address, but content himself with expressing his satisfaction at the general management of the University. In reference to the gold medals now in its gift, they were substantial evidences of the favor and confidence with which it was regarded. The University, he was convinced, was steadily rising, and a brilliant and prosperous future was before it.

FACULTY OF MEDICINE.

Dr. G. W. Campbell, Dean of the Faculty of Medicine, then made the following announcements:

The number of matriculated students in the past session was 177; of these, 93 were from Canada East, 78 from Canada West, 1 from New Brunswick, 1 from Nova Scotia, 1 from Prince Edward's Island, and 3 from the United States.

The number of students who passed the Primary Examination, which includes Anatomy, Chemistry, Materia Medica, Institutes of Medicine, Botany and Zoology, was 31, as follows:

Messrs. John W. Bligh, Quebec, C. E.; Kenneth Reid, Huntingdon, C. E., George C. Butler, Brystow, C. W., John B. Christie, Oxford Mills, C. W., Edward B. Gibson, Ottawa, C. W., Edward B. Hurd, Eaton, C. E., Henry L. Vercoe, Fingall, C. W., Prosper Bender, Quebec, C. E., Mills K. Church, Merrickville, C. W., James Fitzgerald, Fenelon Falls, C. W., Napoleon Morgenais, Rigaud, C. E., James T. Halliday, Bowmanville, C. W., Alfred Beaudet, Coteau du Lac, C. E., Malcolm R. Meigs, Bedford, C. E., Egerton R. Switzer, Earnestown, C. W., John C. Jones, Prescott, C. W., Stewart Creighton, Prescott, C. W., Silas J. Bower, Kemptville, C. W., Alexander R. Pinet, St. Laurent, C. E., John W. McVean, Montague, C. W., Charles E. Graham, Ottawa, C. W., Timothy Bigelow, Whitby, C. W., Abraham G. Godfrey, Chicago, U. S., Walter J. McInnes Victoria, C. W., Alfred Codd, Ottawa, C. W., Richard T. Langrell, Ottawa, C. W., Henry C. Rugg, Compton, C. E., Hannibal W. Wood, Durham, C. E., T. A. Dufort, St. Mark, C. E., John Cassidy, Goderich, C. W., George Sherck, Walpole, C. W.

The following list contains the names of the 23 students presented for the Degree of M. D., C. M., their residence and the subjects of their Theses.

William Wood Squire, M. A. Montreal, C. E., Pathology and Treatment of some forms of Partial Paralysis.

Griffith Evans, Montreal, C. E., Pathogenesis and Histology of Tuberculosis.

James Paterson, Almonte, C. W., Fractures of the Femur.

David Howard Harrison, St. Mary's, C. W., Bronchitis.

Herbert S. Tew, Montreal, C. E., Cod Liver Oil.

Chas. F. Bullen, Delaware, C. W., Clinical, Thesis on cases of continued Fever, as observed in the Montreal General Hospital.

Richard A. Kennedy, Montreal, C. E., Vesico Vaginal Fistula.

David Robertson, Milton, C. W., Ovarian Cystic Tumours.

George Dice, Milton, C. W. Anæmia.

Alex. A. Fergusson, Cornwall C. W., Morbus Addisonii.

Horace P. Redner, Belleville, C. W., Esoteric Fever, as observed in the neighborhood of Belleville.

John Dodd, Port Hope, C. W., Acute Rheumatism.

William Kempt, Lindsay, C. W., Diphtheria.

Peter A. McDougall, Alymer, C. W., Traumatic Tetanus.

Marcel Richard, St. Jacques, C. E., small pox.

Charlemagne Dubuc, Montreal, C. E., Pathologie Generale des Secretions.

John D. McCord, Montreal, C. E., Hydrocyanic Acid.

Alex. R. Pinet, St. Laurent, C. E., de l'Hysterie.

Mills Kemple Church, Merrickville, C. W., Scarlatina.

Edward B. Gibson, Ottawa, C. W., Digitalis Purpurea.

Kenneth Reid, Huntingdon, C. E., Chloroform.

Montrose A. Patten, M. D., St. Louis, Missouri, U. S. The Ophthalmoscope and its Revelation.

Sam Pratt Woodful, Assistant Surgeon, Royal Artillery, Toronto, C. W. Paralysis.

Prosper Bender, Quebec, C. E., James A. Temple, Quebec, C. E., and John R. Richardson, Quebec, C. E., passed their examination for Graduation, but not being of age, could not receive their Degrees until next Convocation.

The prizes given by the Medical Faculty are three in number, and were awarded as follows:—

William Wood Squire, M. A., for the best thesis;

Daniel Howard Harrison for the best Final Examination;

Kenneth Reid for the best primary Examination.

Messrs. Bullen, Reid, Kempt, and Church's theses were considered worthy of competing for the best prize.

William Wood Squire, M. A., Herbert Tew, Professor's prizes in Clinical Medicine.

W. H. Fraser, Professor's prize in Botany.

W. H. Fraser, do in Zoology.

Dr. HALL administered the oath to the graduating class, and Principal Dawson performed the ceremony of capping them.

WILLIAM W. SQUIRES then delivered the Valedictory. He observed this was a time to scan the future, and to gather up the pleasant memories of the past. It had been said that the greatest workers were the most successful, and this was especially the case in the profession of medicine. Nor need they fear evil effects from application to the studies of their profession, for the victims of sloth were more numerous than the martyrs to work. The profession of medicine was second in importance to but one, and in many instances took precedence of all others. In the room of the sick or dying, the physician's duties were often from physics to ethics; and in Egypt the physicians were also priests. His was a most noble and responsible calling, for he had to deal with God's masterpiece, man; he had to meet with the ever present enemy, death, and chivalrously to contend with him. The speaker thanked the audience, especially the ladies, for the interest they took in the proceedings of the day, and after paying a warm tribute to the medical professors for their kindness and instruction, he addressed himself in words of advice to the undergraduates, and bade farewell to those of his fellow students who with himself had just graduated, and were about to leave the college for the busy and trying arena of the world.

Professor SCOTT, M. D., then addressed the graduates in Medicine, dwelling especially on their future prospects, the difficulties inseparable from their arduous calling, and also from the occasional credulity of even educated patients in quacks and charlatans, likewise the cold ingratitude of some, which latter circumstance should not make them weary in well-doing, since their motive should be higher than any mere human feeling or applause. Above all things, let them never deceive the dying man when he asked them their opinion of his case,—to do so being one of the most heartless and reprehensible cruelties that could be committed. He rejoiced to find that new medals had been given to the Faculty of Arts; and wondered that the Medical Faculty, the eldest of the three, had not yet had such presented to it. Such was the generosity, however, of the citizens of Montreal, that he had little doubt but that at the next Convocation the Dean of the Medical

Faculty would be able to present one to the deserving student. Such a medal to be styled after the late Professor Holmes, who first established a medical school here, forty years ago, would be a well deserved and graceful tribute to his memory, and he (Dr. Scott) would recommend this subject to the consideration of the ladies.

FACULTY OF LAW.

The Hon. J. J. C. Abbott, B. C. L., Dean of the Faculty of Law, stated that the graduating class consisted of eleven students.

STANDING OF STUDENTS IN THE RESPECTIVE CLASSES.

1ST YEAR.

Commercial Law, Prof. Abbott—1st. Alfred Welch; 2nd. John Boyd. Civil Law, Prof. Torrance—1st. Henri Lesieur Desaulniers; 2nd. Alfred Welch. Legal History and Bibliography, Prof. LaFrenaye—1st. Alfred Welch; 2nd. Henri Lesieur Desaulniers. Customary Law and the Law of Real Estate—1st. Wilfrid Laurier, Richard A. A. Jones, equal; 2nd. Alfred Welch. Criminal and Constitutional Law, Prof. Carter—1st. Alfred Welch; 2nd. Wilfrid Laurier.

2nd. YEAR.—Prof. Abbott, Dean—1st. Norman William Trenholme; 2nd. George W. Hill. Prof. Torrance—1st. Norman William Trenholme; 2nd. Elisha Styles Lyman. Prof. Laflamme—1st. Norman William Trenholme; 2nd. G. W. Hill. Prof. LaFrenaye—1st. Elisha Styles Lyman; 2nd. F. E. Gilman.

1st. YEAR.—Prof. Abbott—1st. R. Stoddard Lawlor; 2nd. C. Alphonse Geoffrion. Prof. Torrance—1st. R. Stoddard Lawlor; 2nd. Ed. Ruthven Johnston, Robert Anstruther Ramsay, B. A., equal. Prof. LaFrenaye—1st. R. A. Ramsay, B. A., 2nd. Richard Stoddard Lawlor, C. Alphonse Geoffrion equal; Prof. Laflamme—1st. C. Alphonse Geoffrion; 2nd. R. Stoddard Lawlor.

RANKING OF STUDENTS AS TO GENERAL PROFICIENCY.

3rd. YEAR.—1. Alfd. Welch, 1st. in 3 classes, and 2nd. in two. 2. Henri Lesieur Desaulniers, 1st. in 1, 2nd. in 1. Wilfrid Laurier, equal.

2nd. YEAR.—Norman William Trenholme, 1st. in 3 classes; 2. Elisha Styles Lyman.

1st. YEAR.—1. Richard Stoddard Lawlor, 1st. in 2, 2nd. in 2 classes; 2. C. Alphonse Geoffrion.

GRADUATES—John Boyd, B. A., Leonidas Heber Davidson, B. A., Henri Lesieur Desaulniers, Naphtali Darand, Joseph Antoine Galarneau, Richard A. A. Jones, B. A., Joseph O. Joseph, Wilfrid Laurier, Chas. O. Stevens, Arthur Taschereau, Alfred Welch.

The Dean having made these announcements, the oath was administered by Mr. Baynes, B. A., after which Principal Dawson capped them. A valedictory address was then delivered in the French language by Wilfrid Laurier of the graduating class.

Prof. TORRANCE, B. C. L., then addressed the graduates in law, commenting on the altered and superior auspices under which they would enter upon the practice of law, in comparison with what would have been their case some time ago. This advantage lay in the labors of the codification commission, about three-fourths of the law being now so codified, and the Hon. Mr. Cartier trusted to see in the next session of Parliament a complete code presented for adoption by the Legislature. All the embarrassment in seeking for authorities from the period of the Roman law down to the statute of yesterday, and which been such a grievous burden to their predecessors, would be saved them. Still the glorious uncertainty of the law would certainly remain, therefore they need not fear but that there would still be plenty of work for them all. After enforcing diligence upon them, so long as they should continue to be connected with the profession, he alluded to the medal question, hoping that the appeal of the Medical Faculty would be responded to, and stating his conviction that they in the Faculty of Law should have their gold medal as well.

Prof. LEACH, Dean of the Faculty of Arts, then announced that Gulian Pickering Rixford had complied with all the requirements for a degree of Civil Engineer, which was accordingly conferred upon him.

Principal Dawson now made the announcement for the next session. He stated that the term had been one of the most successful since the founding of the Institution. During the past year there had been 301 students in all Faculties, and of these 47 had graduated, namely 13 in Arts, 28 in Medicine, and 11 in Law. He desired that any graduate who did not regularly receive the University Calendar should send his address, that the calendar might be sent to him. It was likewise expected that the graduates would

act as agents for it, not so much in the interests of the McGill University itself, as in those of the higher education to which the institution was devoted. He then referred to the extreme desirability of drawing closer the relationship between the graduates and their university. Difficulties were experienced in this country in graduates keeping up their connection with the college after they had left its walls. He doubted whether fellowships would altogether answer the end sought. Those who had studied there had ceased to compete for its prizes, and had gone to contend for those of life and of the great world—still, the university naturally looked to her children to remember, and benefit her amidst their active pursuits; and the university had given them the opportunity of doing this. The graduates were represented in the governing body, and were going to be so in a yet greater degree; indeed, they would be so to an extent, perhaps, beyond that accorded by any other university. They, the graduates, should unite themselves as a body of men. It was true, they had a graduates' society, but it was small in number. Its members should be extended to wherever there was residing a graduate of McGill College, and by it they should be able to ascertain where every one of her alumni was to be found. The graduates ought to keep themselves fully informed of the history and doings of their University, for they and the public could do many things for it which the Professors were unable to do. With regard to medals, the Faculty of Arts were now highly favored in that respect, but the professional faculties had, he thought, less need of medals than had the faculty of arts. Indeed, properly considered, the other faculties did share in these medals, for the faculty of arts was the true door to those of the professions. Nevertheless, such distinctions might be awarded in law and medicine to mark their distinguished men, and would do good.—But the graduates might themselves take the matter in hand, and as reference had been made to the possibility of the ladies providing a medal or medals for the professional faculties, the graduates in law and medicine might now put to the proof which of the two bodies had the greatest influence with the ladies.—The Medical Faculty itself, three hundred strong in Canada, ought to be able to erect a wing to the college for that faculty; and to the graduates in law he would say, let them endow a Law Chair. The valuable library of the late Chief Justice was now for sale; could they not raise the funds to purchase it, and present it to the University library? The law of Lower Canada in regard to the higher branches of education, was in a discreditable state; let the graduates take this up, and it would give to them a yet greater weight. The Professors wished to see a union of feeling and action amongst the graduates in arts, law, and medicine, for when the former were gone, who but the students that had been trained in the University, could be looked to support and guide it onward to futurity.

The President then made a few remarks, recommending that the advice of the Principal be acted on; and hoping that at the next convocation it would be announced that the graduates in each of the professional faculties had subscribed for a medal.

The benediction was then pronounced by the Rev. Prof. Cornish, and the meeting separated.

McGill Normal School.

The 7th session of the Normal School closed Thursday with the distribution of the diplomas to the successful candidates. The attendance of the public was not large.

The proceedings having been opened by prayer, the Chief Superintendent of Education, the Hon. Mr. Chauveau, made a few introductory remarks, saying that there was of necessity a sameness in his speeches on these occasions, for everything was in good order and well conducted, if things did not go right he might have more to say. He drew attention to the fact that a slight change had been made in the law, by which graduates of the University after undergoing a course of training in the art of teaching, would become eligible for academy diplomas. The Principal then made the following statement:—

The total number of pupils entered in the school had been 74; but an unusual number had been prevented by illness from going to the examinations.

In the final examinations 40 had passed for diplomas, two for the Academy diplomas, 14 for the Model School diplomas, and 24 for the Elementary School diplomas.

This raises the total number of diplomas granted since the commencement of the school to 318, and the total number of persons who have received diplomas to 216.

Of these he had reason to believe that by far the largest part are usefully employed in the schools of this Province.

The list of teachers in training passed for diplomas was then read as follows:—

1.—ACADEMY DIPLOMA.

Archibald Duff, B.A., of Sherbrooke; Alvan F. Sherrill, B.A., of Eaton.

2.—MODEL SCHOOL DIPLOMA.

Isabella R. Morrison, of North Georgetown—Prince of Wales' Medal and prize. Hon. mention in History, Geography, English Literature, English Grammar, Mensuration, Mental Arithmetic, Book-keeping, Natural Philosophy, French, Botany, Agricultural Chemistry, Drawing, Vocal Music.

Lucy Ann Merry, of Magog—Hon. mention in History, Geography, English Grammar, Mensuration, Written Arithmetic, Geometry, Natural Philosophy, Botany, Agricultural Chemistry.

Amy Frances Murray, of Montreal—Hon. mention in English Grammar, English Literature, Agricultural Chemistry, Vocal and Instrumental Music, Elocution.

Mary Luella Herrick, of Granby—Hon. mention in Mensuration, French, Agricultural Chemistry, Vocal Music, Education.

Maria Gill, of Montreal—Hon. mention in Written Arithmetic, Instrumental Music.

Milo Alexander Herrick, of Granby—Hon. mention in Algebra, Agricultural Chemistry, Vocal Music.

Jessie Fraser, of Montreal; Elizabeth Ann Fraser, of Montreal; Elizabeth T. Ahern, of Hemmingford; Margaret Mann, of Montreal—Hon. mention in Elocution; Mary Elizabeth Walton, of Sherbrooke; Sarah A. Millan, of Montreal; Eliza White, of Montreal; Sarah Johnson, of Montreal.

3.—ELEMENTARY SCHOOL DIPLOMA.

Lillis Litchfield Hoyt, of Magog—Hon. mention in Geography, English Grammar, Written Arithmetic, Algebra, French, Zoology.

Catharine McDonald, of Port-Neuf—Hon. mention in Geography, Written Arithmetic, Book-keeping, Algebra, French, Zoology, Drawing.

Mary Wilson, of Montreal—Hon. mention in Written Arithmetic, Algebra.

Elizabeth Hargreave, of Beech Ridge—Hon. mention in Book-keeping, Geometry, French.

Duncan McCormick, of St. Louis de Gonzague—Hon. mention in Grammar, Written Arithmetic, Algebra.

Malvina Ross, of Tingwick; Mary Ann O'Brien, of Montreal—Hon. mention in History, Algebra.

Whiting Rexford Ball of Bolton—Hon. mention in Written Arithmetic, Algebra, Geometry.

Ellen Teresa Flynn, of Montreal—Hon. mention in Geometry.

Jane Ann Swallow, of Montreal—Hon. mention in Written Arithmetic.

Lilias Watson, of Melbourne—Hon. mention in Written Arithmetic, Geometry.

Thomas McCarthy of Hemmingford—Hon. mention in Written Arithmetic.

Letitia Barlow, of Montreal; Mary Baillie, of Montreal; Sarah Shaw, of St. Jerome—Hon. mention in Drawing; Emma M. Cutter, of Sutton; Mary Graham, of Montreal; Alma Herrick, of Tanneries; Mary Crosby, of Montreal; Eliza J. Cleary, of Shaw Bridge—Hon. mention in Drawing; Elizabeth Walker, of Montreal; Margaret Sutherland, of Thurso; Caroline Harding, of Montreal; Jane Tuff, of Montreal.

Being 2 for Academy Diplomas, 14 for Model School Diplomas 24 for Elementary School Diplomas;—40 in all.

After a few further remarks from the Principal, in which he spoke of the amount of labour required from the pupil teachers in order to obtain their diplomas, of the new regulation for according academy diplomas to graduates of the University, by which means he hoped to see appointments of this nature well filled, and of Miss Morrison being the highest pupil in the Model School department.

The Hon. Mr. Chauveau proceeded to hand the diplomas to the graduates. This interesting proceeding being terminated, Miss Merry was called upon by the Principal to read the valedictory address:—

Time, she said, in his never ceasing flight had brought teachers and pupils to the parting moment. Many and varied had been the difficulties they had had to contend with during the session, but the kind and lucid explanations of their teachers had helped them through them all. The kindness, gentleness and consideration of their honored Principal would never be effaced from their memories, and it afforded them especial pleasure to have a public op-

portunity of expressing their gratitude to him, especially so in the case of some who were deeply indebted to him for special acts of kindness.—The exertions of the Professors for their advancement, from which they had profited much, would cause them to be remembered with gratitude and respect, and they would carry with them to their homes the pleasing consciousness that in each of them they had a friend.

As schoolmates they would never meet again; nor was it likely that at any time they would all be together. They were going forth as instructors of children and youth. Each one should, therefore, fully realize the responsibility that rested upon them; for very much would be expected from them, owing to the high standing of the institution from which they came. Their hearts were all yearning for home and the loved ones there; yet the ties of affection and friendship which bound them to the place of their education, and to each other, were strong. Ofttimes in the future they would live over again, in imagination, the happy days they had spent in connection with the institution and each other. But the time for parting had arrived, and they could only look forward to a re-union in that bright world where parting is unknown.

Professor Darey, M. A., then read a kind and affectionate address to the pupils in French, filled with good advice, especially with reference to the French works they should read;—after which, Dr. Wilkes gave an account of the religious training of the pupils, which, he said, was exceedingly satisfactory as far as they were concerned, but some change was required in the manner of administering it.

The Principal made a few closing remarks, stating that he was sorry that no member of the Board of Governors of the College was present to speak for them—that the next session would commence on the 1st September; and that in addition to the class for the Elementary and Model School diplomas, a class would be opened for the Academy diploma; which diploma can also, under a new regulation to that effect, be obtained by graduates of Universities in Lower Canada on their passing an examination in the art of teaching and any other subjects necessary to that diploma which may not have been included in their university course.

During the afternoon Mr. Fowler's pupils gave some good vocal music. The meeting closed with the benediction by Dr. Wilkes.

Annual Meeting of the Literary Association of the Students of McGill Normal School.

This meeting was held on the evening of April 18th, and as usual was a pleasant gathering of the present and former pupils, and their friends. The Hall was tastefully decorated and was crowded with auditors. The music was better than on any former occasion; and the reading of the pupils was also more correct and tasteful than in any former year. The literary pieces read were numerous and varied; and though it may be somewhat invidious to make a selection, we venture to give the following as specimens:

A TRIP TO THE LAKE OF THE SEVEN ISLANDS.

"The lakes found amongst the Laurentian mountains number, it is said, nearly a thousand, and some of them present many attractions to the lovers of the beautiful and picturesque in nature. Situated in a wild and uninhabited region, it is not surprising that they are scarcely visited except by the Indian and the huntsman, who frequent them for sporting purposes. The reminiscences of a visit paid to one of them some years ago linger still on my memory, like a dream-land vision of beauty, such a one as fancy conjures up before us in the dim hour of twilight, when allowed to wander in freedom through the fairy realms of imagination; but which we rarely see realized in the common-place routine of daily life.

"The lake of the Seven Islands is, perhaps, one of the most accessible of our Laurentian lakes. It is about twenty miles distant from the village of Cap Santé, on the banks of the St. Lawrence, and the country is opened to within a short distance of it. Having for a long time been desirous to see it, we started early one July morning to visit it. Our drive, though a long one, was very pleasant. We passed through a fine country, comfortable homesteads, and fertile fields, in which Canadian farmers were busily engaged turning over the new mown hay, alternating with primeval forests, whose shades were rendered melodious by thousands of birds: 'Nature's sweet voices, full of love and gladness,' warbling forth their matin song of joy and praise.

"The village of St. Raymond, which is near the lake, is a very ideal of rural comfort and contentment. Surrounded by high hills

it is securely protected from the chilling north and east winds. The neat white-washed cottages of the inhabitants are clustered around the village church; the placid river, its surface scarce disturbed by a ripple, meandering silently among the meadows now disappearing and anon reappearing in the distance, glittering like silver in the morning sun; its rustic bridge leading to the house of the pastor, which is snugly situated in one of the river's bendings, overshadowed by noble elms, and with a balcony in front filled with choice flowers be-speaking refinement as well as self-sacrifice, combined to make one of the most charming pictures of Arcadian repose and simplicity. Inviting as it was, we did not linger here, but hurried forward and at last reached our stopping place, where we received a warm welcome from our kind hostess. We started off at once to see the lake, which was about a mile distant. At first our way was through fields, which had but recently been brought under cultivation, and the huge stumps, that still remained standing, testified to the labors endured by the tillers of the soil; but as we approached the lake, we got into the forest by which it is surrounded, and proceeded singly along a narrow pathway. The foliage above our heads was so dense that the sun's rays scarce penetrated it, and around us in all directions nature appeared to have donned her most brilliant attire. Mosses of the softest velvet and of the most delicate green carpeted our foot-path, whilst ferns and flowers were mingled together in the most delightful profusion, tempting us to stop and admire them.

"Arrived at the water's edge, some of us looked around in consternation. 'Was this the place we had come so far to see?' A small circular basin lay at our feet, covered with water-lilies, whose singular oval leaves floated on the surface of the water. It appeared to be surrounded by a dense forest, and, although the scene was a pleasing one, still a feeling of disappointment was experienced by some.

"We were requested to embark in the canoes and sail across the lake, which we accordingly did. When we had reached the middle, we perceived a slight opening amongst the trees, to which we directed our course, and we presently found ourselves in a passage only wide enough to admit of one boat at a time.

"The trees on either side were very large, branching out and forming an archway above us. Everything seemed strange and new to us; a most luxuriant vegetation covered the banks, while the calm was only disturbed by the noise of our paddles in the water, and our voices calling to each other from the different boats. After we had sailed through this 'bayou' for what appeared to our impatient minds a long time, it widened, and we found ourselves in the entrance of the lake.

"A broad expanse of water was stretched out before us, enclosed by an amphitheatre of hills, whose sides were covered by trees, clad in the bright leafage of mid-summer. The hills seemed to shut us in from the world, and we could almost fancy ourselves pioneers in a hitherto undisturbed solitude. The stillness which reigned supreme, hushed even the liveliest of us into awe and quietness, and we sat in our boats silently gazing at the beautiful scene before us.

"Seven islands, some of considerable size, appeared to be the homes of the numerous wild fowl which abound on the lake, and whose melancholy notes rose shrill and clear on the summer air, re-echoing from the surrounding hills. One of these islands was nothing more than a bank of sand, with a single tall, shadowy-looking tree upon it, testifying to former verdure, but now blasted, probably by lightning, and bleached by the snows and suns of many a Canadian winter; it had a lonely and desolate air, contrasting strangely with the others, on the most of which shrubs and trees of a considerable size are seen. Along the margin of these islands, wild flowers of brightest hues were in full bloom, and the delicate perfume of the Canadian wild rose scented the air,—the waters reflected their lovely tints with subdued brilliancy; while the long shadows of the trees, thrown by the westerly sun across the waters of the lake, warned us that it was time to return."

KATE McDONALD.

Port Neuf.

EVERY HEART KNOWETH ITS OWN BITTERNESS.

"We read of a Persian whose life seemed blest
With all that was bright and fair,
Till he showed one day, deep hidden away,
A skeleton grim and bare,
That clouded the blissful light of his life
And darken'd his envied fate—
His wealth and all—with a gloomy pall
That rendered him desolate.

"And far down in each human heart, there lies
A recess hidden away;
Deep in that cell may a skeleton dwell,
Illumed by no friendly ray.
Friends may be ours who are true and tried,
Who may know each seeming care;
But that chamber din, we keep from them,
They cannot enter there.

"Scarce one but keeps some unhealed wound—
A mysterious sorrow hid—
A dreary woe, that no mortal may know—
'Neath that darkened closed lid.
It may be the ghost of some blighted love—
A spectre of ruined hope—
A withered fame—a sullyng shame—
On their life's fair horoscope.

"We know that the rose looks fresh and fair,
And its bloom will not betray
That a worm dwells in its inmost cells,
Which is gnawing its life away.
So many with bright and sparkling eye,
And cheek of the fairest bloom,
Have, hid from sight, a withering blight
That will sink them in the tomb.

"Aye, 'Every heart its bitterness knows,'
Each has its hidden care,
And every life hath its inner strife—
Its skeleton dark and drear.
And no eye can pierce the hidden veil
That covers our lives like a pall,
But His who hears our prayers and tears,
Who readeth and judgeth all.

"And long as we dwell on this sin-curst earth
Will our joys be fraught with pain;
Thus He fits us here for that brighter sphere,
Or else we might live in vain.
For when we pass o'er to that other shore,
Each sorrow and grief will depart;
There the mist will roll from every soul,
And the skeleton leave each heart."

LIZZIE T. AHERN.

Hemmingford.

Notices of Books and Publications.

RIO.—Shakespeare. Douniol, Publisher, Paris, 1864. — 18mo.

BRITISH AMERICAN MAGAZINE.—The April number is the last we have received, the publication of this periodical having been discontinued. Our readers may recollect that the *British Canadian Review*, started at Quebec some time ago, met with the same fate.

QUEBEC GAZETTE, CENTENARY NUMBER. — There is, we are assured, but another sheet in America that has attained the hundredth anniversary of its foundation; at all events it is quite certain that no other journal in the British Provinces has maintained itself so long. The *Halifax Gazette*, first issued in 1751, ceased long ago to be published, and the *Montreal Gazette*, though it has attained a very respectable age, was only established in 1775.

In the centenary number of the *Quebec Gazette* the editors have prudently abstained from positively affirming that their newspaper was absolutely the first publication of any kind that issued from the Canadian press. The Swedish naturalist Kalm, who rambled through the country in the year 1749, asserts that although he found no printing establishment in Canada at the time of his visit, one or more had previously been in existence. In assigning a reason for the absence of any publication in the colony, the fear that the press might be used as an instrument to circulate libels against the King and religion, was freely urged; but, the narrator shrewdly adds, the real cause was rather because the country was so poor that a printer would not make enough to pay his expenses.

The illustrated number presented to the subscribers of the *Gazette* contains a great variety of valuable and interesting information arranged as follows: poetry by Rev. Mr. Dewart; a sketch of the periodical press generally, and more particularly of the British and Colonial press; a history of the *Quebec Gazette*, and a biography of the Hon. John Neilson, who was its able editor

during so many years, and to whose exertions it is indebted for much of the position it now occupies; a sketch of Quebec, its monuments, environs and historical associations; and many extracts from the earlier numbers, from which may be gleaned an idea of the Quebec of a hundred years ago. But the most striking feature is the reproduction of an exact *fac-simile* of the first number, dated 21st June, 1764. This is a rare typographical curiosity. The *Gazette* was originally published in two languages, one column being in English and the other in French; and it was afterwards published in French and English numbers alternately. The French portion was only discontinued in October, 1842, since which time the *Gazette* has appeared only in English. The original proprietors were Messrs. Brown and Gilmour, and the present owners are Messrs. Dawson and Middleton. The *Gazette* was owned by the Neilson family from 1790, at which time the nephews of Mr. Brown, Samuel and John Neilson, became its proprietors, until 1849.

BAGG.—A Chronological Numismatic Compendium of the Twelve Cæsars, and a Summary of Remarkable Events from the birth of Julius Cæsar, B. C. 100, to the death of St. John the Evangelist, A. D. 100; By Stanley C. Bagg, F.N.S., member of the Numismatic Societies of London, Philadelphia, and Montreal. 1864.

A very useful numismatic Table, intended principally to assist collectors of coins and medals in their historical researches; and also as a work of easy reference for the general reader. The names and titles of the twelve Cæsars, taken from their actual coins, are given in the abbreviated form in which they occur, and also in full, with English translations. Short biographical sketches of the emperors are added, together with summaries of the most remarkable events that, with a few exceptions, have been commemorated by the striking off of coins or medals during the 200 years over which the table extends.

SUZOR.—*Code Militaire, traduit et compilé par le Major L. J. Suzor.* Approved by Col. Gordon, President of the Military School, Quebec. De-barats, Publisher, Quebec, 1864.—12mo, 250 pp.

COFFIN.—1812, the War, and its Moral, a Canadian Chronicle; By William F. Coffin. Lovell, Publisher, Montreal, 1864.—8vo., 296 pp.

This, the first volume of the history of one of the most critical epochs through which this country has had to pass, is written with elegance and simplicity. It contains curious biographical details and anecdotes, and is so interesting that the remainder of the work will be anxiously looked for. The author is ex-sheriff of Montreal, and was for many years a prominent citizen of this place.

LEPROHON.—Antoinette de Mirecourt, or Secret Marrying and Secret Sorrowing, a Canadian Tale; By Mrs. Leprohon. Lovell, Publisher, Montreal, 1864.—12mo., 369 pp.

This new novel is in every way worthy of the authoress of the *Manoir de Villeraï*, *Ida Beresford* and of so many pretty poetical compositions. The narrative ascends to the epoch immediately following the Conquest of Canada; but the moral of the tale is quite as applicable to our own days as to the historic times in which the scene is supposed to have been enacted.

MONTHLY SUMMARY.

LITERARY INTELLIGENCE.

—As I am here (in Washington), remarks a friend of the poet, watching the course of great men and the destiny of party, I meet often with strange contradictions in this eventful life. The most remarkable was that of the poet, J. Howard Payne, the author of "Sweet Home." I knew him personally. He occupied the room under me for some time, and his conversation was so captivating that I have often spent whole days in his apartment. He was an applicant for an office under the government at the time—Consul at Tunis—from which he had been removed. It was a sad thing, indeed, to see the gifted poet subjected to all the humiliation of office seeking. Of an evening we would walk along the streets, and looking into the lighted parlors as we passed, would once in a while see some family circle so happy, and forming such a beautiful group, and then pass silently on. On such occasions he would give me a history of his wanderings, his trials, and all the cares incident to his sensitive nature and poverty. "How often" remarked he, "I have been in the heart of Paris, Berlin, London, or some other large city, and heard persons singing, or playing on the piano, 'Home

Sweet Home,' without a shilling to buy the next meal with, or a place to lay my head. The world has literally sung my song until every heart is familiar with its melody—yet I have been a wanderer from my boyhood. My country has turned me ruthlessly from my office, and in my old age I have to submit to humiliation for bread." Thus he would complain of his hapless lot. His only wish was to die in a foreign land; to be buried by strangers, and to sleep in obscurity.

I met him one day. He was looking unusually sad.

"Have you got your Consulate?" said I.

"Yes, and leave in a week for Tunis. I shall never return."

The last expression was not a political faith. Poor Payne!—his wish was realized. He died at Tunis among strangers, far from his native land. Whether his remains have ever been brought to this country, I know not. They should be, however; and if none others will do it, let the homeless and friendless throughout the world contribute their mite for the purpose of erecting a suitable monument to the poet Payne. I knew him well, and will contribute my mite. Let the inscription on his monument be:—

HERE LIES J. HOWARD PAYNE.

THE AUTHOR OF "HOME, SWEET HOME."

A wanderer in life—whose songs were sung in every tongue,
And found an echo in every heart,

NEVER HAD A HOME.

HE DIED IN A FOREIGN LAND.

—The sale of the late Sir L. H. Lafontaine's library, which took place recently, lasted during six days and realized \$5,232. The collection comprised 4500 volumes; and the following is a list of the most rare, with the names of the purchasers and prices paid: *Quebec Gazette* from 1764 to 1863, 46 vol. purchased for the Library of Parliament at \$8 per vol.; *Minerve*, 1826 to 1837, 10 vol. \$2, same purchaser; *Vindicator*, 1832 to 1837, 4 vol. \$2, same purchaser; *Le Canadien*, 1806 to 1810, 1 vol. Mr. Dostaler, \$2 25; *Abstract of the Custom of Paris and of the Law &c.*; By a Committee of Canadian Gentlemen, 1 vol. folio, purchased for the Library of the Department of Education \$5; *A Collection of Commissions &c.*, Mazères, Mr. de Bellefeuille, \$10; *Mémoire en réponse à M. Cugnet*, Mazères, Mr. Oberrier, \$12; *Quebec Papers*, Mazères, Mr. George Baby, \$2; *Additional Quebec Papers*, Mr. Justice Berthelot \$4, a second copy was sold to Mr. de Bellefeuille for \$4; *Cugnet, des Fiefs*, Dr. O'Callaghan, \$5; *Mélanges politiques, littéraires, judiciaires et historiques sur le Canada*, 21 vol. Rev. Mr. Verrean, \$5.25; *Mélanges politiques, littéraires &c., sur le Canada*, 14 vol. same purchaser, \$4 50, these valuable collections of Canadian pamphlets are enriched by numerous annotations in the handwriting of the late Chief Justice.

NECROLOGICAL INTELLIGENCE.

—Our issue of yesterday contained the sad, though not unexpected, announcement of Principal Leitch's death. William Leitch was born at Rothsay, in the Island of Bute, Scotland, in the year 1814, and was at his death under fifty years of age. The robust health of his boyhood was taken from him by an accident, which confined him for eighteen months, and threatened even his life before he recovered. When about fourteen years of age he fell from the mast of a yacht in the bay of his native town, and the fall produced a comminuted fracture of the hip-joint, which made him lame for life. This accident was the occasion of determining, in a somewhat remarkable way, the tendencies by which all his subsequent life has been characterized; for during his long and dreary confinement, the relief from intense suffering, which most boys of even high intellectual character would have sought in the fascination of fiction, he found in the study of mathematics; and his after life which became almost from necessity that of a student, was devoted chiefly to the mathematical sciences. After finishing his preparatory studies for the Church of Scotland, he did not immediately enter on the practical work of his profession, but remained for some years in connection with the Glasgow Observatory, under the late Professor Nichol. In the year 1843 however, he accepted a presentation to the Parish of Monimail in Fifeshire, where he found that congenial quiet in which he was able to continue his studies and to extend his inquiries into other branches of physical science, as well as into those departments of philosophy and theology with which the physical sciences are more closely connected. During his residence at Monimail, he made himself known by extensive contributions to various periodicals and cyclopedias, on those subjects to which he had specially devoted his time; and by this means he enjoyed an intimate acquaintance with many of the most distinguished literary scientific men in Great Britain. The science to which he remained most fondly attached was that of astronomy; and from his thorough familiarity with the practical working of an Observatory, from the enthusiasm with which he studied every improvement in astronomical instruments, and hailed every fresh discovery to which it led, as well as from his general scientific attainments, it was thought probable that, had he not left Scotland, he would have been appointed to the chair of his teacher, the late Professor Nichol in the University of Glasgow. De Quincey, in a noble article on Lord Rosse's telescope, speaks of his friend Professor Nichol as having contributed more than any other living

man to keep general English readers, who have not time for the scientific investigations of astronomers, acquainted with the latest and profoundest results to which these investigations are leading; and during the two years which have passed since the Professor's death, it would be difficult to point to a man for whom the same distinction could have been so justly claimed as the late Principal of our University.

In 1860 he was invited by the Trustees of the Queen's University to become its Principal; and after spending session 1860-61 in the duties of the office, he decided to accept their invitation. His brief and sad career among us is so unfinished that even its imperfect results, and certainly, at least the larger and nobler aims by which it was guided, could be adequately described only at greater length than is possible in a hurried newspaper notice. Those who have been interested in his movements must have recognized the hopes which he entertained for the progress of science by the efficient working of our Observatory, and for the advancement of higher education by a more orderly government of our University, as well as by a reform in the general relations of all the Universities of Upper Canada.—*Kingston News, May 11th.*

—Meyerbeer, the eldest son of a rich Jew banker of Berlin, was born in that city on the fifth of September, 1794. While he was four years old little Jacob Liebman Meyerbeer began to play on the piano, and hearing tunes played by street organs, would in the parlor improvise accompaniments thereto. Zetler, the teacher of Mendelssohn, instructed him in the theory of music, assisted later by one Bernard Anselm Weber. When about sixteen years of age, Meyerbeer went to Darmstadt, to the music school of the Abbé Vogler, where among his fellow pupils was Carl Maria Von Weber, the composer of the "Freischütz." In Darmstadt, Meyerbeer composed an oratorio called "God and Nature," which was well received; and in 1812 his first opera, "The Vow of Jephthah," was produced at Munich, and was not well received. About this time Meyerbeer heard Hummel play the piano at a concert, and charmed with his ability, determined also to become a pianist, and to this end shut himself in his house for six months, practising night and day. He made his debut as a concert-player in Vienna, and became popular; but the old instinct of composing returned, and he gladly seized an opportunity which offered of writing an opera for the Court of Vienna, but "The Two Caliphs" was also a failure. Friends advised him to go to Italy, and in Venice he first heard Rossini's music. Here he learned in what he was deficient; and he immediately devoted to the pursuit of melody the same energy which he had hitherto devoted to the theory of music. He succeeded, for though he never attained the utter ease and flowing melody of the Italian composers, he has yet written airs as delicious and graceful as any of theirs. In 1825 Meyerbeer fairly "clutched the diadem of Fame." The occasion was the production at Venice of his opera "Il Crociato," which was soon produced in Paris. Thenceforth Meyerbeer took greater pains than ever with his operas, to which—influenced partly by domestic affliction in the loss of two children—he imparted a grandeur and at times more melancholy tone. In 1826 he finished "Robert le Diable," which he kept in his portfolio four years, selling it to the director of the Grand Opera at Paris, in 1830. In 1831 it was produced, and from the first night of its representation was the most popular opera ever given in Paris. All the great singers of the present day have considered themselves honoured in representing its characters. In 1836 appeared the "Huguenots," which most critics deem the composer's grandest effort; in 1849 the "Prophete" was produced at Paris with the most elaborate scenic effects yet known on the operatic stage. In 1854 came "L'Etoile du Nord," and in 1858, "Le Pardon de Ploermel." The fall of 1864 was to have been marked by the production of "L'Africaine," an opera which Meyerbeer has been promising for five years past to give to the world.

—Mr. Hawthorne was born at Salem, Mass., on the 4th of July, 1804. He entered Bowdoin College, Maine, in 1825, and at the close of his collegiate career he settled at Salem. Fortune some time later (in 1838) found him a government position as gauger in the Boston Custom House, under Mr. Barcroft, then the collector at that port during the Van Buren administration. When the Whigs came into power in 1841, Hawthorne lost his appointment, and, conceiving (probably like Southey, Coleridge, and Lovell) the idea of a pantocracy, he joined the famous Brook Farm Association, returning, however, fully satisfied with his experience of "a perfect state of society" to Boston, in 1843. Here he married and made his home; subsequently for some years in "the Old Manse," at Concord, Mass. On the accession of the Polk administration, he received the appointment of Surveyor of the port of Salem. When the Whigs returned to power, Hawthorne returned to his retreat and to his studies among the hills of Berkshire. Once again, in 1842, he was tendered and accepted office under government—the Consulate at Liverpool, one of the most lucrative appointments in the gift of the President, being placed at his disposal by Mr. Fierce, partly, no doubt, as a tribute of long standing personal friendship, and partly as a reward also for important service as a party penman. His remaining days, after his return from Liverpool, were spent at Concord, New Hampshire. Hawthorne's literary life commenced at Salem on the close of his college days. Leading, for several years, almost the life of a recluse, he here produced a series of sketches, tales and romances, some of which were found worthy of revival in his maturer years under the title of *Twice-Told Tales*. Then followed, after his retirement from the Boston gauger-

ship, the papers called *Mosses from an Old Manse*, succeeded by the most widely known of all his works. *The Scarlet Letter*, in 1850; by the *House of Seven Gables*, in 1851; by the *Blithedale Romance*, in 1852; by the *Marble Faun*, in 1859; and by *Our Old Home*, his last work, in 1863. His minor sketches would be difficult of enumeration. They continued to grace the pages of the best cotemporary periodicals, occasionally, up to the time of his death.

—Amiable Jean Jacques Pelissier was born at Maromme, near Rouen, November 6th, 1794, and educated at the military school of St. Cyr. In 1815, he was appointed a sub-lieutenant of artillery, and served in the army of the Rhine. After the events of 1815, he devoted himself to the study of military science, retaining his connection with the army; and after various minor promotions he was, in 1823, an aide-de-camp of General Grundler, in the Spanish war. The same year he was decorated with the cross of the Legion of Honour and of St. Ferdinand of Spain. Returning to France, he was, in 1828, promoted to a captaincy; and in 1828 and 1829, served with distinction in Greece. In 1830, he made his first visit on army business to Algiers; and after a long sojourn in France, again returned to Algiers in 1840, as Colonel and Assistant Chief of the General Staff of the Army of Algeria. In 1845, an insurrection occurred at Algiers, and St. Arnaud, De l'Amirauté, and Pelissier were the commanding officers. One tribe, called the Ouled Riabs, refused to submit, and could not be subjected, as they lived entirely in large caves, where it would have been madness for the French soldiers to have followed. Pelissier then conceived the idea of smoking them out; and after flinging a few burning faggots into the mouth of the cave, he made offers of life and liberty if the natives would yield. But the majority of those in the cave were still opposed to submission. More faggots were thrown in, and cries and shrieks were heard. Soon all was still, and a few days after five hundred bodies of suffocated men, women, and children were brought out by the French troops. This frightful circumstance aroused a lively indignation against its author, Pelissier, who declared that he acted only in accordance with the strict orders of his commanding officer. Three years later he was made a field-marshal; and in 1848, he was made commandant of the division of Oran, which post he filled till the breaking out of the Crimean war. It was in this conflict that he won his widest reputation as a military man. He was appointed second in command under Canrobert, and, on the resignation of the latter, was made his successor. He took part in the principal battles of the Crimea, and was chief in command during the last three months of the siege of Sebastopol, and at the final and successful assault on the 8th of September, 1855. For his services he was created, by Napoleon III., Duke of Malakoff, with a pension of one hundred thousand francs; while Queen Victoria bestowed upon him the Order of the Cross of the Bath. In 1858, he was appointed minister to England, but remained in London only a year, returning to France to take command of the Army of Observation.

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July 6th, 1864.

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