

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The annual distribution of prizes at Upper Canada College, Toronto took place at the close of the term, in the College Hall, which was soon crowded with a large number of the parents of the pupils, and with others desirous of witnessing so pleasing a scene. The Principal began by stating that Upper Canada College had now entered upon the 30th year of its existence; that though it could not boast the antiquity of the grand old foundation of England, it yet in its 30 years was coeval with Canada's childhood, and that if estimated by material progress, these few years were equal to many centuries in older countries. He then showed that much of this material progress was due to intelligence and education, and claimed for Upper Canada College a very large share in the work, inasmuch as it had annually sent out large numbers to discharge their duties to their country in the different learned professions, and in the various walks of mercantile life. He stated that on the College roll were not less than 3,000 names, numbering amongst them many who had distinguished themselves in the pulpit, at the bar, in the universities, in the profession of medicine, and the glorious profession of arms, that it was difficult to estimate and hardly possible to over-estimate what the effect of these 3,000 individuals—3,000 mentally, morally and religiously trained intelligences, forming so many centres of action—must have been on the future of our young country, scattered far and wide as they were over the length and breadth of Canada; that the effects must have been enormous and, that whatever they were, Upper Canada College claimed them fairly as her own. The Principal having thus shown that Upper Canada College had been doing a great work in the land—a work which its sons would be proud to recognize—stated that a great work was still being done, and that for the last few years not less than fifty had been sent forth annually, more or less well educated to do their duty in the station of life unto which it has pleased God to call them. The prizes were then distributed with appropriate commendatory notices of each boy as he received his prize. In the course of these observations the Principal took occasion, amongst many other subjects, to remark on the successful working of the College boarding-house, the improvement in the educational system effected by the appointment of an English classical master, the very satisfactory state of the French classes of the College, and the greatly increased number of the boys, which has averaged 300 for the past year. At the close of the delivery of the prizes and honors, the names of the successful candidates for exhibitions were given out; and the proceedings terminated with the announcement that the College year was ended, and that Thursday, 8th September, was the day for re-assembling after the long vacation.

—The first annual examination of the pupils trained in the Model Grammar School for Upper Canada took place on the 27th and 28th July, under the direction of the several masters. The students evinced considerable proficiency in the various branches of study, not the least important feature in which is the physical education imparted to them by their veteran instructor in gymnastics, drilling, and fencing, Captain Goodwin. At about half past three o'clock the numerous visitors assembled in the Theatre, where the annual recitations took place, and the prizes were distributed. Among those present were the Governor General and Lady Head, Mr. Chief Justice Draper, Mr. Justice Burns, Mr. Justice Richards, and several members of the Council of Public Instruction, &c. The recitations were the first in order. These were followed by several original compositions, which were read by their youthful authors, and favourably received by the auditory.

Rev. Dr. Ryerson, Superintendent of Education for Upper Canada, then addressed the assembly, giving a brief history of the Model and Normal Schools, and setting forth in connection with these the position occupied by the Model Grammar School. The pupils in this latter school were, he said, limited to one hundred—being three from each of thirty counties and cities in Upper Canada. The Model Grammar School had been in operation only a few months, and the pupils trained in it thus far had been selected from various parts of the country, as also from several schools. The organization of the Model Grammar School might be imperfect; but if they should have the happiness of His Excellency's presence at any future similar occasion, he was quite satisfied that the school would exhibit a marked improvement. All that now remained to complete the system of public instruction in this Province was the establishment of a school of art and drawing, for which they already possessed the necessary models. It would then remain for the people themselves to take advantage of the means which the Government had placed at their disposal for the education of their children. As far as their own experience went, the Model Grammar School had already exerted a salutary influence upon the other grammar schools of the country. The masters of most of these schools had spent a considerable period at the Model Grammar School, and this examination had been held one month later in order to afford them an opportunity of visiting the school during the summer vacation and of witnessing the several exercises for themselves. In order to make the school as efficient as possible, he (Dr. Ryerson) had sought in Europe for a Rector who was acquainted not only with the Scotch and English systems of education, but also with the German method of school government, and who had united with these acquirements, all that was accomplished in Oxford and thorough in Dublin. Besides the Rector, they

had likewise obtained from the institutions he had named two other masters, each of whom he was happy to believe had fully come up to their wishes and expectations. (Hear, hear.) And he (Dr. Ryerson) anticipated from the operations of this school the greatest advantages to that branch of the system of public instruction which laid the foundation of correct mental discipline, and connected us with past ages. (Applause.)

The Rector (Mr. Cockburn, M. A.) in presenting His Excellency a list of the boys who had taken prizes, remarked that the paper contained the names of several youths who, besides winning honours in special branches, had obtained prizes for general scholarship and good conduct. The advantages resulting from this system was that they gave a wide and general direction to the minds of the pupils, instead of leading them to confine their studies to one particular branch of education.

Sir Edmund presented the several prizes, accompanying each gift with a few words of encouragement, after which His Excellency rose and said—Dr. Ryerson,—It has afforded me much satisfaction on this occasion to receive from you the explanations which you have just given of the objects of this branch of the institution in which we are now assembled. For myself, I believe that the Model and Grammar School is far from being the least important feature in our system of public instruction. The common schools are of course the foundation of that system; and as this Province advances—as it grows in importance, and as its people increase in knowledge—in the same proportion will they become attached to literature and to that higher education of which the Model Grammar School is the basis. I have not had an opportunity of visiting this building—this new building—until to-day. I am very glad to see the progress which has been made, and to know that the recent addition to this institution has afforded sufficient accommodation for the different branches of education hitherto unprovided for. I congratulate you most sincerely on the position which this institution has assumed. I learn with pleasure the number of the pupils, and I feel confident, Sir, that under your guidance, as superintendent of the whole, and under the able conduct of your masters whom you have referred to in your speech, the Model Grammar School, and the Normal School in connection with it, will form the basis of a system of public instruction throughout the whole of this portion of the Province which will prove a blessing to the people, and cause the country to assume hereafter its proper place among the nations of the earth. (Applause.) Without education it can never take its proper place among the nations—without education and without literature it can never be on a level with other peoples, either on this continent or in the old world. I take this public opportunity of thanking you, Sir, for your exertions in this behalf, in addition to all you have already done in the cause of public instruction in Upper Canada. It will ever be a source of pleasure to me either by my presence, or in any other manner, to aid the efforts which you have hitherto so successfully made for the advancement of the cause of education. (Applause.)

Rev. Dr. Jennings then closed the proceedings with the benediction.

—The annual examination of the pupils of Queen's College Grammar School, Kingston, took place on the 14th July at the school house in William street. The pupils in the Classics, Mathematics, and French, were examined in the presence of the Senatus and Trustees of Queen's College and other scientific and professional gentlemen. The examination was conducted by Mr. Robert Campbell, M. A., the efficient Head Master, assisted by Mr. Alexander Campbell, Second Master, and Mr. D. Caron, French Master. In conducting the examination the masters acquitted themselves in a most creditable manner, evincing much tact in their mode of tuition and thorough acquaintance with the diverse range of studies pursued by their classes. Among the subjects in which the senior class was examined was punctuation, an auxiliary to correct reading and writing, to which, generally, little attention is paid in the schools. The boys were questioned closely with regard to the names and uses of the different characters used in printed books and newspapers, and in every instance gave satisfactory answers. In grammar, geography, and "familiar science," the lads showed uncommon cleverness, and many parents present must have felt a glow of pride at the fair promise of their sons some day being distinguished for their learning and talent.

At the close of the examination by request, the Rev. Dr. Machar addressed the pupils in an impressive manner, congratulating them on their proficiency, and urging them to continue diligent in the pursuit of wisdom and instruction. He noticed with particular approbation the award of two prizes for good conduct, one in each class, and he impressed upon them all, with all their scholastic acquisitions, to endeavor by all and every means to aim at being good as well as learned. The same gentleman concluded the proceedings of the evening by an appropriate prayer, when all retired to their homes.—*Chronicle and News.*

—Many distinguished strangers have of late visited the leading educational establishments of Montreal, the Colleges, the Academy of Villa-Maria, and the Jacques-Cartier Normal School, have recently been honored by the visit of His Grace Mgr Valdivieso, Archbishop of Santiago (Chili), of his Vicar General, Mr. Raphael Prado, and by that of Dr. J. do Rachmaninow, professor in the Imperial University of Kiew (Russia), who is travelling in America, by order of the Russian Government to collect information on educational subjects. His Grace, Mgr. Blanchet, Archbishop of Oregon-City, a native of the county of Bell-chasse, has also visited the several educational institutions of Lower Canada, and has expressed his delight with the progress which has been made since he left the country, twenty-two years ago. It is worthy of notice that the