

principal choirs of the different churches, accompanied on the organ and harmonium by Messrs. Dessanes and Gagnon; the whole under the direction of Abbé Morel, lately from France, organist to the Quebec cathedral, and professor of music at the seminary. Before the Gospel and after the Communion, the students of the L. N. School, under the able direction of Mr. Gagnon, sang the chorus of the Mountaineers, and the *Inflammatus* of Rossini's *Stabat Mater*. At the Offertory, the *Veni Creator*, set to music by l'Abbé Morel, was sung by the students of the seminary; at the end of the mass, the *Regina Cæli* was sung by the students, accompanied by the band.

The descendants of the colonists left the cathedral, not to collect provisions against an impending scarcity, not to repel the acts of a cruel enemy, but to meet a few hours after and see the work of their first pastor crowned with success, thanks to the men who, during the last two centuries, toiled in obscurity, to raise each successive generation to the knowledge of the beauty of science and of the sublimity of the christian religion.

Wednesday evening, at half past three, a young physician was to receive the reward of his vigils, his travels and his fatigues; a testimonial to his merits, and a place among the men of science.

For a moment, we thought ourselves transported to the college halls of the old world, where Boerhave defended his thesis and received the scroll of parchment, promise of future success and never dying fame, when entering we saw the rich robes of the professors and of the students. Observe the flushed cheek and kindling eye of yonder student; he hopes to take his place, one day, in the ranks of science, perhaps, he thinks, Canada can give the world a Cooper.

The professors are seated on an elevated platform; the candidate is before them, to whom the Rector is to confer the degree of Doctor of Medicine. Before doing so, the consent of the senior of the medical faculty is asked and granted; then, takes place an interrogatory between the rector and the recipient; the licentiate promises that his conduct, blameless as to the past, shall ever be such as to reflect honor on his *alma mater*; he declares that in his instructions to his pupils, truth will always be his guide; promising ever to be attentive to his patients, to give them the best remedies, and to warn them when death draws near; he promises ever to feel for and manifest to the University a filial love and gratitude; finally, he consents that, if he should fail in but one of these conditions, to lose his grade.

The degree was then conferred with all the ceremonies which, since the foundation of Oxford, are identified with the University customs of Europe. Two of the eldest students of the medical faculty, carrying, on silver plates, the ring, wedding the licentiate to science, and the scarlet bordered epigone.

The doctor, and now ordinary professor, clothed with his robe of office, after having thanked, in an eloquent address, his former professors, took his seat among the professors of the Laval University.

Dr. Sewell, in a speech alike honorable to his intellect and to his heart, congratulated Dr. Larue; he spoke of the responsibilities of a physician, of the rising reputation of the university; he failed not to compliment the medical profession on its early entry in the university lists.

Thus ended this interesting ceremony. We congratulate the young professor for his success, the university for his acquisition.

The day which we shall mark as a *dies fas* in the annals of education, was closed by a grand concert. Not only the students of the Seminary and the University, but also the Normal School and city amateurs joined. L'Abbé Morel presided. The following is the programme: 1o. Ouverture de la Dame Blanche, Boieldieu; 2o. Chorus from Handel; 3o. Grand Duo, Halevy; 4o. Trouvère de Verdi; 5o. A chorus in two parts from Zimmerman; 6o. Andante of Herz, fifth concerto-piano; 7o. Vive l'Empereur, Gounod; 8o. Huguenots, Meyerbeer; 9o. Cantate to the honor of Mgr. Laval, Music of Rossini; 10o. Grand Duo, from William Tell; 11o. Prelude Bach; 12o. La Cigale et la Fourmi, de Gounod; 13o. A Galop, by Selt; 14o. God Save the Queen, sung by the students.

At intervals, during the concert, speeches were delivered: One by the Rev. Mr. Taschereau, D. C. L., the other by Professor Tessier. The former spoke of the life of Mgr. Laval; of the difficulties he had to surmount in founding the seminary; of the donations he made that institution; of his patriotism and love of civil liberty, by obtaining for the colonist the Sovereign Council, to which were called the principal inhabitants.

Professor Tessier spoke of the illustrious men the Quebec semi-

nary has given to the country; the Hon. L. J. Papineau, twelve bishops, and Mr. Brassard, founder of Nicolet College; Mr. Girouard, founder of St. Hyacinthe College; Mr. Paineaud, founder of St. Ann's College. At the close, the Hon. Judge Mondelet, in delicate and appropriate terms, thanked the Rector for the benefits his zeal had conferred; deeply moved, the reply of the Rev. Mr. Casault touched all present.

The assembled multitude then returned to their homes, proud of their country, of their noble institution, of the great man who founded it, of the disinterested men that govern it.

The time worn walls of the seminary appear now still more venerable, when we remember that nigh two hundred years have seen them.

Well did Mgr. Laval merit the name given him by the Hurons; truly he was "Harronauquini," the man of the great work.

The War in Italy.

At the present time one object alone seems to occupy the public mind. All eyes are turned on Italy. The merchant forgets the rise and fall of stocks, the politician his intrigues, the student his classics; even the labourer rests from his toil, to read the last extra, to discuss the future partition of Italy. Correspondents, deeply conversant in strategics, boldly surmise the future operations of the campaign, some condemning the retreat of the Austrian General, others praising it as a skilful manœuvre. All resemble the Sophister in his address to Annibal. We, seated, in the easy editorial chair, fearless of the conical bullet or destructive ball, quietly indulge our speculations as to what may be the effect of this dire conflict on educational progress. All men to whom learning is dear, and its monuments sacred, feel towards Italy a filial affection; and it is not without dropping a tear, that we behold the shades where Virgil tended his flocks, where Levy mused, and where Petrarch sang, again invaded by the rough soldier and selected for his bivouac. Our desire for the progress of education, that is for the spread of knowledge and cultivation of the intellectual faculties, is not circumscribed by the limits of our province; neither is it chilled by our frosts, nor bounded by our mountains; it can extend beyond the Magdalene Islands, and sympathize with Italy. We regret then to see this fair and beautiful country, rich in the gifts of nature and products of art, laid waste by contending armies; its universities closed and the sixty thousand manuscripts of the St. Ambrose College, no longer consulted by the inquirer; it is with sorrow we miss the school boy with his satchel taking his morning walk to school. But, war admits not the refusal of a sacrifice, and there is none greater than to deprive parents of the power of obtaining instruction for their children. If we can judge of the state of education in Sardinia and Austrian Italy, from that in Rome, where the highest intellectual culture is given, we must say that those whom the ambition of Kings have involved in warfare, are deprived of a great advantage. No longer can the Milanese study the structure of the human form, contemplate the pictures of Raphael, or the bold chisel of Canova, for now the war trumpet has sounded his fatherland requires his arm, and away he goes to the battle, *dulce et decorum est pro patria mori!*

Past ages tell how inimical war has proved to the culture of letters and to the progress of civilisation; it thinks little—of a painting a torch can burn, of volumes that can feed the camp fire, of a statue which the stroke of a sword can shiver. Also, during the invasion of the barbarians, the feudal wars and the civil contests in England, there was a great disregard for education; a pen would not be held by the hand that wore the gauntlet; soldiers alone were required and the profession of arms alone held in estimation. The campaigns of the Roman Consuls in Greece gave the Romans a taste for the fine arts, poetry and eloquence, and the learned men accompanying the crusaders brought to Europe the master pieces of the Greeks. We need not from this war dread the disastrous consequences of Turkish conquerors, and it is to be hoped that we shall not meet in the future conquerors an Eliza Bacciochi, who to please a fastidious taste required the ancient cathedral of Massa to be levelled to the ground.

The rifle shall now become the chief study of the Italian youth, and to strike the target will be the object of his ambition; the sword and bayonet exercise will supersede spelling books and arithmetics. Education, in the places in the vicinity of the contending armies, being neglected and the state monies applied to the war department, may suffer some temporary injury. Yet even in those places it will derive some benefit. The wounded soldier recounting the