

another the second prize in the French class, and a third the second prize in the ornamental drawing class.

In awarding the prizes, Dr. Ryerson commended the successful competitors, as one by one they presented themselves, and in presenting "The Life of Franklin" as one of the prizes, remarked that when but fourteen years of age he had read with the greatest pleasure the life of that truly great man, and in many respects aimed to imitate his example, such as paying a carpenter to teach him carpentry for a space of six months, and substituting a straw for a feather bed in order that he might inure himself to hardships; and many times in after life he had found his experience thus gained of the greatest value to him. After the presentation of the prizes the band of the 16th regiment played a fine selection of music, and afterwards at intervals during the evening. Mr. Edwards then stated that a cheque for one hundred dollars had just been handed to him by the managing director of the Northern Railway, being the third cheque for the same amount presented annually by the directors of that company to assist the Institute in conducting the classes. On behalf of the Institute, Mr. Edwards moved, seconded by Captain Richey, a vote of thanks to Mr. F. W. Cumberland and the directors of the Northern Railway for their timely and handsome present. Mr. Cumberland responded in a brief but happy speech. He said he had many years ago worked to bring the Mechanics' Institute to its present proud position, and he considered that the directors of the company with whom he was associated did not present that amount annually merely for the sake of its money value, but as a duty they owed to an institution labouring so earnestly to benefit the mechanics and working classes. He hoped the Institute would see the propriety of commencing a class in which to teach ladies the art of telegraphing. He felt confident that if they would do so, not only would the Northern Railway Company assist them, but the pupils would meet with prompt and remunerative employment. On behalf of his co-directors, he thanked the meeting for the hearty manner in which they had passed the vote of thanks. Mr. D. George and Miss Wilson, pupils of the French class, stepped upon the platform for the purpose of presenting their teacher, Miss E. Pernet, with a complimentary address and two pieces of plate, a large cake basket and a card basket. On motion of Dr. Connon, Mr. Cumberland was voted to the chair, when it was moved by Dr. Connon, seconded by Mr. Edwards, that the thanks of this meeting be tendered to the Rev. Dr. Ryerson for his kindness in consenting to be present, and the able manner in which he had conducted the proceedings. Dr. Ryerson briefly responded, the band played "God Save the Queen," and one of the pleasantest meetings that has ever taken place in Toronto broke up.—*Leader*.

2. DISTRIBUTION OF PRIZES, MONTREAL.

On the 11th inst. a public examination of the classes of the Mechanics' Institute, took place in the hall of that building. The chair was taken by J. C. Becket, Esq., who opened with a short address. He then announced an address by the Bishop of Montreal, who would afterwards distribute the prizes for the drawing classes. The Bishop said—In distributing these prizes, I shall not attempt to enter largely into any discussion of the nature of your particular studies, such as your architectural drawing, and so forth. I shall especially avoid going into the details of such studies, as I should, thereby, perhaps, only expose my own ignorance, these not being branches that I am deeply learned in. But at the same time, I may express generally my satisfaction at seeing that this school seems to be increasing in value, united with increasing attention and usefulness as regards the pupils, during preceding years, as we have been told by the President of the meeting. Some years ago, when this building was first opened, I was asked to deliver a lecture here, when I particularly noticed the fact that persons like yourselves, connected with the Mechanics' Institute, would enjoy the advantage of classes for instruction, in which they might carry on their studies even after they had entered on the varied business of life. The presumption is, that all you who come here now, being voluntary students, really come for the purpose of making the best use of your time, independent of the positive amount of knowledge you may gain. For you should bear in mind, that if you are really making good use of your time, you are gaining those advantages arising from the improvement of your general faculties by their application to any particular study. There may be some branches of study that draw out the mind more than others, but there can be no branch of study carefully carried out that will not bring its own special advantages to the mind, in enabling it to concentrate itself upon a particular subject, and give the mind a clearness of thought and understanding, and application for any other purpose in after life. There are, no doubt, among all communities, now and then, what we may call master minds, that will distinguish themselves under any difficulties, and overcome any obstacles in

either acquiring knowledge or pushing themselves on in life; but these are the exceptions. The generality of men are those possessed of average abilities, and who cannot be expected to force their way on like those few exceptions I have mentioned. But if there are facilities given for improvement and study, in any way, there are a great many who might be very well qualified to take advantage of them, and profit by them in after life; and especially in a community like this, where there are such openings in life for all of you; it is of very great importance you should not lose such opportunities as are now afforded you in classes of this value. I see here a silver medal, which will be given by and by to one who is considered to have distinguished himself in general proficiency; and I may mention—I hope without any improper allusion to my own early life—that, though it is now nearly half a century ago, I remember, when I was at school, having had a silver medal given to myself. And I now remember perfectly well the satisfaction I experienced at having that little honorary distinction conferred upon me. I treasure it to this day as a memorial of my school days, and I trust that any prizes you may get now will be, in the same way, retained by you hereafter as memorials of your progress, and as a stimulus to the further prosecution of your studies, and not be regarded as a matter of mere gratification at the moment. I shall not take up more of your time by making other remarks, but proceed at once to the distribution of the prizes. (Loud applause.) His Lordship then distributed the prizes. The Chairman then introduced the Hon. T. D. McGee, who came forward and said that it was only in consequence of the absence of Mr. Chamberlain that he was present. Hitherto he had an honorary connection with the institution, but until that evening he had never been with them. He would take the liberty of urging upon the English class the importance of good spelling and laying a proper foundation for a clear and manly style of hand writing. He was in the habit of receiving many hundreds of letters himself, and he thought people often formed opinions of a man by his writing and spelling. There were some fortune-tellers who would predict whether an individual was to be married two or three times, and other circumstances, from a specimen of his caligraphy. Without going so far as this, however, he had no doubt that many a fellow lost his chance in life by inattention to this important point. The presumption was, that where a man wrote a good hand, with bad spelling, he was a careless man, as if he had ability to learn to write well, he ought also to have acquired a knowledge of spelling. As the two stepping-stones to success, every boy not absolutely stupid, ought to acquire a knowledge of spelling and writing. They had seen that night whoever gave support to the institution was laying the foundation of that leading industrial position which was destined to be one of the characteristics of Montreal. The great object was to make the mechanics class capable of undertaking the higher branches of their art. What made some artists more valuable than others? He knew men in New England travel far and wide in search of such men, and even cross the Atlantic in search of them, in order to place them at the head of their establishments. The hon. gentleman then remarked that if the attention of young men could be turned to the higher branches of these pursuits, it would be much better than their going into the over-crowded professions, where, in order to retain a position very little better, it was necessary to keep up certain appearances. He would ask the master mechanics to support the institution in such a manner that in future the pupils of the different classes would fill the whole room. With these few remarks he presented the prizes. Mr. Becket then stated, the drawing class intended to present their teacher with two handsome volumes, at which, he presumed, the whole class were equally delighted. The volumes were the "Imperial Gazetteer." The Chairman then introduced the Hon. J. P. O. Chauveau who said that it only remained for him to congratulate them on the satisfactory nature of the proceedings. The question of the Industrial Schools was that of the day all over Europe. He trusted the beginning made here would be an example to the rest of the country, such schools having been established in France, Belgium and elsewhere. Referring to evening classes, he observed they met the wants of a large class in the community, especially of children who had to spend the day in earning their daily bread, and he thought in this matter the children in cities had the advantage of those in the country. He said that the fact of young men attending evening classes was one of the best certificates they could have. A large proportion of them got on in the world, of which there were many examples known in other countries, which show that if a man was determined to get on he could do so. Knowledge acquired under difficulties was more prized. As example was better than argument, he would relate an instance. The hon. gentleman then related an instance of a young man who came to Quebec, being unable to either read or write, and attended evening class. At the time of the war of 1812 he entered into a trade and realized a small fortune. In gratitude for his success, he established a public school,