

one place quite as much as the other. They could not too scrupulously or too constantly practice habits of manly honor, truthfulness and self-respect. These are the qualities that are sure to command the respect and esteem of their fellow-men. For he felt it a duty to warn them that while the possession of knowledge gave them great power, it was a sort of power that might be turned to evil as well as good. He would not—God forbid that any should—even for that reason, withhold from any the blessings which education confers. Yet he would warn them to take care that they made good use of this power. They should enter the world like good soldiers entering an enemy's country: circumspectly, cautiously, keeping a good look out. You will enter on the discharge of the duties of life with great advantages, great opportunities to rise; the world is all before you, more particularly the bright, fresh field of this western world. May success attend you.

His Excellency spoke with much earnestness and feeling, and was listened to with marked attention, (the audience standing while he spoke) and was loudly applauded at the end of his address.

The Hon. P. J. O. Chauveau, L. L. D., Superintendent of Education for Canada East, being then called upon, said:—Having been called upon to be present at many examinations and considering the heat of the day he knew not what to say. But, however, this occasion was very *apropos* to the season, for as we looked forth and beheld the corn in the fields destined to fill our granaries and to supply our future food, so when we looked upon the colleges and schools we saw another harvest—an intellectual one—ripening, they saw laurels such as they had that day won. He had attended the examinations which had just closed, and felt it refreshing and consoling to witness the progress which had been made. He was pleased to learn from the remarks made by the Rector, that the Latin and French languages were in greater favor with the pupils than in former years. He had noticed in other institutions, during his recent visits, that the natural sciences which were of great use in practical life were fast increasing in favor. He looked with pleasure upon these circumstances as combining to form an equilibrium among all classes of the community, enabling them to work harmoniously together and tending to allay that bad feeling which, notwithstanding all that had been done to prevent it, was sometimes exhibited in this country. Before concluding he must say a few words of warning to them. He had visited a number of ladies' academies lately, and independently of all the advantages they have over us, they seemed to be making such surprising progress that if the High School boys were determined to keep pace with them they had a great deal to do. He concluded by thanking His Excellency, on behalf of the friends of education, for his presence on that occasion, adding that when His Excellency was present at the inauguration of the two Normal Schools in this city last spring, he gave a sample of his zeal in the cause of education, which would not in any way detract from the laurels he had won elsewhere.

He sat down amidst great applause.

Mr. Justice Day remarked that he had been in the habit of meeting many of his young friends then present from year to year, on the occasion of the distribution of the rewards of the school. These rewards were marks of the sense entertained by those best able to judge of the merits of the pupils and of the manner in which they had conducted themselves during the preceding half year. The reception of those gifts was a natural and proper subject for congratulation; but there was something which lay behind that reception—something better than the prizes themselves—he meant the habits of diligence and self-control and self-reliance which had led to the rewards being obtained.—There were two respects in which this matter might be considered. First, that rewards did not always follow merit, but depended upon the judgment and will of others—judgment sometimes erroneous—will sometimes capricious.—But the self-control, which arose from well-directed, long-continued effort, depended on nothing but one's self. It was a thing, which once acquired, nothing could take away. This was a consideration for those who had this year failed to obtain a prize, but who in the endeavor had obtained what was better than a prize. If they had failed this year and should fail again next year as to the prizes, they would succeed as to this better acquisition. So in the great prize of life. Rewards did not always follow merit. Some did not obtain rewards; but all by struggling for them secured those qualities of mind and those characteristics of conduct which bound society together, and without which the world would soon fall into a state of utter disorder. The prizes had been distributed that day by the hands of one holding the highest place in the colony as the representative of the Crown, and who had received the most enviable rewards which a grateful country could bestow. It was, therefore, worth while to remember from whose hands these prizes had come. In the name of the pupils, and in that of the University to which the school belonged, he thanked His Excellency for the kindness which had induced him to lend his countenance on that occasion.

Mr. Jno. Dougall, in saying a few words divided his discourse into two parts—the first of unmixed praise, at all he had seen; the examinations of the classes were highly gratifying. The personal conduct of the boys was very gentlemanly and reflected the greatest credit on their teachers. The readiness of their answers, too, were all that could be required, especially in the examination on scriptural subjects. In the bible classes, the examination was listened to by him with great pleasure. The answers were particularly pleasing, in respect to scripture anecdotes, history, proofs of Christianity, &c. The doctrinal parts were not, he supposed, taught. It was delightful thus to find secular education mixed with

something which was better. The second part of his discourse was designed to show that something was still wanting. He had heard it said that, in the family, a man of sullen exterior, though possessing great love in his heart, could not bring out that love, and was thus an unpleasant companion to those with whom he came in contact. So if a person had all sorts of learning, it could do no good unless he possessed the faculty of bringing it out. There was man in Massachusetts who, beginning life as a cobbler's apprentice, had become a Senator, and the leader of the republican or liberty party; and would perhaps become President. The great faculty of that man was eloquence—the power of bringing out, in an impressive and forcible manner what he had to say. In Ohio, too, there was a man called the Ohio waggon boy, who became a Cabinet Minister, and throughout the States other men who had risen in the same manner, because they could wield power through their oral addresses. He thought, then, there should be in the school a master of elocution, to teach the boys to read effectively and to say what they had to say clearly and forcibly. If the greatness of the success of its pupils was the best measure of the reputation of a school, nothing could give more weight to any institution than this kind of instruction. Why should it be neglected in a country where men had to fight their own way and so frequently do so by the way of public speaking, he could not tell. He ventured to say however, that if the boys petitioned for such a professor their request would be attended to.

Mr. J. J. Day congratulated the masters on the efficiency of their instruction, especially mentioning Mr. Gibson and the Latin class, where the latin was made the means of developing a sound knowledge of English. He also alluded in high terms of praise to the labours of Messrs. Rogers and Bowman; saying at the same time that he believed the School owed very much, with respect to religious education, to the mothers of the pupils, of whom many had constantly exerted themselves to keep their children to their lessons.

The Rector then mentioned that the convocation of McGill College had last year conferred on Mr. Gibson the honorary degree of M. A., and he (the Rector) and the other masters of the School desired to take that occasion of presenting their colleague with an academical cap and hood in token of respect. The compliment paid Mr. Gibson by Mr. Day was every word of it deserved by Mr. Gibson. That gentleman had been in the institution for 14 years, and it was with his support, and that of Mr. Roger, that he (the Rector) had prevented the school from going to pieces some years ago. The conferring of a degree upon him certified his scholarship, since the University was not in the habit of granting such honours except to those who merit them.

Mr. Gibson said that he would have much preferred a private presentation, as he was quite unused to public speaking. He embraced this the first opportunity that had offered of assuring the Convocation of McGill College that he duly appreciated the honorary degree of M. A.; which they had been pleased to confer upon him somewhat above a year ago, and that he should ever entertain a grateful sense of their kindness in conferring it. With regard to the cap and its accompaniment, he begged to assure his colleagues (with two of whom he had laboured for 10 and 9 years respectively and with the others for shorter periods, one being a pupil of his own in the mother country) that he duly appreciated the motives which had prompted them on the present occasion to present him with this token of their esteem and regard, and that it was his earnest and sincere prayer that they might be long spared together to prosecute their useful and honourable labours. If agreeable to the audience he would detain them with a few brief remarks. Mr. G. stated that, when he reached that period of life when it falls to the lot of a young man to make a selection of a profession for his future exertions, the profession of a Minister of the Gospel and that of a teacher of youth were the only two that suggested themselves to his mind, as presenting a field in which he might most successfully conduce by his labours towards the well-being of his fellow-creatures here and hereafter. At length circumstances so over-ruled that he became permanently a teacher of youth. For 32 years he had now laboured publicly as such, during the last 14 of which he has been in connection with this High School, being the only remaining teacher of the original staff in 1843. During the previous 10 years he had acted as headmaster of Calvin's Institution in the vicinity of Edinburgh, Scotland, to which he had the honour and pleasure of being appointed shortly before its opening in 1833. Its founder was the son of a Parisian refugee, who came to reside in that city towards the close of the last century. Having attended the High School and College, and afterwards the University of Paris, Calvin became a most successful teacher of the French language, so that for a long series of years he secured the almost undivided patronage of his fellow-citizens. Having by teaching and farming realized between twenty-five and thirty thousand pounds, he endowed the Institution for the "maintenance and education of boys, the sons of respectable but poor teachers and poor but honest farmers." Mr. Gibson's colleague, Mr. Borthwick, was a pupil during his incumbency therein, as was also Mr. B's predecessor in the High School, Mr. Robertson, who, after about 18 months' faithful labours was cut off by consumption in the fall of 1855. Mr. Gibson added that in taking a retrospect of these 32 years he never experienced any misgiving as to the usefulness and honourableness of the profession of which he had made choice, and that it is his impression that he would not have exchanged it for any other, if in his power. He stated a fact that had struck him with regard to the pupils composing the classes in the High School, viz., that of nearly 1,000 pupils who had been under his tuition during the 14 years'