

been so long neglected. It had a spell about it that could excite any of the human emotions—that could appeal alike to hope and fear and love and joy—that had no limit to its power; and yet how recent had been its introduction. He was aware that there had been a prejudice against it to the effect that it would teach young men to be idle, but he need scarcely show the absurdity of that superstition—as if a young man must be idle because he was capable of appreciating music and evoking its sweet sounds. He was glad that we had at last got to appreciate that important member of the æsthetic family—that powerful instrument which could influence all the passions of the human nature. But to pass from music to natural history, from the harmony of numbers to the harmony of God's visible creation. A strange thing it was that although the attention of men had been so long directed to subjects of education yet this one also should have been neglected. It was with this that the first ray of intelligence that dawns upon the infant mind was connected. The child long before he can walk looks out upon the world, and as soon as he can speak his first enquiries are concerning it—enquiries which, in nine cases out of ten, do not receive a proper answer. Strange, that well-informed persons should have such little knowledge of things present with them every day. Take for instance a fly: how few could give correct information regarding the habits of that small insect? We might be told, indeed, that a fly was an annoying creature, that would persist in getting into cream jugs, settling on the butter, robbing the sugar from our strawberries, and (of we were rather lazily disposed) in walking over the tips of our noses in the morning before we wanted to get up; but this was the description of a fly in its dissipated state—a fly corrupted and degraded by the civilization of man. Ask, however, what is his proper task, and what part he plays as a great scavenger in creation, what rank he holds, and of what use he is in nature?—and few know. This was a familiar instance he had chosen. There were many such in the insect world, of which perhaps less was known than of the fly, and there were still more in the vegetable world that we trample under our feet. It was time that this ignorance was removed; and he trusted that the efforts that were then being made would be persevered with, until there could no longer be any person found in the land who was ignorant of natural history. He would proceed to say a few words to the pupils, in conclusion, on the peculiar nature of the profession they had chosen. They had his warmest sympathy and his best wishes for their success. Of the importance of the mission upon which they were setting out enough had been already said; yet there remained an error into which they were liable to fall, and from which he would endeavor to warn them; and that was the belief that the work before them was merely intellectual work—a training of the talents and faculties only. Now, this was not the case. No knowledge could be given to the pupils whom they might have in charge without at the same time a knowledge of good and evil being imparted with it. Every lesson would bring with it some germ of the distinction between right and wrong; and it was their duty to see that this should be done, and to direct it, that the great fundamental principles of justice, truth, honesty, and the eternal foundation of our salvation should be, as they were capable of being, transmitted in the very simplest lessons. This might be done without any fear of an approach to sectarian principles. It was an arduous task that lay before them, and could not be performed without an effort; yet they would remember that there were two great powers that would enable them to perform it: first, a humble self-denial; and secondly, a brave, unflinching industry. The true power was the power of labor, not the power of intellect, which, without perseverance, was little or nothing. A celebrated writer had said, "Genius is patience"—nay, rather let them say that genius without patience is nothing worth. It is the gold cup without the generous wine or limpid water. Let them fill it to the brim with honest industry, and wait quietly for their success, knowing that common sense and patient labor had done more than all the idle genius that ever flashed through it since the world began. In conclusion, he would again assure them of his deep sympathy, and his hope that their work would be successful.

After a few concluding remarks by the Honorable Superintendent, and the national anthem having been sung by the pupils in which the audience joined, the proceedings were closed by the benediction by the Revd. professor Cornish.

The distribution of prizes and diplomas at the Laval Normal School, Quebec, took place on the same day; His Lordship the Administrator of the diocese presided, and he expressed with great warmth and feeling, the pleasure he had derived from the general good conduct and the success of the pupils. The *Canadien* speaks in a most flattering manner of the result of the examinations of the male pupil teachers, at the Normal School, and of that of the female

pupil teachers at the Ursuline Convent. Mr. de Fenouillet on behalf of the professors, addressed the public and the pupils, and he performed this task with that elegance of style which is so much appreciated by all who have already heard him. 15 male and 7 female pupil teachers received diplomas. Scarcely were his arduous duties completed when the indefatigable Principal, the Revd. M. Langevin, left Quebec for the purpose of visiting several of the Normal Schools on this continent. After visiting those of Montreal, he immediately left for Toronto and the United States.

During a fortnight, the halls of the Jacques Cartier Normal School were thrown open to the public, and a few distinguished friends of education attended the examinations, conducted by the Superintendent, the Principal and the Professors of the schools. Among those present, we remarked the Revd. Messrs. Desmazures and Denis of the Seminary of St. Sulpice, Le Commandeur Viger, Dr. Leprohon and C. Cherrier, Esquire, Q. C. as well known for his high attainments and standing in the legal profession as for his estimable qualities as a citizen, and who is ever to be found where there is any good to be done.

Their Lordships the Roman Catholic Bishops were both absent from Montreal, on the 19th July, consequently, they were unable to honor the ceremonies at the Jacques-Cartier Normal School on that day with their presence. The meeting was presided over by the Superintendent. We noticed among the audience His Lordship the Anglican Bishop of Montreal, the very Revd. Vicar General Truteau, the Revd. Pere Vignon, the Rector, and the Revd. Pères Daly and Larcher and Mr. Professor Bibaud, of the St. Mary's College, also several clergymen and gentry from the surrounding country; The Hon. Mr. Justice Day, H. A. Howe, Esq., A. M. Rector of the High School, the Revd. Mr. Bond, and several other professors of the different protestant educational institutions of this city.

Mr. Principal Verreault opened the proceedings by reading his annual report. This year the Institution was attended by no less than forty-six pupil teachers. Of these, fifteen only received diplomas. From this fact alone, some idea may be formed of the severity of the examinations and of the strict discipline maintained in the establishment. Several very interesting experiments in caloric, atmospheric pressure, galvanism and electro-magnetism, were then very dexterously performed and explained with much clearness by Messrs. Giroux, Desplaines et Dostaller. A young lad, named Sheridan, recited the "Victoire de Chateauguay," by Mennet; another, named Sauvé, a little English piece, in order to show the care taken in teaching both the English and French languages, in the model school. The number of scholars now attending the model school, is 84, and from want of space, this number cannot be increased. By a singular coincidence, there are 41 pupils whose natural language is French, and 41 whose mother tongue is English. After the distribution of the prizes and diplomas the Superintendent made a short address to the new teachers.

But the most attractive part of the proceedings of the meeting, at which a large audience was present, was incontestably the musical portion of it. The *Gloria in Excelsis Deo*, from Mozart's 12th Mass; the *Insane*, by Haydn, and a *Laudate*, by Miné, were sung with great precision and effect, by a choir composed of the scholars of the normal and model schools. Several difficult pieces were also executed on the piano forte, by some of the scholars of the normal school, in a style to reflect infinite credit on Mr. Brauneis, the Professor, who has succeeded in bringing them to such a degree of perfection in so short a time. Mr. Brauneis has also had the direction of the choir, formed by the pupils of the two schools which has, on several occasions, lent its valuable assistance on occasions of religious festivals in St. Jacques church.

Mr. Archambault having then on behalf of the pupil teachers who had received diplomas, delivered the valedictory address—"God save the Queen" and "A la Claire Fontaine" were played, and the proceedings were closed.

High School Department of McGill College.

The distribution of prizes and award of honors to the successful candidates in the several forms of this institution, took place at the Hall of the McGill Normal School, at 3 p.m. on Friday, the 2nd instant, before a numerous and distinguished audience, composed principally of the parents of the pupils.

On the platform, the Hon. Peter McGill, the Senior Governor of the University present, presided. On his right, he was supported by Henry Aspinwall Howe, Esq., M. A. Rector of the High School, and by Dr. Dawson, Principal of the University; on the left, by Thomas Brown Anderson, Esq., Andrew Robertson, Esq., and Ben-