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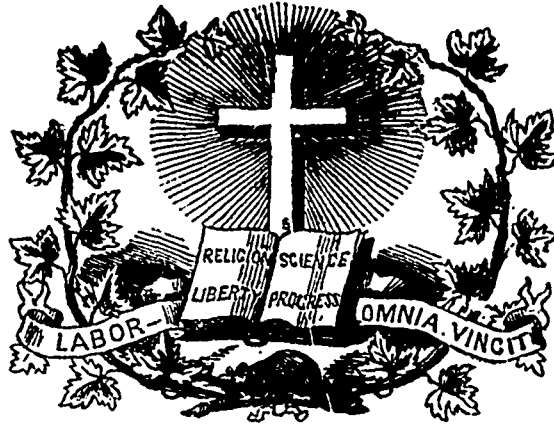
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# JOURNAL OF EDUCATION.

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**SUMMARY.**—**EDUCATION:** Object Teaching; by Chas. Dickens.—Botany in the Common Schools, by Dr. Thomas Hill.—Night Schools.—Graduation in Teaching and Training, by Inspector Bruce (Continued).—**POETRY:** An Hour at the Old Play-Ground; by Henry Monford.—**OFFICIAL NOTICES:** Appointments—School Commissioners.—Erection of School Municipalities.—Diplomas Granted: by the Normal Schools and Boards of Examiners.—Donations to the Library of the Department.—Situations Wanted.—Notice to Parties corresponding with the Department.—**EDITORIAL:** Teachers' Conferences.—Annual Convocation of Bishops' College, Lennoxville, and Inauguration of the new Grammar School Building.—The Governor General's Visit to the Normal Schools, Montreal.—The Visit to Villa Maria.—Conferences of the Teachers' Associations in connection with the Jacques Cartier and Laval Normal Schools.—Distribution of Prizes, etc., to the Pupils of the McGill High School; and to the Junior Department of Bishops' College.—**MONTHLY SUMMARY:** Educational, Scientific, and Miscellaneous Intelligence.—**ADVERTISEMENTS.**

## EDUCATION.

### OBJECT TEACHING.

BY CHAS. DICKENS.

It is but a stone's throw from the High Court of Chancery—High, as we say also of venison or pheasant, when it gets in very bad odor—to the London Mechanics' Institute in Southampton Buildings. After a ramble among lawyers in their wigs and gowns, and a good choke in the thick atmosphere of chancery itself, we stepped in at once, one day not long ago, among a multitude of children in pinafores and jackets. There they were, one or two hundred strong, taking their time from a teacher, clapping their hands and singing "Winter is coming," and a great many more songs. They suggested much better ideas of harmony than the argument of our learned brother, whom we had left speaking on the question, whether money bequeathed to be distributed in equal shares to John and Mary Wilson and James Brown—John and Mary being man and wife—was to be divided into two parts or into three.

The children, when we went among them, were just passing from one class into another, and met in the great lecture room to sing together while they were about it. Some filed in, and some filed out; some were on the floor, some in the gallery; all seemed to be happy enough, except one urchin at the extreme corner of a gallery. He displayed an open copy book before him to the public gaze, by way of penance for transgressions in the writing lesson, but he looked by no means hopelessly dejected.

There are three hundred and fifty children in attendance on this school, which is conducted by five teachers. The children here, we were informed, are classed in the first instance according to their ages in three divisions, the first taking in those under eight years old; the second, those between eight and eleven; the third, children older than eleven. These form, in fact, three ages of youth. It is found most convenient to teach children classed upon this principle, and to keep the elder and the younger boys from

mutual action on each other, because it would be impossible to provide for such a school so many teachers as could exercise very minute supervision. In each of these three divisions, the children are subdivided for the purpose of instruction into two classes—the quick and the slow—which receive lessons suited to their respective capacities. It is obvious that, without punishment, five teachers could not preserve discipline among three hundred and fifty boys; and therefore, though it is but seldom used, a cane is kept on the establishment.

The children having clapped and sung together, sang their way out of the great room, in file, while others began streaming in. We were invited to an Object Lesson, and marched off (not venturing to sing our way into a class room), where we took our seat among the pupils, whose age varied between eight years and eleven. The teacher was before us. We were all attention. "Hands down." We did it. "Hands on knees." Beautifully simultaneous. Very good. The lesson began.

"I have something in my pocket," said our teacher, "which I am always glad to have there." We were old enough and worldly enough to know what he meant; but boys aspire to fill their pockets with so many things that, according to their minds, the something in the teacher's pocket might be string, apple, knife, brass button, top, hardbake, stick of firewood for boat, crumbs, squirt, gunpowder, marbles, slate pencil, pea-shooter, brad-awl, or perhaps small canon. They attempted no rash guess, therefore, at that stage of the problem. "Boys also," our teacher continued, "like to have it, though when it gets into a boy's pocket, I believe that it is often said to burn a hole there." Instantly twenty out-stretched hands indicated an idea demanding utterance in twenty heads. "If you please sir, I know what it is." "What is it?" "A piece of coal."

You draw your reasoning, my boy, from a part only of the information given to you, founding your view of things on the last words that sounded in your ears. We laughed at you, cheerfully; but when we see the same thing done in the world daily by your elders, we do not always find it laughing matter.

"This little thing in my pocket," the teacher continued, "has not much power by itself, but when many of the same kind come together, they can do great deeds. A number of them have assembled lately to build handsome monuments to a great man, whose name you all ought to know, who made the penny loaf bigger than it used to be—do you know what great man that was?" Minds were out, answers were ready, but they ran pretty exclusively in favor of Prince Albert and the Duke of Wellington. "I am sure," says the teacher, "you must have heard who made all the loaves larger without altering the price, think again—who was it?" A confident voice hazarded the suggestion that it was "Guy Fawkes," and half-a-dozen voices cried "Guy Fawkes." There are always some to follow the absurdest lead, if it be taken confidently, in the great as in the little world.

"Guy Fawkes! nonsense, do you mean him to be carried about in your heads all through November and December?" More

inquiry at length elicited, after a little uncertain hovering about Louis Napoleon, the decisive opinion that the man who made bread was Sir Robert Peel. "If you please, sir," said an argumentative little fellow, "he did not make the penny loaf bigger." "Why not?" "He did not make the loaf: he made the baker make it." The difficulty thus started having been properly gone into and further statement of the riddle having been given, it was at length fairly guessed that the teacher's object upon which he meant to talk with us that day was a Penny.

We ascertained that it was round, that it was hard, that it was brown, that it was heavy—by which we meant, as some of us explained, that it was heavier than the same quantity of water—that it was stamped on both sides and so forth; also that it was made of copper. Pence being next regarded purely in the light of coppers, the name of the metal, "Copper," was written at the top of a black board, and a line was drawn, along which we were to place a regiment of qualities. We began easily by asserting copper to be hard; and showed our penetration by discovering that, since a penny would not do for framing as a spy-glass, it must be opaque. Spell opaque? O dear, yes! twenty hands were out; but we were not all so wise as we imagined. No matter; there are folks of bigger size elsewhere who undertake what they are not able to do. O-p-a-k-e ought to be right; but, like not a few of which we could argue that they must be right, it happened to be wrong, so what was the use of talking. We heard a little boy in the corner whispering the truth, afraid as yet to utter it too boldly. It was not the only truth that has appeared first in a whisper. Yet as truth is great and shall prevail, it was but fit that we all finally determined upon o-p-a-q-u-e; and so we did; and we all uttered those letters from all corners of the room with the more perfect confidence as they grew, by each repetition, more familiar to our minds.

A young student in a pinafore, eight years old and short for his age, square and solid, who had been sitting on the front row, nearly opposite the teacher, was upon his legs. He had advanced one or two steps on the floor holding out his hand; he had thought of another quality, and waited to catch Mr. Speaker's eye. But our eyes wandered among the outstretched hands, and other lips cried, "It is malleable;" so malleable was written on the board. It was not the word that still lurked in the mind of Master Square, who in a solid mood kept his position in advance, ready to put forth his suggestion at the earliest opportunity. What malleable meant, was the question over which we were now called upon to hammer, but we soon beat the answer out among ourselves; and then we spelt the word, and malleability into the bargain. Master Square uplifted his hand the moment we had finished; but there rose other hands again, and the young philosopher, biding his time in sturdy silence, listened through the discussion raised as to whether or not copper might be called odoriferous. This debate over, Square was again ready—but an eager little fellow cried that copper is tenacious, upon which there was a new quality submitted to our notice, which we must discuss, explain, and of which the name had to be spelt. But Master Square's idea had not yet been forestalled, and he, like copper, ranked tenacity among his qualities. At length he caught Mr. Chairman's eye, and said with a small voice, "Please, sir, I know a quality." "And what is that?" the teacher asked. Little Square replied, as he resumed his seat, "It's INORGANIC."

Here was a bombshell of a word thrown among us by this little fellow, but we did not flinch. Inorganic of course meant "got no organs," and we all knew what an organ was, and what a function was, and what were the grand marks of distinction between living and dead matter, and between animal and vegetable life. So we went on, with a little information about mining, and display of copper ore; a talk about pyrites, and such matters. Three quarters of an hour had slipped away.

### Botany in the Common School.

BY DR. THOMAS HILL.

When we consider the rank which the vegetable kingdom takes in the world, Botany will appear, even at first sight, to be a study of prime importance.

All organic life must begin with the plant. No animal has power to digest and feed upon the raw inorganic material of nature, but he must of necessity eat organized food, either vegetable or animal; so that in the last analysis the animal kingdom is wholly dependent upon plants; and man himself, though not living by bread alone, could not live without it,—without vegetable food; for himself or for the flocks on which he lives.

Plants lie, therefore, between animals and minerals,—the necessary connection between man and the earth on which he dwells,—the first teachers of the simplest forms of physiology and anatomy. And as surely as a knowledge of the human body is requisite for an intelligent mastery of the human mind, and of the highest and most important subjects upon which the mind can be exercised; so surely must a knowledge of food be prerequisite for a full knowledge of the body, and a knowledge of vegetable chemistry, and of the botanical peculiarities of many plants, be requisite to a knowledge of food. Some appreciation of botany is therefore absolutely essential to success in attaining any high intellectual life. The only question is, whether that knowledge shall be given systematically and intelligently in school, or whether it shall be acquired by general ordinary observation. Before we decide this question let us consider, a little further, the general importance of the plant.

Not only is it the only source of food to the animal, but it is the great purifier of the air by which the atmosphere is kept fit for respiration. As this effect is not usually immediately and locally visible, it is overlooked. But when we consider the immense amount of carbon withdrawn from the air, and of oxygen returned to it, by the annual growth of plants, and deepening of the layer of vegetable mould, we must acknowledge that its effects upon the whole atmosphere is worthy of grateful recognition.

The economic uses of the plant, other than in the great multiplicity of forms of vegetable food, are not to be forgotten. Our clothing from hemp and flax, and from the mulberry tree through the agency of the silk worm,—not to mention wool manufactured by sheep from grass,—will recur at once to mind. Add to this timber for ships and houses and the mechanic arts, and charcoal, a necessary ingredient in gunpowder,—and we may pass by various resins, gums, and coloring matters. But we must not forget our fuel, whether in the form of wood, or of coal, the product of forests a thousand centuries old,—nor our illuminating agents, oil, and kerosene, and coal-gas.

Nor must we forget that the plant not only feeds and clothes, and shelters, and warms, and lights us, and gives freshness to the air we breathe, but feeds the soul also, by its beauty, and by its manifestation of the Divine thoughts. Even the winter landscape owes its chief charm to the forms of the leafless trees, or to the varied appearances of the hills and plains as covered with evergreens, or deciduous trees, with forest or brushwood, or wild dead weeds or seared grass, or green grass peeping through the snow. And in summer, who can measure the tides of joy that flow in upon us from the inexpressible beauty of the forests and of the fields, of trees and flowers, of both the forms and the coloring of plants, whether in groups and masses or standing alone? From the giant trees of California down to the minute lichen staining the weather-beaten stone, all plants have a certain beauty, felt even when not consciously recognized.

They are, in short, messengers from God, bringing us gifts of every kind, offering to teach us invaluable lessons, and giving us assurances of His illimitable love.

The lessons which they have given and still have to give to man, in the intellectual problems of classifying them, studying their physiology, and their relations to the earth, and to each other, and to the various tribes of animals, are innumerable.

Now it seems to me self-evident that so vast and so important a field as this should not be left untrod,—that botany should not be neglected, or left to be studied by a few,—that it makes imperative claims upon us to be considered, in its great features, a study for all men,—an essential part in a liberal education. And it must never be forgotten that in a democratic government all men are entitled to a liberal education,—an education for a freeman and a gentleman.

The question next arises: At what period of the scholar's progress, and in what form shall Botany be introduced?

It may readily be shown that while, in general, Botany must succeed Physics, just as Physics must succeed Mathematics, yet the Anatomy and classification of Plants may succeed immediately upon Geometry. The dandelion blossoms by every roadside and by every door step (except where the barbarian practice of allowing swine to run at large prevails; there nothing but iron-weed and fetid camomile are found), and the child is no sooner able to talk than it can learn to name it, and to distinguish it from every other flower. Geometrical forms determine every species, every germ, every family in the vegetable kingdom, and geometrical forms are the earliest of all distinctly intellectual objects of perception. The child may therefore take plants as his first objects of study. Nay, does not the plant springing under every footstep, and the universal love of flowers implanted in every child's heart, indicate the purpose of God, that these should be the

first text books in the school of life? I believe so, most earnestly, and am astonished to learn that in all the public schools of this state, with a population of three millions, only forty-one scholars were last year studying Botany.

The best text-book, for children of ten or twelve years of age, with which I am acquainted, is Dr. Gray's, *How plants grow*. But a better book may be readily imagined for children of from six to twelve years, founded on the model of some papers in "Evening at Home" on Umbelliferous plants, Cruciform plants, the Pulse family, the Grasses, &c. In these papers, Dr. Arken and his sister have seized, as if by prophecy, the practical application of Agassiz' views of classification. According to our great Zoologist, families are characterized by form. And inasmuch as form is the earliest object of intellectual apprehension, children will appreciate the relationship of family, sooner than that of class, or genus. I have therefore in the oral teaching of botany imitated the authors of Evening at Home, and given the child (before he could grasp any facts of physiology, or recognize generic identity) the names of families, and the striking traits that characterize them. The rayed Compositæ, the winged Papilionacæ, the square stemmed mints, the didynamous Scrophulariacæ, the polyandrous roses, the cup bearing oaks, the cone bearing pines, the hexandrous lilies, the grasses, the leafy ferns, the mosses, the lichens, and many other families, or orders, (for it must be confessed that orders and families are in botany less easy to distinguish than in zoology) may be readily made familiar to a child of less than ten years old; provided the teacher is acquainted with them, and appreciates these realities of God's thought, these ideas in the text-book of Nature, above the mere modes in which man spells and writes his interpretation of them.

Around every school-house in America, and within easy walking distance for the scholar (making only the proviso that swine are not suffered to run at large on the road and in the woods), hundreds of different species of flowers may be found during the course of the school year. In many schools the pupils are accustomed to bring in bouquets to the teachers, and a single word from the teacher would induce them to bring in specimens of every kind of plant. Let the teacher take up each of these plants as the basis of a brief object lesson,—impressing upon them of artificial learning only these three words, the generic name, the common name, and the name of the family,—and leading them to as much observation, or giving them as much real knowledge as the time may permit.

For example a leaf of clover is brought in. The genus is *Trifolium*, the common name of the genus is clover, and it belongs to the pulse family, with peas and beans, and locust trees.

These are the three things for every pupil to remember. Then if the flower is brought in, the children may examine it, be led, by actual dissection, to find the likeness to the pea blossom, the five partially united sepals, the two united petals forming the keel, the two wing petals, and the standard. Or you may tell them of the different species of clover, the red, and the white, and the yellow, and the rabbit foot. Or you may describe the various sub-families, tribes and sub-tribes into which the family is divided, and the great extent and variety of the field thus enclosed,—or the multitude of dye-stuffs, and precious woods, and medicines, and articles of food obtained from them. But be careful not to confuse the memory and imagination by too much of this verbal description. Rather bid them be upon the watch to find new plants of the family, and to bring in, without your previous description, the peas, and beans, the locusts, and melilots, and red birds, and beggarsticks, and vetches which they may in the course of the season discover to have papilionaceous flowers.

The most common flowers are best, because you may then have each pupil in the school provided with a specimen, and all simultaneously engaged in dissecting, under your direction, the flower, or examining it without dissection. It is well for the teacher to be provided with two or three cheap magnifying glasses for the use of the scholars in looking at the minuter part. It will of course be necessary for the teacher to be provided with Dr. Gray's Manual, and it will be better for her to be provided also with other books, such as his Systematic Text Book (both the oldest and newest editions), Bigelow's Plants of Boston, Emerson's Trees of Massachusetts, Tuckerman's Lichens, &c., &c.

But if the teacher has neither taste nor time, nor means to go largely into the study, let her at least teach the pupils to use the Popular Flora in *How Plants Grow*,—and herself use the larger Manual.

But it may be objected that there is no time for this study of Botany in the primary schools; that there is no reason if Botany is introduced why Zoology should not be also; and that there is

danger of crowding out the fundamental branches of Reading, Writing and Arithmetic.

I reply that reading cannot be taught mechanically, and that the enlargement of the child's mind and heart is the surest way, in the long run, to improve his reading; that Arithmetic can be as thoroughly and perfectly mastered in two winters as it ever can be,—and that a knowledge of plants is as important for the child as any thing that can be taught him. As for Zoology, it should be taught to some extent in early life, but Botany certainly precedes it, and is easier for the child;—the plant stands still to be caught and examined.

Flowers always touch a child's heart, and never become altogether common place even to the hardened adult. A little study of Botany gives every plant the interest of a flower. As I walked one day through Arch St., Boston, I saw between the bricks of the sidewalk, in that frequent thoroughfare, a number of little plants, and counted, I forget the precise number, but nearly a dozen, different species. It was like meeting a dozen country friends. Each little plant awakened some pleasing recollection, some familiar association, that swelled the gladness in my heart. And if a knowledge of plants was thus available to the soul's life in a passenger upon the brick sidewalk of a crowded city, where is the place in which it can be useless?—*Ohio Educational Monthly*.

### Night Schools.

There are now in operation in this city forty-two public evening schools, about half of which are for males, and the remainder for females. The number of teachers employed is four hundred, chiefly selected from those engaged in the day schools, who, by enlarging the sphere of their duties, in this way receive a slight addition in salary. The "local boards of school officers" nominate the night school teachers.

The object of the evening schools, as distinguished from the ordinary ward schools, is to attract the voluntary attendance of a class of persons whose employments during the day preclude their enjoyment of the daily course of study, and it is a rule that none who attend the day schools shall be admitted at night. We must, then, believe that all those processions of little children which form so large a part of the attendance at the night schools are engaged during the day in some industrial avocation, and are necessarily unfit to be kept up late in the evening to drag wearily over unappreciated lessons. The City Superintendent's report wisely says: "In my last report I assigned some reasons for arriving at the conclusion that children under twelve years of age should not be permitted to enter our evening schools, and another year's observation and experience have only confirmed me in the correctness of the opinion then expressed."

The attendance at the night schools is to a large extent composed of foreigners and their children, who are mainly ignorant of our language, and are taught its peculiarities by teachers of their own nationalities, who have become thoroughly familiar with it. In the German classes especially, the utmost diligence is observable, and it not unfrequently occurs that elderly men, erudite in the literature of their own countries, will, immediately upon taking up their residence here, accept with avidity the advantages offered in the night schools, and study with a determination which speedily results in the most satisfactory advancement.

The opening night of a term in the evening schools is a period dreaded by the teachers and order-loving school officers. It is estimated that at least three weeks are required to "weed out" the rebellious spirits, who make the tour of the schools in order to test the quality of the teachers' endurance, with no higher aim than their own amusement. Their tests consist of various feats of agility performed during the momentary absence of the teacher, such as piling up slates and jumping upon them, a process which interferes with the future usefulness of these articles; tricks of legerdemain and various annoyances, ingeniously devised and pertinaciously adhered to. The schools soon get rid of these rebellious spirits, and the work begins in earnest.

Boys and men, of ages ranging from seven to sixty years, attend the better conducted schools; the "old boys" often proving themselves the hardest students. In one school there is a class of females, whose ages range from sixteen to thirty years, and whose mien and dress indicate their employment in the cleaner trades, such as mantilla making, shop-tending, &c. The course of instruction in this school is purely oral.

A class of boys called "tobacco strippers" attend the evening schools, and are recognizable with moderately developed olfactory

at a distance of ten or fifteen feet, by the peculiar aroma pertaining to their hair and clothes. They are all employed in the tobacco factories, and pass their evenings at school. In another place there is one class entirely composed of men between the ages of twenty and forty, who are unwilling to be placed with little boys, although in fact they are far behind some of the youngest in intelligence and acquirements. The women of advanced years are not so fastidious, but receive with patient attention the same instruction which is adapted to the child beside them.

In Clark street, near Broome, there is a school-room furnished with appropriate objects of ornament and utility, all combining to impress the pupil's mind with agreeable associations. A library at one end of the room is well stored with books upon history, biography, travels, poetry and science generally, while busts, pictures and drawings adorn the walls. At the Seventeenth street school, also, a genial spirit animates the exercises; the teachers relieving the dryer portions of study by reading to the pupils a story, an essay, or a passage of history. The principal of the school argues that the hard-working mechanic, for whom these places of instruction are provided, would go to bed at home rather than attend a night-school where the reins are pulled too tightly upon him. "The Constitution of the United States" forms one of a series of familiar lectures which are now going on at this school, and as most of the attendants are voters, the subject becomes a matter of interest and practical importance to them.

In some of the schools there are large and well-furnished cases of chemical apparatus, and musical entertainments are also made an attractive feature. In one of the wards, musical soirees are held twice a week, and not unfrequently rendered doubly attractive by high artistic talent, which is volunteered for the occasion.

In the female schools there are frequently some noticeable specimens of matronly scholars. In one school, a married woman, having no children, has been a punctual attendant for three terms, and is desirous of continuing through the entire course of study. An Irish girl, who had been a pupil, married a Chinese, and made him "come along to school," so that they passed their honeymoon in the pursuit of knowledge. In another case, an old man, while engaged in looking for his grandson, was induced to join him in study, and has since become one of the most diligent of scholars; and it sometimes occurs three generations are represented in the same school meeting in the same class on occasions when reviews take place.

In many of these schools the rod is still used, and the teachers are perplexed and annoyed by the perversity of the younger children who attend; but in the best conducted establishments, the whip is laid aside and the scholar's pride is appealed to. The results of the system of moral suasion are perfectly illustrated in the school in Wooster street, where flogging never occurs, and where good order always prevails. One evening recently, we found the teachers in the female department of this school in the act of giving the pupils an epitome of current events, assisting the pupils' comprehension of the movements of our armies by sketching plans of important points upon the black-board. The male department is conducted upon a plan of semi-military discipline, and the boys enjoy the novelty.

The evening schools, as a whole, are excellent institutions, and are doing a good work, affording to persons of all ages and nationalities the full benefits of gratuitous elementary education. They are generally well attended, and the teachers, with few exceptions, are capable and earnest.—*New York Evening Post.*

### Graduation in Teaching and Training.

(Continued from our last.)

3. Distinct articulation.—Correct articulation is the most important exercise of the voice and of the organs of speech. Without it, all attempts to arrive at excellence will prove unsuccessful. The different powers of the letters of the alphabet should be well understood, and so pronounced in words, as to strike upon the ear with distinctive force, and without the least confusion. The pronunciation of words, as wholes, should be full, expressive and distinct,—making the voice run over all the sounded letters in each,—giving each its distinctive power—and all a linked, correct enunciation. Words must not be hurried over; nor syllables precipitated over each other; nor melted together into a confused mass. They must neither be abridged nor too much prolonged, nor propelled from the mouth as a shot—their utterance must give them a finished character; and the tone of their pronunciation must show their place and connection in sentences. Thus pro-

nounced and delivered from the lips they will have a *perfect finish*, neatly struck, as it were by the proper organs—distinct, sharp, in due, proper succession, and of due relative weight and value.

This part of correct reading belongs properly to the *first* stages of elementary reading lessons. At these stages teachers cannot pay too much attention to this part of teaching. The importance of a perfectly distinct enunciation can never be impressed too deeply on the mind of the scholar; nor too much practice given to *foster the habit* of correctly articulating words in their conjunctive forms. Inattention to this in early practice, is extensively the cause of an imperfect articulation. Were exact articulation more studied, a hundred faults in reading,—subversive of meaning—disagreeable to the ear—insuperable impediments to good reading,—would be avoided.

4. Correct pronunciation.—Correct pronunciation and good articulation go together. Are we at pains to make the articulation of the scholar good? It is, that we may properly prepare his organs for correctly pronouncing words; or giving letters, combined in words, that collected sound, which the most polished usage of the language assigns to them. We can neither speak nor read with grace, beauty or effect without this requisite. This branch of teaching does not receive always its due share of reasonable attention; many errors in pronunciation, therefore, occur in the exercise of reading, as performed by even the advanced classes in schools. To avoid such errors, it will be found necessary to discuss closely and minutely the correct pronunciation of every word which, in any lesson, is liable to be mispronounced. And, to do this efficiently, children should be thoroughly exercised on the powers of letters, of vowels especially, which have a variety of sounds. They should also be made familiar with accent, and with the different marks, or figures employed in dictionaries to indicate the pronunciation of words.—This is a part of teaching sadly neglected in our schools.

5. True time.—The movements of the voice should correspond with the character of the composition. And some expressions and even words should be pronounced with special reference to this. True time supposes an utterance well-proportioned in sound, pause and measure, neither too fast nor too slow, according well with the sense. We should never read so fast as to render our reading indistinct, nor so slow as to impair the vivacity or prevent the effect of what is read. "Everything tender or solemn, plaintive or grave, should be read with *great moderation*. Everything humorous or sprightly, everything witty or amusing, should be read in a brisk and lively manner. Narrations should generally be equable and flowing; vehemence, firm and accelerated; anger and joy, rapid; but dignity, authority, sublimity, reverence and awe, should—along with deeper tone—assume a slower movement. The movement, in every instance, should be adapted to the sense, and free from all hurry on the one hand, or drawing on the other." Pausing also in proper places and for sufficient time, should be particularly attended to. Hurrying on in a precipitant manner, without pausing till stopped for want of breath, is certainly a very great fault. It destroys distinctions between sentence and sentence, and between word and word. Thus all the grace of reading is lost, and not a little of the advantage of hearing. The reader divides what should be continued, and joins what should be separated, which destroys the sense and confounds the subject read.

6. Appropriate pauses.—A correct practical knowledge of pausing is an essential reading-qualification. Without it there can be no good reading; with it, the reader seldom fails to read with profit to himself and others. Without it, the correct and full meaning of what is read cannot possibly be brought out; but, with it, the meaning is made more manifest, and the ideas of the writer are shown to more advantage.

Ignorance of the art of pausing, is, indeed, ignorance of reading: for to read well supposes a knowledge of what is read; a knowledge of the grammatical and logical connection and relation of words; a knowledge of their separable and inseparable correlation, and how the voice, in its movements, by its tones, and by its different suspensions, should mark these off,—showing the beauty and connected harmony of the writer's composition and the onward flow of his ideas.

Every suspension of the voice should be in accordance with the writer's meaning and the character of his composition; and the tones of the voice at rests should show whether the pause is a momentary suspension to give effect to the sense and make it more manifest, a slight breaking off from the meaning, the completion of an affirmation, the end of a sentence, close of a section or the finish of reading.

Proper pausing, proper tones accompanying pauses, and suitable movements of the voice, are as essential to effective reading,

as a knowledge of the vocables of language, and how to put them together, properly to express our ideas.

Pauses are various. Some are short, and some are long. Some are made to give effect to the meaning; some to mark off modifying clauses; some to show the leading ideas of sentences; some to mark the distinct affirmations of compound sentences; and others the end of sentences; it is not unusual to stop occasionally for a momentary reflection.

I begin in giving a few directions, with examples, for short and our more frequent pauses. The places of these are generally marked by commas. Those short suspensions of the voice, called rhetorical or oratorical pauses, are to be made with reference to effect—marking the meaning more distinct—making it more intelligent and impressive—or giving more significance or expression to deep feeling and powerful emotions. The length of these pauses depends on the significance of what is read, or the word or words which follow. The following rules and examples will, perhaps, more clearly explain this.—Let the mark (,) indicate the shortest rhetorical pause, the full bar |, the next longest, and the double bar ||, the full rhetorical pause. The double bar, followed by a dash (—), the emotional or oratorical suspension of the voice.

#### RULES AND EXAMPLES FOR ILLUSTRATING THESE PAUSES.

##### 1. Rhetorical Pauses.

Rule 1.—The full rhetorical pause is made before a verb when the nominative consists of several words, or when it is emphatic, or the meaning to be specially marked.

Ex. Our passions || are so many diseases.

Trials in this state of being || are the lot of man.

Wisdom || is more precious than rubies.

Rule 2.—An intervening phrase between the nominative and the verb, admits of a pause before and after it.

Ex. Talents || without application || are no security for progress in learning.

A good man || be he ever so humble in rank || is an ornament to society.

Rule 3.—Transposed phrases admit a full rhetorical pause after them.

Ex. Of the curiosities of nature || we propose to give a few examples.

Scattered all over the world || are the traces of volcanic action.

Rule 4.—Before an adjective following its noun, this pause may be made.

Ex. An influence || so powerful and gracious || is a design of Providence.

In his conduct we see an aim || worthy of the cause.

Rule 5.—Where an ellipsis or omission of words, takes place, make this pause.

Ex. To your superiors || manifest becoming deference, to your companions || frankness, to your juniors || condescension.

Rule 6.—This pause may often be made with advantage before a verb in the infinitive mood, governed by another verb.

Ex. I know he has been often taught || to behave.

Study || to improve.

Rule 7.—The reading is often much improved and the sense made more manifest by making a full rhetorical pause before relative pronouns, prepositions, conjunctions, or adverbs used conjunctively, when followed by a clause depending on them.

Ex. Happy is the man || that findeth wisdom.

He commenced his researches || in the highest spirits || and with every prospect of success.

I often considered || how I might || more satisfactorily explain the matter.

He has agreed || that the matter be subjected to an investigation.

Examples showing where the *half* and *momentary* rhetorical pauses may be made:

This affection | contains <sup>1</sup> in its bosom | the whole science of astronomy.

This special taste | can expand <sup>1</sup> only in the science of botany.

Examples showing how the *three* rhetorical pauses may be made:

Ex. Silver | and gold || have I none.

Some || place the bliss <sup>1</sup> in action, some || in ease;

Those || call it pleasure, and contentment || these.

Hatred || stirreth up strife; but love || covereth all sins.

Is there ought in science | to add dignity <sup>1</sup> and strength <sup>1</sup> to the human-mind?

#### Rule on the Oratorical Pause.

This pause is introduced into those passages which express deep and solemn emotions, such as naturally arrest and overpower rather than inspire utterance.

Ex. The sentence was || — death.

O || death, || — where is thy sting? O || grave, || — where is thy victory?

Fearful || — fearful || — these terrific sounds || — these savage tones || — cries to battle!

N. B.—Observe that the words which follow rhetorical and especially oratorical pauses, are the more emphatical words; and should, therefore, be pronounced more forcibly.

Having directed some attention to those pauses which reading often requires, to give effect—heighten the meaning—or mark out more distinctly leading or particular ideas in sentences, indicated by no points of our system of punctuation, let us now proceed to consider the pauses indicated by our usual characters of punctuation.

These have already been named and explained. We, therefore, direct attention to them now with reference to the pauses which they indicate.

As a general remark, let it be observed that none of these points or marks fix the *absolute duration* of its pause. Each has its own differences in length. The comma, which indicates the shortest pause, requires sometimes a pause of a marked length, sometimes one of very short duration—no more than discernible, and not unfrequently may it be passed without any pause, without injuring the meaning of what may be read—often improving it by following up without any break the current of the writers ideas. And it is so with our other marks of punctuation,—the meaning or character of the composition, suggesting how long the pause should be.

Very differently, with reference to pausing—tone—and movement of the voice, should the following sentences be read, from the next quoted passage:—“Before me || there was no god <sup>1</sup> formed; neither <sup>1</sup> shall there be after me.” “I, even <sup>1</sup> I, am the Lord; and beside me || there is no Saviour.” “I am the Lord || that maketh all things; that stretcheth forth the heavens <sup>1</sup> alone; that spreadeth abroad the earth <sup>1</sup> by myself.” “Thus saith the Lord <sup>1</sup> the King of Israel, and his Redeemer || the Lord of Hosts; I am the First, and I <sup>1</sup> am the Last; and besides me <sup>1</sup> there is no god.”

“I know nothing more calculated to provoke the indignation of an honest mind | than to see the simplicity of an upright character | surrounded by the low arts of knavery and imposition—trampled upon by the villainy of those whom gratitude ought to have secured to his interest—laughed at and insulted because he has too little suspicion || to guard against the tricks of a sneaking duplicity, and too much generosity to distrust that man | who comes to him under the disguise of smooth words and an open countenance.”

Obs.—The quotations from Scripture require to be read very slowly, with much energy, solemn tone, and with marked prolongation of pausing. The other quotation, from the character of the composition, requires the voice-movement to be quick, the duration of pauses short, and the tone sharp, energetic and expressive of detestation.

#### PUNCTUATION.

##### § 1. Comma (,).

1. The division of sentences marked by commas, require short pauses; and the voice should generally be suspended as if some one had stopped you before you had read all that you intended to read.

2. The length of comma pauses may be divided into the momentary—total—and long suspension, of the voice.

Let <sup>1</sup> indicate the first cessation, <sup>2</sup> the next, and <sup>3</sup> the longest cessation of the voice, in the following examples:

Ex. If a man is dissipated, <sup>2</sup> his fortune will probably soon be so, <sup>1</sup> too.

If you cannot have friends without continually cultivating them, <sup>3</sup> the crop may not be worth the trouble.

Oh, <sup>1</sup> yes, <sup>2</sup> they have seriously injured me, <sup>1</sup> friend.

Popular education is one of the most important subjects which can enlist our sympathy, <sup>2</sup> occupy our attention, <sup>2</sup> and engage our exertions.

Eleazar, <sup>1</sup> a Jew, <sup>2</sup> was ten feet two inches high.

No, no, <sup>1</sup> said the tractable wife, <sup>2</sup> looking fearfully around her.

Therefore, <sup>1</sup> my child, <sup>2</sup> fear <sup>1</sup> and worship, <sup>2</sup> and love God.

“Verily, <sup>3</sup> verily, <sup>3</sup> I say unto you, <sup>3</sup> he that believeth on me hath everlasting life.”



"But he, whom God raised up again, saw no corruption."

These examples are sufficient to show how much the meaning regulates the duration of comma-pauses. The comma is, indeed, more frequently used to point out the grammatical divisions of a sentence, than to indicate a rest or cessation of the voice,—so much does good reading depend on skill and judgment in making those pauses which the meaning of the sentence dictates, but which are not marked in books; that the sooner pupils are taught to make them, with proper discrimination, the surer and more rapid will be their progress in the art of reading.

### § 2. The Semicolon (;).

1. The pause at the semicolon is generally twice as long as at the comma. But the length of the pause depends so much on the *meaning* of what is read, that the only guide in shortening or lengthening the pause, is a *thorough knowledge* of what is read.

2. Therefore, endeavour to understand well the character of the composition you are about to read, or on which you are going to exercise your class; the relation of the different divisions of sentences, being immediate and dependent, or distant and little connected either in sense or construction; the peculiar character of the style or diction,—as being, brisk, easy, fluent or abrupt, and the sense not changed; or grave and solemn,—requiring a slower movement of the voice, and pauses more prolonged.

Examples showing the differences in the pauses indicated by semicolons. Let the figure 1 indicate the shortest, 2 the ordinary, and 3 the prolonged semicolon pause.

If the luminaries I have chosen err, it is in a heavenly region; 1 if they wander, it is in fields of light; 1 if they aspire, it is at all events a glorious daring; 2 and rather than sink with infidelity into the dust, I am content to cheat myself with their vision of eternity.

The writings of Locke, have diffused throughout the civilized world the love of civil liberty; 1 the spirit of toleration and charity in religious differences; 1 the disposition to reject whatever is obscure, fantastic, or hypothetical in speculation; 1 to reduce verbal dispute to their proper value; 1 to abandon problems which admit of no solution; 1 to distrust whatever cannot be clearly expressed; 1 to render theory the simple expression of facts; 2 and to prefer those studies which most directly contribute to human happiness.

The Bible presents the idea of One Supreme Being, the Creator and Governor of all things; 3 a Being of unbending justice, the rewarder of the good, and swift to avenge himself upon the workers of iniquity; 3 and One who watches over and interests himself in the concerns of mortals, the hearer and answerer of prayer.

Be kindly affectioned one to another with brotherly love; 3 in honour preferring one another; 3 not slothful in business; 3 fervent in spirit; 3 serving the Lord.

### § 3. The Colon (:).

1. The pause at a colon is nearly as much prolonged as at a period; and the passage ending with it, is to be read with a full suspension of the voice, unless depending less or more on the part of the sentence which follows it.

2. When that part of the sentence preceding the colon, is not dependent on that which follows it, there should be a *total cessation of the voice*; and the *tone should indicate* this independence in meaning.

3. Observe, that the modulated quality of the voice should be indicative of the stop; and the construction of the sentence and character of the composition, should direct how long the pause should be. Generally its pause is much longer than the ordinary stop of the comma, and somewhat longer than that of the semicolon.

#### Examples.

Nay do not leave me, dear mamma,  
Your watch beside me, keep,  
My heart feels cold—the room's all dark—  
Now lay me down to sleep:

And should I sleep to wake no more,  
Dear—dear mamma, good bye:  
Poor nurse is kind, but, oh, do you  
Be with me when I die!

The composition, and ideas in these touching verses are such, as to require the *long* pause at the colons, accompanied with the deep emotional tone.

"For by grace are ye saved through faith; and that not of your-

selves: it is the gift of God: not of works, lest any man should boast."

This Scripture quotation requires, from its construction, the pauses at the colons to be a little shorter than in the preceding example.

This event was sudden and unexpected, and his feelings on the occasion are well expressed in the following remark, extracted from his letters:—"She was the only woman in the world that loved me."

The part of the sentence which precedes the colon in this example, has its completion in what follows it: the pause, therefore, should not exceed that of the semicolon; and the tone of the voice should show that the sense is not complete.

These examples are sufficient to show that the pauses of colons, like those of other points of punctuation, vary much in length. The subject of pausing, therefore, should be specially studied by every educator, who wishes to succeed in making fluent expressive readers. So much, indeed, does good reading depend on proper pauses, that unless scholars be trained to pause with reference to the *meaning* of what they read, *fully more* than with reference to the characters of punctuation, reading in our schools will never reach a very high standard.

### § 4. The Period (.)

See my preceding remarks on the period.

### § 5. The Note of Interrogation (?).

This character requires a pause about as long as that of the period—counting distinctly, one, two, three, four.—I would call this the long interrogative pause: very often its pause is as short as that of the comma. When questions are followed by answers, the *intervening pause sometimes is little more than perceptible*; and not unfrequently it is *considerably* prolonged.—The tones peculiar to this point are various. Sometimes they are sharp, bold and commanding; sometimes, soft, nervous, and hesitating; sometimes they are indicative of doubt, as if no answer were expected; and how many are put, not for answer, but to command or direct the attention?

Perhaps no point requires so great a variety of tone, or peculiar quality of sound, as the note of interrogation. The few following examples will farther illustrate what I have stated.

#### Examples.

Where is Drury Lane? There, Sir. (Pause the shortest. Tone loud and firm.)

What can I give you for your continued kindness?—Your gratitude is over pay. (Pause short. Tone of the answer low and firm.)

Have you heard the news?—Why not answer me?—Pardon me. The news, I heard; and it deeply me concerns. (Pauses long. Tone of answer low, and characterized by earnestness.)

When a number of questions follows in succession, and they relate to the same thing or subject, the pauses between them are generally short. Their duration, however, depends on the nature of the subject.

#### Examples.

Where is all this to end? Is the increase of this already enormous city to be limitless? Are the wealth, power, and population of this one spot to go on till Britain becomes London, and London but another name for all Great Britain? (Pauses short,—voice to be kept up,—tone continuous, clear, distinct and firm.)

Who would go backwards *now*? Who would stand still? Who would not face perils on the way to the regions of eternal day? Are its bright inhabitants with hearts glowing with love not inviting us? The trials of life are not worthy to be compared with the glory there to be to us revealed. (Pauses long,—tone those of gladdened hope,—strong, steady and firm.)

When two or more questions succeed each other, the pauses after the questions are not always to be *equally* prolonged.

Ex. What went ye out into the wilderness to see? A reed shaken with the wind?—But what went ye out for to see? A man clothed in soft raiment?—Behold, they that wear soft clothing are in kings' houses.

In this example the pause after the *second* and *fourth* question should be longer than after the other questions.

Questions put to command attention, generally require a prolonged pause.

Ex. Is it possible that you do not meditate on eternity and infinity as subjects in which you have the highest interest?—The

powers of intellect which you so exercise must have given you a more than probable conviction that those powers are not extinguished by the stroke of death. (Tone high and firm, approaching to that of surprise.)

More examples might be given to show the variety of tone and manner; and the difference in the prolongation of pausing, which this character requires, to make reading effective. These, however, are we suppose, quite sufficient to guide the educator in farther studying this part of the subject.

JOHN BRUCE,  
Inspector of Schools.

(To be continued.)

## POETRY.

### AN HOUR AT THE OLD PLAY-GROUND.

I sat an hour to-day, John,  
Beside the old brook stream,  
Where we were schoolboys in old time,  
When manhood was a dream.  
The brook is choked with fallen leaves,  
The pond is dried away—  
I scarce believe that you would know  
The dear old place to-day.

The school-house is no more, John,  
Beneath our locust trees;  
The wild rose by the window side  
No more waves in the breeze;  
The scattered stones look desolate,  
The sod they rested on  
Has been plowed by stranger hands,  
Since you and I were gone.

The chesnut tree is dead, John,  
And what is sadder now—  
The broken grape vine of our swing  
Hangs on the withered bough;  
I read our names upon the bark,  
And found the pebbles rare  
Laid up beneath the hollow side,  
As we had piled them there.

Beneath the grass-grown bank, John,  
I looked for our old spring  
That bubbled down the alder path  
Three paces from the swing;  
The rushes grow upon the brink,  
The pool is black and bare,  
And not a foot this many a day,  
It seems, has trodden there.

I took the old blind road, John,  
That wandered up the hill;  
'Tis darker than it used to be,  
And seems so lone and still!  
The birds sing yet among the boughs,  
Where once the sweet grapes hung,  
But not a voice of human kind  
Where all our voices rung.

I sat me on the fence, John,  
That lies as in old time,  
That same half-panel in this path,  
We used so oft to climb—  
And thought how o'er the bars of life  
Our playmates had passed on,  
And left me counting on this spot  
The faces that are gone.

HENRY MONFORD.

## OFFICIAL NOTICES.

### APPOINTMENTS.

#### SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 18th June, to appoint Mr. Célestin Duranleau to be a School Commis-

sioner in and for the School Municipality of St. Romuald, in the County of Missisquoi.

#### ERECTION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 18th June,

To divide the School Municipality of *St. Hyacinthe le Confesseur*, in the County of St. Hyacinthe, into two parts, and erect that part lying without the limits of the City of St. Hyacinthe, under the name of the *School Municipality of St. Hyacinthe le Confesseur*; and that part comprised within the limits of the said city, under the name of the *School Municipality of the City of St. Hyacinthe*. The above to take effect from the 1st July, 1862.

#### DIPLOMAS GRANTED.

##### MCGILL NORMAL SCHOOL.

For Model Schools—Messrs. Robert Laing and Charles Cooper; Misses Mary Elizabeth Kyle, Mary Henderson, Maria Jane Cockburn, Susan Elizabeth Faulkner, Eliza Locke, Elizabeth Elliot, Jane Middlemiss, Amelia Smith Hampton.

For Elementary Schools—Messrs. Joshua Alexander Bell, James Walker, and William Gray; Misses Frances Parker, Ezra Ball, Maria Gill, Isabel Crichton, Jane Ross, Margaret Walsb, Robina Hannah Patterson, Catherine Nolan, Margaret Josephine Freel, Emma Jane Hampton, Rose Jessie Bryson, Margaret Walker, Jemima Anderson, Mary Caroline Garlick, Sarah Jane Leaner, Eliza White, Jessie Frazer, Helen Elvina Briggs, Tryphena Straker, Lucilla Jane Osborne, Isabella Christie, Annie Lutterell, Sarah Johnson, Mary Stevens, and Isabella McMartin.

Mr. Robert Laing received the Prince of Wales' Medal and Prize.

##### LAVAL NORMAL SCHOOL.

For Academies—Messrs. Prudent Houde, Philéas Lessard, Michel Joseph Ahern and Charles Tétu.

For Model Schools—Messrs. Thomas Tremblay, Sifroi Laroche, Jean Paysan, Edouard Hector Rouleau, Célestin Bouchard, Cyrille Lacombe, Simon Côté, and William Fabey; and Misses Ellen O'Brien, Victoire d'Auteuil, Delvina de St. Aubin, Elizabeth Turgeon, Firmine Corrivau, Sophronie Turcotte, Olympe Asselin, Eulalie Martineau, Josephine Lemay, Praxède Fournier, Anna Doblin, Clarence Delisle, Emilie Laperrière, Delima LeLieux, and Olympe Poissant.

For Elementary Schools—Messrs. Ferdinand Auclair and Joseph Octave Goulet, and Misses Philomène Fraser, Caroline Beroit, Alvin Desharnais, Elmire Bélanger, Alvin Sauvageau and Sophie Ecuyer.

Miss Ellen O'Brien received the Prince of Wales' Medal and Prize.

##### JACQUES CARTIER NORMAL SCHOOL.

For Academies—Messrs. Joseph Laferrière, Pierre Lamy, Damaso Olivier, and Treflé Picard.

For Model Schools—Messrs. Siméon Longtin, Hector Bellerose, Gualbert Gervais, Edmond Roy, François Desrosiers, Ludger Lussier, and Théophile Verner.

For Elementary Schools—Messrs. Charles Blais, Siméon Aubuchon, Moïse Guérin, Azarie Chenevert, Alexandre Dupuis, Honoré Rondeau, Gilbert Martin, François Mousseau, Joseph McKie, Camille Lefebvre, Caliste Braut and Israël Aubin.

Mr. Gualbert Gervais received the Prince of Wales' Prize and Medal.

#### CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Maurice Lapointe, Jérémie Robillard, Pierre Maxime Hamelin and Elie Lemire dit Marsolais have obtained diplomas authorizing them to teach in Model Schools.

Messrs. Joseph Poupard, Jean Baptiste Lemaire, Joseph Alphonse Lefebvre, William Ryley, Joseph Dumas, Clet Raisenne, Prosper Marcoux, Jean Baptiste L'heureux, Madam Eugène Mille (Louise Gaudivier), Madam Bombardier (Marie Goyette), Madam Joseph Paradis (L. Doris), Misses Marie Tellier dit Lafortune, Euphrosine Gagnon, Hélène Morand, Eleuvine Dupuis, Philomène Lepicier, Denise Lanctot, Agnès Berneiche, Philomène Tellier, Marie Victorine L'heureux, Joséphine Robert, Marie Marguerite Lanthier, Marie Olive Poirier, Adèle Millier, Sophie Lemieux, Lina Villeneuve, Rosalie Meunier, Rose Anne Pinard, Hortense Gésotel, Vitaline Carreau, Mary Leary, Victoire Adélaïde Lanoix, Vitaline Lévesque, Matilde Robitaille, Julie Langlois, Denise Beignet, Domitilde Gaudet, Marie Malvina Lenoir, Rosalie Deschênes, Julie Dorimène Vallée, Hélène Leclair, Emilie Séguin, Philomène O'Donoghue, Elisa-



beth Elic, Marie Adéline Touche dit Lafleur, Mario Zoé Goudreau, Clémence Leduc, Délima Vallquette, Rosalie Brodeur, Mario Céline Clément, Albina Vain alias Vics, Aglaé Lagarde, Joséphine Lupien, Marie Caroline Hébert, Marie Louise Goulet, Mar's Josephine Gauvin, Emélie McGowan, Céline Meunier dit Lapierre, Marie Joséphine Ouellet, Marie Bélangier, Mario Mélina Riendeau, Mario Virginie Quesnel, Agnès Gouzy, Rosalie Perreault, Catherine Brillou, Domitilde Lemire dit Marsolais, Mario Bonnevillo, Henriette Hébert, Dina Benjamin, Marie Anno Lebel, Mario Aurélie Vermet, Anne Christin dit St. Amour, Emélie Legault, Philomène Hamelin, Adéline Lussier, Eloise Desrochers, Salomé Tétrault, Mario Clorinde Beauchamp, Virginie Angelina Laperle, Euphémie Richard, Virginie Bousquet, Virginie Parent, Léontine Bérard, Cléophrée Comtois dit Gilbert, and Mélina Najeau have obtained Elementary diplomas.—4th June, 1862.

F. X. VALADE,  
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Allen Page Bissell and George Lyman Masten have obtained diplomas authorizing them to teach in Academies.

Messrs. John Dingwall and Thomas Eaton have obtained Model School diplomas.

Mr. Alexander McDonald, Mrs. Mary Radiger, and Misses Eliza Mary Balleray, Martha Ann Bradford, Elizabeth Calder, Elizabeth Cameron, Sarah Ann Chalmers, Jane Clarkson, Bridget Corrigan, Mary L. Cottingham, Almira Jane Derick, Anne Melissa Derick, Marion Fortune, Amelia Beaumont Frost, Sarah Lunan, Hannah McLennan, Catherine Sangster and Catherine Stott have obtained the Elementary diploma.—3rd June, 1862.

T. A. GIBSON,  
Secretary.

BOARD OF EXAMINERS FOR THE DISTRICT OF STANSTEAD.

Mr. Edwin W. Parker, Misses Esther Ann Henry, Eliza Ann Harden Lucy A. Harden, Annie Jane Thwaite, Mary Jane Pratt, Dorothy U. Spalding, Lydia A. Morrill, Ellen Barry, Annie M. Hill, Myra Whit-cher, Mary Nevers, Eliza L. Edson, Hannah E. Perkins, and Elvira A. Edson have obtained the Elementary diploma.—26th May, 1862.

C. A. RICHARDSON,  
Secretary.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Mr. William Thompson, Misses Margaret McNair, Mary Stewart, Sarah Thompson, and Mary Jane Williams have obtained Elementary diplomas.—30th June, 1862.

D. W. LEIE,  
Secretary.

OTTAWA BOARD OF EXAMINERS.

Miss Ann Maria Connolly has obtained a diploma authorizing her to teach in Elementary Schools.—3rd June, 1862.

JOHN R. WOODS,  
Secretary.

DONATIONS TO THE LIBRARY OF THE EDUCATIONAL DEPARTMENT.

The Superintendent of Education acknowledges with thanks the following:—

From M. Pabbé Desmazures—Vie de M. Emery, 2 vols.

From J. G. Shea, Esq., New-York—Grammar and Dictionary of the Yakama Language, 1 vol.

SITUATIONS WANTED.

Mr. Ernest Nightingale offers his services to conduct an Elementary School. Besides English, and the rudiments of Latin, he is prepared to teach French, having pursued a collegiate course in France. He intends passing an examination before one of the Lower Canada Boards to obtain the Elementary diploma. Address 105, Amherst St., Montreal.

—Mr. H. E. Doherty is provided with an Elementary diploma and, in addition to the usual branches of an English education, can teach Latin and the rudiments of French. He will also give lessons in short-hand. Inquire at 53 Prince Street, Montreal. Reference to Rev. Mr. Dowd, Seminary of St. Sulpice, and Rev. Mr. Théberge, Masson College, kindly permitted.

—Miss Marie M. Lenoir is provided with an Elementary diploma and can teach French and English. Communications to be addressed to her at Chateaugay, county of Chateaugay.

—Mr. H. O'Ryan is desirous of a situation as English teacher. He has a diploma for Model-schools, Berthier, C. E.

NOTICE TO PARTIES CORRESPONDING WITH THE DEPARTMENT OF PUBLIC INSTRUCTION.

1. The Number upon letters from the Department of Education should be affixed to replies.

2. On all letters the name of the county should be added to that of the place from which they are addressed to this Office.

3. Signatures should always be written in a legible handwriting, but when this happens not to be the case, the name should be subjoined, so that it may be read with accuracy.

4. To avoid leading the Department into errors or omissions, one subject only should be presented in the same letter, as each particular case is entered in a separate Record.

5. Notes or postscripts ought never to be written on the inside of envelopes, but should be added to the letter itself.

6. In recommending any person for a situation the family and Christian name or names, ought to be written at full length, and his place of residence, profession or occupation should be given.

7. All official letters must be addressed to the Superintendent, even if they are written on answer to a letter signed by any other officer of the Department.

## JOURNAL OF EDUCATION

MONTREAL (LOWER CANADA) JUNE AND JULY, 1862.

### Teachers' Conferences.

It is now more than five years since the Hon. the Superintendent of Education, while inaugurating the three Normal Schools of Eastern Canada, thought it necessary to draw closely together the bonds of union naturally existing between the members of the great community of teachers and those destined to reinforce and, eventually, replace them. With this object in view, he established three teachers' associations, which, several times in the year, were to bring together at each school, all the teachers residing within its limits. An association of this sort had previously been formed in Montreal, and another in Quebec; but unfortunately one had been dissolved and the other had suffered so much from the loss of its library by fire that it was in a very unpromising condition. The new associations also encountered great difficulties, notwithstanding the protection afforded by the Department of Public Instruction. Among these difficulties the most formidable has always been the want of regularity in attending the conferences, due principally to the great distance at which many teachers reside, and the expense with which a journey is unavoidably attended. It is also to be regretted that in some parishes the school commissioners, attaching little importance to these meetings, sometimes refuse, against the advice of this Department, to allow the teachers to attend. Yet the number of members in both the Laval and Jacques-Cartier Associations is constantly increasing, and their conferences are growing more interesting and instructive; while the Professors of the McGill Normal School make laudable efforts to ensure the development of the association founded under their auspices. The teachers in the Eastern Townships, have also formed two associations—one in the District of Bedford, the other

in the District of St. Francis. The sub-associations, for whose organization the rules of the Associations of Laval and Jacques Cartier provide, have, however, been established but in a very few districts of inspection, and they are not in a very prosperous condition.

If we bear in mind the practical utility of such conferences, and the importance to teachers of refreshing their intellectual and moral powers, adding to their knowledge of the art of teaching, mutually strengthening their endurance by good words, and increasing their aptitude by the many examples the discipline of the Normal and Model schools can offer, in a word, avoiding the routine into which too many are easily led by over confidence in their own abilities, or a relapse into a state of despondency, infinitely worse than routine, we must admit that these associations complete the usefulness of the Normal Schools, and are of an importance only secondary to them. It is, then, with much satisfaction that we are now called upon to notice the successful efforts of the two last associations to secure a large attendance of teachers at the celebration of the fifth anniversary of their foundation; so well attended indeed were these conferences, held in May last at Quebec and Montreal, that they really assumed the character of festivals at which the fraternity had met to commemorate the advance of intellect and of public education. Without dwelling on these proceedings, of which reports will be found elsewhere, we may add that in addition to the pupils of the Normal Schools, there were present at the conferences 45 teachers in Quebec and 76 in Montreal, who participated in many interesting discussions on subjects connected with education, and listened to the lectures and discourses of the most experienced teachers, including the professors of the Normal Schools. The Hon. the Superintendent of Education attended the meetings of both associations, as may be seen by the reports; and we take the liberty of repeating here some words of advice he addressed to the teachers on these occasions. Having congratulated them on the successful development of their associations, he said: In view of the great efforts Government had made to train new teachers, it was only just that it should not have overlooked the old, who had served the country at a time their calling was even less remunerative, and when they enjoyed less protection, than at present. It was this consideration which led to the establishment of the Teachers' Pension Fund, the Journals of Education and the Teachers' Associations; but unless teachers contributed to the support of these three powerful sources of improvement they could not reap the benefits intended for them. With regard to the Teachers' Pension Fund, it had been said that the pensions went on continually diminishing. The reason was quite plain; it was because the number of teachers who had subscribed was too limited. Moreover, some had subscribed who were just on the point of withdrawing from the exercise of their profession; but he (the Superintendent) had, when it was evident that applications were made in accordance with ungenerous calculations, refused the pension and returned the premiums. Sometimes, however, after a subscriber had paid the premium during one

or two years, he had claimed a pension, which, of course, it was impossible to refuse. These were the causes to which the unprosperous condition of the fund must be referred. He (the Superintendent) had often, in his Reports, recommended an increase in the legislative grant for this object; but it was also necessary that teachers should show they were entitled to such a favor; and this they might do by proving they can appreciate what had already been done for their well-being. But some refused to subscribe to the fund, saying they would in all probability never require it. These, no doubt, were very fortunate; yet they might perhaps advantageously yield to philanthropy that which they refused to the dictates of prudence. What better use of their wealth than to relieve the infirmities of their aged fellow-laborers? This was a duty, which in common with all good men, devolved upon them. A fund of this nature was not peculiar to teachers, almost every calling in our cities has its trade-association, maintained in a very flourishing condition by the contributions of its members and without receiving any aid from the Legislature. Teachers, both male and female, who had neglected to subscribe to the fund, almost every day came to solicit, even with tears, a pension that it was not in his power to grant,—that it would be positively unjust to draw from the fund. The unavailing regrets of these poor people should not go unheeded by those who now neglect to subscribe, or who declare they will never stand in need of the benefits it can confer. The Journal of Education, he was happy to say, had received a large accession to the number of its subscribers during the year; still there were many teachers who did not receive it. The School Inspectors had noticed that a marked improvement had taken place in the schools where it was received; and as the subscription was only half-a-dollar, every teacher should take it. The Journal had been rendered as attractive as possible. Apart from practical information in the art of teaching and educational news, its columns always contained abundance of literary, scientific, and other instructive extracts; and as it was devoted exclusively to the interests of teachers, they should certainly maintain it, the more so, as the subscription was almost nominal. It would also be to their advantage to obtain subscriptions among their pupils and friends; for in doing this, they would extend the influence of their profession in the community, which is of the first importance, as it is an acknowledged fact that they and their successors must be the gainers by the diffusion of useful knowledge and the development of a popular taste for polite learning and the sciences. And now a word about teachers' conferences. If teachers themselves did not feel the importance which attached to these professional meetings it were indeed hopeless to expect they would do anything for self-protection—far less for self-improvement. Strange as it might appear, the most indefatigable perseverance had been required on the part of those who had undertaken the management of the teachers' associations to sustain them. But *labor improbus omnia vincit*, and it now appeared as though such praiseworthy efforts were about to meet with a well merited and anxiously hoped-for

reward. Having dwelt on the excellence of the improved methods of instruction, and the system adopted in the *Salles d'asile* to simplify the first lessons in spelling and reading and render them more agreeable, and having also alluded to the advantages of the *Lancastrian* and *simultaneous* systems, to the importance of mental arithmetic, and object lessons, the difficulties with which the execution of the law was attended, and having shown more particularly in what his personal responsibility lay, circumscribed on the one hand by the insufficiency of pecuniary means—means not entirely under his control but also under that of the Executive and Legislature—and on the other by the powers conferred upon the School Commissioners, he warned teachers to be on their guard lest their indifference or timidity turned to their prejudice, as, for instance, many consented, said he, to sign commissioners' reports without having received their salaries; while a few, when the commissioners were in their debt, appeared to be afraid to complain. Others, forgetting their own interests and the common interests of all teachers, consented to make engagements without a fair remuneration, thus favoring the illiberal views sometimes entertained by commissioners. He then concluded by calling upon teachers to remember the maxim, *Help yourself and Heaven will help you*, adding that though he did not underrate the difficulties to be overcome before success could be attained, the improvement of our system of education was in a great measure in their own hands; it was from their schools that young men would one day go forth, active, energetic, educated, and above all, devoted to the cause of popular instruction.

#### Annual Convocation of Bishops' College, Lennoxville, and Inauguration of the New Grammar School Building.

On Thursday, June 26, His Excellency Lt. Gen. Williams, K. C. B., Commanding the Forces in British North America, laid the finishing stone of the building intended to receive the Grammar School of the University of Bishops' College, Lennoxville. An inspection of the Volunteers of Lennoxville and Sherbrooke also took place; and though the weather was unfavorable, the men mustered in very strong force. The different corps, including a company formed by the pupils of the University under the command of Capt. Yale, presented a fine soldierlike appearance. Immediately after the inspection Gen. Williams and Capt. de Winton, A. D. C., the Hon. the Superintendent of Education, Gen. Bell and Lord Aylmer set out for the University—the Sherbrooke Volunteer Cavalry forming an escort to His Excellency, and the other corps following. The Chancellor, Hon. Mr. Justice McCord, D. C. L., and all the Doctors and Professors of the University, their Lordships the Anglican Bishops of Montreal and Quebec and many of the Clergy, received the party at the door of the new building, where, after a prayer by the Lord Bishop of Montreal, His Excellency proceeded to lay the finishing stone.

This interesting ceremony being ended, the party repaired to the hall of the College, where the Chancellor opened the Convocation and, afterwards, conferred the Degree of D. C. L. upon Gen. Williams and the Superintendent of Education. Other degrees also having been conferred and diplomas awarded, a valedictory address was delivered by one of the Graduates; after which Prof. Williams, Rector of the Grammar School of the University, spoke as follows:—

Mr. Chancellor, My Lord, Ladies, and Gentlemen,

It is with diffidence most unfeigned that I now relinquish the character of an auditor and come forward to speak before this convocation. The various questions relating to education have been

so often treated before you, and with so much more of ability and eloquence than I can command, that, when I reflect upon what I have undertaken, I begin to tremble at my own audacity. And my embarrassment is not a little enhanced by the fact that I have just heard the thoughts and sentiments upon which I had intended to dwell developed by my own pupil. That, however, is something too agreeable to the feelings of a teacher. And moreover, the interest which I cannot but feel in the welfare of all those for whom this institution exists, impress me to brave your censure upon my presumption, and even to hope for your forbearance, whilst I say a word or two that may serve to aid, or to animate, those toiling up the hill of learning; to whom I shall more immediately address myself.

Well, young men, you have often, I make no doubt, put to yourselves the very natural question "what relation do these my present studies bear to my after-life?" To that question, if you will lend me your attention, I will endeavor to render an answer, which, without pretending to be exhaustive, shall indicate the line of thought upon which the solution is to be found. There is a saying of Ld. Bacon's in one of his essays to the effect that studies serve for use, for delight, and for ornament. Now, that ignorance is ungraceful,—that a cultivated mind is an ornament to the person,—few I suppose will be inclined to deny. I need not stop to argue that point. Equally unnecessary would it be for me to dwell at any length upon the pleasures attendant upon mental culture. We all know them from experience. Since, however, the allurements of pleasure exercise an influence so powerful, so constant, and at times so far from beneficial, I would gladly linger, for a few moments, upon these, which are pre-eminently the pleasures of a man. Man, we have been told, is a "being of large discourse looking before and after"—a being, that is, who remembers, imagines, and reasons. The pleasures of imagination I can very well leave to the care of the poets—"The blood of Dogglass can protect itself"—but what an unfailing source of satisfaction does that man carry about within him in whose memory lie stored the great facts of nature and of history, and whose mind has acquired the habit of reasoning upon those facts? What an unfailing resource against weariness and vacuity has he whose knowledge, and whose mental activity, enable him, looking around, to apprehend the order of nature, and to inspect the mechanism of the Universe? What an unfailing resource against vacuity has he whose knowledge, and whose mental activity enable him, looking back, to re-animate the past? Beneath whose eye, as he unrolls the records of time, the spirits of our fathers start from every page;—in their habit as they lived—to re-enact for his gratification and instruction the story of the world! Young man, though your means may not command social distinction—though the accidents of fortune may have placed you in an uncongenial sphere, you never can be at a loss for good society, if you have learned to make yourself a fit companion for yourself? If you have grown familiar with the wise, the great and the good, of other days—if you have learned to "hold midnight converse with the mighty dead"—if you have made yourself master of the spell that can "create a soul under the ribs of death," and call up Shakespear or Homer, or Addison, for your entertainment and delight? But enough of this. It must be obvious that a habit of study is its own exceeding great reward. I purpose to speak of its strictly practical value. The first thing we have to do, be our calling or profession what it may, the first thing we have to do is to put ourselves in possession of the experience of preceding generations. This is the law of civilization. This is the condition of progress. This is, no less, the condition of individual success. We must bring ourselves abreast of the intelligence of the day. Now we do not, in such an institution as this, undertake to impart professional information; and it is no disparagement to us that we don't. We have a definite object in view, and we go straight to that object by what we conceive to be the shortest road. Our object is, not to cram the memory, but to quicken the mind. The grand result of education (confining the word now to the culture of the understanding) the grand result of education is soundness of intellectual habit. We aim to give to the mind habits of accuracy of concentration—of method. We would teach it to observe, to remember, to distinguish, to classify. We would accustom it to ascend from facts to principles. And we would habituate it to descend again, applying general rules, with judgment and discrimination, to particular cases, and in this I take nine-tenths of the wisdom of life to consist. Now, the object at which we aim must define, in some sort, the means by which it is to be attained. This mastery of the mind over its own resources can only, or can best be attained by the thorough study of a few subjects. It seems to be required of a man, in these days, that he should know something of everything; but, as I have seen the case well put lately, if

there is to be any coherence in his thoughts—any stability in his ideas—any standard of order—any perspective, so to speak, in his intellect, he must know everything of something. I have heard it said indeed that a young man who has to enter a profession has no time to spend in University studies—that he must apply himself at once to the acquisition of knowledge more immediately useful. Just as though you should say that the athlete would do well to dispense with his exercises; or that the fingers of the musician would best acquire the requisite flexibility without the tedious drudgery of the scales. But this position, Sir, is an important one. I will not perit it upon my own opinion or my own argument. I will cite the opinion of a competent judge—a practical man, and of large experience. I have extracted the judgment of one of the examiners of the London College of Surgeons, which, with your permission, I will read. He says,—if you take, as it has been frequently my lot to see, a young man who has come from an apprenticeship of five years, and compare him with one who has been at the University, who has merely taken his first degree in medicine, both of them young men, and nearly of the same age, you will find that it is with the greatest difficulty that the one who has been apprenticed in the ordinary way to a Country practitioner acquires information; he has no power of observing and generalizing—in many instances he cannot spell and cannot put down his thoughts in writing—in short he evidences in every way great imperfection of mental development, whilst the young man from the University gains more, perhaps, in a couple of years, than the other would if he were at the hospital for ten years.”

Supported, Sir, by this testimony, we may come, I think, to the conclusion—to the commercial conclusion—that a finished education is a profitable investment; that as with the farm, so with the mind, high cultivation pays. It pays, too, in another coin. Not only does it facilitate the acquisition of wealth, it is wealth. Give me leave, Sir, to reason upon this matter for one moment. What is it that makes wealth an object of desire? Why, wealth is desirable mainly for the sake of personal gratification or for the sake of the power and influence by which it is attended. Now, the possession of an ample fortune procures for a man a good social position, and that is saying a great deal: the embellishments of polished life, the graces and amenities of refined society, the conversation of cultivated men—these are things of worth; and that is, and ever will be a valuable commodity which buys them. But, young men, money is not the only commodity which buys them: a cultivated mind is an introduction to the best society; and a liberal education unlocks every door that its possessor cares to enter. But wealth is desired, especially by the stronger spirits, for the sake of the power and influence that go with it. And here, too, without for one moment denying the real power of money, which is very great, I must be permitted to maintain that mind is mightier still. The man of money has only his own purse, but the man of luminous intellect and persuasive tongue commands the resources of a nation. Mind is the force that moves the world. Why, Sir, this assembly is a living witness to the fact. To what is it owing that there is an University in Lennoxville? To what but to the forecasting intellect, to the exhaustless resource and the tireless energy of a country-Clergyman? Money may rear the fabric, but mind creates the Institution. Are you touched by that last infirmity of noble minds? Would you set your mark upon your generation? Do you covet power? Then cultivate your mind. Would you bear yourself manfully in the conflict of opinion? Make yourself master of your weapon. The frequency of competition will cause it to play freely in your hand. Throw yourselves boldly into every competition open to you. Let me ask you to attend, particularly to this. Never shrink for fear of failure. That argues a poverty of soul that will never achieve anything great. “Dare and do.” Let that be your motto. Defeat in the lists of honour is more creditable than the inglorious repose of contented mediocrity. Do not fancy that because you miss the prize you gain nothing. The very effort is a gain incalculable. It gains for you the art of using your knowledge. It gives you skill in the use of the weapon with which the battle of life is fought. Let me advise you to make yourself master of that weapon now, before you are called on to stand upon your defence for the maintenance of your convictions, or your credit. Competition will give it an edge, science will give it strength and temper, literature will give it polish and point. Language is one of the principal subjects of your study, and language recollect is the great instrument of thought, suasion of speech is in the affairs of men a controlling power. You purpose, some of you purpose, to dedicate yourselves to the service of God in His sacred Ministry. It is your reasonable sacrifice. But, remember, the offerings which you present to the Lord must be the choicest of your gifts, and without blemish. I know that the work of the spirit is not to be

done by the enticing words of man’s wisdom, but neither on the other hand is it seemly to offer unto the Lord that which cost you nothing. Neither is it seemly—neither is it decent—to take upon yourself to speak as the ambassador of Christ till you have striven to the very best of your ability to open for yourself the effectual door of utterance. Never fear then—whether prompted by a generous ambition, you aspire to take part in public life—or whether, touched by a still nobler motive, you would fain discharge the perilous office of the Ministry of souls,—never fear, when you are unravelling the perplexities of a difficult author, and reproducing his ideas in your own language—never fear that you are wasting your time. You are learning to trace the intricacies of thought—you are learning to seize, through the mist and obscurity of words, the true force and significance of speech—you are learning to wield a weapon which is mighty to subdue the minds of men. Only do you do your part now, conscientiously, strenuously, thoroughly, and, take my word for it, the weapon when wanted will not be wanting when called upon to hold your own in the struggle of life, you will find that your previous training has given you power,—that the discipline to which you have subjected the forces of your mind, has rendered them prompt to your necessities, and amenable to control—you will find what an invaluable ally in the conduct of business, what an incomparable instrument for the elucidation of affairs, is a mind master of itself—a mind tried and trained, and therefore not to be cajoled by cunning, nor daunted by effrontery; but able to think through an emergency, and ready to speak out its convictions with no faltering lip, nor stammering tongue. It may be objected here, that we meet with such things as first-class men and high wranglers not remarkable for practical capacity. To this I answer, that, in most cases, subsequent circumstances have prevented them from acquiring that attitude for business of which the absence is so conspicuous. Still, (for I would face all the facts) it must be admitted that some men of distinguished academical attainments do fail in life, not from want of opportunity, but from want of ability. And this proves—what? Why, simply, that although education may do much, it cannot do everything—that, it may ameliorate, it cannot obliterate the original distinctions between man and man. There are some born into the world with such great intellectual endowments that in any trial of skill, where intellect alone prevails, they will surely pass their fellows, who are, at the same time, so wanting in nerve, and certain moral qualities, that they are not masters of themselves under the public gaze. You cannot hinder these men from distinguishing themselves in solitary thought; you cannot make them distinguish themselves amid the throng of men. But, after all, these cases are rare; and they are not the results of education. They are the insoluble problems of nature. But I have said, perhaps, enough upon this head; and I may now be permitted to glance, for an instant, at the present aspect and condition of the College. For seventeen years, through good report and evil report, the College has maintained its ground. Five years ago a school was opened in connection with it, in which there have been, during the past year, upwards of a hundred pupils in regular attendance. You have just laid a stone, in commemoration of that enlargement of the accommodation, and consequent extension of the influence of the College in which we all rejoice. There is, however, one feature in the new phase of the Institution which I, for one, particularly value. And that is the provision which is made for the perpetuity of the school. To every subscriber of five hundred dollars towards the endowment—to his heirs and assigns, for ever—is given a claim for the education of his nominee. The \$500 is not to be despised; but of far more value is the interest which the subscriber and his heirs must ever have in the permanence and prosperity of the College. Sir, when the people thus put their hand to the plough, the plant which they raise will be no sickly exotic; it will neither dwindle nor decay; it has struck its roots into the soil, and its fruits will be perennial. Upon the especial advantages accruing from such a provision to this immediate neighbourhood I need not dilate. Here the youth of the country may, if they have the will, if they have the spirit and the capacity, qualify themselves to discharge the offices, and win the prizes, of public life. Sir, I am not speaking from imagination—I am not trifling with rhetorical topics—I know that what I say is both possible and probable—I know that the sons of the soil, if you give them fair play at the start, will emerge, from time to time, out of their obscurity, and take their places amongst the world’s foremost men. I know it. And I draw my knowledge not from theory, but from memory and from fact. I can cite an instance in proof of my assertion, drawn from the limited range of my own personal experience. I was educated at one of the many endowed schools with which the pious munificence of our ancestors has blessed my native land. And for some years I had at my back an

open panel, on which was carved the name of "Best." One sunny afternoon, as we were playing around the school, there came an old man, full of years and honours, to re-visit the scenes of his youth. He, too, had been at that school. He used to come—from a neighboring village he used to come—with no fortune or friends to push him on in the world—he used to come, to get that which would enable him to do without them. And now—in his old age—his honoured old age—he came again, to look once more upon that first step in the ladder of his fortunes. He entered the school—I recollect the circumstances minutely for I had an interesting, and indeed I may say a suggestive, conversation with the venerable man upon the subject of half-holidays)—He entered the school,—and there he stood—contemplating the name he had carried fifty years before—his first aspiration after fame—there he stood,—Lord Wynford—the brilliant counsel—the great Judge—the Peer of England. Not long afterwards, he founded a scholarship, for the maintenance of the best boy of that school at the University, in token of his gratitude to that institution which had lent the first helping hand to raise him from the humble cottage of a country village to the palace of the Peer. Ladies and Gentlemen, what has been may be again. And why not here, as well as elsewhere, for the youth of Canada are not inferior to the youth of England—the lads of the Townships, are, in native capacity, no whit behind the lads of Somersetshire. It only remains to be seen whether they are equal to them in spirit. Well, then, may we congratulate ourselves that we are planting a tree whose function it is to bear such fruit. And we shall all be ready, doubtless, to foster the growth of our plant. The precise manner in which we can best promote the cause of education in general, and of this institution in particular, must of course be determined by the circumstances of our lives. But, without question, they who have passed through the institution will best promote its interests by the reflected light of their behaviour. Never lend any countenance to that popular delusion which asserts that a university education unfits a man for business—makes him above his work. And, to that end, do not fancy that when you leave these walls your education is completed. You have much still to learn—it may be from men less learned than yourselves. Books—and this is another saying of that same Lord Bacon who was so eminent at once as a man of business, and as a man of learning—books cannot teach the use of books. That is a lesson only to be learned in the school of the world. Bring modesty, as well as industry, to these your new studies. Book learning, bear in mind, when, unmodified by a just observation of life, it obtrudes upon business, is ever peevish and futile. But do not forget, on the other hand, that mere personal experience, unaided by research, must—with all its adroitness—must, of necessity, be incomplete and empirical. The two should never be discovered. It is their union—their interpenetration—their fusion, that makes the capable man. Welded into one, they produce a ripeness of judgment—a fertility of resource—and a ready tact which will command the confidence of men. And when your neighbours, and your fellow-citizens, have given you their confidence I may fitly take my leave of you. But, Ladies and Gentlemen, we look to you too, to assist us. You can lighten our labours. You can contribute towards the formation of such a high toned public opinion as shall support those immediately engaged in education—sustain them in their oft-times disheartened course, by that large accession of strength which never fails to come from the mutual sympathy of many like-minded men. You can create an elevated public feeling, which, reflecting from a thousand surfaces—radiating from a thousand points—the educator's aims and anxieties, shall add authority to his office, and efficiency to his labours.

Hon. Mr. Chauveau being then called upon, addressed the Convocation, and stated that the successful efforts which had been made by the Bishops of the Church of England there present, and by the Chancellor and his coadjutors, to place the University in the position which it now holds, were deserving of the praise and admiration of any friend of public instruction in this country. When he used these words he used them advisedly; not only those who it seemed were to be more directly benefited by the progress of the Institution, but others also ought to rejoice at its success. We have agreed in Canada that each class of Her Majesty's subjects would manage its own educational institutions, and therefore educational progress as a whole can only be attained by an honest and earnest rivalry between all classes. The hon. gentleman then spoke at length of the advantages of classical education, and of the immense interest society itself has in its diffusion. He insisted that although the common school system was most essential to the prosperity of the people, even with the best common school system we scarcely could pretend to any high rank of civilization without what was called superior education, the latter being as necessary

and essential to society as a whole as the elementary education was to each individual. The hon. gentleman also said that a new feature was to be noticed in the proceedings of the day, one which every one would see with pleasure, although it was not expected. Under the comprehensive name of *University* almost everything would be expected; but although religion, law and medicine, and science and literature, were to be found at their post on such occasions, the military element was one altogether new in such a place. (Laughter and cheers.) He thought that one of the best things that could be said in favor of Lennoxville University was, that its pupils were ready at the first emergency to take up arms for the defence of the country, thereby giving an example that was promptly followed out by other institutions. (Loud cheers.) The hon. gentleman concluded by wishing the University and the Grammar School of Lennoxville every success and prosperity.

Rev. J. C. Morris, Professor in the University, at the request of the Chancellor, gave an interesting account of his labors on behalf of the College; after which the prizes were distributed by His Lordship Bishop Fulford, and the proceedings having terminated, the large and respectable assembly dispersed highly pleased with what they had witnessed.

### The Governor General's visit to the Normal Schools, Montreal.

(From the *Montreal Gazette*.)

His Excellency and escort now proceeded to the Jacques Cartier Normal School, Notre Dame Street, where great preparations had been made to receive him. Inside the railing and in front of the building Prince's band was stationed and behind, the 10th company of the *Chasseurs Canadiens*, consisting of pupils of the school, under the command of Captain Chauveau, Superintendent of Education for Lower Canada, were drawn up as a guard of honor. The band played the National Anthem on His Excellency's arrival and the Hon. Mr. Chauveau's Company presented arms. Lord Monck was received by Mr. Chauveau and Principal Verreau of the Normal School, the following officers of the *Chasseurs Canadiens* being present with a number of other gentlemen:—Lieut.-Col. Cousol, Major Malhiot, Major Duvernay, Capt. J. B. Emond, Capt. A. Bazinet, Capt. Cinq-Mars, Capt. E. D'Orsonnens, Capt. S. Lefebvre.

The Governor after inspecting the above company was conducted to the School Library, where a number of ladies and gentlemen were in waiting to receive him. The Lord Bishop of Montreal and Metropolitan now read the following address:—

"May it please your Excellency,—We, the members of the Council of Public Instruction for Lower Canada, present in this city, hasten to offer your Excellency our most respectful homage, and to express our devotion to Her Majesty's Government. We feel the most profound gratitude for the marks of interest which your Excellency has been pleased to bestow on institutions placed under our control, and on which we rest our fondest hopes. The prosperous condition of Public Instruction in Lower Canada—where there are now nearly three thousand four hundred schools and educational institutions of all classes, almost all subvented by the Government, and affording instruction to upwards of one hundred and eighty thousand pupils—is due not only to the inceptive action and assistance of the State, but also the zeal and continued efforts of the clergy, and to the harmony which happily, has ever existed on matters of Public Instruction, among all classes of Her Majesty's subjects in this section of the Province.

"When we take into account the adverse circumstances in which a large number of Municipalities are placed, especially in rural districts, we cannot deny that the people of Lower Canada have made very great sacrifices to promote education—their annual contributions during the last eight years having increased from one hundred and sixty thousand to nearly five hundred thousand dollars.

"We do not, however, seek to disguise from ourselves the fact that to complete and perfect our system of popular instruction much remains to be done; but the lively interest Your Excellency has been pleased to take in the labors that have devolved upon us cheers us with the hope that, under Your Excellency's auspices we shall successfully overcome the difficulties that remain.

"With this anticipation, we pray Your Excellency to accept the sincere wishes that we entertain for the happiness of Your Excellency and of Lady Monck and Your Excellency's family."



The Hon. the Superintendent of Education then read the address in French.

Lord Monck now read the following reply :

*The Members of the Council of Public Instruction.*

"GENTLEMEN,—I receive with pleasure the assurances you have given of attachment to the Crown, and the welcome which you have accorded to me as its representative in this Province. The exertions which have been made in Canada for the promotion of public education are highly creditable to the government and people of the Province, and I rejoice to hear from you that harmony on this important subject prevails amongst all the classes of Her Majesty's subjects here. It will be at all times to me a most agreeable duty to assist you in overcoming the difficulties which still obstruct the perfection of the system of education, because I believe that in no other manner can I so affectually promote the interests of the people of Canada."

His Excellency was now shown to the Model School, where the pupils received him with cheers, and presented the following address to which he replied in a few graceful remarks:—

"My Lord,—The pupils of the Jacques Cartier Model School humbly beg leave to thank Your Excellency for your gracious visit, and to assure you that they shall not cease to pray for the health and prosperity of Your Excellency, Lady Monck and family."

His Excellency and suite were next conducted to the Normal School, which was tastefully decorated for the occasion. A large number of ladies and gentlemen and pupils of the institution were present. A class of pupils in their volunteer uniform, now sang a piece composed for the occasion, after which Principal Verreau called up Mr. Olivier, one of the pupils entitled to a prize, who read the following address in French:—

"My Lord,—It would be difficult to find expressions to tell your Excellency all that we feel at this moment. The unexpected honor of receiving our diplomas and prizes from the hands of the representative of Her Majesty in this Colony, inspires us with a duty of gratitude, of which the sentiments will be profoundly engraved on our hearts with the remembrance of this day, so memorable for us. This duty we do not know better how to perform than by showing ourselves worthy in all things of the favors we have not ceased to receive from the Government—favors crowned to-day by the presence of your Excellency.

To form with the greatest care subjects faithful to the government and to their country, capable of serving in the different careers of life—such is the important mission which is given us, and which, with the grace of God, and the instruction we have received, we hope to fulfil.

"When the country found itself for a moment menaced, we believed it our duty to offer our humble services for its defence; your Excellency was pleased to accept them, and after some months we find ourselves, we hope, in a condition, in our turn, to instruct the children who will be placed in our charge. We shall endeavor also to develop in them the fine sentiments of patriotism and devotion, which break out in each page of the history of our country. The place where your Excellency is, has been the residence of a great number of your predecessors; the noble example which your Excellency gives this day will be an addition to their best and most useful actions. Hardly arrived in our city, you give to Public Instruction a great mark of interest, and a great encouragement. May your Lordship be a thousand times blest, and deign to accept the sincere wishes that we form for your happiness, and for that of Lady Monck and all your family."

His Excellency presented the prizes to the deserving pupils, all of whom are members of Captain Chauveau's company; Mr. Gervais obtained the Prince of Wales prize.

Rev. Principal Verreau, addressing His Excellency in French, said—"The last prize given out, had been reserved to that time, because more value and importance were attached to it than any other, on account of its being the one given by His Royal Highness the Prince of Wales when he visited this institution. He (the Principal) was extremely glad that on this occasion it fell to His Excellency, who was the representative of their Most Gracious Queen, to present the prize in question. Although during the greater part of the year the winner had not been as assiduous in his studies as he might have been, yet towards the close of the term he had exerted himself to the utmost and won the honor creditably. We were under deep obligations to the government for the liberal grants made for education, and he hoped that the teachers leaving this institution would ever inculcate into the minds of the youth of

the country, those principles taught here, of loyalty and fidelity to the Crown and Government under which they lived."

Lord Monck now, in acknowledgement of the address and complimentary remarks, made a brief reply. He said—"He could conceive nothing more agreeable to a generous mind than the pleasure that arose in encouraging youth on its first embarkation in life. Nothing would give him more pleasure during his stay here than the duty he now performed. He hoped the incidents of this day would live in the minds of those who had received prizes, and that they would be incited to persevere in the course they had adopted; with God's blessing lead a useful life, and when it was ended pass into a better in the world to come. (Applause.)

The Governor General then took his departure, amid the heartiest cheering. It is but truth to say he seemed greatly pleased with his reception, and the various efforts made to render his visit as agreeable and flattering as possible.

37 THE NORMAL SCHOOL.

His Excellency and suite next drove to this school, to inspect the institution and be present at the annual distribution of Diplomas to the pupils in training. He was received by Principal Dawson and the heads of the school, who escorted him to the seat of honor on the platform. On either side of His Excellency sat the members of his suite and professors and teachers of the McGill University and Model and Normal Schools, besides other gentlemen interested in these institutions of learning. A large number of ladies and gentlemen were present to witness the interesting ceremonies. Prof. Fowler's class of male and female pupil-teachers sang "*La Sere-nade des Anges*," in creditable style, after which the Lord Bishop and Metropolitan offered up prayer.

Hon. Mr. Chauveau, said that His Excellency having already visited the Laval Normal School at Quebec, had now in reality seen all the Normal Schools of Lower Canada. Although they might be deficient in some of their arrangements, they had already done good service in the cause of education, having given diplomas to more than 500 pupil-teachers now stationed in different parts of the country. Those schools were placed under the joint control of the Superintendent of Education and the Governors of the McGill University, and he could congratulate the latter heartily on the harmony which characterized their management. He (the speaker) could speak of the high talents of Dr. Dawson and his unceasing efforts on behalf of the school, to which its present prosperity was no doubt greatly owing. The abilities and qualifications of this gentleman had lately been recognized by the Royal Society, which had elected him one of its Fellows.

Principal Dawson, then, addressing His Excellency, said that the special business of the meeting was the conferring of diplomas giving the legal right to teach in Model and Elementary Schools in Lower Canada; and he might be allowed to say that this was to be regarded as one of the most important annual educational ceremonies which take place in this Province, implying as it did, that young persons were being systematically trained in Provincial institutions for the important profession of the teacher, and were annually going forth to elevate the standard of that common school education which must form the truest basis of our national intelligence and prosperity. The McGill Normal School was the Provincial training school, more particularly for Protestant and English teachers; and that it might worthily fulfil its great mission, it enjoyed the joint experience of the Hon. the Superintendent of Education and of the McGill University, the oldest and most important University of Canada. Since the organization of the School in 1857, it had sent forth 144 trained teachers into the Schools, and these were distributed throughout Lower Canada, and some of them beyond its limits. They proposed to-day to confer diplomas on 38 additional teachers, some of whom had studied with them and practised teaching in the Model Schools for one year, and after a stringent written examination (the printed questions for which were on the table) would receive the Elementary School diploma. Others had studied for two years, and after a still more severe examination would receive the model School diploma. The greater number of them were young women, because in the present circumstances of Canada, the remuneration for the work of the teacher was too small, and the demand for the labor of educated young men too great in other callings, to permit young men to devote themselves permanently to the profession of teaching; but for the same reason it was true that not only could they annually obtain more female teachers, but a higher intellectual and educational standard in the female teacher. Before presenting these young persons to receive the diplomas which they had so well earned, he begged leave to thank His Excellency on behalf of the School and



its numerous teachers scattered through Canada, and, he might add, on behalf of all those interested in the extension and improvement of elementary education, for the honor which he had done them by his visit, and for the countenance thereby given to their humble efforts.

Professors Robins and Hicks then read the list of the awards of honors, and the Principal presented the candidates to His Excellency, who handed them their diplomas.

The Governor General having kindly presented the diplomas, Miss Coke, one of the pupil-teachers, read a valedictory, but her voice was inaudible a few yards distant.

Mr. Alex. Morris, M. P., expressed his pleasure at performing the duty which, as one of the Governors of the McGill University, had been assigned him. That duty was to give expression to the interest the University took in the Normal School. But words were not needed for this purpose, as deeds spoke more strongly than words. The interest taken in this institution by the University, and especially by its learned Principal, was well known; and they had reason to congratulate the Professors that the Normal School had already reached a position of such early maturity and ripe excellence, giving a hopeful augury of the future, that he trusted it was destined to attain to. The learned Superintendent of Education had alluded to the government of this institution, and he could not help thinking the choice had been happily and judiciously made, and that the authorities evinced a wise discrimination and real appreciation of the educational interest of Lower Canada, when they linked the career of the Normal School with the University, as in this instance. It was a declaration that there existed an intimate and real association between the education of the people and that of the higher classes and members of the learned professions. He thought this system of government would be seen to be productive of good to the best interests of this Province. Common and higher education were thus so intimately associated that they would act and re-act upon one another. The pupils going forth from these schools would mould the minds of the rising generation of Lower Canada, and would exercise a happy influence upon all with whom they were brought in contact. He thought this institution had strong claims upon the English-speaking population of Lower Canada, which ought not to be disregarded. It was peculiarly their institution, and it was their duty to give it a cordial and liberal support—to send more pupils to receive instruction within its walls; and a higher duty still to see that when those pupils came forth to educate the youth, they (the public) might be prepared to come forward and extend to them a liberal and friendly hand and give that remuneration which the high office of a teacher entitled him to. He trusted the people of Lower Canada would not be found remiss in this matter; that they would be ready to make some sacrifices to secure that superior education of which their children were in need. He was extremely pleased to have the opportunity of meeting so many ladies and gentlemen on this occasion, and to see that so much interest was taken in it. He thought that one of the proudest and happiest features connected with our country was that the people had set themselves to obtain for every class in the community a liberal education. They had planted colleges and schools over various sections of the Province, which would attract pupils, and it could not but be that this would tell upon the future of this country; and he hoped that those to whom the destinies of the country had been entrusted, would combine with the people, as he was sure they would, to place those institutions in a high and assured basis. Let it be the aim of the people to make this Province a new Great Britain on the American shores. He concluded by thanking those present for the interest they had taken in the proceedings that day.

His Excellency the Governor-General then rose. He said one observation which had been made by Mr. Morris must command the attention and acceptance of every person present, namely, that this school had great claims upon the British inhabitants of Lower Canada. He (Lord Monck) would extend the observation to include all schools which had for their object the education of mankind in general. It was not merely in the intellectual development which schools afforded mankind that their chief benefits were to be found. He thought that the training and discipline in order to secure that development were the real basis of education. It was the restraint which young persons were obliged to place upon themselves—upon their own desires and feelings—in order to acquire the intellectual portion of education, which, in his opinion, constituted the great advantage of schooling in the after-life of mankind: and it was for this reason, as being in some degree responsible for the mode in which political action was exercised in this Province, that he was sincerely glad they had taken the

course intimated by Mr. Morris; and he congratulated this country upon the great efforts it is making, and the great sacrifices the taxpayers of this country are making for the extension of education among the people. He believed that both in public and private life education would be found to pay well, in a commercial point of view, in the future life of the generation rising among them. He trusted this day would long live in the memories of those who had received the authority of this institution to go forth among the people for their enlightenment and education; and that the success which had attended their first efforts in obtaining these diplomas, would be an incentive to them to persevere in the conscientious performance of their duties, so that, when it became their time to give an account of their task, they would be able to do it with joy and satisfaction. (Long applause.)

The proceedings terminated with the singing of the National Anthem.

His Excellency next inspected the boys of the Model School, on the ground in rear where they were drawn up in line to receive him, and expressed to Mr. Dearnally, drill instructor to the pupils, his satisfaction at the progress which they had made. The boys executed several movements in a creditable manner. The Governor General and Suite then took their departure amid cheers.

#### ADDRESS OF THE MCGILL UNIVERSITY.

The following address was presented by Hon. Mr. Ferrier who was attended by a number of the Governors, the Principal and Fellows, Professors, and other Members of the Convocation of McGill University before the Levee:—

*To His Excellency The Right Honorable Lord Viscount Monck, Governor General of British North America, &c., &c., &c.*

“MAY IT PLEASE YOUR EXCELLENCY:—

“The Governors, Principal and Fellows, with the Professors and other Members of Convocation of the McGill University of Montreal, beg leave to offer, on the occasion of Your Excellency's visit to this city, our cordial welcome to Your Excellency, more especially as the Visitor of this University, and the expression of our best wishes.

“It becomes us, as the representatives of the oldest University of Canada, to express our earnest hope and confidence that Your Excellency will ardently promote the interests of public education in this country, and that under Your Excellency's fostering care and patronage, the higher institutions of learning may flourish and extend themselves.

“Believing that the elevation of the standard of education, and the extension of its advantages to a greater number are objects of the greatest importance, and second to no others which can engage the attention of the Government or the country we shall always be ready to uphold the reputation in these respects which this University has already acquired, and under the guidance of Your Excellency to put forth still more strenuous efforts in these directions.

“It shall ever be our sincere prayer that Your Excellency may be blessed and prospered in all your personal and domestic relations, and that Your Excellency's Administration may be in the highest degree successful and profitable, to the best interests of Canada, and of the Empire.

“Signed on behalf of the University by

“THE HON. JAMES FERRIER,  
“Senior Governor present.”

To which His Excellency made the following reply:—

*To the Governors, Principal, Fellows and Members of the McGill University.*

“GENTLEMEN,—I thank you for your congratulations on the occasion of my visit to Montreal.

“I have, already, since my arrival in this country, given public expression to my sentiments as to the vast importance of public education, and I therefore content myself with stating in answer to your address that any system having for its object the instruction of the people, would be incomplete without such “higher institutions of learning” as the McGill University,—a body which has already deservedly acquired a very high and widely spread reputation, and in whose progress I have marked my own interest by consenting to become its visitor.

Montreal, 2 July, 1862.

### The Visit to Villa Maria.

At half-past one o'clock, Lord Monck proceeded to the educational institute of the Ladies of the Congregational Nunnery, for the purpose of presiding at the annual examination of the young ladies of that institution. His Excellency was again accompanied by Generals Williams and Paulet, Hon. L. V. Sicotte, the Hon. the Superintendent of Education, His Worship Mayor Beaudry, and a number of other gentlemen. A large attendance was present to receive him, among whom might have been noticed Rev. Mr. Granet, Superior of the Seminary of St. Sulpice, the Rev. Messrs. Nercam, Rousseau, Bonissant, Marcelet, G. d'Jhon, Dowd, Porlier, Vinet, Proulx, Dorion, Lesage; Hons. G. E. Cartier, Dorion, McGee, Desaulles, L. T. Drummond, Chs. Wilson, Louis Renaud, Hon. Mr. Justice Mondelet, Hon. Mr. Justice Monk; Messrs. Olivier Berthelot, Pommienville, Rodier, E. Roy, E. Demers, City Treasurer, Jos. Royal, &c. His Excellency was received in alighting from his carriage by Mr. Louis Beaudry and Mr. C. A. Leblanc, and by them conducted to the reception room where he was introduced to the Lady Superior of the establishment and the other nuns of Villa Maria, and then proceeded to the class-room for the purpose of presiding at the distribution of the prizes. The large room in which these were given was completely crowded, principally with ladies, and was handsomely decorated with evergreens, wreaths, etc. Over the platform at the end was suspended the motto—"Welcome noble Lord, thrice welcome to our Villa Maria," while on the same platform were to be seen specimens of the articles worked by the dainty fingers of the inmates of the Villa. A selection was played by the young ladies on the piano, harp and harmonium combined, as His Excellency entered the room, and Miss Leblanc, daughter of Mr. C. A. Leblanc, proceeded to welcome him in a set speech which was prettily worded and apparently received with pleasure. We give it in the original:—

EXCELLENCE.—"Je n'ai goûté que deux plaisirs bien vifs dans ma vie," dit un grand capitaine du siècle dernier: "l'un de remporter un prix dans mes études, l'autre de remporter une bataille."

"Il nous est bien glorieux, Excellence, de recevoir ici des couronnes mises en parallèle avec les lauriers que l'on cueille dans les combats: les couronnes nous les avons reçues de vos mains, mais de toutes les récompenses, la plus belle à nos yeux, est d'avoir pu intéresser Votre Excellence et lui plaire. Vos applaudissements à nos faibles essais ont comblé tous nos vœux.

"Ce jour, Excellence, est le jour de nos bienfaits; chaque jour qui suivra—celui de notre reconnaissance."

A dialogue in verse, entitled *Les Soins de la Providence*, was recited by a number of the pupils, with great distinctness and dramatic effect. Miss Valois and Miss Kimber particularly distinguished themselves by their fine singing and were repeatedly applauded. A number of exercises were then gone through, and Lord Monck proceeded to distribute the prizes to the fair pupils; and the proceedings terminated with the performance of the National Anthem. He then proceeded round the mountain, and returned to the St. Lawrence Hall at a few minutes past four o'clock. The following appropriate lines were read ere the examination came to a close:

WELCOME TO HIS EXCELLENCE THE GOVERNOR OF CANADA.

There is a word most sweet to speak, and sweeter far to hear;  
A sound that ever wins a smile, and often draws a tear;  
A song of joyousness that's prized where'er its glad notes rings,  
For breathes there one, who does not know the thrill that "Welcome" brings?

Then, from the depths of each young soul, to the proud Erin's Peer,  
With throbbing pulse and bounding heart we tend a welcome here:  
We greet thee in the place of her our own beloved Queen:  
And yet we feel no words can tell what this day's joys have been.  
We welcome thee to this bright land, whose glories of the past  
The page of history still will tell, while e'er the world shall last:  
When side by side the meteor names of Wolfe and Montcalm lie:  
As side by side, oh! how we trust their spirits are on high!  
Where loyal hearts shall ever beat for England and her Queen,  
And never traitor's foot shall rest, or foe-man's arm be seen:  
Where whilst a danger threatens home, no weapon shall be sheathed,  
And where with Shamrock, Thistle, Rose, the Maple will be wreathed.  
We welcome thee to this sweet spot, our own dear mountain home.  
No fairer shall we ever meet e'en though the world we roam,  
Thou who hast known a daughter's love, and felt a father's bliss,  
Canst well rejoice that we have known in youth a home like this,  
We thank thee that amidst thy life of turmoil and of care  
Thou shouldst this day have spent with us, thy peaceful hours rare;  
We ask that God's own choicest gifts should fall on thee and thine,  
And from a life of earthly joy may each in heaven shine.

[The last word reveals the name of the gifted authoress. Ed. J. of E.]

### Seventeenth Conference of the Teachers' Association in connection with the Jacques Cartier Normal School.

This conference was held on the 30th May last. The minutes of the previous meeting having been read, Mr. Archambault remarked that the name of Mr. P. Jardin had not been given in the list of members who were present at that meeting, an omission which rendered an amendment necessary. The amendment having been made accordingly, the minutes were adopted unanimously.

Mr. O. Caron then read a paper on the following subject—"Education, Patience and Discernment," the three principal qualifications of a teacher.

Hon. Mr. Chauveau complimented the teachers on the zeal they had shown in attending this meeting so numerously; and he encouraged them by pointing out the advantage and benefit they would derive if they subscribed to the Pension Fund and the *Journal of Education*.

The President offered the following subject for discussion: "What is the best method of instruction? Is it the individual, monitorial, simultaneous or the mutual? Should these several methods be employed together or separately?" Messrs. Dion and Dufresne, delegates from the Quebec Association, spoke on these questions, as did also Professor Delaney, of the Jacques Cartier Normal School, and Inspector Valade. The debate was then summed up by the Superintendent of Education, who pointed out the advantages to be derived from a combination of the two systems—simultaneous and mutual, especially in this country.

The next lecture was delivered by Mr. Tessier, who chose for his subject—"The good which would follow from teachers' conferences, now and hereafter."

An adjournment until 8 o'clock P.M. was then agreed to. When the sitting was resumed, Mr. Boudrias lectured on Mental Arithmetic, and called upon the pupils of the Normal School to illustrate the application of its principles, which they did by returning correct and prompt answers to a great number of questions.

Mr. Dostaler performed a series of interesting chemical experiments, which were found both instructive and entertaining.

Rev. Mr. Verreau then addressed the meeting. In the course of his remarks he congratulated the officers of the association on the successful attempt to bring together so large a number of members, thanking the teachers present for the promptitude with which they had responded to the call.

The President, Mr. Desplaines, having thanked the assembly, declared the session adjourned to the last Friday in August, when it would re-assemble at 10 A.M. The discussion commenced at last meeting will then be resumed. The following subject was also selected for consideration: "Which of the two methods is preferable in teaching—the synthetic or the analytic?"

### Sixteenth Conference of the Teachers' Association in connection with the Laval Normal School.

The sitting opened at 2 o'clock P.M., on the 15th May last. The minutes of the last meeting were read and adopted.

- Lectures were then delivered on the following subjects:—
1. *The Present Conference*, by Mr. N. Lacasse, Ordinary Professor of the Laval Normal School.
  2. *Progress of Education in Canada*, by M. Bardy, Esq., M. D. and Inspector of Schools.
  3. *Utility and Advantages of Conferences*, by Mr. C. J. L. Lafrance, Principal of the St. Jean-Baptiste Academy of Quebec.
  4. *Necessity of friendly intercourse between the Inspectors and the Teachers*, by Inspector Juneau.
  5. *Encouragements which a Teacher may derive from his calling*, by Mr. C. Dufresne, Principal of the College of St. Michel, Bellechasse.
  6. *The Teacher of the Past, Present and Future*, by Mr. Joseph Letourneau, teacher at Ste. Foye.

The Rev. Principal then gave the following as subjects for discussion:—

1. *Is it better to conjugate French verbs from their radicals, or their primitive tenses?*

2. *What is the best manner of making a logical analysis?*

At 5 o'clock 30 m. P. M. the sitting was adjourned while the members and guests withdrew to an upper chamber to partake of a collation tendered by the Rev. Principal of the Normal School.

The sitting was resumed at 7.30. and lasted till 11.30 P. M.—the time having been taken up with two speeches and eleven pieces of music, as enumerated below:—

#### SPEECHES.

1. *The Normal Schools*, by Rev. J. Langevin, Principal of Laval Normal School.

2. *Closing Address*, by the Hon. P. J. O. Chauveau, Superintendent of Education.

#### MUSIC.

1. *Overture, Tancrede*, Rossini (piano and violin).

2. *Duett, Daughter of the Regiment*, Donizetti (piano).

3. *Prayer from Moses*, Rossini (chorus).

4. *L'Incantation de la Jongleuse*, Ernest Gagnon (piano and violin).

5. *Chœur du Robin des Bois*, Weber.

6. *La Donna del Lago*, Vilbac (piano).

7. "Chant d'Avenel," *Dame Blanche*, Boieldieu (chorus).

8. *Fantasia, Home, sweet home*, Célestin Laviguer (violin and piano).

9. *La Retraite*, by L. DeRillé (chorus).

10. *Duett, Traviata*, Alberti (piano).

11. *Les Rieurs*, Martin (chorus).

Mr. E. Gagnon, professor of music, had kindly volunteered his services for the musical entertainment, as did also Messrs. Laviguer and Defoy and the pupil-teachers of the Normal School. The effect was all that could be desired; it may suffice to add that the *Incantation*, *Home, sweet home*, and the *Rieurs* were received with particular favor.

The following resolutions were then adopted unanimously:—

Moved by Mr. J. B. Cloutier, seconded by Mr. O. Legendre, and

1. *Resolved*,—That the Hon. Superintendent of Education, by attending the present conference has given another proof of the profound interest he takes in whatever tends to the improvement of teachers, and is entitled to our most sincere acknowledgments.

Moved by Mr. J. B. Deguise, seconded by Mr. L. Lefebvre, and

2. *Resolved*,—That this association hereby tenders the expression of its most lively gratitude to the Rev. J. Langevin, Principal of the Laval Normal School, for the kindness that prompted him to undertake the management of the banquet, and that in this it recognizes a fresh proof of the interest this gentleman has ever manifested for teachers and whatever can cement their union.

Moved by Mr. J. B. Dugal, seconded by Mr. Joseph Blais, and

3. *Resolved*,—That a vote of thanks is due to Messrs. Bardy, Juneau, and Tanguay for their presence at this meeting, in accordance with the generally entertained wishes of the association.

Moved by Mr. C. Dufresne, seconded by Mr. C. Dion, and

4. *Resolved*,—That the members of this association return thanks to Mr. E. Gagnon, who, with the valuable assistance of Messrs. C. Laviguer and Defoy, and the pupil-teachers of the Normal School, has so largely contributed to their amusement and to the brilliancy of the proceedings.

Moved by Mr. C. Dufresne, seconded by Mr. J. B. Deguise, and

5. *Resolved*,—That we have remarked with pain, that of the twelve Inspectors invited to this special meeting of the 15th May,

only three have honored us with their presence, viz.: Messrs. Bardy, Juneau, and Tanguay; and that only two others, Messrs. Boivin and Rouleau have assigned a cause for their absence.

The meeting then adjourned to the last Saturday in the month of August next.

#### Distribution of Prizes, &c., to the Pupils of the High School Department of McGill College.

This interesting ceremony took place, as announced, at three o'clock on Saturday afternoon, 28th June, in the Hall of the Normal School, Belmont Street.

The room was well filled with the boys and their friends. There were present on the platform the Hon. Mr. Ferrier, Chairman; Mr. Davidson, one of the Governors; Principal Dawson; H. A. Howe, M. A.; Rev. Dr. Leach; Professors Cornish and Darey; Messrs. Gibson, Baynos, Kemp, Markland, Reid, Andrews, Thorborn (of Farmersville, C. W.), and Mr. Perkins, President of the High School Society. We also observed Messrs. Bridges, Macduff, Mitchell, S. Brown, Davidson, Parker and others among the audience.

Hon. Mr. Ferrier took the chair at three o'clock, and called upon the Rev. Dr. Leach to open the meeting with prayer.

The Rector, H. A. Howe, M. A., then proceeded to give the usual account of the School's progress during the past Session.

The present ceremony was the nineteenth of the kind since the foundation of this School, the ninth since the affiliation with McGill College, and the fourteenth under his hands. Since the affiliation with McGill College, the Governors had exerted themselves to the utmost to improve the School in every respect. It was an interesting question to ask what the High School had done for education generally. When he walked through the street he was greeted by middle aged men, who had once attended the school. The certificates of good conduct, &c., which the school granted, were also much valued, and he was frequently applied to for these certificates, by young men who were entering business. Many employers in Montreal would not engage young men unless they had certificates showing where they had been educated. There was also another question, namely, what the High School has done for McGill College. Upon looking through the Calendar of the University for the past year, he found that in the Faculty of Arts, out of 40 students, twenty-six had commenced their education in the High School. This was a large proportion, but he hoped the number would increase. He might say indeed that they would be able, next September, to send from the sixth form to the College, ten students—a much larger number than had ever been sent from the High School before. The greatest number at the school during the past session has been 279. This number he regretted to say, however, was not sufficient to enable the Governors or Managers of the school to meet their expenses. It was a matter of regret that such a school was not self-supporting. It was not right for them to have to draw from the College. If those who were interested in the High School, and whose sons had been educated at that Institution would exert themselves and persuade others to send their children also, this state of things would not exist. He saw a small proportion of the 289 he spoke of present. Many had doubtless left the city with their families, but there were others who thought that they were under no obligation to be present at the closing ceremony. If a boy had not been successful in the competition for prizes, still he ought to be present at their distribution, in order to see those who had been successful receive their awards. He (Mr. Howe) had indeed thought of postponing the distribution of prizes until September, when the pupils would re-assemble. Alexander R. Macduff was to receive the Gold Medal this year. (Applause.) Mr. Howe also alluded to the fact of High School boys having for many years taken the medals at McGill College. Ross took the Chapman medal at the last Convocation, and Ramsay the Prince of Wales medal. He then proceeded to read the following

#### PRIZE AND HONOR LIST.

##### SIXTH FORM—24 PUPILS.

Alexander R Macduff—Dux of the School, and Davidson Medallist.

Latin—1 Macduff, 2 McCord, 3 Anderson. Greek—1 Bethune, 2 Macduff, 3 Smith. English—1 Lanigan, 2 Macduff, 3 Chipman. French—1 Lanigan, 2 Perrigo, 3 Chipman. German—1 Chipman. History—1 Macduff, 2 Perrigo, 3 Lanigan. Geography—1 Mac-

duff, 2 Bethune, 3 Perrigo. Algebra—1 Jaques, 2 Bethune, 3 Macduff. Arithmetic—1 Lanigan, 2 Jaques, 3 Macduff and McCord equal. Geometry and Trigonometry—1 Bethune, 2 Macduff, 3 Jaques. Nat. Philosophy—1 Bethune, 2 Macduff, 3 Anderson. Bible Studies—1 Anderson, 2 Macduff, 3 McCord. Writing and Bookkeeping—1 Lanigan. Drawing—1 Perrigo. Good Conduct—Davidson and McCord. Punctuality—Anderson, Chipman, Marler, Perrigo and Tabb. General Proficiency—1 Macduff, 2 Bethune, 3 Anderson, 4 Chipman, 5 McCord.

## FIFTH FORM—30 PUPILS.

Arthur A. Browne—Dux of the Form.

Latin—1 Browne, 2 Watts, 3 Taylor. Greek—1 Watts, 2 Browne. English—1 Browne, 2 Thomson, 3 Holiday, 4 Badgley. French—1 Watts, 2 Holiday and Orr equal, 4 Brown and Thomson equal. German—Sternberg. History—1 Thomson, 2 Browne, 3 Simpson max, 4 Holiday. Geography—1 Browne, 2 Morgan, 3 Dawson, 4 Holiday. Algebra—1 Fitzgerald, 2 Morgan, 3 Simpson max, 4 Browne. Arithmetic—1 Sternberg, 2 Morgan, 3 Orr, 4 Simpson max. Geometry—1 Thomson, 2 Watts, 3 Brown, 4 McDougall. Scripture—1 Browne, 2 Holiday, 3 Badgley and Thomson equal. Writing—1 Thomson, 2 Browne, 3 Johnston, 4 Hose. Bookkeeping—1 Thomson, 2 Sternberg. Drawing—1 Johnson, 2 Morgan. Good Conduct—McDougall. Punctuality—McDougall, Simpson max and Watts. General Proficiency—1 Browne, 2 Watts, 3 Holiday.

## FOURTH FORM—39 PUPILS.

Montgomery Jones—Dux of the Form.

Latin—1 Jones, 2 Marler, 3 Vennor, 4 Morgan. Greek—1 Marler, 2 Jones, 3 Vennor, 4 Morgan. English—1 Jones, 2 Fraser, 3 Massey, 4 Seathe. French—1 Marler, 2 Seathe, 3 Jones, 4 Jackson. History—1 Jones, 2 Marler, 3 Kemp, 4 Morgan. Geography—1 Morgan, 2 Jones, 3 Marler, 4 Seathe. Arithmetic—1 Seathe, 2 Marler, 3 Jones, 4 Calder. Geometry—1 Jones, 2 Morgan, 3 Vennor, 4 Marler. Scripture—1 Jones, 2 Kemp, 3 Marler, 4 Fraser. Writing—1 Bowie, 2 Jackson. Bookkeeping—1 Jackson, 2 Calder. Drawing—Calder Major, Morgan and Vennor. Elocution—1 Jones, 2 Jackson and Marler equal, 4 Stephen. Good Conduct—Morgan. Punctuality—McGoun and Marler. General Proficiency—1 Jones, 2 Marler, 3 Vennor, 4 Morgan.

## THIRD FORM—54 PUPILS.

Andrew James Simpson—Dux of the Form, and Medalist of the High School Society.

Latin—1 Greenshields, 2 Rodger, 3 Simpson, 4 Lewis, 5 Major. English Reading, &c—1 Ross, 2 Simpson and Stevenson equal; 4 Murray, 5 Evans. English Grammar—1 Ross, 2 Evans, 3 Greenshields, 4 Simpson, 5 Rodger. French—1 Simpson, 2 Lewis, 3 Rodger, 4 Carke, 5 Jaques. History—1 Rodger, 2 Stevenson, 3 Ross, 4 Carke, 5 Greenshields. Geography—1 Darling, 2 Evans, 3 Lewis and Ross equal, 5 Harrison. Arithmetic—1 Simpson, 2 Ross, 3 Tooke, 4 Stevenson, 5 Jaques. Scripture—1 Evans, 2 Simpson, 3 Gemmill, 4 Torrance, 5 Stevenson. Writing—1 Harrison, 2 Hamilton, 3 Sutherland, 4 Rolland, 5 Reinhardt. Elocution—1 Darling, 2 Evans, 3 Ross, 4 Lewis, 5 Lyman. Good Conduct—Lyman. Punctuality—Bulmer, Patterson, Tabb and Tooke. General Proficiency—1 Simpson, 2 Rodger, 3 Greenshields, 4 Ross, 5 Lewis, 6 Evans.

## SECOND FORM—44 PUPILS.

Alexander Robertson—Dux of the Form.

Latin—1 Robertson, 2 David, 3 Porteous, mi., 4 Thomson, 5 Lovell, mi. English Reading, &c—1 Robertson, 2 Whitney, 3 Porteous, mi., 4 Gough, 5 David. English Grammar—1 Robertson, 2 Thomson, 3 Porteous, maj., 4 Porteous, mi., 5 Shepherd. History—1 Robertson, 2 Whitney, 3 Thomson, 4 Porteous, maj., 5 Heward, maj. Geography—1 Robertson, 2 Porteous, maj., 3 Thomson, 4 Whitney, 5 Shepherd. Arithmetic—1 Shepherd, 2 Lovell, mi., 3 Baird, 4 Robertson, 5 Reinhardt. Scripture—1 Robertson, 2 Thomson, 3 Hamilton, 4 Kerr, 5 Heward, maj. Writing—1 Boxer, 2 Porteous, maj., 3 Shepherd, 4 Baird. Elocution—1 Thomson, 2 Robertson, 3 Bacon, 4 Ladd. Good Conduct—Badgley. Punctuality—Lovell, maj. General Proficiency—1 Robertson, 2 Thomson, 3 David, 4 Lovell, mi., 5 Porteous, maj. and Shepherd equal.

## FIRST FORM—47 PUPILS.

James Rodger—Dux of the Form.

Latin—1 Roger, 2 Kneeshaw, 3 Miller, 4 Crosbie, 5 Torrance,

mins. English Reading, &c—1 Rodger, 2 Torrance, mins., 3 Torrance, mi., 4 Kneeshaw and Sutherland equal. English Grammar—1 Rodger, 2 Torrance, mins., 3 Crosbie, 4 Torrance, mi., 5 Kneeshaw. History—1 Crosbie, 2 Rodger, 3 Ross, 4 Kneeshaw, 5 McNab. Geography—1 Rodger, 2 Torrance, mins., 3 Davidson, 4 Clouston, 5 Torrance, mi. Arithmetic—1 Torrance, mins., 2 McNab, 3 Rodger, 4 Ross, 5 Kintoch. Scripture—1 Kneeshaw, 2 Torrance, mi., 3 Ross, 4 Rodger, 5 Torrance, mins. Writing—1 Mhrlar, 2 Ross, 3 Elliott, 4 Shepherd and McNab equal. Elocution—1 Kneeshaw, 2 Davidson, 3 Rodger, 4 Torrance, 5 Picken. Good Conduct—Kneeshaw. Punctuality—Bulmer and Marler. General Proficiency—1 Rodger, 2 Kneeshaw, 3 Torrance, mins., 4 Crosbie, 5 Davidson.

## PREPARATORY FORM—41 PUPILS.

James B. Birks—Dux of the Form.

English Reading: Upper Section—1 Birks, 2 Mitchell, ma., 3 Lewis, 4 Holland. Lower Section—1 Henderson, 2 Laing, 3 Mitchell, mi., 4 Forester. English Grammar: Upper Section—1 Birks, 2 Holland and Lewis equal, 3 Honey. Lower Section—1 Henderson, 2 Mitchell, mi, 3 Laing, 4 Forester. Spelling and Derivation: Upper Section—1 Birks, 2 Holland, ma., 3 Snodgrass, 4 Lewis. Lower Section—1 Henderson, 2 Mitchell, mi., 3 Laing, 4 Moore, ma. Geography: Upper Section—1 Holland, 2 Lewis, 3 Birks, 4 Kissock. Lower Section—1 Forester, 2 Laing, 3 Mitchell, mi., 4 Henderson. Scripture—Upper Section—1 Birks, 2 Mitchell, ma., 3 Gardner, 4 Lewis. Lower Section—1 Mitchell, mi., 2 Laing, 3 Scott, 4 Henderson. Arithmetic—1 Cooper, 2 Forester, 3 Moore, ma., 4 Laing. Writing—1 Holland, 2 Kissock, 3 Gardner and Elliott equal, 5 Honey, 6 Beaufield. Elocution—1 Moore, mi., 2 Holland, 3 Lewis, 4 Birks. Good Conduct—Snodgrass and Honey. Punctuality—Miller. General Proficiency—1 Birks, 2 Holland, 3 Lewis, 4 Mitchell, ma.

During the distribution of the prizes a number of recitations, &c., were given, as follows:—Sternbergh fifth form, a recitation from Milton. Bacon and Davul, fourth form, a dialogue—St. Phillip. Neve and Youth. Boxer, Evans and Lewis, third form, a scene from Hamlet. Thomson, third form, Collins' Ode to the Passions. Kneeshaw, first form, a comic reading, "Three black Crows." Holland and Snodgrass, Preparatory, a reading, "Jack Frost." The several performances were creditable, and were loudly applauded.

J. A. Perkins, Esq., B.C.L., President of the High School Society, also took the opportunity of presenting the Society's Medal to Andrew James Simpson, Dux of the Third Form. Mr. Perkin's said:—

"I take great pleasure in presenting this medal to you as the most proficient scholar of the Third Form of the High School, in the study of Canadian History and Geography, and I trust that you will take as great pride at its reception as I take now in handing it to you, and that you will wear it with honor. It is the gift of the High School Society of Montreal, a Society composed of young men who, as yourself and the boys now present are, were formally attendants, scholars and schoolmates at the High School, and who filled the seats you now occupy. You are the fortunate recipient of this small token of our regard and the interest we take in the school where we passed many hours never to be forgotten, and I sincerely hope that you, with the less successful of the candidates, may never forget or lay aside the study of the History and Geography of Canada, to us all the most important country in the world, as our common home. This medal will, in future years, bear testimony to your efforts, and be a noble *guirdon* of your well earned victory.

"I hope that my young friends will each and all heartily strive next year for the medal, and that, though not successful to-day, they will not be daunted, but with renewed study, spirit and application, persevere and daily learn more and more. A good beginning makes a good ending, and we cannot but anticipate a rich harvest for him who takes advantage of the Spring time to sow the early seed, and a noble victory does the scholar gain who, in early life, lays a good foundation for the studies of more mature years.

"Our Society takes great pleasure, and feels honored in being present to-day, when the rewards of merit are presented, and we look back with mingled pleasure and regret on our school days, and would here pay tribute to these masters who, with praiseworthy and unceasing care, tutored our youthful minds, thank them for their pains, and assure them that they will ever be remembered, and in after years honored by their former pupils.

"We trust that as our Society increases yearly to do more and

more to aid and assist our *old school*, and we beg to assure those now in charge that it will ever be our earnest endeavours to forward the interests of this Institution, and hope that these young men now about to leave the school, as having finished their scholastic course, will enlist in the ranks of this Society, and share in the labor of love."

Principal Dawson then rose to address the boys. They might remember that when he spoke to them last year, he alluded to the subject of "being manly," and pointed out to them that it was not manly to neglect their duties and so on, but it was manly to endeavour to improve themselves, to be kind to one another, to be self-denying to serve God, and to be very much afraid of doing anything wrong. He hoped they had not forgotten those things. If they knew how very important the subjects they studied would be to them in after life, if they knew how hard it was to keep up such a good school, and to supply it with teachers, they would be more attentive to their studies, and more thankful for the advantages they enjoyed. Some of them thought they had very hard work in the High School, and it was only right that the work should not be so hard as to injure either the mind or the body of any student. But it was also necessary that a certain amount of hard work should be done. In some countries they could do without any schooling at all, but that was not the case in civilized countries. As countries became more civilized there would always be more things to be learned, and in a little while it would be impossible to give a complete education unless children were left longer at school. Young people were launched into the business of the world at too early an age, and particularly in this country, where there were so many opportunities of obtaining employment. It had been said that boys in this generation were wiser than old men in old times. But however this might be, he had always found that, with a very few exceptions, young men could not think independently for themselves until they had arrived at least at the age of sixteen years. They were not disposed to do so, and could not apply good sound reason. He hoped the boys would take the advice of the Rector and as many of them as possible continue the studies by entering the College. It was a very promising thing to hear that ten young men were about to go up to the University from the school. He hoped that they would all be able to say, four years after this, that they had learned more than they ever thought they could learn. He would indeed like to see the High School the nursery for the College. It was very important that the public of Montreal should attach a true value to the School. It might have its faults, but it was constantly and steadily improving, and it would soon be self-supporting. The High School in fact received no aid from Government, for although there was a grant still they had to take a certain number of free students. Persons interested in the School ought to think whether it would not be a wise plan for them to devote some of their surplus wealth to the establishment of an endowment fund, so that the school might never have to draw upon the College. He said all the professors would have much pleasure next September in meeting the young men who were going up to the College.

The Chairman then rose and said that the Rector was about to make a very popular speech.

Mr. Howe then, amidst shouts of applause, announced that the boys would as usual have two months holidays. They would meet again on Monday September 1st, and he hoped that in the mean time they would enjoy themselves.

Rev. Professor Cornish pronounced the Benediction, and the meeting broke up.—*Montreal Gazette*.

#### JUNIOR DEPARTMENT BISHOP'S COLLEGE LENOXVILLE.

The following is a list of the heads of the several classes, as they came out in the Midsummer examination:—

English.—1st class: 1 Slack, mi; 2 Hale, maj; 3 Lemesurier. 2nd class: 1 Kinnear, maj; 1 Davies, maj; 2 Vanneck; 3 Tylee, mi. 3rd class: 1 Reaves, 2 Poston, mi; 3 Moffatt, mi; 3 Sewell, mi. 4th class: 1 Hall, mi; 1 Osborne; 3 Douglass, mi.

Scripture.—1st class: 1 Slack, mi; 2 King, mi; 3 Slack, maj; 3 Nicolls, maj; 3 Poston, maj. 2nd and 3rd classes: 1 Kinnear, maj; 2 Sewell, maj; 3 Balfour, mi. 4th class: 1 Cairns, 2 McGinnis, mi; 3 Brook, mi. 5th class: 1 Meredith, 1 Clemow, 2 Lyon, mi; 3 Yule, mi. 6th class: 1 Douglass, mi; 2 Osborne, 3 Shaw, mi; 3 Hall, maj.

Geography.—1st class: 1 Yule, maj; 1 King, mi; 2 Slack, maj; 3 Slack, mi. 2nd and 3rd classes: 1 Davies, maj; 2 Kinnear, maj; 3 Balfour, maj. 4th. 1 Kittson, mi; 2 McGinnis, mi; 3 Cairns.

5th class: 1 Poston, mi; 2 Yule, mi; 3 Bowen. 6th class: 1 Lyon, mi; 2 Housman; 3 Shaw, mi.

History.—1st class: 1 Yule, maj; 2 King, mi; 3 Poston, maj. 2nd and 3rd classes: 1 Balfour, maj; 2 Balfour, mi; 3 Vanneck. 4th class: 1 Cairns, 2 Reaves, 3 Kittson, mi; 3 Galt. 5th class: 1 Yule, mi; 2 Brooks, mi; 2 Lyon, maj; 3 Meredith. 6th class: 1 Hall, maj; 2 Paddon, mi; 3 Taylor.

Elocution and Reading.—1st class: 1 Yule, maj; 2 Paddon, maj; 3 Kittson, maj. 2nd and 3rd classes: 1 Kinnear, maj; 2 Davies, maj; 3 Eaton, maj. 4th class: 1 Nicolls, maj; 2 Macdonald, 3 Anderson. 5th class: 1 Molson, 2 Tylee, mi; 3 Poston, mi. 6th class: 1 Housman, 2 Shaw, mi; 3 Osborne.

Writing.—1st class: 1 Kittson, maj; 1 Hale, maj; 1 Yule, maj; 2 Slack, mi. 2nd and 3rd classes: 1 Balfour, maj; 2 Carter. 4th class: 1 Reaves, 2 Balfour, mi. 5th class: 1 Brooks, maj; 2 Olivier. 6th class: 1 Taylor, 2 Nicolls, mi.

Book-keeping.—1 Slack, maj; 2 Cairns, 3 Robinson.

Latin.—1st class: (matured). 2nd class: 1 Slack, mi; 1 Yule, maj; 2 Zubleke, 3 Slack, maj. 3rd class: 1 Vanneck, 1 Balfour, maj; 2 Sewell, maj. 4th class: 1 Moffatt, mi; 2 Kittson, mi; 3 Douglass, maj. 5th class: 1st division, 1 Brooks, mi; 2 Tylee, mi; 3 Wright. 5th class: 2nd division, 1 Yule, mi; 2 Hall, mi. 6th class: 1 Nicolls, maj; 1 Housman, 2 Poston, mi.

Arithmetic and Algebra.—1st class: (matured). 2nd class: 1st division, 1 Slack, mi; 3 Poston, maj. 2nd class: 2nd division, 1 Kittson, maj; 2 White. 3rd class: 1 Robinson, 2 Davies, maj; 3 Antrobus, mi. 4th class: 1 Henry, 2 Sewell, mi; 3 Anderson, 3 Whitten. 5th class: 1 Yule, mi; 2 Bowen, 3 Lyon, maj. 6th class: 1 Osborne, 2 Hall, maj; 3 Taylor.

Greek.—1st class: (matured). 2nd class: 1 Slack, mi; 2 Balfour, maj. 3rd class: 1 Zubleke, 2 Yule, maj. 4th class: 1 Davies, maj; 2 Douglas, maj.

Euclid.—1st class: (matured). 2nd class: 1st division, 1 Balfour, maj; 2 Slack, maj; 3 Slack, mi; 2nd division, 1 Sewell, 2 Poston, maj; 3 Kittson, maj. 3rd class: 1 Vankoughnet, maj; 2 Wright, 3 Robinson.

Chemistry.—1 Slack, maj; 2 Yule, maj; 3 Balfour, maj.

Natural Philosophy.—1 Slack, mi; 2 Davies, maj; 3 Vanneck.

French.—1st class: 1 Kittson, maj; 1 Poston, maj; 1 Yule, maj; 2 Robinson, 3 Antrobus, mi. 2nd class: 1 Vanneck, 2 Balfour, maj; 3 Sewell, maj. 3rd class: 1st division, 1 Poston, mi; 2 McGinnis, mi; 3 Coffin. 3rd class, 2nd division, 1 Moffatt, mi; 2 Galt; 3 Lyon, maj. 4th class, 1st division, 1 Shaw, maj; 2 Housman, 3 Taylor. 4th class: 2nd division, 1 Lyon, mi; 2 Rawson.

Mapping.—1 Hale, maj; 1 Kittson, maj; 2 Slack, maj.

Drawing.—1 Poston, maj; 2 Kinnear, maj.

Examiners.—Rev. J. H. Nicolls, DD, Principal B.C.; Rev. W. Richmond, MA; Rev. James W. Williams, MA, Rector.—*Herald*.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The vote for public education in Great Britain during the current year is the largest ever granted, amounting in all to more than 1,100,000*l.*, which is thus distributed—842,119*l.* for England and Scotland, and the remainder for Ireland. The estimate is framed according to the old code, and every school admitted to aid before July next, will receive its next grant as if the system had remained unchanged; but schools admitted to aid after July, will fall under the revised code. This causes a charge of 13,500*l.*, which would, under the old code, have belonged to next year, because, while the grants to pupil-teachers were not payable at the time of their admission, the new grants obtainable for the examination of the scholars in reading, writing, and arithmetic, will have to be paid at once for the year ending at the date of inspection. In Great Britain, in 1861, the grants for building amounted to 99,806*l.* to meet 207,043*l.* voluntarily subscribed, and additional school accommodation was provided for 47,103 children. The pupil-teachers increased from 15,535 to 16,277, and the sum of 301,826*l.* was paid to them, or for their being taught—a sum which brings the expenditure upon them since 1839 up to more than 2,000,000*l.* The capitation grants, from 3*s.* to 6*s.* on children attending school 176 days, amounted in 1861 to 77,239*l.*, and the vote now to be taken is to be 86,000*l.*; the payment was made on 316,226 children, being 42 75 per cent. of the children attending 5199 schools—an increase of 54,220 children that year. The sum of 1177*l.* was paid in respect of 5686 scholars above twelve years old attending night schools (connected with day schools under inspection) on 50 nights. The number of certificated teachers in charge of scholars at the end of 1861 was 8698, an increase of 987 over the pre-



vious year; nearly 130,000l. was paid in direct augmentation of their salaries, and the vote proposed this year is 142,000l. The number of students in training colleges increased 21, and was 2847 at the end of the year, the vote is 100,000l., as before. Small grants are made (16000l. will now be voted) for industrial departments of common elementary schools, having land, kitchens, laundries, or work rooms attached to them. Uncertified ragged schools are also aided, but the grant is to be reduced to 2500l. The total number of elementary day schools visited by her Majesty's Inspectors in 1861 was 7705, and school-rooms under separate teachers, 15,900, and there were present 1,028,690 children—an increase of 65,758 over 1860. Adding 32,481 children inspected in 442 Poor Law Schools, and 5226 in 67 industrial schools, the total number of children was 1,066,297. Of the 813,441l. expended from the public purse upon the schools of Great Britain in 1861, 495,471l. went to schools connected with the Church of England, 78,358l. to those connected with the British and Foreign School Society, 37,775l. to Wesleyan Schools, 32,787l. to Roman Catholic Schools in England and Wales, and 2408l. in Scotland, which latter country also received 53,398l. for schools connected with its Established Church, 38,829l. for Free Church Schools, and 6052l. for Episcopal Church Schools. The establishment in London, and the inspection, cost 67,185l.—*Educational Times*.

—The report of the Council of Military Education for 1861 has been published. It appears that for more than 38 per cent. of the men in the ranks the most elementary education is required, 19 per cent. can neither read nor write, and above 19 per cent. can only read but not write. 74 per cent. have a superior degree of education, the remaining 54 per cent. can read and write. The great hindrance is an irregularity of attendance. Attendance of soldiers at school is no part of military discipline, and cannot be legally required. The Council submits that there would be no hardship in its being made obligatory upon every recruit to learn to read and write before he is dismissed to duty, and becomes less able to give regular attendance at school. School fees for adults have been already abolished, except for the more advanced classes; but to retain fees for these is a tax upon progress, and as it is found that the men generally leave school as soon as they are called upon to pay, and only return in order to qualify for promotion, the utmost received is not considerable, and the Council are of opinion that the sacrifice of the fees would be more than compensated by the advantage which the service would derive from having in its ranks a large number of men possessed of a respectable degree of education. In the Royal Artillery and the Foot Guards education has received due attention of late, and the result has been that the proportion of men unable to read and write has been reduced nearly one-half since 1858—in the Artillery from 40 per cent. to 25, and in the Foot Guards from 20 per cent. to 11. Where the officer in command affords to the school his countenance and support, the result is that the educational system attains its full development, non-commissioned officers and men alike profit by it, and a taste is acquired for other pleasures than those of the public-house. The Council reports that the machinery for education is good and ample, and they are confident that the extension of elementary education among the men will be carried far beyond its present unsatisfactory limits as soon as the one great impediment which now exists, namely, the irregularity of the attendance, shall be wholly or even partially removed. This report, the first since the transfer of the supervision of the schools of the army from an Inspector-General to the Council, is signed by Lieutenant-General Knollys, Major-General Portlock, Canon Moseley, and Colonels Elwyn and Addison.—*Idem*.

—The annual report of the Local Superintendent of the public schools, (1) which has just been published, gives some interesting statistics in reference to the educational interests of the city. The census of last year revealed the fact that the school population of Toronto—that is, the number of inhabitants from 5 to 16 years of age—was then 11,595. Of that number it is estimated that 3,818 receive instruction of one sort or another. Upon what kind of calculation this result has been arrived at we are not told; but the figures which are of more particular moment to the public are those connected with the Common Schools. During the past year, "4,688 individuals have received some instruction (though 590 have received less than 20 days) in these schools, while 2,180 have been an average allowance during the school year." The Local Superintendent says it is pleasant to know that so many children received education in that year; but we think it will strike most persons that the average attendance bears a much lower proportion to the number enrolled than it ought. The ratio of the average attendance at the public schools to the entire school population of the city is said to be greater than in England or Prussia. This may be true; but we doubt whether we should feel satisfied with such a result. No country provides much more largely, taking all in all, for the education of its juvenile population than Canada; and though the results afford ground for congratulation, there is still room for improvement.

The report reveals this important fact, that 2,777 persons of school age receive no education at all. When the number who receive but a limited education is added to this, it will be readily seen that a large

(1) Third Annual Report of the Local Superintendent of Public Schools in the City of Toronto, for the Year ending 31st December, 1861.

proportion of the population does not avail itself of the means of education afforded to it. (Abridged from the *Toronto Leader*.)

—The Annual Convocation of the University of Toronto took place on the 8th inst in the Convocation Hall. At three o'clock precisely, the graduates and under-graduates entered and took their places at each side of the Hall. Then followed the Professors and members of the Synod. In the absence of the Chancellor, Vice-Chancellor Patton took the chair. On the dais were seated the Rev. Dr. McCaul, President of the University, and the different professors of that institution, Professor Leitch, Principal of Queen's College, Kingston, the Rev. Dr. Lilly, Judge Morrison, and several of the examiners. The proceedings of the Convocation were opened by the Rev. Dr. Little offering up prayer. The following students were then admitted to the various degrees—those in Medicine being presented by Dr. Thorburn, in Arts, by Mr. Crombie, M. A., in Law, John Roaf, jr., M. A., B. C. L., Civil Engineering, by Prof. Crof, and in Agriculture, by Prof. Backland,—M. D.—J. Wanless, M. B. M. A.—W. A. Reeve, B. A.; J. H. Hunter, B. A. LL.B.—J. F. Smith, B. B. Osler, M. C. Upper, H. D. Stewart, J. W. Holcomb, M. A., F. A. Read, S. G. Wood, J. F. Cross, J. F. Joseph, A. Maling, E. Penton, A. H. Staart, M. B.—J. Bolster, G. P. DeGrassi, T. B. Eckhardt, B. A.—J. M. Gibson, S. Woods, J. Loudon, W. Tytler, J. A. McClelland, W. Crawford, G. Cooper, J. Fisher, J. M. Buchan, R. A. Reeve, R. T. Livingston, C. McFayden, W. McWilliam, W. M. Roger, H. F. H. Gibbon, H. J. Strang, A. L. Wilson, C. Hagar. *Civil Engineering, Diploma.*—B. Irwin, W. G. Bellairs. *Agricultural Diploma.*—J. E. Farewell, J. B. Thompson, C. Forneri. Mr. J. Campbell, the Prize Essayist in English verse composition, then ascended the dais, and recited the following, entitled,—

"OUR WIDOWED QUEEN."

"Our widowed Queen, oh sadly falls  
Thy name of mourning thou thyself  
Dark is the veil of grief that falls  
The throne of kings, now cypress wreath'd.  
Short sighted in our present bliss,  
We lived in peace, our direst fears  
Ne'er framed to thee a name like this,  
Thy title to a nation's tears.

"Oh, never has our own fair land  
Been blessed with prince more loved than  
he,  
Whose earnest mind, whose fostering hand,  
A widowed people mourn with thee,  
No consort worthier to share  
The glory of thy mighty sway,  
Or show forth all a father's care  
Has ever passed from earth away.

"Our widowed Queen, well may'st thou  
mourn  
The stroke of death, what anguish sore  
Thy tender heart has bravely borne,  
Yet more should we his loss deplore.  
With us alone his name and deeds  
No trifling legacies remain,  
Whist o'er thy heart the widow's weeds  
But blossom hopes to meet again.

"And when thou layst the sceptre down,  
And tak'st unto thyself a prize  
More glorious far than earthly crown  
That ever dazzled mortal eyes,  
In the bright light of heaven's own love,  
With him thy love shall perfect be,  
A nation knows no love above,  
The people may not follow thee.

"Our homage is of little worth  
To comfort thee in all thy woe,  
Or call the love that, lost to earth,  
Now makes the tears of orphans flow  
And therefore would we humbly pray  
To Him, who in all time has been  
The widows' and the orphans' stay,  
God bless our widowed Queen."

"God save and bless thee, long to reign  
As thou hast reigned, a nation's pride,  
And rule the hearts which not in vain  
Thine own true heart has sought to  
guide,  
That in thy people's sympathies  
Thou may'st rejoice, upon their lead,  
And from our loss may yet arise  
New cause to bless our widowed Queen."

The following are the successful medalists and prizemen:—Faculty of Medicine.—J. Bolster, gold medal; G. P. DeGrassi, gold medal. Faculty of Arts.—*Classics.*—S. Woods, gold medal; W. Crawford, silver medal; G. Cooper, silver medal. *Mathematics.*—J. Loudon, gold medal; J. A. McClelland, silver medal; J. Fisher, silver medal. *Modern Languages.*—J. M. Gibson, gold medal; J. M. Buchan, silver medal; R. A. Reeve, silver medal. *Natural Sciences.*—W. Tytler, gold medal; R. A. Reeve, silver medal. *Metaphysics, Ethics, Logic and Civil Policy.*—J. M. Gibson, gold medal; R. T. Livingstone, silver medal; J. A. McClelland, silver medal. *Civil Engineering.*—B. Irwin, prizeman. *Agriculture.*—J. B. Thompson, prizeman—The following gentlemen were presented with scholarships:—Faculty of Law.—First year, R. W. Smith, second year, J. Idington; third year, R. Sullivan. Faculty of Medicine.—First year, S. B. Smale; second year, J. F. Rolls; third year, S. F. Ramsay. Faculty of Arts. *Greek and Latin.*—First year, G. Hill, second year, J. W. Connor; third year, N. McNish. *Mathematics.*—First year, G. Lout; second year, T. J. Robertson and J. S. Wilson, third year, A. M. Lafferty. *Modern Languages.*—First year, J. Campbell; second year, F. E. Seymour; third year, W. Oldright. *Natural Sciences.*—Second year, E. F. Snider; third year, W. B. McMurrich. *Ethics, Metaphysics, &c.*—Second year, J. McMillan; third year, W. G. McWilliam. General Proficiency.—First year—1, W. Fitzgerald, 2, S. Foster, 3, G. S. Goodwillie, and 4, W. W. Tamblin; second year, W. H. Vandersmissen; third year, J. M. Gibson....

The Vice-Chancellor then addressed those present. He said it was customary to close the proceedings of Convocation with some remarks from the Chancellor, who usually presided; but he regretted that today they were deprived of the presence of the Chancellor, who was unavoidably absent.... A comparison of the statistics of this year with those of years past would show that there was a steady progress in the University of Toronto. In 1861, the number of students who received the degree of B.A. was 13; this year it was 18, being an advance of 5. In Law the numbers were equal; but in matriculants there was a large increase, the number last year being 47, and this year 58.... He then referred to the Application Act of 1853, and said he was happy to be



able to state that, from a movement which had taken place in different quarters, and especially from the great interest shown in the matter by the learned Principal of Queen's College, and others, the different colleges in Upper Canada were now about to be affiliated to this University, so that all the colleges might be placed in the same position in regard to it. This was no secret, he said; it was now a matter of public notoriety, and in a very short time would be circulating through the Press of the country. Queen's, Victoria, and Regiopolis, and he believed he might say Trinity College, had agreed to the affiliation, not only in name but in reality. Having spoken a few words on the advantages which would result from a common standard in examination, the Vice-Chancellor called upon the Rev. Dr. Lillie to close the proceedings with prayer, which being done, the convocation was declared to be dismissed.

The Dinner.—The University Association, composed of graduates of the University and under-graduates of University College, gave their regular annual dinner in the large dining-room in the University Buildings, in the evening after the close of the convocation. There were about sixty present. The President of the Association (Dr. Patton) presided.—*Journal of Education for U. C.*

—The Annual Convocation of the University of Victoria College took place on Wednesday afternoon, 14th ult., at two o'clock, in the large Assembly Room of Victoria Hall. We were glad to see that the magnificent room was filled with a most respectable and intelligent audience, whose deep attention proved even more strongly than their presence the strong interest which the cause of University Education has upon the minds of our population. The platform was well filled with the representatives of learning and especially of medical science, who were ranged on each side of the worthy President of the College, who, of course, occupied the chair in the centre. In addition to the members of the Faculty of Arts, we noticed, Dr. Canniff, Dr. Berryman, and Prof. Sangster, members of the Medical Faculty of the College, J. G. Hodgins, Esq., LL.B. Deputy Superintendent of Education in Upper Canada, Dr. Lavell, Professor of Obstetrics, &c., in the University of Queen's College, Kingston, and the Rev. James Spencer, of Brampton, and one or two other gentlemen. The first business, after the offering of the initiatory prayer, was the delivery of the following Essays:—*Man versus Fortune*—Wm. S. Downey, *Newtown Robinson*. *Philosophy of Life*—John W. Frost, *Owen Sound*. *The Clock of Destiny*—John J. MacLaren, *Manningville, Canada East*. *Custom—the Queen of the World*—Edward Morrow, *Springville*. "Where there's a will, there's a way"—John Salmon, *Montreal*. *The Triumph of Truth*—Wm. H. Schofield, *Brockville*. *Justico may Sleep, but never dies*—George Wright, *Cooksville*. *Valedictory*—Alfred Raynor, *Quebec*. It would not be either judicious or becoming to criticize orations delivered under circumstances so embarrassing to the speaker, and therefore we will only observe generally that their literary excellence reflected great credit on their authors. The *Valedictory* appears to have won especial favor from the audience, and we cannot say we are surprised at the verdict, delivered as it was with so much good taste and feeling. In a week or two we hope to be able to publish it. Our readers will then be able to judge in some degree of its merits. The following Degrees were then conferred by the President:—B.A.—J. J. MacLaren, Gold Medalist; A. H. Raynor, Silver Medalist; W. S. Downey, J. Frost, E. Morrow, J. Salmon, W. H. Schofield, G. Wright, G. Young. M.A. hon.—Rev. Wm. Lumsden. M.A. *ad eundem*.—Rev. S. S. Nelles, Elijah P. Harris. D.D.—Rev. John Lomas, Ex-President of the British Wesleyan Conference; Rev. Charles De Wolfe, Professor of Theology in the Wesleyan Institute, Sackville, Nova Scotia. M.D.—John Nichol, J. B. Tweedale, Francis Oakley, D. J. Van Velson, J. G. Davidson, J. C. Ray, A. Rolls, A. Fleming, O. Rupert, R. McIntyre, E. M. Earl, L. W. Brock, T. S. Hodgskin, J. E. McCull, Jas. McLaughlin, W. A. Vardon, C. M. Aikman, A. J. Collver, A. G. Duncomb, D. Bonnar, J. W. Comfort, R. A. Alfred, M. Phillips, S. Allison. The presentation of Prizes was next in order, and as the Prince of Wales Gold and Silver Medals for 1861 were not manufactured in time for presentation to their winners at the last Convocation, those gentlemen had the honor of publicly receiving them upon this occasion. Before presenting them the Rev. President reminded the audience that the Medals were given to the first and second best students in Arts, taking into consideration the whole four years of the University course. *Prince of Wales Gold Medal*, (1861) Alexander Burns. *Prince of Wales Silver Medal*, (1861) Wm. H. McClive. *Prince of Wales Gold Medal*, (1862) John J. MacLaren. *Prince of Wales Silver Medal*, (1862) Alfred H. Raynor. *Ryerson Prize* (1st Scripture History) Robert Hardy. *Webster Prize* (1st English Essay) Alfred H. Raynor. *Hodgins Prize* (2nd English Essay) John B. Clarkson. *Mr. J. Salsbury's Scripture History Prize*, Howard G. McMullen. *Mr. W. W. Dean's Metaphysical Prize*, John Salmon. *Matriculant Scripture History Prizes*—Alexander Gordon Harris, John Sanders, John James Hare, each first in his own class. The Benediction was then pronounced and the meeting adjourned. On the evening of the same day the Literary Association of the University gave a *Conversazione*, which passed off with great eclat. Most of the members of the Faculty of Arts and a large number of the *alumni* of the University, were present and enjoyed themselves to the full. It is to be hoped that the *Conversazione* will become as staple a part of the Convocation exercises as any other. Nothing can be more delightful than the meeting with old and valued friends in this way, and how many there are who, but for such periodical visits to their common *Alma Mater*, would never meet each other again! We will only

add that on the Tuesday evening preceding the Convocation, an able Address on *The Simplicity of Truth* was delivered to the Alumni by the Rev. Albert Garman, M.A., Principal of Belleville Seminary.—*Cobourg Star*.

—The Annual Convocation of the University of Queen's College, Kingston, closing the proceedings for the Session 1861-62, took place in the Convocation Hall on 24th April. The proceedings, which were of a highly interesting character, were presided over by the Very Rev. Dr. Leitch, Principal of the University. On the platform were seated the University authorities, the Trustees of the College, the Professors and Lecturers in the Faculties of Arts, Theology, Medicine and Law, the Trustees and Teachers of the College and Grammar School; and there were likewise present most of the prominent citizens of Kingston, graduates from a distance, the Chairman of the Board of Trustees of Common Schools, &c. The proceedings were opened with prayer by the Principal, after which the prizes and scholarships were announced and presented to successful competitors, and degrees were conferred in Arts and Medicine. The Secretary of the Senate reported that after lengthened oral and written examinations on the various subjects prescribed, the Senate agreed to admit the following gentlemen to the degree of Master of Arts, and the degrees were formally conferred by the Principal:—Donald McLennan, (Honorary), Alexander McBain, Donald Ross (with honors), Walter Ross. And B.A. upon the following:—John Bell, Alexander Campbell, James F. Ferguson, Thomas F. Harkness, James A. Hope, Archibald E. Malloch, with honors in Classics and Mathematics; John McMillan, with honors in Moral Philosophy, Classics and Mathematics, Alexander N. McQuarrie, with honors in Moral Philosophy; George Milligan, with honors in all branches; Duncan Morrison, with honors in Moral Philosophy and Mathematics; John R. Ross, with honors in Moral Philosophy; William Sullivan, William B. Thibodo, M.D., Horace Sumner (*ad eundem gradum*). Eighteen students have passed the ordinary University examinations for the session 1861-62—Prize List.—Faculty of Arts—*Classical Department*.—*Junior Latin Class*. 1s—William McGeachy; 2. Lathlan McAlister; 3. Donald Fraser; 4. William McLennan and William Bethune, equal. *Order of Merit*.—Daniel McGillivray, Alexander McLennan, James Wylie, Neil W. McLean.—U. C. J. of E.

—THE EDUCATIONAL DEPARTMENT OF THE INTERNATIONAL EXHIBITION.—Access to this department is gained by a staircase leading from the vestibule between the English and the foreign portions of the great picture gallery.

The organization of the department was confided to a committee of advice, which was composed of gentlemen representing all the principal educational institutions and movements of the day. The list is given in *extenso* in the official Directory.

The scheme of an Educational Exhibition, which was drawn up by the superintendent and the members of that committee, was a much more extensive and comprehensive one than it has been found possible to realize in so small a space. It was hoped that the court would be an international one, but the foreign commissioners expressed a wish to keep the educational collection of each nation separate; and therefore the opportunities of comparing the books and appliances used in the schools of different parts of Europe with each other, do not exist. The list of articles admissible into this class possesses some interest, however, as it indicates the range of objects and the mode of classification originally contemplated by the committee.

The space demanded by exhibitors in this class amounted to nearly fifteen times the actual area at the disposal of the national committee, and unusual difficulty was, therefore, experienced in reducing the applications, and in allotting the space in harmony with the original scheme. The following is the classification finally adopted by the superintendent:—

- A. Books, Maps, and Diagrams.
- B. Apparatus employed in Teaching.
- C. Toys and Games.
- D. Illustrations of Elementary Science.

A few of the most noteworthy objects in each of these classes are here indicated.

All the principal educational publishers have sent their latest school manuals and treatises to this Class, and an arrangement of the books has been made, by which it is easy for visitors to consult them. Teachers and managers of schools will find this permission a great advantage. One bay or recess is exclusively devoted to books on education; and the newest works issued by Messrs. Longman, Macmillan, Black, Gordon, Dr. Cornwell, Nelson, and many well-known educational publishers, are displayed here. The Christian Knowledge, the Religious Tract, the Christian Vernacular Education Society for India, and the British and Foreign Bible Society, also exhibit their latest publications. Of the maps, those of Messrs. Stanford, Mr. Nelson, Mr. Wyld will attract most attention. A very ingenious mode of projecting the maps of the two hemispheres, so as to exhibit the true globular character of the earth, and to correct the false impressions which children derive from seeing two flat circular pictures, is also exhibited by Mr. Abbott.

The collection is especially rich in miscellaneous diagrams for educational purposes, and in contrivances not only for instruction, but for making the walls of a school-room cheerful and picturesque. In this department Messrs. Darton and Hodge make the most conspicuous show; but Messrs. Griffith and Farran, Mr. Gordon of Edinburgh, and

the Religious Tract Society, have made important contributions. The globes of Messrs. Smith and of Mr. Newton, and the inflated India-rubber globes of Messrs. Macintosh, are among the most remarkable specimens of manufacture in this department, and Mr. Betts shows some portable globes in slate and other cheap materials, for school use.

#### B. Educational Apparatus generally.

One of the most remarkable features of this exhibition is the interest which has been shown in it by all the great religious and educational societies. The National Society, the Home and Colonial, the Reformatory and Refuge Union, the two Sunday-school Societies, and the Congregational Board, have each in its own way sought to illustrate the work which they are doing. Several of the collections which have been formed are of great interest and value. Thus, the National and the British and Foreign School Society severally display complete sets of the fittings, furniture, tabular lessons, books, apparatus and pictures, required in the equipment of elementary schools. The stall occupied by the former society contains a beautiful set of models in miniature of the most improved plans of desks, easels, and other school-fittings. The British and Foreign Sunday-school has adorned its very interesting department with a large drawing of its New Training College, recently erected at Stockwell, for one hundred mistresses. Infant Schools have long been under the special care of the Home and Colonial School Society; and it is, therefore, fitting that in its department the beautiful and rational discipline of the Kinder Garten, and all the newest contrivances for making very little children happy in school, should be well illustrated. The bay which contains these articles, and the large model of the Gray's Inn Road Infant School, also includes the tablets and books of the Sunday School Union, and a group of very ingenious pictures, puzzles, and other educational appliances, by Messrs. Joseph Myers and Co.

The work of the Reformatory and Ragged Schools is illustrated by a novel and singular contrivance. A large portion of a counter is occupied by a model representing the career of a street urchin, who is rescued from vice and degradation, and conducted, through the Ragged School or the Reformatory, and a subsequent course of wholesome industrial training, until he becomes a prosperous colonist.

Close to this series of tableaux there is appropriately placed a model of the latest addition to the Philanthropic Farm School at Red Hill. It is a house built in memory of the late Samuel Gurney, which is adapted for the reception of fifty boys, and which forms, we believe, the fifth of the homes erected by the society on their admirably managed estate.

The adjacent bay is devoted to the illustration of the mode employed in teaching drawing and design. Here the Science and Art Department exhibits a complete series, exemplifying the course of instruction pursued in the Government Schools of Design.

Messrs. Reeves, Rowney, Roberson, Newman, and Wolff contribute specimens of the materials employed in Art Education; while Mr. Crydon, and Mr. Brucciani, and Mr. Sharpe of Dublin have sent drawing models of a curious and novel character.

To the philanthropist few features of the Educational Court will be more significant and attractive than the small recess devoted to the illustration of processes employed in teaching the blind. Every expedient and artifice for instructing the blind in reading, in writing, in arithmetic, in geography, and in the industrial arts, will be found here. It is well known that there has been much controversy among the friends and supporters of various blind asylums respecting the best plan of teaching reading. By many it is believed that a phonetic system, free from the anomalies and difficulties of the ordinary alphabet, may be advantageously used in the case of those pupils who, having never seen a book, have nothing to unlearn, and are, therefore, free from all the embarrassments which the use of our orthography creates. It is especially interesting to study the several forms of alphabets which have been devised for this purpose, and to observe that experience seems to have led to the adoption of the ordinary Roman characters; and to the assimilation of raised type for the blind to the familiar character employed in other books. Some embossed maps and pictures, writing and ciphering frames, and two large globes in relief, will be found worthy of special notice by all those who care to investigate the ingenious contrivances now in use in our blind asylums. Viscount Cranborne and Mr. Edmund Johnson have not only contributed to this department many models, embossed books and other objects of interest, but have taken an active personal share in the selection and arrangement of the whole collection. We may call special attention here to the beautiful specimens of work done in the Indigent Blind Asylum, and in the associations at St. John's Wood and at the Easton Road.

Mr. Haskins exhibits two musical instruments called organ accordions, which resemble the old accordion, with the exception of the keys, which are like those of a piano-forte. Mr. Haskins exhibits these instruments for the use of schools, and also for small places of worship where there is no organ. Mr. Curwen also illustrates his musical system, which is doing so much to revolutionize the singing in our elementary schools, in a very effective manner; but a large number of curious and useful devices for facilitating instruction in various forms will be found both on the north and south sides of the rooms.

#### C. Toys and Games.

No attempt has been made to confine the exhibition in this sub-class to such toys as have a distinctly educational purpose; the centre of the

apartment will, therefore, be found to contain a great many articles which, though very beautiful and interesting, appear somewhat out of place in the educational division. Foremost among these are the magnificent dolls of Messrs. Montanari, the new games invented by Jaques and Son, and by McCremer; and the toys of Messrs. Mead and Powell. But besides these the centre of the room contains many objects which serve the double purpose of amusement and education. Such are the contrivances for physical education—the Rugby foot-balls, exhibited by Mr. Gilbert; the articles used in cricket, which are furnished by Messrs. Dark, Duke, and Falham. A very interesting display is made by Dr. Roth of models illustrative of his somewhat elaborate system of physical training.

#### D. Illustrations of Elementary Science.

In this department are included two divisions which were originally intended to be separate—those of natural history and philosophical apparatus. The natural history collections are not numerous; the most prominent objects in this department being very fine specimens of the head of a lion and of a tiger, exhibited by Messrs. Ward, a collection of British birds by Mr. Ashmead, and some specimens of birds by Messrs. Gardner and Bartlett; Mr. Highley, Mr. Wright, and Mr. R. Damon, of Weymouth, contribute classified collections of geological and other specimens, intended to facilitate more methodical teaching of natural history than is used in schools. Of the philosophical apparatus, that of Messrs. Griffin, and of Mr. Statham, will deserve the greatest attention, on account of its adaptation to educational purposes. Some very interesting and effective diagrams, intended to illustrate the elementary truths of physical science, are also exhibited by Messrs. Johnston of Edinburgh, and by Mr. Mackie.

Of the objects in this room which are not specially educational in their purpose, the most remarkable are the beautiful scenes of chromolithographs, and other engravings, exhibited by the Arundel Society. It is not so generally known as it deserves to be that this society has devoted itself to the reproduction of many of the choicest and least accessible works of the earlier Italian masters. Many of the works of Giotto, of Angelico, and of Massaccio, have been discovered in a neglected and decaying condition, in convents and half-ruined chapels, in Italy. The diligence of the Arundel Society has, in many cases, rescued them from oblivion; while the fidelity and care with which the engravings have been made to represent the character of the original paintings are worthy of all praise. Although somewhat out of place in an educational court, these beautiful works are well displayed at the top of the staircase, and are amongst the chief attractions of the central tower.—*London Educational Times.*

#### SCIENTIFIC INTELLIGENCE.

—The Royal Awards of the Royal Geographical Society for the encouragement of geographical science and discovery were presented on Monday, the 26th ult., by the President, Lord Ashburton, at Burlington House. The Duke of Newcastle received the Founder's Gold Medal, on behalf of the late Richard O'Hara Burke, for his expedition across Australia, and also a gold watch for Mr. John King, the only survivor of Burke's expedition. Captain Thomas Blakiston, R. A., received the Patron's Gold Medal for his survey of the Yang-tze-kiang. The President then delivered his annual address on the progress of geography. The chair, at the dinner at Willis's Rooms, was taken by the President elect, Sir Roderick I. Murchison.—*Educational Times.*

—The discovery of the new star, the "Companion" of Sirius, referred to in our last number, has created much excitement in the astronomical world. The possibility of its existence was first divined by the great astronomer of Königsberg, Bessel; Pond, the British Astronomer-Royal, having previously pointed out remarkable inequalities in the motion of Sirius. Mr. Bond, one of the discoverers of this remarkable celestial object, has published further details, amongst which we note that Mr. Sullord and Mr. Peters, of Washington, agree in computing the time of the revolution of Sirius to be fifty years. The splendour of the Companion is rated at ten thousandth that of Sirius by M. Chacornac; and M. Leverrier considers the mass of the Companion to be one-third or one-fourth that of Sirius. We learn that the Companion has been observed at Cambridge, in England.—*Idem.*

—The discovery that phosphorus is capable of existing in a condition in which it is no longer spontaneously inflammable but capable of being exposed to the air without change, or danger of ignition, is turned to account by Bryant and May (488), who exhibit matches which cannot be ignited by friction anywhere except on the prepared surface of the box. The secret of the contrivance being that the chlorate of potash compound tipping the match, is destitute of phosphorus, which in the amorphous form, is placed on the sand paper, hence these matches are perfectly safe from accidental ignition, and moreover are not poisonous.—*Intellectual Observer.*

—Specimens illustrative of Jones's process of preserving of raw meat, as joints of beef, fowls, salmon, etc., are exhibited. The plan adopted is to extract the atmospheric air by means of a vacuum, and then to admit nitrogen or azote. This permeates the substance of the flesh, and prevents the putrefactive changes which would otherwise ensue.—*Idem.*

—The Gutta Percha Company exhibit a specimen showing the per-

fection of their mechanism and workmanship. It consists of a cable half an inch in diameter, which contains forty-nine telegraphic wires, each perfectly and separately insulated, and capable of conveying its own electric current without influencing, or being influenced by, the currents passing along the other wires.—*Idem*.

— *Cosmos* gives a brief account of an instrument invented by Captain Schultz which is able to measure the duration of phenomena which only last the five hundred thousandth of a second. It consists, first, of a drum, about a metre in circumference, having its surface silvered and covered with lamp-black before the experiment begins. A double motion gives this drum three turns in a second. Its next portion is a "diapason" giving five hundred vibrations in a second; its third portion is a point fixed on the "diapason," which traces a sinuous curve on the drum; and lastly, it has a small electrical apparatus which marks by an induction spark, the beginning and the end of the phenomenon, which is investigated. "That which characterizes this instrument is the great length of the mark on the cylinder which represents an infinitesimal duration," and it is affirmed that it recently measured the time occupied by a projectile fired from a rifle in traversing a few centimetres. Each centimetre is equal to 0.3937 of an inch.—*Ibid*.

— *The Artesian Well at Passy*.—The complete success of the Artesian well at Passy has given lively satisfaction to all, and especially to those who appreciate the scientific interest which attaches to it. The question of water is of itself interesting enough to the Parisian people who have been reduced hitherto to the Seine as the principal source of potable water. The Prefect of the Seine had conceived a project for an aqueduct to be fed by the numerous springs in the neighborhood of Châlons sur Marne. It seems quite remarkable that this project was little to the public taste and that numerous voices were raised in favor of the river Seine! The Parisians are convinced that this river water is excellent; I will not affirm the contrary, but I am often struck with the complaints of strangers who generally charge upon this water the indispositions to which they are exposed during a visit in Paris. On the other hand I cannot maintain that in the long run an aqueduct is not the most economical provision for water for those who are prepared to meet the first cost. The example of Rome, which has been thus supplied even to the present day by the aqueducts of the Cæsars, proves this beyond dispute:—what would have been the expense during two thousand years of raising the water of the Tiber to a suitable height, if the Romans had been reduced to this method?

The city of Paris while awaiting the adoption of more thorough measures for the attaining her water supply, has achieved an experiment which has given an excellent result, resolving several important questions and opening new ones. The first and most important question is to know if the water in a well of large dimensions will preserve an ascensional force sufficient to furnish a quantity of water proportioned to its increased diameter. Assuming that the water in the Passy well should rise with an abundance equal to that in the well of Grenelle, it ought to furnish near 40,000 cubic meters in 24 hours. (The cubic meter = 220.17 gallons). Mr. Kind, the German engineer, the inventor of the method used in boring this well, and charged with the execution of the work, contracted to guarantee only 13,300 cubic meters, and on this estimate the plan was adopted. The boring commenced in September, 1854, and was finished on the 24th of September, 1861. The flow has remarkably exceeded the estimates—commencing slowly at first, on the 27th of last September it had reached 25,000 cubic meters and finally rested at 20,000 c. m. This yield, it is to be remembered, was found constant only at the well's mouth, and diminished very considerably when the tubes were added which carried it up to 25 meters above the ground. The well of Grenelle which yielded 2000 litres per minute at the surface, gave only 630 litres, less than one third, at the summit of a tube rising 33 metres above the level of the surface.

The second question is, what will be the influence of the new well upon the old, distant from it about 3000 meters (less than two miles). The latter soon commenced to show a diminished flow, and by the 1st of October the diminution had reached a fourth of the ordinary yield, falling from 630 to 460 litres per minute, a loss of about 40,000 gallons in 24 hours. The hope now is that there will be an increase again in the flow at Grenelle when the water of the Passy well by being raised considerably above the level of the earth shall again reestablish the pressure. It appears impossible to foresee what may be the final result of this operation. Mr. Kind's method of boring perfectly met what was intended and the well had reached at the end of two years and three months 528 meters in depth, when a crush in the upper part seriously retarded the progress of the work. It required almost three years to repair this accident, and the total cost estimated by Mr. Kind at 350 thousand francs will reach near a million.

The water sheet is pierced 23 metres lower down than at the well of Grenelle—the latter being 547 metres absolute depth, and 511 m. below sea level, the well at Passy the orifice of which is 16m 5 higher has an actual depth of 586 m. or 533 m. beneath sea level. The temperature of the water is the same in both wells—280 C. or 820.4 Fh.

It is easy to see that the third question—what advantage is it to make a new experiment of the same kind?—leaves an ample field for discussion. [We would say on this point that the experience of California has been decidedly adverse to the multiplication of Artesian wells, in the same hydrographical basin.—Eds.]—*Silliman's Journal*.

— *The Tunnel of Mt. Cenis*.—Your readers will find more interest probably in a notice of observations made during a recent visit to the famous Tunnel now in progress through Mt. Cenis, already more than once noticed in these pages.

This tunnel, the execution of which has been assumed by the Italian government, presents peculiar difficulties, especially because it is impossible, owing to the enormous superincumbent mountain mass, to operate at more than two places. The mountain rises to the height of one thousand to fifteen hundred meters (3280 to 5000 feet, nearly) above the level of the gallery.

It was requisite from the first to find means to render the work as active as possible and employ machines for boring the blast holes. The little machine which moves the drills is ingeniously constructed but offers no difficulty to a mechanic. The percussion and rotation of the drill rod is accomplished by the power of compressed air which also injects a stream of water into the blast hole. In the trial made before the Geological Society of France which was conducted in one of the work shops of the company the drill entered a huge block of marble at the rate of 50 centimeters in 10 to 15 minutes, (about 1½ inches per minute). The feature of the process which interested us most was the production of the motive power. It is accomplished by an ingenious application of the hydraulic ram so much used in the United States, and set up here on a gigantic scale. The use of steam power presented great difficulties in a tunnel, each half of which when near its end will be over six kilometers long (= 3½ miles). They could not think of setting up boilers in the tunnel itself, since it was plain there would be serious difficulties in ventilation, and the attempt to conduct steam to so great a distance by pipes, would involve the loss of a great part of the power. By replacing steam with compressed air they enjoyed the double advantage of an economical application of the power at a distance from its source, and the use of the escaping air to renew the air of the tunnel. On the Italian side at Bardonecche, the air pumps are set up at about a kilometer from the opening of the tunnel, and they will act toward the last through nearly two leagues distance. The column of water which compresses the air in the chamber of the hydraulic ram is 25 metres high by 60 centimeters in diameter, the compression of air in the reservoir of the ram at the moment of fall is six atmospheres—at this instant a valve yielding at five atmospheres opens and a part of the compressed air escapes into immense boiler-like reservoirs. Five or six of these apparatus are needed for the regular progress of the work in the tunnel. The inventor of this remarkable apparatus, Mr. Tomme, is director of the works. It is impossible to conceive any thing better adapted for a mountainous country where water is abundant. The apparatus appeared to us simple enough in its essential parts, which permitted the use of adequate solidity in the rest to resist the formidable shock with which it is shaken at short intervals. If the construction of these machines and the boring leaves little to desire, it is by no means so sure that the perforation of the tunnel can be accelerated as much as would be presumed. They have perfected the rapidity of drilling, but the great labor of removing the rubbish is not accomplished more quickly than before. At the outset the engineers estimated six years, and to-day it seems probable that 12 years will be required to finish the tunnel if no unforeseen obstacles arise in the work.—*Ibid*.

#### MISCELLANEOUS INTELLIGENCE.

— *Ascent of Monte Rosa in Switzerland, September 4th, 1861*; by REV. KINSLEY TWINING. (Extract from a private letter furnished by request to the Editors of *Silliman's Journal*).—... But you are wondering, I presume, how we, who were lately on the other side of the mountains, have come into Italy. Our last was from Visp, where we were waiting for the cooler hours of the afternoon, and expecting then to go to St. Niklaus and thence to Zermatt. We carried out our plan successfully, and reached the inn on the Riffelberg Tuesday afternoon about 3 P.M. On the way we were joined by a young American from Boston who has travelled very largely. He had a desire equally strong with my own of climbing that terror of the Alps, Monte Rosa. Several ascents had been made this summer before we arrived. At Zermatt we saw three London young men who had made the attempt and gave it up only eight hundred or one thousand feet short of the summit, and we thought, after looking them over pretty carefully, that we were good for one thousand feet more than they. At the inn on the Riffelberg we met a young man who had achieved the ascent, and who told us so much about it that we determined to make the attempt the very next day if the weather should permit. We were fortunate in getting three of the very best Zermatt guides, and went to rest with our arrangements made and waiting to see what solution of the problem of the skies the morning would give.

Without describing what took place in those hours of delay, I still wish to interrupt my narrative at this point with an episode about Monte Rosa. The great Italian mountain, in the estimate of most persons, is Mont Blanc of course. But Lord Byron never saw Monte Rosa, and though it is only a few feet lower than its great rival of Chamouni it never had any hymns sung in its praise till a few years ago. Indeed it had never been ascended to the very summit until the year 1855. I have read in some of the books on Monte Rosa that when De Saussure, that intrepid explorer of the Alps, was at Zermatt, he was unable to persuade the guide to ascend the last two peaks of this mountain and was compelled to abandon the attempt. The way up was at last found (as I think has been true in the case of nearly all the more difficult Alpine

Summits) not by a guide, but by a company of English travellers. I say the way was found by them, but this is not quite correct; for many persons before them had stood at the bottom of the Zumstein Spitze, eight hundred feet below the summit, and seen a way up which they had not the courage to attempt; and after having myself passed up that tremendous pathway of ice, I am perfectly convinced that, were the way untrdden, and could not the traveller be assured by knowing that others had found it practicable, he would turn away content at having surveyed the steps which lead to the inaccessible summit. This at least was the fate of every one who went alone to that spot and attempted to get higher,—and the Höchste Spitze, as it is called, was never made until six or seven persons, Englishmen and their guides, went to work together, and (tied together with a rope so that if one fell the others could save him) pushed along slowly and bravely to the very top. There they saw a grander view than Mont Blanc affords, and, though none of the difficulties of the ascent have been removed, a number of persons have followed them, each succeeding year, to the same grand height.

Murray, in comparing this with Mont Blanc, says there is no difficulty in the latter, and, comparing it with the ascent of Rigi—a mountain as difficult as Mount Washington—calls the latter a pleasant promenade. It may be so in the comparison, (and I think it is,) but in fact I can say, after walking up it, that to go up Rigi, even, is quite a trying thing in a hot day. But, difficult as Monte Rosa is, all who have made the ascent have agreed that the world has no other point of view to equal it. I will not now describe the scene which there opens to the eye, but merely say—what more than one Englishman has said to me after having ascended both Mont Blanc and Monte Rosa—"there is nothing to be seen from Mont Blanc, and it is foolish to make the ascent when Rosa is practicable."

To return from this digression, we were to start at 3 A. M. if the morning promised good weather. But at three the skies were doubtful, and we did not get off till a quarter of five. An Englishman who had himself made the ascent walked with us to the Görner glacier to enjoy the sunrise over Monte Rosa and the Lys Kamm,—which was indeed indescribably beautiful. The soft tint of morning fell upon the spotless snow and lay there till it brightened into the splendor of day. Behind us, at the end of the valley which contains the Görner glacier, and closing the view in that direction, rose the colossal stony pyramid of Monte Cervino, so steep that no snow adheres to its sides. Its inaccessible summit, four thousand feet above the snow from which it seems to rise, and nearly fifteen thousand feet above the sea, caught also the first rays of morning and stood up in its many-colored magnificence, the only reminiscence among its snowy sisters of a world not covered with the glacier. One hour and ten minutes from the hotel brought us to the ice of the Görner glacier; forty minutes more took us across to the moraine on the other side, where the guides laid away a bottle of wine for the descent, and permitted us to take a drink of cold water. One hour more, up an icy hill about as steep as the lawn in front of the Hillhouse place, with deep crevasses opening on every side, brought us to our breakfast ground—a mass of broken rock, rising out of the glacier, and named "Auf der Platte." Here the guides brought out their stores of hard boiled eggs, bread, cheese, meat and wine. When these were eaten, or rather when as much was done in that direction as Kronig (the Grand Mogul of Monte Rosa) thought fit, the bags were shut, we were placed in line, and the rope (that signal that the time for hard work had come) was got out and all hands tied together in a line. King Kronig went first with his ice axe, to cut steps and hold on with the beak on the back of the axe; I next, three feet behind him; next Anton Rytz, a famous guide, with his face in a mask of checked cotton, who shouted "forwards" whenever Kronig cried "courage;" next came my friend Mr.—, and last of all Franz Blatter, who sang "Ranz des vaches" all the way up, and who, if not strong enough to lift Monte Rosa itself, was abundantly able to carry any ordinary man to the top of it. Thus arranged we soon began to climb up the glacier, already quite steep (about 120°),—up, up, up, and ever up we went slowly and looking sharp where we stepped. First the surface was much like any ice that has been snowed upon and frozen again. Then we came into loose snow, three or four inches deep, which in its nature was a sort of compromise between hail and crystals. The path wound around from one ascent to another like a great serpent trailing between rounded hills of snow; what at one moment seemed like the crest of the ascent soon turned out the base of another, and where we discovered a level plain we were not permitted to go.

At first we walked a half hour together and then stopped for breath, but before long Kronig complained that we stopped every fifteen minutes; and after a while he declared that if we had our way it would be fifteen minutes walking and fifteen minutes on our backs on the snow—and then it would be all up for the Höchste Spitze. In the midst of these dismal forebodings I heard a heavy fall and the call of the guides behind, "attendez." I looked around. Blatter was rushing furiously down hill—for what, did not appear. But I soon saw that Mr.— had fallen down exhausted and let his alpenstock go where he himself would have gone had not the strong arms of Tony Rytz been on him, and a good twist of the rope around him. His face was pale, his lips blue, and Kronig whispered to me in German, that it was impossible for him to reach the summit. However he rallied and went on very well. After three hours of such painful drudgery we reached the foot of the Signal Kuppe, where the guides took off their knapsacks—all hands had some new refreshment for the last great labor—the rope was doubled around

us—and then Kronig set out ahead, cutting zig-zags in the fearful dome of ice we had to climb. In the earlier part of the morning I had looked around a good deal on the scenery; but as we went higher and the labor became greater, I could not afford to throw away strength enough to look around; and now in this spot my horizon was restricted to the three feet square which lay under my eyes. After a long time of zig-zagging up and back, around a dome of ice so steep that it would be impossible to stand on it anywhere without having places cut for the feet, we surmounted the Signal Kuppe dome, and stood at the base of the peak of terror—the Zumstein—where, even now, fully one-half of the few who come to it turn back. Here we locked back upon the ice wall we had edged around, step by step, putting our toes in holes cut in the ice, and saw that though it was at an angle of nearly forty-five degrees it was nothing in comparison to the eight hundred feet which remained. There were still two peaks above us which rose like crests one behind the other and in the same line—sharp, like a hatchet, and accessible only over what may be called the *blade* of ice which formed the ridge. It is a fact that the path here was a scant foot in width,—on the right was an abrupt precipice three or four thousand feet in depth,—on the left an almost equally steep declivity. Up this comb of ice Kronig cut steps and shouted "courage" with stirring drum-like voice, while Blatter, every few minutes, sang "Ranz des vaches" for our amusement. The excitement of such an ascent and of the scene around and before was so great that I felt no fatigue, and marched up as easily as if it were over a stairway. After proceeding thus some twenty minutes, I learned by accident the meaning of something which had been unintelligible to me in descriptions I had heard of this part of the ascent. It happened that, in striking my alpenstock into the ice for a good hold, it seemed once to go through; and when I drew it up to see what was the matter, there was a little round hole punched through the ice under my feet, through which I could look down several thousand feet along the face of a greenish-blue icy precipice. If I did not comprehend at the moment the full meaning of this observation, I did an instant later, when I came upon a larger hole through which I could see at leisure how the mountain was constructed, and in particular what sort of support our path had. The case, as I understand it, is that this ice has filled in the hollow between one peak and the other, and while it is banked out in a step declivity toward the north, on the south it is built up straight above the precipitous rocks, and even overhangs them, as is often the case in a drift of snow. Hence it happens that the only place possible for an ascent is the icy path overhanging the tremendous gulf I have described. We went up without any sap against a boisterous wind, and after a hard struggle with the rocks reached the bottom of the Höchste Spitze. On reaching the summit of the Zumstein we rested on the warm side of the rocks, then worked our way down a hard descent of fifty feet, and there found ourselves at the bottom of the Höchste Spitze. It is more steep than the Zumstein, but not as dangerous; for the path lies back two or three feet from the edge of the snow and ice. When this crest was surmounted we stood on the Höchste Spitze, but not on its highest point. These mountains are a kind of slate which breaks up easily into large and small blocks; and where the summit is a thin blade of stone, like Monte Rosa, it is not one piece of rock, but more like a wall loosely put together and broken down. I fancy that once this whole peak was one narrow wall of rock, eight or ten rods long, running east and west, and highest toward the east. The action of frost and weather and other natural forces broke it up into blocks, and in the process of time cut a breach through the middle, leaving it as we found it, a double or forked peak with the shorter line first, or toward the west.

To give some idea of the difficulty of crossing this little gap and actually getting upon the opposite and highest point, I will say that, although it is not thirty feet deep nor twenty feet broad, still the two German brothers Schlagintweit, who were certainly brave men and most intrepid explorers, and who had nerve enough to mount, first of all who have attempted it, on to the lower line of the summit, gave up the other. It was not the muscular exertion which deterred them, nor the time likely to be occupied in crossing the gap; for I passed straight through it at a burst, and was on the topmost point in two or three minutes afterwards. But it must have been the dreadful unknown task of venturing over that airy walk and on to that apparently unsupported summit, where no previous foot had been, and whose accessibility they could not prove beforehand and could scarcely believe when looking upon it. It was a far different thing for us to do. I knew that the path was firm and that we could all sit on the summit, though only one at a time could mount the sharp point which caps it. I knew that there was no great labor in the undertaking, and no danger if my head was steady and my courage good. All this made it a perfectly easy thing for me to do, and I so forgot both difficulty and danger and the descent, that the hour we spent on that stony point, 15,223 feet above the sea, was one of the most delightful in all my life. Around us on every side were great mountains sunk down beneath their snows, like abashed virgins drooping in reverence, north, east and west, a panorama of majestic mountains lay around us. The dark needle of the Finster Aarhorn rose out of the snows of the great glacier of the Aar,—Schreckhorn, Wetterhorn, Titlis, the Eiger, and the Sidelhorn stood around it like an ancient brotherhood of giants. The Bernese Alps drew out their line in equal beauty and majesty from the Angelborner and the Wetterhorn till it seemed to run up into the skies from the Silberhorn and the Jungfrau. Nearly due west lay the immense mass of Mont Blanc, white and glistening,—the



one summit over which the eye could not range. The space between was filled with whatever of lake or mountain, of valley, field or barren moor, there is in Switzerland—lonely snowy points rising one above the other—dark black-ribbed glaciers rolling into the valleys—here a dome of snow capping the mountain with a biscuit-like cover of the purest white—while, all around the broken edges, blue avalanches were ready to drop into the grey and hazy depths beneath them. Southward, the eye looked through a bright blue sky into Italy,—first over the Pennine Alps, resting for a moment with admiration upon that most grand and pleasing object, the Becca di Nona—then in swift flight it passed from the thousand peaks and vales of Piedmont to Lago Como and Maggiore,—and thence ran straight out into the plains of Lombardy and Venetia. How can I ever describe what my eyes saw in this view. I stood there drinking it in with delight—I know not how long. I bade myself remember this and remember that; but, now, what can I recall. Becca di Nona is a distinct form in my mind, but beside this all is a formless procession of beautiful images—a delightful memory of evanescent things whose shape I do not know that I ever saw, and with respect to which I am certainly unable to say at this moment of what they consist. I remember a light falling down upon Italy, blue, soft, and yet so distinct and clear that all I saw against the sky had an edge—but it was an edge of velvet. I remember how my eye, accustomed to the altitudes of the Alps, at first refused to rest upon the blue plains of Italy, but adjusted itself to them as clouds in the air, till at length after something like a struggle it took the right focus, and falling down to the level of the sea, made me conscious of my own great elevation.

It is impossible to describe the light which illuminated the Italian view. It was a substance—as it seemed—and a color; and yet it was soft and clear. It glowed without being hazy, and gave everything with great distinctness without letting the eye into the deformities of the country, or displaying the formless and less pleasing secrets of the landscape, as the midday sun of Switzerland does. The guides said that in perfect weather the spires of the cathedral at Milan are visible, and that the eye can reach nearly as far as Venice. There were clouds on our horizon, and some of the valleys were filled with their billowy masses. The wind tossed them about like balloons, and as they rose and fell and tumbled about on the unstable support of the air (as it seemed to be), and as at times they dissolved or broke apart, we had lovely views of the country below.

My companion reached the summit a few minutes after I did, but immediately fell asleep and could not be roused till a few minutes before we left the top. I really did not observe how he came up the Zumstein or the crest of the Hoehste Spitze, but I well remember seeing him lying flat on the lower side of the summit, whence the guides steadied him and lifted him up till he was on the top; when he did precisely what Albert Smith did on Mont Blanc, i. e., went to sleep. I made a number of observations upon myself, and could not see that the great altitude changed my bodily condition in any way. I was not sick at the stomach at all—my breath was neither shorter nor deeper as I could perceive—my head was not at all infirm. Hearing was equally good, as I can testify after having been bothered with Blatter's incessant "Ranz des vaches." The air filled my lungs as it does elsewhere, and from observing myself I could detect none of those signs of a great altitude which other persons have felt on the summits of such high mountains. On Faulhorn, and at other times when I have been on high mountains, I have noticed the darkness of the sky, and was prepared to find the vault of a deep and almost blackish blue on Rosa. But in this I was disappointed; and I do not know to what I am to attribute its ordinary appearance unless to the slight haze which, as it were, detained the eye in an illuminated atmosphere, and prevented it from looking into the thin, clear and rayless space which so many observers have described as the dark vault seen from the summits of high mountains. I have an indistinct recollection of having felt cold, and am certain that the guides said they were, and that it would not do to remain longer in such a wind. What the temperature was I do not know, although there was a minimum thermometer there which had been placed by the Alpine Club. But I could not make out anything from it because the indicating fluid was perfectly colorless and seemed to have faded out, so that it was impossible to see where the column stood. At last we commenced the descent, at 1 o'clock P. M.; but first I went up the pinnacle once more and waved my adieus from it to the silent world of majesty and beauty which in an hour of time had given me so much pleasure. In the silence of those solitudes my voice was lost,—nothing that we could do seemed able to disturb it. The wind, which blew in tremendous gusts and then subsided, was the only sound which filled those spaces, except when the avalanche (of which there were many during our ascent) added its thunder to the roar of the tempest, or sliding down amid the silent snows grew into a sound which waded through the air and made the mountains tremble.

But this is not the descent. I confess I was more nervous about going down than I had been at any time in going up. One hour was consumed in the first eight hundred feet—then soon after we came to the dome up which our zigzags ran and which we had climbed so slowly in the morning with our faces to the wall and our toes in holes in the ice—edging our way along, a step at a time. Soon we saw, below, the knapsacks of the guides where they left them, with the bottle of champagne and other refreshments they had brought up and deposited there where the labor and danger of the ascent both begin and end,—to celebrate with them our victory, when we had come once more into safe places. Four hundred or five hundred feet above this spot the leading guide, John

Kronig, sat down on the snow; and while I was wondering what was to happen, Mr.— was got into place behind him, his feet put forward under the guide's arms,—then the second guide followed. I instinctively took my place, supposing it would be quite right, but rather hoping we were not going to slide down that tremendous declivity at the risk of our pantaloons. However, the sun, which was cold on the top, was warmer here, and the loose snow was soft to a depth of three or four inches, and the guides meant to improve it; so when all was ready Blatter sat down behind me, and off went the five like a kind of human sled. The guides' alpenstocks, managed by their strong and skillful arms, kept us in line, and, I suppose, lessened the speed somewhat. But they had, after all, so little power against the force of gravity that we shot down like an arrow and ploughed into the snow opposite our camp—all wanting to laugh and shout, but utterly without the breath required in such exercises.

When we were on our feet again the lunch came out and we had a merry time in consuming it. The guides danced and rolled about on the snow, and sang rattling French songs with a perfect abandon, as if delighted to have come down Monte Rosa once more alive. We were still a great way from the hotel—not less than eighteen miles. The guides said it could not be done in less than three hours, and we made up our minds to see if we could accomplish it in that time. The rope which had been taken off at lunch came out again, and we were all tied together once more in a line:—and now the problem was to slide down in one hour the glacier which had cost us five in the morning. We stood up straight, and steered with our alpenstocks; the strong arms of the guides served for rudders, stays and breaks; and down we went at a tremendous speed. Do not think, however, it was mere sport. My legs would now and then tremble under the exertion to keep them in place, my breath would give out, and after fifteen minutes of such rapid descent we would have to lie down and get ready to try it again. The steep places were passed sledwise. The ladies had gone up to the top of Gorner Grät about 1 P. M., to watch our progress, and there, beside having one of the finest views in Switzerland to enjoy, had the full sight of our novel method of descent. Some gentlemen were with them who had made the ascent themselves and were able to show them where to point their glass in order to find the exceedingly small black specks they were looking for. At last these were discovered refreshing themselves at the bottom of the dangerous peaks, and then sliding down hill at an unheard of rate; and finally they disappeared among the rocks in the moraine of the glacier, when they were lost for the time, and not again seen till they appeared at the hotel, some two hours from the place.—I believe the distance up and down is rated at forty miles. We were absent from the hotel thirteen hours and a quarter; of which three hours and a half were consumed in the halt on the summit and those for breakfast and the other lunches up and down.—*Silliman's Journal.*

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