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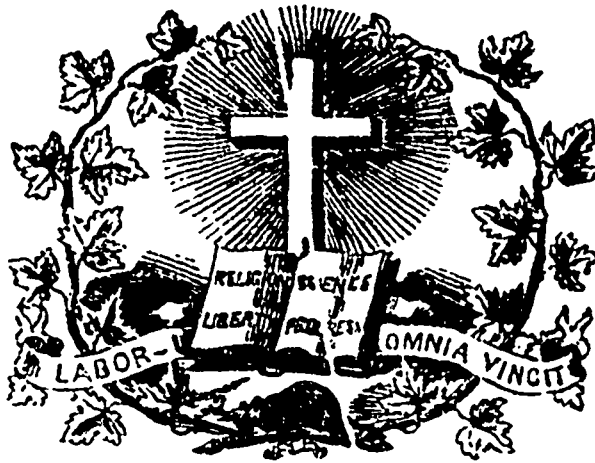
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# JOURNAL OF EDUCATION.

Volume XII. †Quebec, Province of Quebec, August and September, 1868. Nos. 8 and 9.

**SUMMARY.**—**LITERATURE.**—Poetry: The Footsteps of Decay.—Don't Leave the Farm.—**CANADIAN HISTORY:** Memoirs of the Richelieu, St. Johns.—Fontainebleau and its History.—**EDUCATION:** What is, and may be meant by teaching "English" (concluded), by J. D. M. Meiklejohn, Esq., M. A.—A Schoolmaster's Reminiscences.—**SCIENCE:** American Association for the Advancement of Science, by H. H. M. Ed. Office.—**OFFICIAL NOTICES:** Appointments; Examiners; School Commissioners; School Trustees.—Separations, Annexations and Erections of School Municipalities.—Female Teacher Wanted.—**EDITORIAL:** The Fifth Annual Convention of the Provincial Association of Protestant Teachers of the Province of Quebec.—Public Examinations and Distribution of Prizes at the Universities, Colleges, Boarding Schools and other Educational Institutions of the Province of Quebec.—Distribution of Prizes and Diplomas in the Normal and Model Schools: McGill Model School; Jacques-Cartier Normal and Model Schools; Laval Normal and Model Schools.—Annual Convocation of Bishop's College, Lennoxville.—Montreal High School.—St. Francis' College, Richmond, P. Q.—**NECROLOGY:** The late Lord Bishop and Metropolitan of Montreal.—**MONTHLY SUMMARY:** Educational Intelligence.—Arts Intelligence.—Meteorological Intelligence.

## LITERATURE.

### POETRY.

#### THE FOOTSTEPS OF DECAY (1).

O! let the soul its slumbers break—  
Arouse its senses, and awake  
To see how soon  
Life, in its glories, glides away,  
And the stern footsteps of decay  
Come stealing on.

And while we view the rolling tide,  
Down which our flowing minutes glide  
Away so fast,  
Let us the present hour employ,  
And deem each future dream a joy  
Already past.

Let no vain hope deceive the mind,  
No happier let us hope to find  
To-morrow than to-day;  
Our golden dreams of yore were bright,  
Like them the present shall delight—  
Like them decay.

Our lives like hastening streams must be,  
That into one engulfing sea  
Are doomed to fall—  
The sea of death, whose waves roll on  
O'er king and kingdom, crown and throne,  
And swallow all.

Alike the river's lordly tide,  
Alike the humble rivulet's glide,  
To that sad wave!  
Death levels poverty and pride,  
And rich and poor sleep side by side,  
Within the grave.

Our birth is but a starting-place;  
Life is the running of the race,  
And death the goal;  
There all our glittering toys are brought—  
That path alone, of all unsought,  
Is found of all.

See, then, how poor and little worth  
Are all those glittering toys of earth  
That lure us here;  
Dreams of a sleep that death must break;  
Alas! before it bids us wake,  
We disappear.

Long ere the damp of death can blight,—  
The cheek's pure glow of red and white  
Has passed away;  
Youth smiled and all was heavenly fair—  
Age came, and laid his fingers there,  
And where are they?

Where is the strength that spurned decay,  
The step that roved so light and gay,  
The heart's blithe tone?  
The strength is gone, the step is slow,  
And joy grows wearisome, and woe!  
When age comes on!

—*Rich. Guardian.*

#### DON'T LEAVE THE FARM.

Come boys, I have something to tell you,—  
Come near, I would whisper it low—  
You are thinking of leaving the homestead,  
Don't be in a hurry to go!  
The city has many attractions,  
But think of the vices and sins;  
When once in the vortex of fashion,  
How soon the course downward begins.

(1) The following is a translation from an ancient Spanish poem, which, says the *Edinburgh Review*, is surpassed by nothing with which we are acquainted in the Spanish language, except the "Ode of Lou's de Leon."

You talk of the mines of Australia—  
They're wealthy in gold without doubt,  
But ah! there is gold on the farm, boys,  
If only you'll shovel it out.  
The mercantile trade is a hazard,  
The goods are first high and then low,  
Better risk the old farm a while longer,  
Don't be in a hurry to go.

The great, busy West has inducements,  
And so has the busiest mart,  
But Wealth is not made in a day, boys,  
Don't be in a hurry to start!  
The bankers and brokers are wealthy,  
They take in their thousand or so—  
Ah! think of the frauds and deceptions;  
Don't be in a hurry to go!

The farm is the safest and surest,  
The orchards are loaded to-day,  
You're as free as the air of the mountains,  
And monarchs of all you survey.  
Better stay on the farm a while longer,  
Though profits come in rather slow;  
Remember, you've nothing to risk, boys;  
Don't be in a hurry to go!

Waterloo Advertiser.

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## CANADIAN HISTORY.

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### Memoirs of the Richelieu.

No. 4.—ST. JOHNS.—(Continued.)

Immediately after the capture of Fort St. Johns, Montgomery pushed on to Montreal, which he triumphantly entered, a little after it was evacuated by Carleton and his garrison. Without loss of time, he hurried down the St. Lawrence in pursuit, but met his death under the cliff of Cape Diamond in a foolhardy attempt to take Quebec by a *coup de main*. Arnold—the notorious Benedict Arnold—then fell back on Montreal with a portion of the American army. He was thence forced to flee and make for St. Johns with the enemy in full pursuit. Gen. Sullivan, who was stationed at Sorel, was also driven up to St. Johns. Here both the American generals were desirous of making a stand, but their troops absolutely refusing, they retreated precipitately to Isle-aux-Noix in boats, and soon after crossed the lines. The British pursued them no further than St. Johns.

After that event, the Americans chose Ticonderoga as their northern base of operations, and after properly fortifying it, they turned their attention to the construction of a fleet, by means of which they could more easily reconnoitre Lake Champlain and the head waters of the Richelieu.

Sir Guy Carleton, afterwards Lord Dorchester, resolved upon doing the very same thing. He strengthened the works of St. Johns, which he chose definitively as his frontier base, and lost no time in getting ready a large number of boats for lake service.

All through the summer of 1776, from June to October, the banks of the quiet river at Iberville and St. Johns resounded with the hammer and anvil. Seven hundred seamen from the war vessels at anchor under the cliffs of Quebec had been chosen to man the fleet that was building there. Among their officers was no less distinguished a personage than Lord Exmouth, (Edward Pellew) who after learning almost his first lesson in naval warfare on the fresh waters of Lake Champlain, was destined many years later to rise to the highest rank among British Admirals.

Early in October, one ship, 18 twelve-pounders; two schooners, 26 six-pounders, (both together;) a raft, six twenty-four pounders and twelve six-pounders; a galley, seven nine-pounders, and 24 gun boats, each with a piece of field ordnance, sailed from under the guns of fort St. Johns, bound for Lake Champlain. The expedition was commanded by Captain Pringle, and Governor Carleton was also on board as military superintendent.

When Arnold, who commanded the American fleet, heard of this movement, he fell back from his position near Rouse's Point to the narrow channel between Valcour's Island and the west shore of the lake, a little above Plattsburg. Here, with a force of three schooners, two sloops, eleven galleys, and twenty-one gunboats, he awaited the arrival of the British.

About noon on the 11th, the engagement commenced between the foremost vessels, and soon becoming general, raged till night-fall. Notwithstanding their numerical inferiority, the Americans fought well, but conscious of their weakness, they resolved to escape Southward in the darkness. This they succeeded in effecting, but a portion of the fleet was overtaken at Schuyler's Island, in the course of the next day and on the 13th one of the vessels was captured. Arnold barely escaped by running his galley into a creek on the eastern shore, whence he marched in safety to Crown Point. On the approach of Carleton this post was also evacuated. The British fleet then made some demonstrations against Ticonderoga, but as the season was far advanced, it gradually withdrew down the lake, till it reached its winter quarters at St. Johns.

In the summer of 1777, St. Johns was again the scene of war-like preparation. But this time it was a land force that concentrated there. Burgoyne had superseded Carleton, and was preparing a mighty expedition destined to crush out the American revolution. A force of seven thousand men of all arms was collected under his command. Numerous transports were built, and immense supplies of stores and ammunition were brought together.

On the 1st of June, this imposing army left St. Johns for Lake Champlain, driving every thing before it. We need not follow it any farther, as its fate is well known. For three months it was the terror of the Americans, but it met with a first check at Stillwater, Sept. 19th, and was finally "bagged" at Saratoga, October 17th, 1777.

After this eventful year, nothing more is heard of Fort St. Johns for more than a quarter of a century. It still retained its garrison, more or less supplied, till the war of 1812, when it was again placed on its former footing. No events of any importance, however, happened there during that brief campaign, Montreal having been chosen as the military base and the troops *echeloned* from Laprairie to Chambly. The American General Hampton, instead of following the line of the Richelieu, made direct for the St. Lawrence, and was met at Chateauguay by De Salaberry. This celebrated officer there avenged the capture of St. Johns, at which he was present and taken prisoner by the Americans in 1775. In 1814, when Gen. Wilkinson advanced along the Richelieu, the British, instead of waiting for him at St. Johns, confronted him at Lacolle and forced him to retreat to Plattsburgh.

It is chiefly since 1815, that St. Johns began to settle rapidly. Its advantageous position on the river, its proximity to the frontier, its being the junction of three different railways, to which, let us hope, that a fourth will shortly be added, renders it one of the most important and interesting inland towns of Lower Canada.

As a military position it enjoys special advantages. It is the key to the immense plateau leading up to Montreal. In the claims of forts, proposed by Col. MacDougall, to guard the approaches to that metropolis, it would be the strongest, because the most exposed.

During the Fenian invasion, it was used as a depot for the advance guard of the army, and for this reason, it is most probable that it will always retain its ancient and time-honored garrison.— *St. Johns News*.

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### Fontainebleau and its History.

Of all the residences of the rulers of France there is not one so full of royal beauty and so fraught with romantic historic interest as Fontainebleau. When we think (if the suppositions be not apocryphal,) of its being the residence of King Robert the

Devout, in the eleventh century; that certainly Louis VII. lived here; that Philip-Augustus loved the place; that Phillippe-la-Bel was born and died at the royal chateau; that Louis IX. called it his *chere deserte*; that—putting aside the old residence—Franco I. commenced the present chateau and feted here the celebrated Emperor Charles V. in 1539; that from this spot Henry IV. sent Marshal Biron to Vincennes, where he was beheaded: that it was in one of its existing chambers that the most extraordinary of women, Queen Christine of Sweden, had her secretary Monaldesohi assassinated; that the desk still remains here on which Louis XIV. signed the Revocation of the Edict of Nantes in 1685; that Louis XVth's only son died here, that Dauphin, uncrowned himself, but who was the father of three kings; these, a few out of hundreds of old associations of the place, are enough to make the Royal chateau of Fontainebleau one of the most remarkable in Europe. But more modern times attach to it even a far greater interest. It is deeply interwoven with the fate of the families of the Bonapartes and the Orleans Bourbons. Louis XIV. made, as all the world knows, his earthly paradise at Versailles, upon which he spent forty millions of money. This man threw Fontainebleau into the shade, and it fell into disrepair. The Revolutionists stripped it bare and gave it what was thought its finishing blow. But a man arose, at that time, whose taste or whose whim gave an unexpectedly new life to the palace of the forest. The First Napoleon partially restored the old chateau and here again it commences to be the theatre of a series of incidents more marvellous and romantic than were all those which old story had before handed down. We find Charles IV. of Spain, dethroned by Napoleon, a prisoner in this golden cage in 1808. In the next year the divorce of the Emperor and of poor Josephine was here pronounced. And, with all pity for the cruelly-treated lady, I must here remark that probably her feelings were not quite so mortally wounded by the event as the romancers of history might lead us to believe. When the ambitious Emperor made the announcement to her of his intentions, it is pretty well known that Josephine was previously well aware of his determination and had carefully rehearsed her part. We learn that she fell in a swoon on receiving the terrible announcement from that iron man, and that by his orders, to prevent a scene, she was carried, lifeless for the moment, up a back stair-case, by an aid-de-camp, to her apartment. But history has not added a little fact which has since come out—that when the officer was bearing—and awkwardly, probably—the fair burden up the stairs; the Empress whispered over her shoulder in his ear, “Pray don't squeeze me so!” This was in 1809. I think it was three years later that the good Pope Pius VII. became a prisoner, or, at least an unwilling inmate of Fontainebleau for 18 months. The last scene of thrilling interest at that place was the signing of his abdication by the great Napoleon in 1814, his farewell to MacDonald, and adieu to the Eagles. The restored older Bourbons did little for the place. But the good old constitutional King, Louis Phillippe, loved it much, and completed its restoration. It was in an avenue of its vast surrounding forest, which contains 42,000 acres, and has a circumference of over sixty miles, that the same King Louis Phillippe was near losing his life by the hand of the assassin Lecomte. His eldest son, who, had he lived, might have saved the dynasty, was married here in 1837 according to the rites of the Protestant Church, and his widow, the Duchess of Orleans, the most amiable of princesses, loved the place, and lived there much. The Citizen King received Maria Christina Queen of Spain, at this palace. The Duchess of Kent, Queen Victoria's mother, also dined here with the old King in 1842, and so late as 1847 he was visited at Fontainebleau by the King of Bavaria and the Grand Duke Constantine of Russia, when he still appeared one of the most firmly established monarchs of Europe. A few months, after he fell without a struggle from his high estate. But the ways of Providence and the changeable wills of people are inscrutable. Lastly, as regards Fontainebleau the baptism of the present Emperor took place here, and he, the grandson of the discarded Josephine, wears the Imperial crown

of France, while the child of her Austrian rival and successor died, it may be said, a prisoned bird flapping his weary wings against the gilded cage in which he was kept at his Austrian grandfather's palace of Schoenbrun. During the stay of the Imperial family, Mass is said at 11 o'clock every Sunday in the Trinity Chapel of the Palace, a veritable gem of a place of worship. Would you desire to know how it came to be built? The anecdote is historic and as old as the hills. Henry IV. was showing the chateau one day to the Spanish Ambassador, and vain of his beautiful residence, he asked the Spaniard what he thought of it? “This mansion would be perfect,” answered the diplomatist, “if God were only as well lodged here as your Majesty.” The King took the hint and had the chapel built in 1529. Their Majesties occupy the former apartments of Louis XVI, Marie-Antoinette and Napoleon I. The Emperor's study is a suggestive apartment. It is that in which his great uncle signed his abdication. The table is there, with the marks underneath of the spur dug into it by the moving heels of the agitated Emperor. In a console between the two windows, Louis Phillippe had caused to be engraved in marble a *fac simile* of the little scratchy document of the abdication, which I recollect to have seen in another place. This, of course, has been removed during the present, as well as the foolish anachronistic inscription of Louis XVIII. in the dining-room. Near this room is the bath-room of the Empress, the walls covered with some beautiful paintings on glass. The Emperor's bed-room is near his study, and it is a strange thing that his Majesty occupies the very bed which held Napoleon I, Louis XVIII, Charles X. and Louis Phillippe. A little farther in is the boudoir of the Empress, also full of historic interest. It was once occupied by Marie-Antoinette, and the irons which open and close the windows were made by the hands of poor Louis XVI, the executed King. He was an adept at smith work, and these are excellent specimens of iron work. Her Majesty's bed-room is also that of Marie-Antoinette. The hangings were a present from the City of Lyons to the ill fated Queen. They were sold at the Revolution, but the great Emperor had them carefully collected and bought back again. It is a remarkable chamber, and is now called that of the six Maries, from the illustrious ladies who occupied it. They were Marie de Medicis, Marie Therese, Marie Antoinette, Marie Louise, Marie Amelia, and Marie Eugenie. Not far off are the apartments once occupied by Madame de Maintenon, wherein the Grand Duchess Marie of Russia is at the moment located. One of these rooms also contains a historic table. It is that upon which was signed the Revocation of the Edict of Nantes.—*Paris letter in New York Tablet.*

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## EDUCATION.

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### What is, and may be, meant by teaching “English.”

By J. D. M. MEIRLEJOHN Esq., M. A.

(Concluded from our last.)

I. I should propose that the very simplest theory of English grammar should be taught—and that it should be taught as much in the historical form as possible. The history of the English language is an extremely interesting one; and the striking phenomena of its growth, and the marked character of the different elements that have been absorbed into it, make it very easy to teach and to illustrate even to the weakest understanding. It is easy to find in many books the most striking illustrations of the change which came upon the language by the infusion of the Norman-French elements in the twelfth and thirteenth centuries, and of the literary Latin and Greek element in the sixteenth. These contributions are as plainly marked as

the flow of a muddy stream into a clear blue river—as the flow of its Alpine tributaries into the main stream of the Rhone.

Nor is it difficult to give the pupil a vivid idea and an adequate, though not so detailed, knowledge of the revolutions which have taken place in our language, the first of which utterly broke down its form or grammar, and the second of which altered its substance or vocabulary. The one revolution changed it from a synthetic into an analytic language—from a language like German to a language like French: the other has closed for ever the Saxon source of the vocabulary, and has compelled us to seek in Greek and Latin all increase of our present stock of words. But it may be said that this is to teach philology, which cannot be done in school. Not at all. It will simply be giving the pupil a just and adequate estimate of the build, powers, and nature of his own language,—will enable him to guard, in his own writing, against servile imitation of any other language, such as French or German,—will enable him to do his own little best in the fight against that daily corruption of our English which foreign correspondents and telegram-translators in our daily papers are doing their utmost to promote. Besides this, it is simply impossible to teach the grammar of the language, without a constant reference to the past phases of the language; it is impossible to form any sufficient appreciation of idioms and usages without some knowledge of what is called Anglo-Saxon.

In most popular and widely-circulated School Grammars, the history of the language usually occupies three or four pages at the end of the book, which, most probably, are never reached at all. But the history of the language is of the greatest interest; and there are not wanting a few books that give it pretty well. The want in them is the want of copious examples. It is useless, or worse than useless, to put results and conclusions into the heads of young people, without giving them some insight into the processes by which these results have been arrived at, and the data on which the conclusions are based. By far the best view of the English language for schools (though I am sorry to say the historical element is too small) is to be found in Dr. Adams' English Grammar. It is very pleasant to be able to point to a book so well done as this is. With this work in the pupil's hands, and Dr. Angus' English Language (a book with a great deal in it) in his own, the teacher need not fear of success in putting some fair and correct idea of the build of our language into the pupil's head. There is another book, however, which ought to be in the hands of every teacher who wishes to know, and to teach, something about the English language. The book I mean is "Mätzner's Englische Grammatik." It is written in German; but, even to those who do not read that language, this is only a slight drawback. For, as the subject matter is the English language, and as all the words and sentences quoted are English—and quoted in correct chronological order, any intelligent reader can draw the right conclusions for himself. In fact, it is a splendid quarry of information of all kinds on the language—and of quotations, from which one can at a glance establish the custom or phraseology of any given period, drawn from all Saxon and English, writers, from the earliest times down to the year 1866. It is the only complete Grammar, worthy of the name, that exists; and it is no credit to England that it has been left to a German to write. Such a book as Lindley Murray's Grammar bears much the same relation to Mätzner that Mrs. Marcet's "Conversations on Chemistry" would bear to a work which gave a full and scientific account of the latest discoveries of Faraday, Tyndall, Kirchhoff, and Bunsen: with the exception that Mrs. Marcet was good for her day, and Mr. Lindley Murray never was good for any time at all. With such a book in his possession, no teacher need remain long ignorant on any disputed point of the language, or allow his power of guessing to vamp up the lacunæ in his own knowledge. He will find in this Grammar the language itself, and not fragmentary, distorted, and fanciful views of this or that individual writer on the language.

Another important item is that the history of the language sends all kinds of strong cross-lights on the history of the country. The whole history of the Norman-French Revolution, for example, is written as clearly in our language as in our laws—in the order of words in our sentences as in the order of ranks in our State. The marks are of the plainest kind; the pathways to this knowledge are easy and well trodden. But the good effects of teaching the history of the language are chiefly to be found in its manifest power to clear the grammar of much useless and unintelligible jargon, and to put every department of grammar in its own due rank and position. For example, the accident of English grammar, which, under the name of Etymology, generally usurps nearly half the book, would, under this new regime, be rightly reduced to a few pages. The inflections of the language have been gradually dropping off in the course of centuries, and very few now exist. After these few were learned in the usual fashion—that is, with a view to practice—they might be more fully studied as fragments of past usages, and as one side of the history of the language. And they are thus treated—and admirably treated—in Dr. Adams' excellent Grammar.

The same method might be followed with the Syntax. No one requires a knowledge of rules to enable him to write or speak good English (and from this point of view the silly old definition, "English Grammar is the art of speaking and writing the English language with propriety" is as false as it is illogical); and the few peculiarities in our Syntax may be learnt in a few days. The further study of the Syntax, as a chapter in the history, may be pursued in such books as those of Dr. Adams, Angus, or Mätzner. The question of Prosody may be postponed until the pupil comes to the reading and examination of the best poetry; and punctuation should be learnt—as learnt it can only be—in connection with composition.

There is one interesting part of grammar that, as it is usually treated, is made dry, unattractive, and even repulsive. I mean the part which goes by the name of Derivation. The pupil is generally compelled to learn lists of Greek and Latin derivatives, in which he has, and can have, little or no interest. Unless, indeed, he knows both Greek and Latin; but, in nine cases out of ten, the English pupil does not. But there are hundreds and thousands of the most interesting derivations in his own language—from past phases of the language; and these are not only interesting from the light they throw on unsuspected relationships which crop up everywhere to our surprise, but are always seized with avidity by young people. Dr. Hyde gives a large number of these in his admirable little Grammar—a Grammar which might be very popular were it better fitted for use in schools. Such are the words *shear*, *shire*, *share*, *sherd*, *shred*, *shore*, *short*, *shirt*, *shears*, *sharp*, and *sheer*, from *sciran* to cut; such are *coop* from *heap*, *smite*, from *meet*, *squelch* from *quell*, and *scud* from *cut*. It is true that we owe to some 154 Greek and Latin roots nearly 13,000 words of our language; and it would seem well and necessary to teach all children some at least of these roots. For example, some of the offshoots of *pono*, which gives us 250, of *plico*, which gives us 200, and of *capio*, which gives us 197, might be learnt and traced out. But why the very young pupil especially should be pestered with these Greek and Latin words, to the exclusion of those English derivatives which he could easily take in and appreciate—it is difficult to see. A side-advantage, moreover, is thus to be gained, the pupil can, on this English high road, become most easily acquainted with the rudiments of the important science of Philology—may most easily learn, for example, how to apply for himself the fruitful law of Grimm. More, he will get rid of the common school-boy superstition, that the English language is a mere rag-basket, of scraps stolen or borrowed from other languages, and that every other word comes *from*, as he has been allowed to put it, some French or Latin or Greek source.

II. Composition should be taught in the natural way; that is simply, by imitation, just as we learn to speak. It is a very easy

thing to find interesting and exciting passages from the most idiomatic English writers, such as Defoe, Bunyan, Swift, Steele, Goldsmith, Thackeray, Sir Walter Scott, and Macaulay, that the pupil may "get up," and then write from recollection. At first the pleasantest and most interesting narrative parts of his reading-books will do perfectly well. The chief thing to avoid is a "fine" or bookish style; the goal to aim at is the acquisition of an idiomatic and transparent English style—that is, a style which calls no attention to itself, but allows everything it presents to be seen in the distinctest manner—which is, in a word, merely the bearer of the ideas, and not a competitor with ideas for attention and remark. This style is of course the most difficult to learn, and requires long practice and many years. A very marked style—a highly Latinised or abstract style—is very easy to learn. I think a clever boy of fifteen could learn to write Carlyle in a week, and Johnsonian in about a fortnight. But good natural easy English, like Goldsmith's or Steele's or Thackeray's requires much reading and long saturation in the style of the best books, as well as the opportunity of always hearing good simple English spoken. And there is the less motive for acquiring this style, that, when it is acquired, it is noticed by hardly any one; and the labour of years is sunk as it were underground. But the vicious and verbose styles look like striking monuments of hard labour in the field of literature, and are as tempting as they are easy to acquire. The great rule in Composition is, "If you have nothing to say, say it; if you have something to say, say it." And the practical corollary from this is, that a boy, sitting down to write anything, should have his head full of facts or ideas—should be interested in them—should be to some extent excited by them, and should be thinking about these facts and ideas, and not about the manner of stating them. After he has written all he can, he is then at liberty, to correct, to alter, and to prune. To ask him to produce the maximum of verbosity with the minimum of ideas—to hunt for words and phrases when he should be thinking of the connexion of his facts or arguments, when he should simply be thinking *what* to say next, is a distorted application of the art. The study of synonyms is very useful; but is not useful, it is encumbering, until the pupil has acquired a certain degree of vigour and freedom in the construction of his sentences. You don't want to guide until you have your vehicle in motion; and sailors will tell you that you can't steer a ship until she has got some way on. One aim of a liberal education is to give the scholar an extreme respect for words—to teach him that they are not merely counters, but powers; and one result of this respect for words is strict economy in the use of them, and the utmost care to eschew the vice of wordiness.

Let teachers pursue this method—the method of nature; and they will be astonished by the results. The old systems had every power of nature against them; their means were torturing and absurd, and their end was useless. Instead of the pupil having to go round and round in a hideous mill-walk of artificial practice, and find poverty of thought and barrenness of feeling as the result, he will gradually gain not merely the power of vigorous and clear expression, but with it an unconscious training in the highest of all arts—the art of thinking. For the art of marshalling phrases and clauses and subordinate sentences—so as to produce a clear totality of impression on the mind of the hearer, or reader, is not only one of the best propædeutics to the art of thinking—to logic, but is itself a very large part of the art. At any rate, perfect limpidity of style is one of the necessary preconditions of absence of fallacy. From this point of view, it is plain that what is called the *Analysis of Sentences*, which has been set forth with so much clearness and ability by Dr. Morell, in the best introduction to the grammar of thought—that is, to Logic. In fact, it is almost the only technical training in thinking that the vast mass of young people is ever likely to get at all. We may fairly apply to the two methods the words of Goethe:—

"Ich sag' es dir; Ein Kerl, der componirt  
Ist wie ein Thier auf durrer Heide  
Von einem bösen Geist im Kreis herum geführt,  
Und rings umher liegt schon grüne Weide."

Don't ask your pupils to write themes or essays, for the sufficient reason that they can't. Few grown-up people can write an essay that is worth reading; and certainly no boy can. His ideas on *Solitude, Benevolence, Anger, Taste, Parental affection*, and a host of other virtues and vices, are worth the paper they are written on, and no more. The *Theme*—name and thing—ought to be banished from every good school, and with it all the wretched English and poverty-stricken pretension it included and symbolized.

III. In the next place, it is right to teach and to learn the literature of our native tongue. But here opens to us a vast and apparently illimitable field—which it would require a long life-time to settle in and to take possession of. But we cannot do this. What corner of the field, then, shall we occupy? And why one corner more than another? I do not think the answer is far to seek. It is with literature as with art; we should refuse to occupy a moment's time with anything but *the best*. And the names we should think it right to call the best names, stand out with sufficient prominence to enable us with tolerable certainty to decide which of their works we ought to study. When the pupil has given a fair amount of time and attention to some parts of their works, his taste will be sufficiently formed to enable him to go on without hesitation in the choice for himself of new paths and new studies.

There has, up to the present time, not been taught much of English Literature in schools. And the schoolmaster is not to blame for this. It would be unreasonable to ask him to teach his pupils and to write books for them at the same time; just as it would be unreasonable to expect a great musician to be able to make violins as well as to play upon them. But the want of the right books has been at length supplied, and in the most admirable and adequate manner. The school editions of the English Classics\* which are now coming out from the Clarendon Press are capital specimens of what should be done to introduce young people to a thorough knowledge of the best literature. If a boy (or a girl), before leaving school, has read, in the last two years of his stay there, some of Chaucer, a book of Spenser, some of Bacon's Essays, the earlier poems of Milton, and the best parts of Dryden, Pope, Cowper, Wordsworth, and Tennyson,—and all this may well be done in two years, without interfering with more difficult and perhaps more pressing studies,—he will have gained a good foundation for something like a liberal education. And, knowing what I know of girls' schools, I believe that, in ninety-nine cases out of a hundred, it is a girl's only chance of anything like a liberal education to be carefully taught in such subjects and in such books as these. Seldom or never does the average girl rise to an appreciation of the mental power or the style in a French or German book; and the chances in her favour are amazingly increased in the case of an English writer. There is not, perhaps, even in the writings of Chaucer—nay, even in the writings of a Saxon author, such as Caedmon or Alfred—sufficient *resistance* to create mental power in the student of their works; but there is sufficient beauty in the writings of any of the great English poets to evoke the power of appreciation,—that is, to educate taste. In the case of Chaucer, and still more so in the case of the Saxon writers, the teacher may ask almost as many questions on verbal points, on phraseology, on usage, and on philology, as he would do if he were teaching Virgil; and, as the language is to a large extent already known, the labour of the learner is considerably less, and his pleasure perhaps quite as great, in reading Chaucer as in reading Virgil. And the teacher in training his pupils to an appreciation of *the best*, need not degrade himself to the position

\* Chaucer: The Prologue, &c., edited by R. Morris. Spenser: Book I. of the Faery Queene, edited by G. W. Kitchin, M.A. (Macmillan & Co.) Bacon is in the press.

of a *cicerone*, and disgust his pupils by "This line is generally admired." "Observe the exquisite music of this passage;" but partly by giving them the best passages to learn by heart, partly by judicious questioning on what appears to be merely a mechanical rule or objective fact, unconsciously train his pupils to true and unerring appreciation.

In fact, there is this one advantage in the study of *English* literature that is patent to us all, and at once; that is, we are already familiar with the language. Men have to go through many years of hard and ceaseless drudgery in their boyhood, to learn the vocabulary and grammatical forms and peculiarities of Greek and Latin; and by far the largest number fall in the breach and never arrive at that goal of true enjoyment of the Classics which they were supposed to be seeking. In the case of English, all this preliminary labour is unnecessary; for we have already learnt the language. But that severe and painful training which young men are understood to receive at our public Schools and Universities—that splendid verbal scholarship—that fine sense of the force and weight of words—that exquisite perception of the turn of phrases, the march of sentences, and the rhythm of style—that quick insight into verbal fallacies, and detection of the point at which a writer imposes on himself by the use of words which he does not fully understand—all this may, be acquired, if acquired, at all, by a careful study of the English language, as well, or nearly as well as by the study of Greek and Latin. For the mental power that is diverted to and used up in the constructing and translating of the text, is in the case of English, left free for the perception and enjoyment of the style and sense. This may be proving too much. In any case, however, a little attention, and some natural good taste, are all that is necessary, under good guidance, for the reading and study of the English Classics. And another piece of good fortune that attends this course of reading is, that the hour spent on it is pure pleasure, that the work never becomes dull, and that there will never be the smallest necessity to employ authority in compelling the pupils to prepare the work.

I think, moreover, that the scholar ought to be taught something of the History of Literature. Our reason is, that this history is a necessary and essential part of the history of the country; and the two are full of mutual illustration. I should like to see a book of extracts, in prose and poetry, from our best and most popular writers, to illustrate the history of the country from the Saxon times downwards. One can easily imagine how interesting a series of passages from Alfred, the Saxon Chronicle, Chaucer, Spenser, Shakespeare, Drayton, Milton, Pope, Cowper, and others, bearing on the most remarkable events, revolutions, and phases of social life, would be both to young and old; how it would put a new life into history, which too often, and for too many, remains through life a dry and dreary catalogue of dates, successions of Kings, cabinets, and battles. Probably Mr. Morris could do this better than any other English scholar in the country. The danger here, however, is the usual danger—of too much. There are so many writers—both in prose and in poetry—all of them of some importance and of some standing, that to include them all in the history of literature would absorb all the available time both of teacher and of pupil. There are several histories of literature which read like catalogues—and hardly like *catalogues raisonnés*—of the names and books of hundreds of English authors. I have before me a little book of 176 pages; and the author has crowded into this narrow pen some account of nearly 700 writers. And his method of characterizing is in inverse proportion to his enormous comprehensiveness; one is "an elegant writer"; another is "learned and profound"; a third is "an able and versatile" essayist; and a fourth is something else—out of the thousand vague and thoughtless things that anybody can say about anybody. What notions and knowledge would grown-up people carry away after reading this book? And if the result for them would be almost, *nil*, how much worse than nothing must it be for a young and sympathetic stu-

dent! And I regret to say that most of the Histories of Literature "for schools" are of the same character,—repertoires of mere literary gossip, and full of a conspicuous absence of anything like an *informing* (to use the word in its old and best sense) or educating power. Instead of using such books, it is much better for the teacher to rely on his own resources,—to endeavour to interest his pupils in six or eight of the best English writers, and to leave the rest to be read after the boy leaves school. The mania for mechanical completeness, which haunts girls' schools especially, is the strongest temptation to the opposite course. But if the works of these six or eight writers, become points of light and landmarks in the wide region of literature,—if they become standards by which to measure the greatness or the smallness of other writers,—if the pupil knows why they are standards and how they are standards,—then everything has been done for the pupil that can be done in school:—and it has been done successfully.

I hope that the Oxford Delegates will this year name these books—Chaucer and Spenser—to be read by their candidates, instead of the much duller works of Milton and Cowper,—duller, I mean, to young people. An honest taste for and delight in Milton is one of the very last results of much and thoughtful reading—of long cultivation; and it seems a pity that the school-boy and school-girl should be deprived of much of their chance for reaching this goal by having his splendid rhythms drilled into their heads at school, or spoiled by their half-trained ears. Besides, Milton, in his greater works, cannot really interest them. But Chaucer and Spenser can; and the result will be, that they will want to read more than they have read in school, whereas with Milton the result is something very different. Nothing is more absurd than to ask boys of fourteen or fifteen to get a book of Milton's *Paradise Lost*. They have a total lack of interest in the subject; they cannot appreciate the thoughts; they have no enjoyment of the style; they miss the allusions (and explaining them is as unsatisfactory to both sides as explaining a joke); they lose the flavour of the phrases; and to them the whole reading is heavy collar-work—joyless, dreary, and unprofitable. But with Mr. Macmillan's editions of Chaucer and Spenser, it only requires common-sense on the part of the pupil to make the reading of these authors a hearty pleasure to both.

Another part of instruction in "English" which is too often utterly neglected or ill-taught—taught, that is, so as to produce results that are worse than none at all—is the art or power of *reading*. The power of reading in a natural, simple and unaffected way is one of the rarest, and it ought to be one of the commonest, things in England. By good reading I mean the power of expressing by the voice the exact weight and value of each word or set of words in a sentence,—the power of accurately translating to the ear the meaning, the whole meaning, and nothing but the meaning of the writer. A well-trained child, with a good ear and fair intelligence, can easily do this, even where he does not completely understand the meaning of *every* word in the sentence he is reading. To do it in a perfectly natural manner is, of course, the result only of considerable practice; but it is not difficult to set a child on the right path. The chief difficulty is perhaps to be found in the reading of poetry. Here the measure of the verse and the emphasis are sometimes in conflict with each other; and a misplaced iambus will make the reader trip over the meaning. Children have a good and correct ear for verse, but not so vivid a perception of the sense; and therefore nine out of ten, in reading Mrs. Hemans's poem of *Casabianca*, will say,—

"The boy stood on the burning deck."

Or, in the beautiful verse of Coleridge in the *Ancient Mariner*,—

"It ceased; yet still the sails made on  
A pleasant noise till noon,  
A noise as of a hidden brook  
In the leafy month of June  
That to the sleeping woods all night  
Singeth a quiet tune."

In the last line but one the child has sometimes a little difficulty between the *that* and the *to*.

But, in fact, the real reason why good reading is so rare is that the right key-note is seldom or never struck in the beginning. This key-note, Whately tell us, is the complete abstraction of all consciousness and attention from the voice, and the complete giving of it to the sense and the matter. It is plain that reading taught in this the only true way, means a great deal more than it seems to mean—that it presupposes skilful questioning and explanations of words and sentences on the part of the teacher, so as to bring every part of the sentence into its true relief and prominence—to give each phrase its due amount of light and shade; and that the art of reading in this view and at once separates itself from the vile mechanic art of Elocution—which would force a fixed set of “rising and falling inflections” on every sentence from without instead of allowing the native feeling, which is to give its true expression to the sentence, to rise from within. To *spout* and to *read* are not merely different things—they are opposite things. The result of this mechanic art of elocution is clear enough in the well-known story:—A clergyman, in the course of the Church Service, coming to the 24th and 25th verses of the 28th chapter of 1st, Samuel, which describe how Saul, who had been abstaining from food in the depth of his grief, was at last persuaded to eat, read them thus:—“And the woman had a fat calf, in the house, and she hasted and killed it, and took flour, and kneaded it, and did bake unleavened bread thereof. And she brought it before Saul and before his servants, and they DID eat!”

I trust that I have sketched in this paper a programme that is not burdensome to the teacher nor wearisome to the pupil; that on the road I point out there is to be found some approach to that “perpetual feast” of which Milton speaks; and that in these studies pleasure is certain to go hand in hand with profit—as it always should if the studies are to be effective at all. Matthew Arnold says—and with justice—that our middle class, is the “most illiterate and uncultivated in Europe.” It seems to me that the nearest and readiest way to rid ourselves of this reproach is to have our own literature well and sensibly taught in all schools; to put the teaching of it on a level with the teaching of French and German; and to insist that the pupil shall have a thorough knowledge of the simpler parts of English Grammar, and some power of adequate expression in his own tongue, before he begins to learn Greek or Latin. Instead of elaborate, trifling, twopenny distinctions, petty remarks on phrases, and a network of hints and rules which destroy the temper and distract the mind—which neutralize all power, as the strength of Gulliver was neutralized when he was tied to the ground by innumerable petty cords in the kingdom of Lilliput—instead of false and unnatural methods which conduct to useless and impossible ends.—I offer here, to all who are interested in the study of their mother-tongue and its literature, a method and a goal which are as profitable and fruitful as they are pleasurable and attractive.—*Educational Times*.

### A Schoolmaster's Reminiscences.

At a reunion the other evening of the old scholars, 500 in number, of a veteran schoolmaster, who will here perhaps prefer to be nameless and homeless, he made, in thanking them for the kindly feelings which had prompted them to gather round him, a speech of no ordinary ability, and animated by no ordinary enthusiasm for his profession. He was naturally led to talk of past experience, and amongst other reminiscences were these:—

One cold winter's night I recollect visiting the cottage of a poor widow who had several children at school. I found the mother and the younger children crowding round the dying embers in the firegrate. The two elder boys were sitting in the bedroom without fire, closely applying themselves to their evening lessons; their thoughtful, self-denying, far-seeing mother

having spent the last halfpenny she had in the world in a candle to furnish them with the necessary light. All honour to such mothers! Their sons can never repay them. I could name a goodly number of men now in good circumstances who are indebted to the self-denial of their mother for the education which has raised them to the positions they now occupy; and I rejoice to be able to add that I know several such sons who have shewn, are showing, and will show their gratitude to their mothers for the sacrifices they made in their behalf. The feelings and sentiments embodied in that beautiful address with which you have presented me this evening are gratifying and encouraging to me in the highest degree. In the early part of my career as a teacher I resolved that I would not strive to make all things pleasant to you as boys, but leave to your manhood the judgment how far the training you had received at school was for your good. If a master strives to please his boys while they are at school, he must give them but few evening lessons, frequent holidays, and long vacations. These, you are well aware, are things I never believed in, and I don't think I ever shall. I believe in hard work,—glorious work. Parents who have been thinking of sending their children to a school at some distance from home, have asked me if I knew a school where the master was very kind. If I were sending my sons to school, I should ask is the master just? Is he generous, pure-minded, devout? Is he full of sympathy with suffering? Is he a man who scorns all that is low, and mean and selfish in boys, and does his utmost to put it down? Is he a stern rebuker of laziness, deception, and injustice? The work of the schoolmaster is arduous and difficult and requires angelic patience. Its fatigues, anxieties, and responsibilities, are very great. Still, I love it. I entered into it with a will, and that will is as strong as ever. To me teaching is full of interest. I have just said that the teacher's duties are of a difficult and trying nature. Think of the languor and weariness induced by confinement and want of change; of the wear on his finer nervous system; of the fact that those on whom his best care has been bestowed are withdrawn from him year by year; that those who are consigned to his care and instruction do not attend with sufficient regularity to give him a fair opportunity of doing himself justice. Then their parents often put too high a value on some subordinate matter of instruction, as penmanship, and undervalue other subjects, such as grammar or arithmetic, which are of immeasurably greater importance. As instances of the strange feelings and prejudices in parents, which a teacher encounters in the performance of his duty, take the following: In 1842, the father of one of the boys at school informed me that he would not allow his little boy to sing “God save the Queen;” he also stated that if we did not discontinue the practice he would take his son away. Now, a wise teacher will not, needlessly, give offence to parents. I reasoned thus with myself; this is a National School; the foundation of the school is the Bible. The Bible says, “Honour the King.” The catechism says it is our duty to “Honour and obey the Queen.” We must act up to our principles. We must do what we know to be right, and leave this father to take his own course. We continued to sing the National Anthem as aforesaid. He took his child from school. I could not but feel sorry at his thus acting, and the more so because his son was an interesting little fellow. I found, on enquiry, that the father was a red-hot Chartist. No doubt he meant well, but he was not as wise as he thought he was, or as he might have been. Soon after he had removed his child from the school, he was so dissatisfied with the way in which the nation was governed that he went to Yankee Land. His little boy, I believe, died on the passage. A short residence in his new home would, doubtless, convince him that the United States was not quite a second Eden. One afternoon, I happened to say to a boy who was a regular dreamer, a lazy being, an old offender, a boy upon whom kindness, reason, and gentle reproof had been tried, but tried in vain, “John, when you become a man, (that's a mistake,—I ought to say, when you reach the size of a man, and are of the shape of a man), your Christmas dinner



will be—not a goose,—not a good piece of roast beef,—but—a red herring, if you are fortunate enough to meet with some one kind enough to make you a present of one. You are going to the poor-house at a rapid rate." In the evening, while seated at home, I was informed that the mother of one of the boys wished to speak to me. I said, 'Please ask her to come into the room.' She came; it was the mother of John. She said, 'Sir, you have been telling my boy that he is going to the poor-house.' I exclaimed, 'He is, at a quick rate too.' She declared he was not. She said, 'Neither his father nor I have ever applied to the relieving officer in our lives.' So offended was she that she never sent him to our school again. A boy came into the school to me one morning, a few minutes before nine, while the boys were forming in the school-yard, and said, 'If you please, sir, there is a woman at the front door who wishes to speak to you.' On going to the door I saw a mother and her son on the causeway outside the area that forms the school. The boy was clinging to the palisades with all his might, the mother was exerting herself to the utmost, though not in the most skillful manner, to loosen his hold. As soon as I reached the door, she said, 'Come and fetch him in sir.' I replied, 'I never fetch any one in, I am not a policeman, I will lend you a cane to help you to get him in.' I sent a boy with the cane, and I must say it proved very serviceable to her, and she made capital use of it. She hammered away at him in fine style, striking him on the head and hands in such a way as to compel him to loosen his hold. As I stood looking on I could not help thinking that if a teacher had used the cane in the same manner, all the neighbourhood would have cried shame on him. As soon as he had crossed the threshold, I said to his mother, 'Now he is in my charge.' I told the boy to go to his place, a command which he instantly obeyed. This very unwise mother had been in the habit of bribing her son to come to school. Almost every morning he was seen with an apple, orange, some toffee, or other sweets, and occasionally I had noticed in his hand a piece of paper containing a mixture of flour and sugar. I found, on enquiring, that his mother had nothing to bribe him with that morning and he therefore refused to come, and she for once in her life acted wisely and was determined to make him come. I told her what I have told many other mothers, that I never knew a son who had been much indulged, prove dutiful, loving, and grateful. Neither do these spoiled sons ever become really happy men.—*Papers for the Schoolmaster.*

## SCIENCE.

### American Association for the Advancement of Science.

This body lately held its 17th annual session at Chicago, further west than any former place of meeting. We have been furnished with the lists of attendance, papers presented in the "sections," and abstracts of the chief discussions, from which we compile the following summary.

Upwards of 250 members recorded their names in the register. A smaller number than usual attended from Canada, including Dr. Hunt, of the Canadian Geological Corps; Professor Miles, of the Department of Public Instruction, Quebec; Dr. Baker Edwards, of Montreal, and a few others. Since the commencement of the great civil war in 1861, the Association seems to have lost many of its former prominent supporters. Since that period, some of its distinguished members, including Dr. A. B. Gould, of Boston, and A. D. Bache, of the United States, Coast Survey, and others, have been removed by the hand of death, but we miss in the list of attendance upon the late meeting the names of Agassiz, Peirce, Hill, Professors Henry, Alexander, W. B. Rogers, and Caswell, Sir W. Logan, Prof. Wilson, Dr. Smallwood, etc., whose scientific contributions and eminence in the

different walks of science added so much to the dignity and importance of those assemblages of savans.

The papers entered were upon almost every conceivable chemical, geological, astronomical, statistical, or other scientific topic. They exceeded 150 in number, so that during the session of eight days scarcely one-half of them could be read in the sections, and fewer still become subjects of discussion or debate. If we except two important and interesting papers, which were read and partially discussed in general session, entitled "Steam boilers, and the various causes assigned for their explosions, illustrated by facts, drawings and experiments, by Joseph A. Miller," and "on the application of electricity to the maintenance of the vibration of the Tuning-fork, and of the latter to the excitement of vibrations in cords and threads, by Prof. Joseph Lovering," it may be stated that the contributions of the chemists, geologists, and palæontologists decidedly preponderated. The last named class were ably represented by our well known chemist and geologist, Dr. Hunt, also by Professors Hall, Silliman, and Horsford. Dr. Hunt contributed several papers which excited much interest, and among these "The Upper Silurian and Devonian rocks of Ontario," "Gold in the Laurentian rocks of Canada," "The Gold regions of Nova Scotia," "The Chemical-geological relations of the metals." etc.

Papers and discussions on "the antiquity of man in North America" appear to have received a disproportionate amount of time and attention, and became thus, perhaps, the chief topics of the session. Notwithstanding the ability with which the authors supported their views, and the acknowledged eminence of those who took part in the discussions upon those exciting subjects, very little of really new and indisputably conclusive evidence was advanced, nor does it seem likely that the result will seriously affect the time-honored belief in the comparatively recent origin of man on the globe.

During the session the attention of the members of the association was invited to objects of local interest in the city and neighbourhood. Amongst these were the hall of the Board of Trade, The Historical Society's Rooms and Collection, The Rush Medical College, &c. More especially deserving mention are the following institutions of an educational character.

#### THE UNIVERSITY OF OHIO

This Institution is situated on Cottage Grove Avenue, beyond Thirty-Third Street, and is built upon land given by the late Senator Douglas. Though established but about ten years, it now ranks as one of the leading universities of the North-west and is rapidly acquiring all the essentials of a complete institution.

#### THE DEARBORN OBSERVATORY.

This forms the Astronomical Department of the University. Its objects are to make original researches in Astronomical Science, to assist in the application of Astronomy to Geography, and other useful objects, and to furnish instruction in Astronomy to the students of the University, both those in the regular course and those who wish to give special attention to the study.

The principal instrument of the Observatory, at present, is the great Equatorial Refractor, by Alvan Clark and Sons, of Cambridge, Mass., the largest telescope in this country. This instrument is placed in the Dearborn Tower, built by the munificence of the Hon. J. Young Scammon, LL. D. The dimensions of the Equatorial are:

Diameter of Declination Circle, 30 inches.

Diameter of Hour Circle, 22 inches.

Focal Length of Object Glass, 23 feet.

Aperture of Object Glass 18½ inches.

The circles are read by two microscopes each, the hour circle to seconds of time, and the declination circle to ten seconds of space. The Observatory has also a chronometer (Wm. Bond and Son, No. 279), and a small astronomical library.

A meridian circle of the first class has been constructed by those eminent artists, Messrs. A. Repsold and Sons of Hamburg, and is now on its way to Chicago. This instrument has a teles-

cope of six French inches aperture, and divided circles of forty inches diameter; otherwise it is like Bessel's celebrated Konigsberg circle, by the same makers, with some late improvements in the illumination of the field and the wires, and with apparatus for recording declinations, a new invention of the makers.

#### ACADEMY OF SCIENCES.

The Academy of Sciences is situated on the rear of lot No. 263 Wabash Avenue, between Van Buren and Jackson Streets. The building, which was finished early the present year, is fifty-five feet by fifty, fire-proof, and very strongly built, though plain in external appearance, as it will eventually form only an adjunct to a larger and finer building to be erected on the front of the lot, which is owned by the Academy. The first two stories contain the library, work rooms, offices, etc., while the upper story forms the museum, which is twenty-eight feet high, and surrounded by two galleries. The Academy was organized on its present basis in 1865. The nucleus of the collection of Natural History was furnished by the Smithsonian Institution, from the rich results of the Arctic Explorations of the late Major Kennicott. The collection was partially destroyed by fire in 1866, but the losses have been since more than made up. A considerable portion of the specimens has been allowed to remain packed in the store rooms of the Academy, as it was found that those displayed in the cases suffered greatly from the dampness which still exudes from the thick walls of the building.

We append the following abstracts of a few of the papers read and of discussions which took place in the sections, on subjects which appear likely to be of most general interest.

#### ASTRONOMY.

The few papers on this subject were almost purely technical.

William A. Rogers, of Alfred Centre Observatory, New York, gave the results of some curious experiments made to determine the influence of the physical states of the observer, especially those of hunger, cold and exhaustion, upon his observations. It is well known to astronomers that when we approach the last degree of precision, different observers are found to disagree in their estimates of the time of an observation or phenomenon, in a pretty regular and systematic manner. This difference, or rather the error with which each man's observations are uniformly affected, is called his "personal equation." It has long been known that personal equation might vary with the physical and mental condition of the observer, but no attempt had been made to determine the law of such variations. Mr. Rogers found that exhaustion did not appear to have much effect as long as the observations were kept up, but if the observer, after a hard night's work, slept a while and then resumed observations, the change in his equation was strongly marked. The effects of cold and hunger, though sensible, were not very great.

Simon Newcomb of the National Observatory examined and criticised Hansen's Theory of the Physical Constitution of the Moon. According to Hansen the moon is lap-sided, her centre of gravity being some thirty-five miles more distant from us than her centre of figure. Consequently, though there was no atmosphere on this side of the moon, there might be on the other side, and speculators eagerly seized upon the theory to show that plants and animals might occupy that invisible region. The speaker, however, argued that the whole results flowed from an oversight in Hansen's reasoning, and that the whole doctrine was totally devoid of logical foundation. There is not the slightest reason for supposing that the moon, in this respect, differs from the other heavenly bodies in being perfectly symmetrical with respect to her centre of gravity.

J. N. Stockwell of Ohio presented the results of an important investigation into the secular variations of the orbits of the planets during past and future ages. He had calculated the changes in the form and position of the orbits for the past two millions of years. The last attempt to make such a calculation was that of Le Verrier more than twenty years ago, and he had not fully taken into account the action of the planet Neptune, so

that his results were incomplete. This paper received high encomiums from the mathematicians and astronomers present.

#### METEOROLOGY.

Professor Elias Loomis of New Haven read a somewhat extended paper upon the vexed question of the influence of the moon upon the weather, more particularly upon the temperature, the amount of rain, the amount of clouds, and the height of the barometer. His principal results were derived from other investigators.

*Rain.*—From a comparison of 28 years of observations in different parts of Europe Schubler and Gasparin had concluded that the number of rainy days between first quarter and full moon were 24 per cent. greater than between last quarter and new moon.

*Temperature.*—From a comparison of 43 years of observations at Greenwich, nine at Oxford and sixteen at Berlin, Mr. Harrison of England had concluded that there was a monthly fluctuation of temperature, amounting to one degree and a tenth Fahrenheit, the maximum occurring about the first quarter and the minimum just before the last quarter. Professor Loomis himself had investigated the results of six years' observation at Girard College (1840-1845) and found a similar monthly fluctuation of a little more than two degrees.

*Cloudiness.*—The speaker's results for the influence of the clouds upon the weather were directly opposed to those of Sir John Herschel. The latter astronomer maintained that the moon tended to dissipate clouds, especially when full, an effect which he attributed to the heat radiated by her and absorbed in the upper atmosphere and by the clouds. Professor Loomis, on the other hand, maintained that the moon's heat was to cause clouds, though the evidence he presented in favor of this view was not at all satisfactory. On the whole, we doubt whether Professor Loomis convinced any one but himself that the minute changes observed were due to lunar influence or that the moon has any effect upon the weather capable of being detected by observation.

#### THE TIDES.

William Ferrel gave the results of a mathematical investigation of tides in lakes, with an application to Lake Michigan. He showed that the tides could be calculated from the known depth of the lake, and *vice versa*, the depth, supposing it uniform, and not more than 300 feet could be inferred from the amount of the tides. From the supposed depth of the lake the calculated tide at each end was about two inches, a result agreeing very nearly with that which Col. Graham deduced from observations. An interesting result was that if the depth of the lake were reduced to 150 feet the tides might become very great, because the time then occupied by the water in its swing from one end of the lake to the other and back again, or, in other words, the time which a tide wave would occupy in passing twice over the length of the lake, would correspond in time with the successive transits of the moon over the upper and lower meridians. The moon would then continually act so as to increase the natural swing of the waters, and this swing would gradually increase like that of a heavy pendulum when a small force is continually applied so as to increase its motion.

Professor H. A. Newton brought out the theoretical fact, generally lost sight of, that in temperate latitudes the tides will be greater in a long lake running north and south than in one running east and west.

#### CHEMISTRY AND MOLECULAR PHYSICS.

On these subjects the papers whose objects were most important were those which sought to discover general relations between the molecular constitutions of various compounds as given by chemical formulæ, and their chemical properties as found by observation. Few thinking chemists will doubt that all the chemical properties of bodies are due to mechanical forces acting between their individual molecules, atoms, or other ultimate parts, so that if we knew exactly what these forces were we

might thence infer the chemical properties of all known bodies by mathematical reasoning. Such a result, could it be obtained, would make chemistry a science even more nearly perfect than astronomy.

Gustavus Henrichs of the University of Iowa, as well as one or two others, presented papers which may be regarded as first attempts towards bringing the science of chemistry into this perfect form. The theory of Mr. Henrichs is, that all matter is composed of similar parts, which he calls "pan-atoms," and that the various properties of bodies are due to the various ways in which these atoms are combined to form molecules. A molecule of hydrogen is composed of two of these pan-atoms, one of carbon of twelve, and so of the other bodies. According to this view the chemical elements are not really simple bodies, but differ from other compounds only in the difficulty or impossibility of separating their parts. Professor Henrichs' papers were chiefly devoted to the relations between the atomic volumes, the boiling points and the molecular structure of the carbon compounds, especially the alcohols, and the corresponding organic acids. One of his most interesting results was that in the combination of carbon with other elements, the compound atoms would condense into a volume bearing some simple ratio to the elements.

The paper of Gorge F. Barker, of New-Haven, "on the molecular arrangements of the inorganic acids," had a similar object, and was presented with more logical clearness than that of Mr. Henrichs, but our space will not permit even an abstract.

#### THE ANTIQUITY OF MAN.

This was the most exciting subject discussed by the association; provision was therefore made, on the first day, for the reading of papers relating to it in general session. The discussion was opened by Colonel Whittlesey of Ohio, who cited a number of cases of the discovery of the handiworks of ancient man. The following are some of the more remarkable:—

1. The discovery of flint arrows in Missouri beneath the skeleton of the mastodon, in the ancient alluvial formation, buried in a peat bed covered with sand to the depth of fourteen feet. He therefore inferred that man was contemporary with the mastodon, and survived the convulsion which destroyed the latter.

2. When the High Rock Spring at Saratoga was cleaned, under the cave there was found, at the depth of thirteen or fourteen feet, a log that appeared to have been used by persons who had occasion to reach the spring. It was computed that the time required for the deposit over the log was nearly 5000 years, and from the foot tracks, it would appear that the people were the common Indians.

He also alluded to the discovery, some years since, on the Florida reefs, of fossil human jaw with one tooth, which had been examined by Agassiz, and which from the position in which it was found, had been calculated to have been there 10,000 years, and to a number of other cases already made known to the public.

Mr. Foster of Chicago exhibited two specimens of the plastic art taken from mounds near the battle field of Belmont in Missouri. While it must be admitted that the founders of Acropolis are in no danger of losing the palm by the competition of these less noted artists, it is still true that the works of the latter are far beyond anything that could be expected of the present race of Indians. One of the specimens was a water pitcher, on which the potter had impressed the features of his race. These were radically different from those of the red man, and indicated a good degree of intellectual development. The other piece of art was a statuette of a captive. The arms were bound behind the body by cords, and the art of the fashioner was so far advanced that the countenance of the figure expressed the discomfort of his position.

J. D. Whitney and W. P. Blake presented evidence on the same subject from California. The subject of Mr. Whitney's paper was a fossil human skull found in Calaveras County,

California, at the bottom of a shaft 130 feet deep. Above the layer of gravel in which it was found were four beds of lava, with three of gravel, interposed between them. Large portions of the skull were gone, rendering it impossible to identify the race of men to which it belonged with any certainty, but they appeared not to differ much from the present Esquimaux. From the manner in which the skull was fractured, Professor Whitney concluded that it was swept with many other bones down a shallow but violent stream, where it was exposed to the boulders of the bed. In its passage it was broken, and at last came to rest in a position where water charged with calcareous matter had access to it, on a base of auriferous gravel. From all the circumstances the speaker thought the owner of the skull lived before the glacial epoch, and that man had therefore seen and survived that great convulsion.

Mr. Blake presented some relics,—bones, flint arrow heads, etc.,—said to have been found beneath Table Mountain, California. Geological evidence shows that this mountain was once the bed of a river, which gradually filled up until the river overflowed and divided into two courses, one on each side of its original bed—In the course of ages the streams gradually wore away their new beds to the depth of from 1500 to 2000 feet, leaving the old bed as an intervening mountain of that height. If then the remains of man were really found in the interior of this mountain, the evidence in favor of their antiquity would be very strong. Unfortunately, however, Professor Whitney came forward with the damaging statement that the very authority from whom Dr. Blake had got his relics had informed him (Whitney) that they did not come from under Table Mountain at all. Dr. Blake retorted by attempting to discredit Whitney's skull, but his objections were neither so definite nor so conclusive as those of his opponent.

On the whole we conceive that although two mornings and most of another were given to this discussion, not much new light, was thrown upon the question.

#### GEOLOGY AND PALEONTOLOGY.

Charles Whittlesey also presented an extended paper on the fossil horse, showing that although this animal was not an inhabitant of this continent at the time of its discovery, its bones were found in early geological formations.

T. Sterry Hunt of Canada read a paper on the chemico-geological relations of metals, the object of which was to show how auriferous and other veins resulted from the chemical properties of the metals while the earth was cooling from a red hot liquid mass to its present consistence.

#### GENERAL REMARKS.

The meeting was one of the largest the association has yet brought together, and the amount of matter presented was very large, not half the papers being read.

The sessions of the Association were presided over with dignity and impartiality by Dr. B. A. Gould of Cambridge, Massachusetts, Professor Lovering as heretofore was permanent secretary, popular and acceptable to all. The affairs which appertained to the reception and entertainment of members, places of meeting, &c., were managed by a Local Committee, of which the Hon. J. Y. Scammon was Chairman and Dr. Wm. Stimpson Secretary. The president of the Association chosen to succeed Dr. Gould is Col. W. S. Foster of Chicago, and the annual meeting for 1869, is appointed to be held on the 18th of next August in the town of Salem, Massachusetts.

H. H. M.

## OFFICIAL NOTICES.



## Ministry of Public Instruction.

## APPOINTMENTS.

The Lieutenant-Governor of the Province of Quebec, by an Order in Council of the 21st August, was pleased to approve of the following nominations:

## EXAMINERS.

To be members of the following Boards of Examiners:

## AYLMER BOARD.

Levi Ruggles Church, Esq., in place of the Revd. Mr. Morris, deceased.

## SWEETSBURGH AND WATERLOO BOARD.

The Revd. Messrs. Edward Gendreau and Henri Millette, in place of the Revd. Messrs. Browne and Michon, resigned.

## SCHOOL COMMISSIONERS.

The following Gentlemen to be School Commissioners for the herein-after mentioned Municipalities:

Arundel, County of Argenteuil: Messrs. Coral Cook, Wm. Thompson, Senior; Thomas Strong, Stephen Bevon, and Samuel McDonald; the *election* not having taken place within the prescribed time.

Granville, No. 2, County of Argenteuil: Messrs. Joseph Davidson and John Ritchie, in place of Messrs. William Cooke and Richard Pridham, whose term of office had expired; the *election* did not take place within the legal time.

Morin, County of Argenteuil: Mr. Cornelius Brown in place of Mr. George Hamilton, and Mr. William Kerr replacing himself, his *election* being irregular.

Metgermette, County of Beauce: Messrs. Alexander Wilson, William Reaney, Robert Ray, John Owens, and John Armstrong; the *elections* of the preceding year having been irregular.

Salles, County of Charlevoix: Messrs. Calixte Lavoie, Narcisse Bergeron, Epiphane Boily, Jean Brassard, and Thomas Bouchard; the last *election* having been irregular.

St. Canut, No. 1, County of Two Mountains: Mr. John Wood, in place of Mr. David Black, whose term of office had expired; the *election* not having taken place within the legal time.

Grande Vallée, County of Gaspé: Messrs. Etienne Fournier, Joseph Gamache, Célestin Gagnier, and Marcel Côté, in place of Messrs. Jean-Bte. Caron, Messie Fournier, Ferdinand Gagnier, and Alexis Fournier; there having been no *election* for two years.

Ile Bonaventure, County of Gaspé: Messrs. Jean Hamon, and Philippe Abraham Manger, in place of Messrs. Jean Lamb, and Philippe Lecoteur; the *election* not having been held within the time prescribed by law.

St. Lambert, County of Lévis: Mr. Léon Larochelle in place of Mr. Michel Labonté, whose term of office had expired; the *election* not having been held within the legal time.

Ripon, County of Ottawa: Mr. Léandre Lavigne, in place of Mr. Emery Sabourin, whose term of office had expired; the *election* not having been held within the legal time.

St. Aimé, County of Richelieu: Messrs. Joseph Baudreault, Pierre Brouillard, François Tardif, Modeste Reiche, and Maxime Lavallée; the *elections* of the preceding years having been irregular.

St. George of Windsor, County of Richmond: Mr. Godfroy Clément, in place of Mr. Numidique Petit, whose term of office had expired; the *election* not having been held within the legal time.

St. Zotique, County of Soulanges: Mr. Julien Giroux, in place of Mr. McPherson, whose term of office had expired; the *election* not having been held within the legal time.

Ste. Thérèse (Village), County of Terrebonne: The Revd. Mr. Léon Charlebois, in place of the Revd. Mr. Louis Dagenais, deceased; the *election* not having been held within the legal time.

Ste. Marguerite, County of Dorchester: Mr. Pierre Emond, in place of Mr. Joseph Perron, whose term of office had expired; the *election* not having been held within the legal time.

Baie Nord, County of Gaspé: Messrs. Henry Patterson, James Ascah, Robert Ascah, John Ascah, and William James Miller; the *elections* of the preceding years having been irregular.

Henryville, County of Iberville: Messrs. Lucien Roy, Ls. Hormidas Trudeau, Médard Lamoureux, Pierre Fortin, and Michael McCawlliff; the preceding *elections* having been irregular.

St. Ambroise de Kildare, County of Joliette: Messrs. Hugh Daly, Louis Z. Magnant, Magloire Masson, Sifroi Barrette, and François Mariou; the preceding *elections* having been irregular.

St. Sulpice, County of L'Assomption: Messrs. Olivier Lapointe, Gilbert Coderre, Edouard Rivet, Edouard Prudhomme, and Urgel Tellier; the preceding *elections* being irregular.

Ste. Rose (Village), County of Laval: Messrs. Humbert Leclair, Jos. Ouimet, Augustin Major, Louis Gagnon, and Joseph Courval; the preceding *elections* being irregular.

St. Nicholas, County of Lévis: Mr. François-Xavier Paquet, replacing himself; his *election* not having been held within the time prescribed by the law.

Village of Lauzon, County of Lévis: Messrs. François Edouard Verreault, André Bourget, François-Xavier Poiret, Damase Poliquin, and André Labrecque.

Notre-Dame de la Victoire, County of Lévis: Messrs. Ls. Thivierge, Antoine Guay, Odule Samson, Louis Nadeau, Claude Lemieux; the preceding *election* having been irregular.

St. Pierre de Broughton, County of Megantic: The Revd. Nicolas Mathias Huot and Messrs. William Pier, Magloire Derouin, Pierre Delage, and Auguste Lamontagne; the preceding *elections* being irregular.

Templeton, County of Ottawa: Messrs. William Keer, Ths. Quinn, Jacob Scharf, John McLaurin, and John Geoghegan; the *elections* of the preceding year being irregular.

Clarendon, County of Pontiac: Messrs. Henry Argue, Thomas Hobbs, William Clarke, Thomas Corrigan, and John Strutt; the preceding *elections* being irregular.

Leslie, County of Pontiac: Messrs. William Milliken, William Little, Henry Little, William Parker, and John Stephens. The request for the erection being made the same day.

St. Roch (South), County of Quebec: Messrs. François Bélanger, George Paquet, Elie Noël, Louis Vermette, and David Rousseau; the preceding *elections* being irregular.

Ste. Luce, County of Rimouski: Messrs. Didace Morissette, Charles Pelletier, Magloire Dutremble, Pierre Tremblay, and Joseph Levesque; the *elections* of the preceding years being irregular.

La Présentation, County of St. Hyacinthe: Mr. Amable Jacques, in place of Mr. Narcisse Audette, whose term of office had expired; the *election* not having been regular.

Bégon, County of Temiscouata: Messrs. Charles D'Auteuil, in place of the Revd. Mr. Guay, whose term of office had expired; the *election* not having been made within the legal time.

St. Janvier (Paroisse), County of Terrebonne: Messrs. Joseph Forget Régis Lebeau, George Limoges, Elie Thérien, and Guillaume Brière; the preceding *elections* being irregular.

St. Janvier (Village), County of Terrebonne: Messrs. Octave Ouimet, Hilaire Papineau, Hubert Léonard, Jean-Baptiste Forget, and David Desroches; the preceding *elections* being irregular.

St. Henri, County of Lévis: Messrs. François Xavier Ferland and Michel Morissette in place of Messrs. Louis Halée and Martial Rouleau, whose term of office had expired, the *election* not having been held within the legal time.

## SCHOOL TRUSTEES.

The following Gentlemen to be School Trustees of the Dissident Schools of the hereinafter mentioned Municipalities:

St. Ephrem d'Upton, County of Bagot: Mr. Peter Sharples, in place of Mr. E. A. Henderson, whose term of office had expired; the *election* not being held within the legal time.

Broughton, County of Beauce: Mr. John Gillenders, Junior, replacing himself; his *election* not being according to law.

Chambly, County of Chambly: The Revd. Mr. Thorndike, in place of the Revd. Mr. Dudswell, who has finally quitted the municipality; the *election* was not held within the time prescribed by law.

Côte St. Louis, County of Hochelaga: Mr. Thomas Wiseman, replacing himself; his *election* not having been held within the time prescribed by law.

Côte des Neiges, County of Hochelaga: Mr. Archibald McFarlane, in place of Major Burke, whose term of office had expired; no *election* having taken place 1867.

St. Jean Baptiste Village, County of Hochelaga: Mr. Joseph Thomas, in place of Mr. David Cravilue, whose term of office had expired; three Trustees having been elected, instead of only one.

Havelock, County of Huntingdon: Mr. Janvier Ledoux, in place of Mr. Louis Durivage, who has left the limits and was not replaced within the legal time.

St. Félix de Valois, County of Joliette: Mr. William Body, replacing himself; his election not having taken place within the legal time.

Sto. Julie de Somerset, County of Megantic: Messrs. Donald McKinnon, William Gardner, and Archibald McKillup, by declaration of dissent.

St. Stanislas Kotska, County of Beauharnois: Mr. James Whittal, in place of Mr. William Cavers, whose term of office had expired; the election not having been held within the legal time.

Ste. Martine, County of Chateauguay: Messrs. James Muir, John Ra., and John Ritchie; the preceding elections being irregular.

Huntingdon, County of Huntingdon: Messrs. Stuart McDonnell, James Feeney, and James P. Sexton; the preceding elections being irregular.

Hatley, County of Stanstead: Mr. Joseph Bélanger, in place of Mr. Césaire Courtemanche, who has finally quitted the municipality; the election not having been held within the time prescribed by law.

#### SEPARATIONS, ANNEXATIONS AND ERECTIONS OF SCHOOL MUNICIPALITIES

The Lieutenant-Governor of the Province of Quebec, by an Order in Council of the 21st Aug., was pleased, in virtue of the powers conferred upon him by the 30th Section of the 15th Cap of the Consolidated Statutes of Lower Canada, to make the following changes in the under mentioned School Municipalities:

To separate from St. Canut, No. 1, County of Two Mountains, the rateable property of the following: David Black, David McAdam, Andrew Hodge, Widow Dobic, William McAdam, John Wood, Robert Miller; and from St. Columban, County of Two Mountains, that of James Leisham; to be annexed to St. Jerusalem, said ratepayers being far from the Schools of St. Columban and being of a Religious Belief different from the rest of the population.

St. Justin, County of Maskinongé: To separate from this Municipality, to be annexed to that of Maskinongé, the Range known by the name of Petit Bois Blanc, said Range being quite close to District No. 5 of the Municipality of Maskinongé, and a long distance from the District of St. Justin.

St. Albert and Warwick, County of Arthabaska: To separate from these Municipalities Lots, Nos. 1, 2, 3, 4, 5, 6, in the 5th and 6th Ranges of the Township of Warwick, to be annexed to Victoriaville, of which they already form part for Municipal and Religious purposes.

Village of Lauzon, County of Lévis: To separate from the Municipality of St. Joseph de la Pointe Lévis, District No. 1 of said Municipality, to be erected into a School Municipality, under the name of Village de Lauzon, having the following limits: to the West the Parish of Notre-Dame de Lévis; to the South the lands of the third Range; to the North the River St. Lawrence; and to the North East the mearing between the lands of J. B. G. Bégin and Etienne Patri or their representatives in the first Range, and between that of François Louis Guay and Charles Bouchard in the second Range, the latter comprising the shipyard of Allan, Gilmour & Co., in the first Range.

Township of Leslie, County of Pontiac: To erect the Township of Leslie into a School Municipality, under the same name and with the same limits.

#### WANTS.

Wanted a Female Teacher (English and Catholic) for the 2nd Range of the Township of Chertsey, County of Montcalm. Salary \$100. Apply to the undersigned.

ELIE BRACLT,  
Sec.-Treas.  
School Commissioners, Chertsey.

## JOURNAL OF EDUCATION.

QUEBEC, PROVINCE OF QUEBEC, AUGUST AND SEPTEMBER, 1868.

### The Fifth Annual Convention of the Provincial Association of Protestant Teachers of the Province of Quebec.

The following report of the annual meeting of the Provincial Teacher's Association has been compiled from the accounts furnished by the reporters for the Press. The meeting was held in the largest apartment of St. Francis College at Richmond Thursday, Aug. 27th.

Among those present, were Hon. J. Sanborn, President of the Association, Hon. P. J. O. Chauveau, Minister of Public Instruction, Hon. C. Dunkin, Minister of Finance, H. H. Miles LL. D. Assistant Secretary of Public Instruction. J. G. Robertson Esq., M. P. P., Sherbrooke. Dr. Dawson, Mr. Baynes, Mr. John Dougall of Montreal, Mr. Wilkie of Quebec, Dr. Nicolls and Professors Roux and Pricdeaux of Lennoxville, Mr. Mallory, Mr. Inspector Hubbard, Mr. Inspector Stenson, and a large number of teachers having charge of schools in the country.

The meeting was also attended by many ministers of religion of various denominations and great interest in its proceedings throughout was manifested by the residents of Richmond, Melbourn and vicinity, who not only came in large numbers to the five sessions which were held, but entertained those from a distance with unbounded hospitality. Lord Aylmer, Mr. Hetherington, the Mayor of Melbourn, Dr. Hamilton, and, in fact, the residents generally of the two villages left nothing undone which could enhance the convenience and pleasure of the members of the association or promote its objects.

The proceedings having been opened with prayer, followed by instrumental and vocal music, the Hon. Mr. Sanborn, as President, delivered an address of which the principal topic was the nature and importance of our *Common Schools*

He said in this age of literature and news-papers the ability to read opens a door to the most extensive knowledge, and many, with only common school instruction, have afterwards educated themselves to the highest usefulness. Common-school instruction also is a powerful moral police. It is a great preventive of crime, for, even if it did not improve moral principle as it does it gives sufficient intelligence to know that honesty is the best policy. Again, education promotes prosperity. The mechanic, the farmer, and all classes become more intelligent, more enterprising, better acquainted with improved methods, and able and willing to add more largely to the common wealth. Education is necessary to our municipal institutions. Reading the News-papers is required to enable people to manage their own affairs. Without this municipalities, as in some ignorant neighborhoods in this country, fall into the management of one or two educated men, who consult their own selfish ends at the public expense. This age provides instruction for deaf-mutes. The man who cannot read and write is a deaf-mute, and government is therefore bound to give education. Common schools differ from the higher schools, not only in degree, but in all kinds. They are the schools for the masses, and can only be carried to a certain length; but, so far as common school education goes, it must be complete in itself, not a part of a whole. The uniformity of the Prussian system could not be successfully copied here. In higher education we need more freedom and versatility here; but in the common schools there should be a good system adopted, and that should be uniform. The use of normal schools is not so much to enable teachers to copy what they have seen, as to give them the art of teaching, and enable them to turn any circumstance, however untoward, to the best advantage. The stereotyped teacher, who can only do exactly what he has seen, is like a mechanic whom he (Mr. S.) had employed to make a spring bedstead. When told to put in eight slats, he exclaimed "that he had never seen more than six." "But I want eight." "But bedsteads are never made with more than six." "But," said Mr. S. to the mechanic, "do you know of anything in the law of Canada that prohibits eight slats?" "Why, no," said the mechanic. "Then, if you please, I want eight." A teacher who is indifferent to or tired of his work, or unsuited for it, finds it irksome, and does no good to his pupils. He is a cause of pain to school committees and visitors, and should quit the business. Whilst magnifying the office of the common-school teacher, he would by no means discourage young people from teaching, as a means of bringing themselves forward to higher positions. Such young persons are vigorous, enthusiastic teachers, and do great good. He regarded all

efforts to teach personal religion in common schools as out of place, for they introduce all the difficulties of Sectarianism; but whilst not distinctively religious, common schools should be guided by the principles of the Christian religion. The difficulties in this respect among a people divided by the double lines of religion and language were great,—but nevertheless efforts should be made to overcome them. The dissident clauses in our laws, although a necessary safety-valve should be seldom used. Finally there should be provision in our common schools for a training in constitutional and civic rights and duties, and, to this end, a hand-book of our constitution, general and municipal, should be prepared. Mr. Sanborne closed with a fine peroration, showing the greater degree of happiness enjoyed by an educated community; and, after some business announcements the meeting adjourned to the afternoon.

## AFTERNOON SESSION.

Rev. Mr. PRIDEAUX read a paper on the English language, which was very instructive and interesting, and was well received.

After a piece of music by the choir, Hon. Mr. Chauveau addressed the Convention on the "School system of the Province of Quebec."

He said there was no epoch when the French Canadian people was destitute of education. Under the French domination the excellent education of the family, supplemented by the education of the church, always prevailed. There were also schools of instruction adequate to the wants of the people, according to the views of those times; and it was only after the conquest that schools were found deficient for the growing population. The Assembly of Lower Canada tried to establish an educational system, but was hindered by the Legislative Council. Finally, however, a system was established, which had been gradually improving, and if Lower Canada was perhaps behind Upper Canada in some respects, it was before the Maritime Provinces. Four-fifths of the French-Canadian women under thirty could read and write, and three-fourths of the males of the same age. He then drew the attention of teachers to the deficiency of their school-houses in a hygienic point of view. The school-rooms were small and very badly ventilated, so that both scholars and teachers were stifled. The seats were not low enough and had not suitable backs which rendered them uncomfortable. When children are fatigued by sitting idle in an unnatural position, or by long lessons, it was exceedingly bad for them as well as the teachers. There should be variety in the exercises of the school, and lessons should be interspersed with recreation. The closeness of school-houses, and tiresomeness of the exercises, caused great mortality among teachers, many of whom fell victims to consumption. He might add that teachers speak generally too loud to their scholars. This is caused by the noise which they cannot otherwise surmount; but the more noise the teacher makes, the more noise the scholars will make also. The proper way to obtain attention is to speak naturally and in an interesting manner. Teachers should resolve, both for their own good and that of their scholars, to be cheerful, composed, and self-possessed. An important point in Canada was the teaching of French to the English, and English to the French scholars, and the only way of learning a foreign language is to speak it. This is the natural way, and arrangements should be made to carry it out. Of course, reading and grammar should follow or accompany speaking. It is also necessary that the history of Canada should be studied, and there is to be a more suitable history for scholars than the compilation from Garneau, which had been used because there was no other. These teachers' institutes, conventions, or conferences have also been introduced among the French-Canadians for several years, and are of the greatest importance in aiding teachers.

Rev. Mr. Parker read a very interesting paper—"A History of the Common Schools in the Eastern Townships," noticing the character of the early inhabitants, and the changes and progress

of the school system to the present time. These addresses were listened to with great attention the speakers being occasionally interrupted by bursts of applause. At the close of Mr. Chauveau's address Principal Graham rose and requested on behalf of several present who could better follow his discourse in French, that the Honorable gentlemen would repeat the more important portions in that language. To this Mr. Chauveau promptly assented, and a time was assigned for the purpose at a future sitting.

It was then proposed to employ a short interval in musical recreation and in an impromptu debate upon some object of school instruction. For this latter purpose recourse was had to the subject of *penmanship*. Several teachers, each restricted to an allowance of five minutes, took up the debate in succession, sustaining it in a very animated manner and rendering what many are apt to regard as a dull commonplace matter one of exceeding interest to the crowded audience of ladies and gentlemen. Mr. Wilkie, explained in rapid but complete details the process pursued in teaching calligraphy in the Quebec High School, stating among other things that it was the result of an experience of thirty years in course of which the method here pursued had been modified and improved from time to time by the adoption of whatever was found to be appropriate and available in the various systems introduced during that period. Principal Graham, the Rev. Mr. Lee and Mr. Jordan took part in the debate, which was closed by a few remarks from the Hon. Mr. Chauveau, reviewing the arguments of the speakers and urging the importance of the subject. Some merriment was excited by an admission that he himself as well as several highly accomplished persons known to him were in the habit of writing a bad hand—attributing this mainly to the neglect of their former teachers.

At the evening session the first address of the programme was by Dr. DAWSON, Principal of McGill College, and was entitled.

## REMARKS ON SOME CHARACTERISTICS OF BRITISH AMERICAN MIND.

He said we have been called a new nationality, and this word implies national character as well as national existence. Now what is our national character, if we have any? In one respect, we are very heterogeneous, belonging to various nations, but in other respects we are homogeneous, being surrounded by similar circumstances. He (Dr. DAWSON) spoke now of British Canadians, a class to which he himself belonged, and could therefore speak freely. The Anglo-Canadian differed from the Englishman in three particulars. His colonial position was that of a sleeping partner in the empire, and almost lost sight of by the mother country. This has a belittling effect on the colonial mind, and it can only be overcome by education. We must become better acquainted with the empire, better with Canada, and better with the great experiment of self-government going on alongside of us. Newspapers should give more information on all these points, but these papers are only the exponents of public opinion. Now the recent change in our condition had caused a great ferment in the public mind, and required a corresponding activity in education in all its branches. Nor was this effect of Confederation confined to those who approved of it. Those who opposed it had equal exercises of mind concerning independence or some other change. The second cause was, the absence of the fixity and constraint of long established customs and conditions. The rough independence thus produced was advantageous in one respect, it gave more poise and vigour but it was apt to degenerate into hard, selfish individuality, in which case the sense of the beautiful in the moral or natural world was lost. The love of nature should be characteristic of the Canadian mind, but trees were in too many cases looked upon, not as ancestral memorials as in England, but as so many cords of wood. The educator had therefore much to do here to imbue the mind with a taste for the beautiful in nature, in art,

and literature, and to this end much more attention should be turned.

The third cause of difference between the Englishmen of England and of Canada, was the absence of marked ranks in social position. This had much effect on the national character,—all offices and callings are here alike open to all. There is nothing reserved for special classes or orders. Every man here is to a considerable extent his own master. But the want of those rigid social distinctions which make men run in grooves, renders it the more necessary that the educator should prepare the Anglo-Canadian for the energetic and independent life that lies before him. Indeed, in Europe itself the state of society is drawing nearer and nearer to our state. The individual is becoming more and more important, and the corporate less and less. There is as good a proportion of mental capacity among the youth of this country as any other, and it was perhaps fully as active; but it is useless to expect the fruits of culture without culture. We cannot have manufactures and fine arts without the necessary schools. In old countries and in the States, the greatest pains were taken to raise up schools of art and design, and we might as soon expect a good soil to produce good crops without culture, as to expect the fruitfulness of the good mind we have to work upon without education. We had also, as a minority, peculiar need to occupy a high and influential position and this we must do not by numbers, but by mind. We had a right to rely on the magnanimity of the majority but that is not the position of Englishmen. We must rely upon ourselves, and the way to do so was to diffuse high educational culture among the Anglo-Canadian population, that they might hold their own however far out-numbered.

Lord Aylmer was the next speaker on the list, and he chose for his subject.

#### AGRICULTURAL EDUCATION.

He said our prosperity is entirely owing to agriculture. We have a productive soil, and all our interests are dependent upon it. The success of classes hangs on that of the agriculturist. Of his intelligence, industry, and prosperity all will reap the benefit. If agriculture languish, all the rest will suffer. Have we then improved agriculture as we ought? Look back at our agricultural history and enterprise, and say what has been done. Are we in advance of the first settlers? We fear not. Is agriculture not looked upon as a low, common-place toil, instead of a profession of the highest importance? In what respect is science brought practically to bear on agriculture? What does the farmer know of mechanics, geology, chemistry, and many other sciences with which he must practically come in contact? The soil is the capital of the country and the farmers who own it should be the highest educated class of the community; but if the farmer undervalues his own profession, what respect can he expect for it in others? Every art and science aims at the highest perfection; but the farmer goes on only using his hands. Every branch of industry is rapidly improving except agriculture, which needs it most of all. Though there are distinguished colleges, none of them teach agriculture. There are theological, medical, law, and military schools, with fine libraries, but poor agriculture, which sustains them all, gets no attention! Nay, if our legislators, who are so liberal to other kinds of education, are asked for an agricultural school, they give forth no response. What finer sight could there be than a farm of 400 acres, showing all the attainments of ages in agriculture, where pupils from every part of the country would be instructed in all the sciences connected with agriculture. There every new agricultural implement might be tested, every new kind of seed tried. If objection be made to the cost, is it not reasonable that the class which pay most of the taxes should get a small share laid out on themselves?

The Hon. Mr. Chauveau addressed the assembly in French, there being a number of French-Canadian teachers present.

The next speaker was the Hon. C. Dunkin, who remarked on the relative importance of moral and social progress: material advantages were highly important, but the intellectual and the moral are far more so. It was to diffuse these, therefore, that teachers should chiefly address themselves. He once visited the island of Nantucket,—a mere sandbank,—which had not a tree, and scarcely even a harbor. Every vessel of any size has to be lightened, even to its masts and rigging, in coming over the bar; yet that island contained a large and flourishing city, with fine houses and a dozen of churches well attended; and that population, though it had had no advantages, and every difficulty, was holding its own in every respect, with others much more favorably situated. The only thing it lacked was paupers. What was the reason of this prosperity under difficulties? The settlers of that island had been the cream of the cream: they had fled from persecution on the mainland, as the people of the mainland fled from persecution in England. They were the most moral portion of the population, and hence their prosperity. New England, as a whole, is another instance of the same thing. A great proportion of the men who rise to distinction, as western men, southern men, or middle-state men, were originally from New England, where the moral influences he desiderated were most abundant. He concurred with Dr. Dawson in thinking that we as a minority should so educate and conduct ourselves as to command the respect of the majority; though he could assure the audience that it was impossible for a majority to be more disposed to be just and considerate to the minority than the French Canadians were. He could say that the English were better treated in Quebec than the French in Ottawa. He agreed with Lord Aylmer that increased and increasing attention should be paid to agriculture. There might be just as many farmers as the country could hold, but all other classes could only be increased in proportion as the agricultural class increased. In this view it was necessary that education should have a primary regard to fit men for farmers and the wives of farmers. The idea that a fool or a dunce could be a good farmer was fallacious, for there was no business that required more skill, foresight, and attention. He had tried to learn both law and farming, and he found that the latter was the far more difficult study of the two. Everything, therefore, that training, skill, and education can do, should be done for farmers. He had no doubt the great object suggested by Lord Aylmer would be carried out by the government to the extent of its means. An important element in agricultural education would be our normal schools, to give to those they educate as much of education as they can receive in connection with the branches absolutely necessary. The pupils issuing from these schools will then be fitted to promote agriculture and horticulture wherever they become teachers. But, besides all this, the people must put their own hearts into the work. Every farmer must cultivate his own mind, and give his sons an education to fit them to be intelligent and able cultivators. To this end, he should support the schools and colleges established for their improvement, and tell the legislature what he wants more.

The Hon. Mr. Chauveau thanked Lord Aylmer for his paper on agricultural education,—a subject which had been occupying the government for some time, but which, though it appeared easy in theory, was found very difficult in practice. The whole country must be awakened to the importance of the subject, and he was therefore glad that public opinion was supporting the government in its efforts after agricultural education. These efforts had already established two agricultural schools,—those, namely, of St. Anns and L'Assomption.

These efforts were not perhaps known to the English, for in Canada the two races reminded him of the staircases of the Chateau Chambord in France. These staircases twisted round each other in such a manner that a person might ascend each at the same time, and be close together all the way, and yet neither see the other. It is the same with the French and English here. We are climbing we know not where, and in close proximity,

but we scarcely see each other. We know not even the names of each other's *littérateurs* and *savans*. We had tried, by the *Journal of Education*, to make each people acquainted more and more with the other; and, if an assimilation of creed and language and social intercourse could not be expected, a community of thought and effort for the public good might be attained. We have made an immense stride in the way of becoming known to the world. And the question is asked by staid men on the other side of the water, How the two different races in this country are to fuse into one people? Now, perhaps, our very position of one race being in a minority in the confederation, and in a majority in this province, is the best to teach mutual forbearance, respect, and friendship.

## MORNING SESSION.—FRIDAY

Meeting opened with prayer by Rev. Mr. Lee.

In behalf of a Committee appointed at last meeting, to open communication with other Associations in regard to the establishment of a Teachers' Journal and also the formation of a Teachers' Association for the Dominion of Canada, Dr. Dawson reported progress, but stated that the Committee were not prepared to make a full report.

On motion of Principal Graham, seconded by Inspector Hubbard, it was voted that the same Committee be retained.

On motion of Principal Graham, seconded by Dr. Wilkie, Mr. Lang, of Waterloo, and Mr. Lee, of Stanstead, were chosen as delegates for the ensuing year.

It was voted that the Convention hold its next meeting in the District of Bedford, the exact locality to be agreed upon by the local convention.

The Association then elected the following officers for the ensuing year:—*President*—Hon. Mr. Dunkin. *Secretary*—A. Duff, M.A. *Treasurer*—Mr. McGregor.

Rev. Mr. Lee then read a paper on "the Sciences."

Dr. Hurd read a paper on "Physical Education."

Dr. Miles read two papers enlarging upon the views already advanced in regard to common schools. He spoke particularly of the compensation of teachers, and remarked that in a great measure they had the power in their own hands, as people were ever prepared to remunerate valuable services.

The first paper pertained to the qualifications of Common School Teachers. He desired to bring before the notice of the Convention two points which had not been made prominent topics by previous speakers. 1st:—There are seven times as many children attending common schools as higher institutions: and 2nd:—There are fifteen times as many common or elementary schools as of the other public schools; and the speaker remarked, in addition, that the elementary school teachers are three times as numerous as others. The Hon. Mr. Sanborn had said that, for the security of property as well as the production of wealth, the common schools merited our particular attention; and further, that our people at large were mainly dependent upon these schools for acquiring the ability to appreciate their political and municipal privileges, and intelligently to exercise and enjoy their rights in these matters. The practical inference is, that we should aim at perfection in our common school system. Efficient teachers, he thought, were the great desideratum. He urged that there ought to be no distinction as to *quality* in the competency of teachers of common schools, and of the higher places of education.—The common school teacher ought to be as thoroughly qualified for *his* work, in *his* scene of labor, as the instructor or professor in a grammar school for *his* office. There are no gradations admitted in law and medicine, and there ought to be none in school teaching.

The second paper was on the School system with reference to the social position and remuneration of the Teacher. He spoke of the remuneration as being, in most cases, altogether inadequate. But society is the paymaster, and upon the appreciation of society must the teachers depend ultimately for affording adequate compensation. Government and legislators, apart from

the sanction and support of public opinion, cannot be expected, in this respect, to do more than guide and give expression and force to the liberality of those whom they represent. It is society that is to blame for the poor remuneration of teachers. In order that this evil may be corrected, society must see her educators coming up nearer to the actual requirements of the day, and supplying a *better article* as the result of their labors. Here teachers themselves can do much towards remedying this state of things. They can and ought strenuously to exert themselves on all occasions, in their work and in school, and their demeanor and example outside, to impress upon all with whom they come in contact a conviction of their fitness for their callings.—The speaker recommended Normal School instruction and training as adapted to enable teachers to obtain a greater fitness for their work.

## AFTERNOON SESSION.

The association assembled at 2 p. m., according to adjournment.

The exercises were opened with prayer by Rev. Mr. Lee.

The Secretary, A. Duff, M. A., read a very interesting letter written from observations taken of school matters during a trip through the Western Province and some of the Western States.

The greater part of the afternoon was occupied in promising addresses, and discussions on various topics in connection with educational affairs.

Mr. Dougal, the proprietor of the *Witness* newspaper and of the *Dominion Monthly*, in a series of appropriate remarks listened to with much attention, described the wonderful advance made in educational matters in western cities, making particular mention of Chicago and its magnificent structures erected for education and the large money contributions, for establishing a Polytechnic School.

Another discussion took place on the subject of Agricultural Instruction. Lord Aylmer, the Hon. Mr. Chauveau, Hon. Mr. Dunkin and others stated their views as to the manner and extent of such instruction, upon which last point all seemed to agree that what was most required for ordinary schools amounted simply to the possession of an instructor of competent knowledge of the theory and practice of agriculture, who could judiciously make use of opportunities to excite a feeling for that branch in the minds of the young and a taste for subjects fundamental and preliminary to its prosecution in properly equipped schools of agriculture. This discussion was closed by remarks of Dr. Dawson, in the course of which he stated that the McGill Normal School was already in a position to supply teachers able to afford the kind and amount of teaching really required in the common schools on the branch under notice; and he ended by cautioning people against expecting too much and supposing that youthful pupils could in the way proposed, attain to or receive more than the simple rudimentary knowledge of agricultural principles.

The result of an experiment was then introduced in the shape of bunches of stalks and ears of oats—the produce of a few seeds of that species of grain brought from Norway. Much surprise was manifested at the enormous return—the growth from single seeds.

When the hour for final adjournment drew near, the Hon. Mr. Chauveau briefly reviewed the proceedings of the Convention, expressed his great satisfaction at the concern about education manifested by so large an attendance and by all that had transpired during the several sessions held, and thanked those present hartily for the kind attention shown to himself personally, both as being the head of the Local Government and as the chief official concerned in the administration of the Education Laws.

The usual complimentary resolutions were passed, embracing thanks to the Chairman, the speakers and to the hospitable inhabitants of Richmond and Melbourne.

The Hon. Mr. Dunkin returned thanks to the Association for



having elected him President to succeed Mr. Sanborn and declared he had always felt the warmest interest in educational objects and would continue as far as in his power to promote those of the association. Mr. Inspector Hubbard, who was then called upon, delivered a short speech.

The Hon. Mr. Sanborn, who throughout had presided with dignity and the utmost courtesy and impartiality, then brought the Convention to a close by a brief summary review of the proceedings, in course of which he complimented the association upon the entire harmony that had prevailed, uninterrupted by the necessarily different views of different speakers; and, after singing the Doxology, and prayer by the Rev. Mr. Parker, the association adjourned with the intention of re-assembling at Waterloo in the District of Bedford next year.

With one heart and one voice, the teachers and friends who had been in attendance were ready to testify that, for instruction, harmony and pleasure, this assemblage had never been equalled in the country.

The audience was very large, the school-room being crowded to its utmost capacity. We must not omit to compliment the singing, which was in good taste and well performed.

### Public Examinations and Distribution of Prizes at the Universities, Colleges, Boarding-Schools, and other Educational Institutions of the Province of Quebec.

The following is a condensed report of the Public School exhibitions held this year at the different Educational Institutions to which it refers.

In order that our readers and friends of Education in Canada may understand our position in the scale of education, we present a few figures, in a tabulated form which speak more eloquently than words. After a perusal of the following statistics, we may justly feel proud of the comparative spread of Education in Lower Canada.

	Population	Pupils	Prop.
Italy, 1863	22,184,560	1,109,224	1 in 20
Spain, 1865	16,301,000	1,569,077	1 " 10½
France, 1850	35,779,222	3,407,545	1 " 10½
— 1863	37,472,000	4,336,368	1 " 8½
Austria,	36,514,466	2,605,000	1 " 10
England, 1858	16,921,888	2,144,378	1 " 7½
United-States, 1860	30,000,000	4,300,000	1 " 6½
Prussia, 1860	16,285,036	2,605,000	1 " 6½
Lower-Canada, 1861	1,111,568	180,845	1 " 6

#### SEMINARIES AND CLASSICAL COLLEGES.

The distribution of prizes took place at the Montreal, Ste. Marie and Ste. Thérèse colleges, on the same day. At the Montreal college, there was a very numerous attendance of clergymen and lay gentlemen, amongst whom we noticed the Revd. Mr. Bayle, Superior of the Seminary; The Hon. Attorney-General Ouimet, C. A. Leblanc, Esq. President, St. Jean-Baptiste Society; M. P. Ryan, Esq., M. P., and C. Thérien, Esq., M. P. P.

The Revd. Mr. Moyen, Professor of Natural Philosophy and Chemistry gave some beautiful experiments in electricity. Four of his pupils explained very lucidly the nature of a thunderbolt and its effects, thunder and lightning, and the aurora borealis.

After the experiments, says *La Minerve*, one of the students concluded as follows. You see that there is on the programme a song entitled: "Oh! Canada, mon pays, mes amours." In appreciation of its author, who is one of our first citizens electricity has been pleased to render him homage, as you will see.

In a moment the windows were screened and darkness prevailed amidst which electricity played its role and displayed in sparkling letters the words: "Oh! Canada, mon pays, mes amours," which called forth rapturous cheers from the audience.

The academic year of St. Mary's College came to a close on the 1st. July, and the number of spectators, not less than 1500,

attest the ability and popularity of the Revd. Fathers as instructors of youth. We cordially congratulate them on their merited success.

A very large number of priests were on the platform. The Revd. Superior, Father Vignon presided, supported on his right by the Hon. the Minister of Public Instruction, Mr. Chauveau, and on his left by the Hon. Attorney-General Ouimet. The music was all that could be desired.

The young gentlemen who took the different rôles, in the Tragedy d'Ancolot, Louis IX, sustained their parts well. At the close of the *séance*, the Hon. Minister of Public Instruction addressed the students in a few kind words of commendation on the past and of encouragement for the future.

Ste. Thérèse college, as we said, terminated its academic year on the same day as the two preceding. It was more than usually brilliant this year owing to the presence of His Lordship, Monseigneur Bourget of Montreal, who arrived at the College the previous evening, being on a Pastoral visit of the Diocese.

*La Minerve* says: A vast concourse of people met his Lordship at the limits of the parish and escorted him to the College, where he was received by the Revd. Gentlemen of the House and almost all the parishoners, a number of strangers, besides a number of volunteers and all the musicians of the Seminary, and presented with an address.

The following day the distribution of prizes took place with less eclat than the preceding year, in consequence of the College having, a short time ago, lost its superior, Revd. Mr. Dagenais. This token of esteem for his memory, however, did not prevent the friends of education from assisting in large numbers, at the *séance* for the distribution of prizes.

The College has found a worthy successor to Mr. Dagenais, in the person of the Revd. Mr. Tassé, curé of St. Rémi.

Monseigneur d'Anthédon presided at the *séance* for the distribution of prizes at *Nicolet College*.

There was a large number of priests and a considerable attendance of the citizens and many of the inhabitants of the surrounding neighbourhood, present on the occasion.

The discourse of Mr. Blondin, a student of the *Philosophy class*, and the drama, entitled *Francesco Carrare*, executed with rare taste, received universal applause.

The *séance* for the public distribution of prizes in the College of Three Rivers was presided over, on Tuesday, 7th July, by His Lordship, Monseigneur Cooke, supported on the right by his honor Judge Polette, and on the left by the G. V. Caron, chaplain to the Convent of the Ursulines of the same city. Several priests from the episcopal palace and the surrounding parishes, as well as a large number of the principal citizens, amongst the latter of whom might be mentioned his honor Mayor S. Dumoulin and A. L. Desaulniers, Esq., representative of the County of St. Maurice in the Legislative Assembly, occupied prominent places.

Some prizes due to the liberality of the Revd. M. F. Baillargeon, were awarded, this year, to the students who had distinguished themselves most in *l'art militaire* and the works given were the *Lives of the Saints*, by M. Abbe Casgrain just published, Mr. G. V. Caron expressed the pleasure these prizes gave him, and felicitated those who had conceived the happy idea of giving, as a recompense, a Canadian work, which held up as models *aux hommes de l'épée*, the heroes of heaven.

A magnificent cantata *on vacation*, sung with excellent effect and harmony by the pupils, terminated the *séance*.

After the distribution of prizes at L'Assomption College on the 3rd ult., the two graduating students read valedictories at the close of which the Hon. Mr. Chauveau addressed the audience in a style which we shall not attempt to reproduce in translation.

The College of St. Hyacinthe, like that of Ste. Thérèse, during the past year has had cause to mourn the loss of one of its professors, the Revd. Mr. Desaulniers whose death has caused a void which will not soon be filled up.

The Revd. Mr. Raymond, a colleague of the deceased for more

than a quarter of a century, alluded in most feeling terms to the great loss the College had sustained in the death of his esteemed fellow-labourer.

The distribution of the prizes gave occasion for a most praiseworthy act on the part of the students.

The Superior, after having introduced the Revds. Messrs. Lemauf and Rion, two missionary Fathers collecting in aid of the Arab orphans of Algeria, announced that the pupils had spontaneously determined to offer their prizes as a small token of their appreciation of the labours of the Revd. Gentlemen, as well as to aid in the great work of charity. It is needless to say such a generous act called forth loud applause from the audience, and grateful thanks from the good missioners.

His Honor Judge Sicotte brought the séance to a close in a short but very happily improvised speech.

The distribution of prizes and diplomas took place, as usual, in the large hall of the Laval University, on the 10th July, in presence of a large number of spectators.

The Lieutenant-Governor of the Province was present. On his entering the hall the band struck up *God save the Queen*. M. Demers, a student of the Rhetoric class, thanked him, in the name of the students, for having honored the occasion by his presence.

After the distribution of prizes, came the academic séance at which the successful competitors were rewarded by receiving their diplomas, which are not gained, as the victorious can testify, without hard work in the Laval University.

The Rector opened the *séance*, by taking a retrospective glance at the academic year just finished. He remarked that death had entered their ranks and carried off one of the founders of the University in the person of Mgr. Turgeon. He also paid a well merited compliment to Professor Sterry Hunt, who had resigned his chair in the University.

After the discourse of the Rector, Mr. Abbe Hamel announced the names of the graduates.

Faculty of Medicine:—B. M.; Messrs. L. Archambault, Louis E. Beauchamp and Charles Gingras.

Licentiates in Medicine: Messrs. Jos. E. Badeaux, Josué H. Martin.

Faculty of Law:—B. C. L. Messrs. Jos. Eudore Cauchon, Elzéar Déry, James N. Humphrey, Théodore Jobin, Gaspard Lemcine, Crawford Lindsay and Ferd. Roy.

Licentiates in Law: M. Joseph Bédard.

Faculty of Arts:—M. A.; Mr. Abbé J. E. Panneton.

#### MORRIN PRIZE.

*Medicine, 3rd and 4th years.*—1st prize, G. E. Badeaux; 2nd prize, Hubert Nelson.

*1st and 2nd years.*—1st prize, Lactance Archambault, 2nd prize, Justyn Douglass and Charles Douglass.

The College of St. Laurent brought the labours of its academic year to a close on the 6th July. From an early hour numerous carriages might be seen arriving from all parts, and very soon a large concourse of distinguished visitors thronged the Large Hall of the College. About 8½ A. M., the *séance* opened, while at the same time a fresh breeze sprung up, which was most acceptable after the intense heat that had prevailed. Space forbids our entering into details. Suffice it to say that the College of St. Laurent is a Commercial and Classical Institution founded the 27th May 1847 by the Revds. Fathers LaVérité and Goetz. At first it bore the modest name of a Model School, with ten boarders and a few externs the first year. Soon after it was exalted to the dignity of an Academy. In 1852 the foundation of the present building was laid, and in 1863 two stories were added. In 1864 an elegant Chapel was built, and soon after the Government granted it a Charter for Collegiate purposes. This year 275 pupils followed the course of instruction imparted there. It is more than probable that practical teaching in the English Language has been a potent means of increasing its numbers. After the distribution of

Prizes—three medals—the gift of a friend, H. J. Clarke, Esq., Q. C., Montreal,—were presented as prizes of Excellence.

The first in the higher division, was presented to A. ario Brodeur, Varennes.

The second to Joseph McCaffrey, New-York.

The third to Erasmus Barsalou, Montreal, of the Commercial Class.

The Superior then invited Mr. Clarke to address the pupils, which he did in his own happy style, impressing upon them, that with energy and good conduct, they would become good citizens, and perhaps rise to the first rank in the social scale.

#### ACADEMIES AND BOARDING SCHOOLS FOR YOUNG LADIES.

To say, that at the Convent of the Ursulines of Quebec, the distribution of prizes was a brilliant affair will astonish no body, when their ability as teachers and the rank they have long held, is remembered.

Lady Monk, as has been her custom when in Quebec, lent the charm of her presence on the occasion, and placed the crowns on the fair brows of the young aspirants to literary honours.

At the close of the proceedings the Revd. Mr. Cazeau in the name of Lady Monk, congratulated the young ladies on their progress and success.

On Friday the 3rd July, Villa-Maria witnessed a brilliant *séance* on the occasion of the distribution of prizes at this famous educational establishment. His Lordship, J. J. Conroy, Bishop of Albany, presided. Many American guests might be seen, which is not astonishing, considering how Villa-Maria is patronized by our neighbours.

There was a brilliant introductory musical piece on harps, pianos and harmonium and a poetical welcome to His Lordship, spoken by Miss Orr. The names of the graduates, the fortunate winners of gold medals, and prizes were then proclaimed aloud. The graduates, fifteen in number, were the Misses McGee, Stewart, Orr, Bruneau, Vaughan, Carr, Royston, Piquette, Foley, Guenette, Burns, Boudreau, Gravel, Giroux and Egan.

The superior course then received silver medals and prizes for which they had worked and won. A valedictory in verse was then recited by Miss Stewart, after which a farewell song was sung and thanks tendered to His Lordship for his presence, in reply to which the latter expressed the pleasure he had derived from the *séance*.

Mont Ste. Marie: The Revd. Mr. Bayle, Superior of the Seminary, presided at the distribution of prizes in this academy, which was tastefully fitted up and decorated for the occasion. Several musical pieces were given and a couple of dialogues, one French and one English, after which Mr. Bayle addressed the pupils.

At St. Denis Academy, on Monday afternoon of the 6th July, a large and appreciative audience thronged the Hall of this popular establishment, notwithstanding admission was by cards.

The Revd. Mr. Bayle, Superior of the Seminary presided, having on his right the Hon. the Minister of Public Instruction, and on his left the Hon. Attorney-General Ouimet. There was a large number of clergy and laity, amongst the latter of whom we may mention C. S. Cherrier, Esq., Q. C.; the Hon. A. A. Dorion, C. A. Leblanc, Esq., and L. Beaudry, Esq.

The youngest children contributed their quota. Before receiving their prizes they sung as blithely as larks, "Merry Little Birds are we."

Miss Power read an appropriate address with good taste and feeling, after which the Misses Dorion and L. Desbarats sung an exquisite duet.

Then followed a very interesting drama in French, *La femme comme il la faut*, to which the senior pupils did justice. After an interlude of music, the prizes were distributed. A silver medal was awarded to Miss Gauthier for proficiency in French; to Miss Power, for English; and to Miss Desbarats, for both languages.

At the close of the *séance* the Revd. Superior and the Hon.

Minister of Public Instruction addressed the pupils, the latter not forgetting to pay a well deserved tribute to the good Sisters of St. Denis Academy.

We may remark that the St. Denis Academy, although comparatively speaking only a few years established, has attained to its present popularity and high standing, under the direction of the amiable, talented, and highly accomplished Sister St. Gabriel who so worthily presides over it, and who has laboured so assiduously, since its initiation, to rear it to its present dimensions.

Side by side with these old Institutions are many others, more or less recently established and fast winning their way to fame. Amongst these may be mentioned the Houses of the Holy Names of Jesus and Mary, The Sacred Heart, The Presentation, Pointe Lévis, and St. Ann at Lachine.

A little incident took place at the distribution of prizes at the latter, which we have great pleasure in recording. The Revd. Mr. Trudel, Curé of St. Isidore, on his arrival at the Convent, in the morning, presented the good sisters with \$2000 as the price of his card of admission, for which the Revd. Mother, on behalf of the House, thanked him in a very appropriate address, read by one of the pupils.

### Distribution of Prizes and Diplomas in the Normal and Model Schools.

The annual public distribution of prizes and diplomas to the Teachers in training at the McGill Normal School took place, on the 30th June, as mentioned in our last number, to which we refer our readers for a full account of the proceedings on the occasion.

We had not the list of prizes distributed to the pupils of the Model Schools in time for our last number, but we make amends in our present issue.

The interesting proceedings that always attend the closing of these schools for the summer holidays attracted a large number of spectators to the Normal School, Belmont Street, on Friday afternoon. Boys and girls looked thoroughly happy over the prospect of so long a respite from books, and cheered long and loudly the lucky ones, who, with becoming modesty, received the rewards of their diligence at the hands of the Principal.

The boys were put through drill by Sergeant Peacock, and proved themselves thoroughly acquainted with the leading principles of battalion manoeuvres.

Principal Dawson occupied the chair, being supported on the platform by Messrs. Robins, McGregor, Fowler, and others.

The programme was varied by music and singing. The following is the:

#### Prize list.

##### PRIMARY DEPARTMENT—JUNIOR SECTION.

Conduct—Amelia Humphreys, Henry Hamilton, Arthur Fletcher, Annie McLaren, Helen McLaren, Maggie Maxwell, Mary Tressider, Annie Griffin, Henrietta Anderson, Sarah Greer, Priscilla Dier.  
Fraser Brown, general standing in 1st class.  
Lily B. Robins, conduct and general standing in 4th class.  
Barbara State, conduct and general standing in 3rd class.  
Louisa Horne, general standing in 4th class.  
John Hamilton, conduct and general standing in 5th class.  
Punctuality and conduct—Annie Stewart, Emil Holland.  
Punctuality—Frederick Odell, Frederick Masterman, William Harper.

##### SENIOR SECTION.

1st Class—Marian O'Grady, punctuality and conduct; John Fowler, arithmetic, punctuality and conduct; Wm. Charters, geography; Lydia Tees, spelling, reading, general standing and punctuality.  
2nd Class—Lily Watson, spelling; Annie Ward, geography; George E. Gibb, arithmetic and general standing; Isabella Craig, reading.  
3rd Class—William McFarlane, geography; Fred Larmouth, arithmetic, spelling, general standing and conduct.

4th Class—David Henry, arithmetic; Fred Holland, punctuality; Jas. Elliott, geography, spelling and general standing; Ann Jane Cooper, punctuality; Maude Wylie, writing.

5th Class—Alexander Henry, arithmetic, spelling and conduct; Alexander Fleck, geography; Janet Odell, writing and conduct; Catherine McLaren, general standing and conduct.

At the request of Principal Dawson, Professor Fowler presided at the piano while the scholars sang.

Mr. McGregor and Principal Dawson next distributed the following prizes to the boys:

#### Boys' Department—Prize list.

##### ADVANCED CLASS.

O. Garlic, grammar and punctuality; D. Mayor, spelling, arithmetic and credit marks.

##### SENIOR DIVISION.

Jas. Corner, spelling, arithmetic, philosophy and punctuality; C. McAdam, writing and drawing; John McCorkill, French, grammar, composition, and credit marks; W. Benallack, spelling, writing and arithmetic.

##### INTERMEDIATE DIVISION.

And. Patterson, drawing, grammar and history; C. State, mental arithmetic, arithmetic and geography; C. Mattinson, arithmetic and history; Wm. Cooper, writing and drawing; John Walker, drawing, geography and grammar; H. V. Robins, mental arithmetic and arithmetic.

##### JUNIOR DIVISION.

James Young, spelling and geography; Peter Small, reading and arithmetic; Wm. Hodges, drawing, and grammar; Edward McIntosh, writing and drawing; Hugh McAdam, drawing and geography; Wm. Masterman, spelling drawing and grammar; John Henry, mental arithmetic and geography.

After singing, Principal Dawson and Miss Coady gave prizes to the girls as follows:

#### Girls' Department—Prize list.

##### JUNIOR DIVISION.

3. Practical and Mental Arithmetic, Agnes Maxwell; Spelling and Credit Marks, Elizabeth McIndoe; Arithmetic, Grammar and Scripture Lesson, Amelia Wylie; Reading and Drawing, Ida C. Gibb.

2. Spelling, Alma Taylor; Geography, Grammar and Amiability, Augusta Gibb; Drawing, Alma Bell; Writing, Jennie Holland; Reading, Jessie Gibson; Arithmetic, Mary A. Brown.

1. Spelling and Grammar, Louisa Kerr; Writing and Drawing, Annie M. Varey.

##### INTERMEDIATE DIVISION.

1. Arithmetic, grammar, natural history, mental arithmetic and Scripture lessons, Annie White; reading, spelling, composition, Helen Melville; writing and general improvement, A. Yates; Scripture lesson and credit marks, Addie Fowler; drawing, geography and Canadian history, Maggie Ferguson.

6. Spelling, grammar, composition, Agnes McDougall; writing and general improvement, Annie Young; arithmetic, Nettie Ryan; geography and natural history, Elizabeth Horne; spelling and Canadian history, Charlotte Pearson.

5. Reading and composition, Clara McGinn; spelling, arithmetic, geography, grammar, natural history, Canadian history and amiability, Christina Stewart.

4. Spelling, composition and grammar, Emma Charlton.

##### SENIOR DIVISION.

Reading and General Standing, Elizabeth Craig; Spelling, Geography, Grammar, English History, and Credit Marks, Edith Dalgleish; French, Philosophy, Composition, Scripture Lesson, Book-keeping, and Amiability, Florence N. Rennie; Writing, Drawing, and Arithmetic, Mary Hutchinson; Spelling and Arithmetic, Sarah Tees; Reading, Writing, Drawing and Book-keeping, Sarah Ryan; Grammar, Physiology, Credit Marks and Punctuality, Bessie Cunningham; Spelling, Composition and Punctuality, Matilda Bulmer; Scripture Lesson, Alicia Bryson; English History and Credit Marks, Eliza McLeary; Reading, Grammar, Composition, and Physiology, W. Fraser; Spelling, Mary Law.

##### ADVANCED CLASS.

Reading, Writing, French, Grammar, Scripture Lesson, Geography, English History, Arithmetic, Algebra, Geometry, Latin, and Physio.

logy, Mary J. Miller; Etymology, Scripture Lesson, Geography, General History, Geometry, Composition, Physiology, and Book-keeping, Ellen Cribb; General History, English History, Geography, Latin and Credit Marks, Janet Ennis; Drawing and Amiability, Cynthia Seelye.

A duett and chorus were next sung with very good effect.

Principal Dawson then said that he would do little more than wish them all pleasant holidays, and hoped they would return again to tread the paths of learning with success and pleasure. Professor Robins would address them with a few words, which they would do well to remember during the coming holidays. The learned Principal concluded by wishing that the long recess which they were about to enjoy would do them much good.

Professor Robins would direct their attention to one point to which he wished they would give earnest heed. They had learned well, and learned some things which are regarded by men as being very useful. He, at least, knew that they could read, write and spell better than at the commencement of the session, and he was pleased to see that they had also learned something in the way of accomplishments. If they had learned to diligently apply themselves when pleasures attracted from labor, they had done well. There was no place in which so much was superficial as in the school-room, and one reason was that there was a continual cry for results; and these, whether good or bad, had to be obtained. He appealed to parents to take more interest in the school-room and its affairs.

Principal Dawson announced that the holidays would last till the 1st September, and the meeting then dispersed. — *Daily News.*

### Jacques Cartier Normal and Model Schools.

The *séance*, for the distribution of prizes and Diplomas at the above named schools, took place on the afternoon of the 13th July. The large Hall was tastefully decorated for the occasion, the front displaying the British and French flags arranged on either side of our National Hero Jacques Cartier. The room was well filled long before the appointed hour of assembling.

The Hon. the Minister of Public Instruction, Mr. Chauveau presided, having on his right Mgr. Vinet, on his left C. S. Cherrier, Esq., Q. C.; besides the Revd. Gentlemen representing His Lordship of Montreal, the Jesuit Fathers, the Oblate Fathers and the Sulpicians.

By the kind permission of Col. Peacock, who was also present, the Band of the 16th Regt. discoursed, at intervals, sweet strains to enliven the scene.

The following pupils in training, after having received valuable and well deserved prizes, were presented with Diplomas.

#### ACADEMY DIPLOMA.

Mr. Napoléon Boire.

#### MODEL SCHOOL DIPLOMA.

Messrs. Philibert Demers, Aimé Lafèche, Cléophas Leblanc, Edmond Juare, and Emile Paquet.

#### ELEMENTARY SCHOOL DIPLOMA.

Messrs. Henri Boire, Pierre Gosselin, Marcel Ethier, Ernest Girardot, Eméric Labelle, and Joseph Ouimet.

At this stage of the proceedings the Revd. Principal Verrean delivered an admirable address on the proper sphere of a Normal School, illustrating his views from the writings of that great Philosopher and master of the art of teaching—St. Thomas Aquinas.

The *Montreal Gazette* in speaking of the Principal, says:—“The Principal united the qualities, rarely seen in union, of dignity and energy,—a true Roman Preceptor,—also a young man.”

*La Minerve* says in speaking of the Normal Schools:—“We have fortunately had zealous principals at the head of these Schools. The Revd. Abbé Verrean has already rendered ser-

vices in this Department, which we will forbear to record at the expense of his modesty which is as natural as it is amiable.”

At the close of the Principal's address the Hon. Mr. Chauveau in his own felicitous style thanked the audience for their presence, taking it as a proof of their interest in the Normal School. Sympathy, he said, was just what the Pupil-teachers required to cheer them on in the arduous duties which they were about to undertake.

He thanked the Principal for his earnest and cordial cooperation in carrying the Normal School to a successful issue notwithstanding public prejudice.

He also addressed kind words of encouragement to the young Teachers leaving the school; telling them he would be their *protector* so long as he had the power, and their *friend always* as that depended on himself alone. In concluding he bade them have courage,—to persevere, and that *success* would ultimately follow.

### MODEL SCHOOL PRIZE LIST.

#### ENGLISH DIVISION.

##### 5th Class.

#### READING.

Prize ex-æquo, John Campbell, John McLoughlin.  
1st accessit, Archibald Campbell, 2nd ex-æquo, John McCann, John Mansfield.

#### HISTORY.

Prize, John McCann.  
1st accessit, John McLoughlin, 2nd John Mansfield.

#### BOOK-KEEPING.

Prize, John McCann.  
1st accessit, John McLoughlin, 2nd John Mansfield.

#### GRAMMAR.

Prize, John McLoughlin.  
1st accessit, John McCann, 2nd ex-æquo, John Campbell, John Mansfield.

#### GEOGRAPHY.

Prize ex-æquo, John McCann, John McLoughlin.  
1st accessit, John Mansfield, 2nd John Campbell.

#### GEOMETRY.

Prize, John McCann.  
1st accessit, John Mansfield, 2nd John McLoughlin.

#### SPELLING.

Prize, John McCann.  
1st accessit, John McLoughlin, 2nd John Mansfield.

#### MEMORY.

Prize, John McLoughlin.  
1st accessit, John McCann, 2nd John Mansfield.

##### 4th Class.

#### GRAMMAR.

Prize, Gélase Boudrias.  
1st accessit ex-æquo, Gustave Gauthier, Charles Hayden, 2nd ex-æquo, John Kavanagh, Joseph McLoughlin, 3rd David Belair.

#### GEOGRAPHY.

Prize ex-æquo, Gélase Boudrias, Gustave Gauthier.  
1st accessit, Charles Hayden, 2nd David Belair, 3rd Joseph McLoughlin.

#### READING.

Prize, John Kavanagh.  
1st accessit, Gustave Gauthier, 2nd Charles Hayden, 3rd Gélase Boudrias.

#### SPELLING.

Prize, Gélase Boudrias.  
1st accessit, Gustave Gauthier, 2nd Charles Hayden, 3rd John Kavanagh.

## MEMORY.

Prize, Gélaso Boudrias.  
1st accessit, Gustavo Gauthier, 2nd Charles Hayden, 3rd John Kavanagh.

## 3rd Class.

## READING.

Prize, Edward Hughes.  
1st accessit, Joseph Dagenais, 2nd ex-æquo, William Hayden, Gustavo Laliberté.

## SPELLING.

Prize, Edward Hughes.  
1st accessit ex-æquo, Joseph Dagenais, William Hayden, 2nd Gustavo Laliberté.

## 2nd Class.

## READING.

Prize, Joseph McCauley.  
1st accessit, Edward Handley, 2nd Peter Francisco, 3rd ex-æquo, Joseph Favreau, Frederic Gadoua.

## SPELLING.

Prize, Joseph McCauley.  
1st accessit, Joseph Favreau, 2nd Peter Francisco, 3rd Frederic Gadoua.

## 1st Class, 1st Division.

## READING AND SPELLING.

Prize, Gustave Lenoir.  
1st accessit ex-æquo, Alfred Chartrand, Alfred Desloriers, 2nd Théophile Lortie.

## 1st Class, 2nd Division.

## READING AND SPELLING.

Prize, Patrick Kavanagh.  
1st accessit, Gaspard Duverger, 2nd Charles Laforce.

## LAVAL NORMAL AND MODEL SCHOOLS.

The distribution of prizes and diplomas took place, on the 2nd July, at the Laval Normal School amidst a large concourse of people.

The clergy were represented by the Revd. Vicar-General Cazeau; the Revd. the Curé of Quebec; the Revd. Mr. Méthot, Rector of Laval University; the Revd. Mr. Point, Superior of the Jesuits; the Revds. Messrs. Grenier and Lenoir, of St. Sulpice; the Curé of St. Henri; the Curé of Ste. Helène; the Revds. Messrs. Bolduc, Bonneau and Gosselin, from the Palace; the Revds. Messrs. Baillargé, Ths. Hamel, C. Legaré, L. Paquet, from the Seminary, and Messrs. the Vicars Legacé, Catellier and Lepage.

Amongst the laymen may be mentioned the Hon. Mr. Chauveau, Minister of Public Instruction; His Honor Judge Drummond, the Hon. Mr. Evanturel, Drs. Landry, Baillargeon, Giard, Hébert and Samson, Messrs. J. DeBlois, J. B. Sirois and Ph. Jolicœur, &c.

A large number of Ladies graced the occasion with their presence, amongst whom we noticed Mad. Chauveau and Mad. Duval, &c.

Music vocal and instrumental formed a fair share of the programme. A large number of prizes were distributed to the pupils of the 1st., 2nd., and 3rd. years.

Messrs. J. Maltais, Célestin Giroux, Charles Chartré, Jos. Rouleau, Louis Lamarre and Théophile Bélanger, are those whose names were called out the most frequently. The Prince of Wales' prize was equally divided between Messrs. Charles Chartré and Joseph Rouleau, each of whom had gained considerably over the necessary number of marks laid down as the maximum. Miss Caroline Trepannier disputed it closely gaining the number of marks necessary.

Now came the presentation of Diplomas.

## ACADEMY DIPLOMA.

Messrs. Joseph Maltais, Celcstin Giroux and Ferdinand Morissette.

## MODEL SCHOOL DIPLOMA.

Messrs. Charles Chartré, Joseph Rouleau, Isaac Bernard, Louis Laroche, Onésime Thibault, Charles Trudelle, Edmond Rousseau, F. X. Papillon, and André Miller.

## ELEMENTARY SCHOOL DIPLOMA.

Messrs. Louis Lamarre, Théophile Bélanger, Louis Savard, Marcel Brochu, Léger Joncas, Wilfred Allard, Edmond Fortier, and F. X. Grenier. This is a considerable increase on preceding years.

At the close of this interesting soirée, Mr. Joseph Rouleau addressed the audience, to which the Hon. Mr. Chauveau responded, recounting with great delicacy his meeting the Revd. Mr. Chandonnet in Rome, his efforts for the establishment of Normal Schools, the undeniable and continued progress of these institutions and the good they have already accomplished.

The Vicar-General, Revd. M. Cazeau, next addressed the Pupil-teachers with his usual ability. The Revd. Principal brought the *stance* to a close by thanking, in the name of the professors and students of the Laval Normal School, the audience for their presence.

On the following day the 3rd July, the distribution of prizes and diplomas to the young ladies in training at the Laval School, took place in the large hall of the Ursuline Convent.

A large number of Ladies and Gentlemen, friends of the pupils or of Education were present. Miss Trepannier carried off the prize of excellence in the 1st division and Miss Beaupré in the second.

The following received diplomas.

## MODEL SCHOOL DIPLOMA.

Misses Margaret Temple, Sarah Lachance, Justine Puize, Wilhelmine Lemieux, Joséphine Langlais, Marie Chouinard, Alphonsine Deschênes, Anna Bélanger, Caroline Trepannier, Pamela Roy, Philomène Côté, Euphémie Onellet, Vitaline Mailhot, Henriette Bergeron, Délima Picard and Aloine Adam.

## ELEMENTARY SCHOOL DIPLOMA.

Elziro Fluot, Caroline Pichette, Marie Schelling, Agnès Morissette, Célina Turgeon, Christine MacDonald, Elise Grenier, Rébecca Rousseau, Joséphine Malouin, Emma Bouchard, Clarisse Monpas, E. Beaupré, Catherine Lespérance, Caroline Chevalier, Georgina Lavergne, Alodé Paquet, Sarah Bergeron, Philomène Morissette, Aurélie Mercier, Aurélie Blanchet, Marie Lévêque, Marie Cantin, and Georgina Verrault.

After the presentation of Diplomas the Hon. Minister of Public Instruction addressed the young ladies, congratulating them on their success.

He urged them to activity and perseverance in their calling, and to walk in the footsteps, pointed out to them by their professors and the good sisters, the observance of which by their predecessors had reflected such credit on the school and themselves that since its establishment, not a complaint had been lodged against a young lady trained in the establishment.—*(Communicated.)*

## MODEL SCHOOL.

## MALE DEPARTMENT.

*(Senior Division, English.)*

## RELIGIOUS INSTRUCTION.

## FIRST CLASS.

1st prize, John Conrick, 2nd John Beresford.  
1st accessit, Daniel McSweeney, 2nd Louis Brown.

## SECOND CLASS.

1st prize, John Ryan, 2nd John Gallagher.  
1st accessit, Daniel Reid, 2nd Thomas Conrick.

## THIRD CLASS.

1st prize, Robert McDonald, 2nd Patrick Walsh.  
1st accessit, James Thomas, 2nd Charles McSweeney.

## READING.

## FIRST CLASS.

1st prize, John Conrick, 2nd Joseph Généreux.  
1st accessit, Chenier Généreux, 2nd Arthur Marcotte.

## SECOND CLASS.

1st prize, Daniel McSweeney, 2nd John Beresford.  
1st accessit, Thomas Conrick, 2nd Louis Brown.

## THIRD CLASS.

1st prize, Charles McSweeney, 2nd Napoléon Joncas.  
1st accessit, Robert McDonald, 2nd James Thomas.

## FOURTH CLASS.

1st prize, Théophile Béland, 2nd Hypolite Cloutier.  
1st accessit, Alexis Laliberté, 2nd Edward Gingras.

## FIFTH CLASS.

1st prize, Paul Blouin, 2nd Arthur Chartier.  
1st accessit, Arthur Audette, 2nd Pierre Fournier.

## SIXTH CLASS.

1st prize, Joseph Martel, 2nd Eugène Vallée.  
1st accessit, Alexis Chandonnet, 2nd Philippe Picard.

## DICTATION.

## FIRST CLASS.

1st prize, John Conrick, 2nd Joseph Généreux.  
1st accessit, Arthur Marcotte, 2nd Odina Cloutier.

## SECOND CLASS.

1st prize, John Beresford, 2nd Daniel McSweeney.  
1st accessit, Joseph Marquis, 2nd John Gallagher.

## THIRD CLASS.

1st prize, Charles McSweeney, 2nd Robert McDonald.  
1st accessit, Napoléon Joncas, 2nd O. P. Walsh.

## FOURTH CLASS.

1st prize, Hypolite Cloutier, 2nd Théophile Béland.  
1st accessit, Alexis Laliberté, 2nd Edward Gingras.

## FIFTH CLASS.

1st prize, Napoléon Dorion, 2nd Arthur Audette.  
1st accessit, Paul Blouin, 2nd Narcisse Roy.

## SIXTH CLASS.

1st prize, Joseph Martel, 2nd Joseph Cloutier.  
1st accessit, Eugène Vallée, 2nd Pierre Richard.

## VOCABULARY.

## FIRST CLASS.

1st prize, John Conrick, 2nd Joseph Généreux.  
1st accessit, Odina Cloutier, 2nd Arthur Marcotte.

## SECOND CLASS.

1st prize, Joseph Marquis, 2nd Joseph Proulx.  
1st accessit, Daniel McSweeney, 2nd Daniel Reid.

## THIRD CLASS.

1st prize, Charles McSweeney and A. Lemieux, 2nd Ferdinand Arel.

1st accessit, O. P. Walsh, 2nd Robert McDonald.

## FOURTH CLASS.

1st prize, Théophile Béland, 2nd Alexis Laliberté.  
1st accessit, Edward Gingras, 2nd Hypolite Cloutier.

## FIFTH CLASS.

1st prize, Paul Blouin, 2nd Napoléon Dorion.  
1st accessit, Narcisse Roy, 2nd Arthur Audette.

## SIXTH CLASS.

1st prize, Joseph Martel, 2nd Joseph Cloutier.  
1st accessit, Eugène Vallée, 2nd Delphis Marceau.

## TRANSLATION.

## FIRST CLASS.

1st prize, Joseph Généreux, 2nd Chenier Généreux.  
1st accessit, Arthur Marcotte and John Conrick, 2nd Odina Cloutier.

## SECOND CLASS.

1st prize, Joseph Proulx, 2nd Napoléon Tardif.  
1st accessit, Daniel McSweeney, 2nd Napoléon Parant.

## THIRD CLASS.

1st prize, Alphonse Lemieux, 2nd Napoléon Joncas.  
1st accessit, Ferdinand Arel, 2nd Philius Alain.

## FOURTH CLASS.

1st prize, Théophile Béland, 2nd Edward Gingras.  
1st accessit, Alexis Laliberté, 2nd Hypolite Cloutier.

## FIFTH CLASS.

1st prize, Paul Blouin, 2nd Arthur Chartier.  
1st accessit, Arthur Audette, 2nd Théodore Parant.

## ENGLISH GRAMMAR.

## FIRST CLASS.

1st prize, John Conrick, 2nd Joseph Généreux.  
1st accessit, Chenier Généreux, 2nd Odina Cloutier.

## SECOND CLASS.

1st prize, Joseph Marquis, 2nd Daniel McSweeney.  
1st accessit, John Beresford, 2nd Thomas Conrick.

## THIRD CLASS.

1st prize, Alphonse Lemieux, 2nd Robert McDonald.  
1st accessit, Charles McSweeney, 2nd Philius Alain.

## FOURTH CLASS.

1st prize, Théophile Béland, 2nd Alexis Laliberté.  
1st accessit, Hypolite Cloutier, 2nd Joseph Larose.

## FIFTH CLASS.

1st prize, Paul Blouin, 2nd Arthur Audette.  
1st accessit, Napoléon Dorion, 2nd Albert Malouin.

## PARSING.

## FIRST CLASS.

1st prize, John Conrick, 2nd Arthur Marcotte.  
1st accessit, Odina Cloutier, 2nd Joseph Généreux.

## SECOND CLASS.

1st prize, Joseph Marquis, 2nd John Beresford.  
1st accessit, Daniel McSweeney, 2nd Napoléon Parant.

## THIRD CLASS.

1st prize, Robert McDonald, 2nd Charles McSweeney.  
1st accessit, Napoléon Joncas, 2nd Alphonse Lemieux.

## BOOK-KEEPING.

1st prize, John Conrick, 2nd Joseph Généreux.  
1st accessit, Chenier Généreux, 2nd Daniel McSweeney.

*Junior Division.*

## RELIGIOUS INSTRUCTION.

1st prize, Louis Wright, 2nd Martin Hannon.  
1st accessit, James Hannon, 2nd John Burke.

## SPELLING AND READING.

## FIRST CLASS.

1st prize, Patrick Collins, 2nd Martin Hannon.  
1st accessit, James Hannon, 2nd Joseph Cauchon.

## SECOND CLASS.

1st prize, George Fréchette, 2nd Louis Généreux.  
1st accessit, Ferdinand Jalbert, 2nd William Walsh.

## THIRD CLASS.

1st prize, Joseph Gingras, 2nd Barthélemy Bergeron.  
1st accessit, Oscar Campagna, 2nd Philibert Potvin.

## SPELLING.

## FOURTH CLASS.

1st prize, Edward Dorion, 2nd Siméon Fortin.  
1st accessit, James Pincœau, 2nd A. Lyonnais.

## VOCABULARY.

1st prize, Patrick Collins, 2nd Martin Hannon.  
1st accessit, Louis Wright, 2nd Joseph Cauchon.

## FEMALE DEPARTMENT.

## FIRST ENGLISH CLASS.

*First Division.*

## EXCELLENCE.

Prize, Catherine Hetherington.  
1st accessit, Mary Anne Kelly, 2nd Emma Trumble.

## RELIGIOUS INSTRUCTION.

1st prize, C. Hetherington, 2nd Mary Kelly.  
1st accessit, Ellen Ryan, 2nd Emma Trumble.

## GOOD CONDUCT.

1st prize, C. Hetherington, 2nd Mary Kelly.  
1st accessit, Mary Nolan, 2nd Emma Trumble.

## REGULAR ATTENDANCE.

1st prize, Ellen Ryan, 2nd Mary Nolan.  
1st accessit, Mary McEnry, 2nd Emma Trumble.

## ENGLISH GRAMMAR.

1st prize, Mary Kelly, 2nd Margaret Trumble.  
1st accessit, Emma Trumble, 2nd Mary McEnry.

## ENGLISH DICTATION.

1st prize, Helena Brennan, 2nd Emma Trumble.  
1st accessit, Mary Kelly, 2nd Ellen Ryan.

## PARSING.

1st prize, Emma Trumble, 2nd Ellen Ryan.  
1st accessit, Mary Kelly, 2nd C. Hetherington.

## ENGLISH READING.

1st prize, C. Hetherington, 2nd Emma Trumble.  
1st accessit, Margaret Warren, 2nd Mary Kelly.

## FRENCH GRAMMAR AND DICTATION.

1st prize, Mary A. Quinn, 2nd Ellen Ryan.  
1st accessit, Mary McEnry, 2nd Mary Kelly.

## FRENCH READING.

1st prize, Eugénie Bouchard, 2nd C. Hetherington.  
Accessit, Mary A. Quinn.

## FRENCH PARSING.

1st prize, Margaret Trumble, 2nd Emma Trumble.  
1st accessit, Mary A. Quinn, 2nd Mary McEnry.

## WRITING.

1st prize, C. Hetherington, 2nd Margaret Trumble.  
1st accessit, Mary Nolan, 2nd Emma Trumble.

## GEOGRAPHY.

1st prize, Margaret Trumble, 2nd Emma Trumble.  
1st accessit, Ellen Ryan, 2nd Bidelia McNamara.

## HISTORY OF CANADA.

Prize, C. Hetherington.  
1st accessit, Margaret Trumble, 2nd Emma Trumble.

## TRANSLATION.

1st prize, Mary McEnry, 2nd C. Hetherington.  
1st accessit, Ellen Ryan, 2nd Mary A. Quinn.

## ARITHMETIC.

1st prize, Mary Nolan, 2nd Emma Drolet.  
1st accessit, Ellen Ryan, 2nd Emma Trumble.

*Second Division.*

## RELIGIOUS INSTRUCTION.

1st prize, Mary Ryar, 2nd Mary Anne Bronnan.  
1st accessit, Julia McEnry, 2nd Mary A. O'Malley.

## GOOD CONDUCT.

1st prize, Mary Montgomery, 2nd Bridget Hawley.  
1st accessit, Mary Noonan, 2nd Julia McEnry.

## REGULAR ATTENDANCE.

1st prize, Annie Proctor, 2nd Mary Ryan.  
1st accessit, Sophia Ross, 2nd Julia McEnry.

## ENGLISH GRAMMAR.

1st prize, Mary A. Quinn, 2nd Mary Nolan.  
1st accessit, Julia McEnry, 2nd Sophia Ross.

## CATECHISM.

1st prize, Sophia Smith, 2nd Annie Foley.  
1st accessit, Mary Ann Cambridge, 2nd Eliza Drouin.

## HISTORY AND GEOGRAPHY.

1st prize, Sophia Smith, 2nd Jane Allen.  
1st accessit, Fanny Walsh, 2nd Kate Fitzpatrick.

## ARITHMETIC.

1st prize, Jane Allen, 2nd Fanny Walsh.  
1st accessit, Mary Ann Cambridge, 2nd Sophia Smith.

## ENGLISH READING AND SPELLING.

1st prize, Kate Fitzpatrick, 2nd Eliza Drouin.  
1st accessit, Rosa Graham, 2nd Jane Allen.

## WRITING.

1st prize, Maria Mulcare, 2nd Elizabeth Cotter.  
1st accessit, Eleanor Bellew, 2nd Annie Harding.

*Third Division.*

## CATECHISM.

1st prize, Maria Boice, 2nd Lizzie Haggins.  
1st accessit, Jane O'Mally, 2nd Johanna Collins.

## ENGLISH READING.

1st prize, Mary Atherden, 2nd Ellen Nolan.  
1st accessit, Maria Boice, 2nd Annie Nolan.

## WRITING.

1st prize, Ellen O'Mally, 2nd Aggy Foley.  
1st accessit, Johanna Collins, 2nd Jane O'Mally.

## ARITHMETIC.

1st prize, Maria Boice, 2nd Johanna Collins.  
1st accessit, Lizzie Haggins, 2nd Ellen Nolan.

## WRITING.

1st prize, Mary A. Brennan, 2nd Julia McEnry.  
1st accessit, C. Mylett, 2nd Rebecca Twyford.

## GEOGRAPHY.

1st prize, Emma Drolet, 2nd Ellen Nolan.  
1st accessit, Mary Noonan, 2nd Mary A. O'Mally.

## SACRED HISTORY.

1st prize, Mary Noonan, 2nd Ellen Nolan.  
1st accessit, Mary A. Brennan, 2nd Margaret Fitzpatrick.

## ARITHMETIC.

1st prize, Mary Noonan, 2nd Eugénie Bouchard.  
1st accessit, Mary A. O'Malley, 2nd Margaret McNamara.

*Fourth Division.*

## GOOD CONDUCT AND CATECHISM.

1st prize, Rebecca Twyford, 2nd Julia Dolan.  
1st accessit, Alice Ryan, 2nd Mary Piper.

## REGULAR ATTENDANCE.

1st prize, Kate Proctor, 2nd Margaret Collins.  
1st accessit, Annie McNamara, 2nd Julia Dolan.

## ENGLISH GRAMMAR.

1st prize, Emma Drolet, 2nd Margaret McNamara.  
1st accessit, Kate Proctor, 2nd Annie McNamara.

## ENGLISH READING.

1st prize, Mary A. Piper, 2nd Julia Dolan.  
1st accessit, Annie McNamara, 2nd Agnes McDonell.

## FRENCH READING.

1st prize, Mary Montgomery, 2nd Annie McNamara.  
1st accessit, Mary Noonan, 2nd Sarah Cambridge.

## WRITING.

1st prize, Mary A. Piper, 2nd Margaret McNamara.  
1st accessit, Sarah Brown, 2nd Almada Déry.

## GEOGRAPHY.

1st prize, Agnes McDonell, 2nd Sarah Brown.  
1st accessit, Kate Proctor, 2nd Alice Ryan.

## SACRED HISTORY.

1st prize, Alice Ryan, 2nd Almada Déry.  
1st accessit, Emma Drolet, 2nd Julia Dolan.

## ARITHMETIC.

1st prize, Alice Ryan, 2nd Agnes McDonell.  
1st accessit, Kate Proctor, 2nd Annie McNamara.

## ENGLISH PREPARATORY CLASS.

*First Division.*

## GOOD CONDUCT AND ASSIDUITY.

1st prize, Eliza Jennings, Lizzie Craig, 2nd Maria Mulcare.  
1st accessit, Ellen Atherden, 2nd Susan Mullin.

## CATECHISM.

1st prize, Maria Mulcare, 2nd Ellen Atherden.  
1st accessit, Johanna Walsh, 2nd Lizzie Craig.

## HISTORY AND GEOGRAPHY.

1st prize, Eliza Jennings, 2nd Susan Mullin.  
1st accessit, Honorah Malony, 2nd Johanna Walsh.

## ARITHMETIC.

1st prize, Ellen Atherden, 2nd Susan Mullin.  
1st accessit, Eliza Jennings, 2nd Kate Hogan.

## ENGLISH GRAMMAR.

1st prize, Eliza Jennings, 2nd Ellen Atherden.  
1st accessit, Susan Mullin, 2nd Kate Hogan.

## FRENCH READING.

1st prize, Eliza Jennings, 2nd Ellen Atherden.  
1st accessit, Susan Mullin, 2nd Johanna Walsh.

## ENGLISH READING AND SPELLING.

1st prize, Kate Hogan, 2nd Kate Donahue.  
1st accessit, Eliza Jennings, 2nd Ellen Atherden.

## WRITING.

1st prize, Honorah Malony, 2nd Lizzie Craig.  
1st accessit, Sarah Stephens, 2nd Elizabeth Cotter.

*Second Division.*

## GOOD CONDUCT AND ASSIDUITY.

1st prize, Jane Allen, 2nd Mary Ann Cambridge.  
1st accessit, Eliza Drouin, 2nd Louisa Millet.

## ENGLISH DICTATION.

1st prize, Mary Montgomery, 2nd Margaret Warren.  
1st accessit, Mary Nolan, 2nd Mary A. Quinn.

## PARSING.

1st prize, Mary A. Quinn, 2nd Sophia Ross.

## ENGLISH READING.

1st prize, Mary Noonan, 2nd Sarah Piper.  
1st accessit, Sophia Ross, 2nd Julia McEnry.

## FRENCH GRAMMAR.

1st prize, Sophia Ross, 2nd Mary Nolan.  
1st accessit, Julia McEnry, 2nd Annie Proctor.

## FRENCH READING.

1st prize, Julia McEnry, 2nd Almada Déry.  
1st accessit, Helena Brennan, 2nd Fanny Driscoll.

## TRANSLATION.

1st prize, Julia McEnry, 2nd Sarah Piper.  
1st accessit, Mary Nolan, 2nd Catherine Mylett.

## WRITING.

1st prize, Sarah Piper, 2nd Bridget Hawley.  
1st accessit, Mary Noonan, 2nd Mary A. O'Malley.

## GEOGRAPHY.

1st prize, Mary Montgomery, 2nd Mary Nolan.  
1st accessit, Julia McEnry, 2nd Sophia Ross.

## SACRED HISTORY.

1st prize, Mary McEnry, 2nd Bidelia McNamara.  
1st accessit, Ellen Ryan, 2nd Margaret Warren.

## VOCABULARY.

1st prize, Mary Nolan, 2nd Adrienne Plamondon.  
1st accessit, Helena Brennan, 2nd Sophia Ross.

## ARITHMETIC.

1st prize, Annie Proctor, 2nd Sophia Ross.  
1st accessit, Margaret Warren, 2nd Mary A. Newton.

*Third Division.*

## RELIGIOUS INSTRUCTION.

1st prize, Catherine Mylett, 2nd Mary Coogan.  
1st accessit, Julia O'Mally, 2nd Mary Noonan.

## GOOD CONDUCT.

1st prize, Mary A. O'Mally, 2nd Julia O'Mally.  
1st accessit, Mary Noonan, 2nd C. Mylett.

## REGULAR ATTENDANCE.

1st prize, Ellen Nolan, 2nd C. Mylett.  
1st accessit, Almada Déry, 2nd Rebecca Twyford.

## ENGLISH GRAMMAR.

1st prize, Mary O'Malley, 2nd Mary Noonan.  
1st accessit, Ellen Nolan, 2nd Julia O'Malley.

## DICTATION.

1st prize, Annie Proctor, 2nd Kate Clancey.  
1st accessit, Margaret Fitzpatrick, 2nd Rebecca Twyford.

## ENGLISH READING.

1st prize, Ellen Nolan, 2nd Kate Clancey.  
1st accessit, Emma Drolet, 2nd Sarah Brown.

## FRENCH READING.

1st prize, Mary O'Malley, 2nd Margaret Warren.  
1st accessit, Rebecca Twyford, 2nd Julia O'Malley.

## VOCABULARY.

1st prize, Ellen Nolan, 2nd M. McNamara.  
1st accessit, Mary A. O'Malley, 2nd Margaret Warren.

### Annual Convocation of Bishop's College, Lennoxville.

The Annual Convocation of the University of Bishop's College, Lennoxville, was held on Thursday afternoon, 25th June. In the morning there was the usual administration of the Holy Communion in the College Chapel, followed by the Morning Service in the Church. At the Convocation, there were present the Hon. Chancellor Hale, who presided; His Lordship the Bishop of Montreal and Metropolitan, His Lordship the Bishop of Quebec, Rev. Canon Balch, D. D., Mr. Henneker, and a large number of the patrons and friends of the institution.

Hon. Chancellor Hale, opened the proceedings with a brief speech after which Principal Nicolls then severally introduced the candidates



whose names appear below, and the Chancellor conferred the degrees as follows:

*Degree of M. A.*—Rev. R. C. Rawson, Pictou, (Ont.); Rev. S. Jones, Belleville, (Ont.); Rev. R. C. Tambs, Bourg Louis; Rev. A. C. Vonffland, Valcartier.

*Ad eundem M. A.*—Dr. William Wicks, London, Ont.

*Honorary M. A.*—S. Riopel and J. Woodward.

*Matriculants.*—A. H. Balch, Thomas Motherwell, G. Rhodes, T. B. Hall, and W. Whitlock.

The Chancellor suggested that as this was the first occasion of their coming together since the unsuccessful attempt to assassinate His Royal Highness Prince Alfred, a committee consisting of the Principal, the Rector, and himself, be appointed to draft an address, to be presented to Her Majesty on behalf of the College, expressing their deep abhorrence of the foul deed, and their warm congratulations upon His Royal Highness' escape.

This proposition was carried unanimously, after which the National Anthem was sung.

The Chancellor then announced that they had received from Her Majesty a donation to the College of her two works, "Life of the Prince Consort," and "Leaves from Our Journal in the Highlands," each containing her autograph.

His Lordship the Metropolitan announced that Mr. S. Riopel had this year won the Jubilee Scholarship, presented by the Society for the Propagation of the Gospel.

The Lord Bishop of Quebec announced that Gen. Nicoll's Mathematical prize had been awarded to Mr. R. B. Mills.

Dr. Balch was next invited by the Chancellor to address the assembly, to which he responded paying a touching and eloquent tribute, among other things, to the memory of an old pupil of the college, a son of the esteemed Bishop of Quebec.

He also remarked that a year ago, when he had the honor of addressing convocation, they were on the eve of the birth of the Dominion. That birth has taken place, and though not quite a year old yet she is a gigantic baby, for she washes her feet in the Atlantic and rests her head on the distant hills of Canada; whilst with one hand she stretches out a friendly grasp to the belt of States on the right, with the other she holds out the promise that she will be the great instrument, under God, of civilizing and evangelizing the frozen regions of the North. (Applause). What a vast cradle this baby of a year old fills! And, if this be her babyhood, what shall she be when—developed in the Providence of God—she shall arise to the glorious destiny that awaits the Dominion of Canada? My young friends, have confidence in that destiny; have an earnest, ardent, glowing faith in the future of your country. Throw off timidity and doubt, and rise up in the strength of manhood, and, with dependence on the promise of the God of Providence, do your part to make her a noble member of the British Empire. (Applause).

After addresses from Mr. Hencker and the Lord Bishop of Montreal, the valedictory was read by S. Riopel, Esq.

The Chancellor then distributed the prizes to the successful competitors.—*Condensed from Daily News.*

### Montreal High School—Distribution of Prizes.

A large assemblage of pupils and visitors crowded Burnside Hall, Friday afternoon, 12th June, to witness the closing exercises of the session. Andrew Robertson, Esquire, Q. C., presided. Among those upon the platform were the Vice-Chancellor, the Rev. Dr. DeSola, the Rev. Dr. Jenkins, Rev. Dr. Wilkes, Professors Cornish and Darey, the Masters of the School, and W. Baynes, B.A., the Secretary.

After prayer, Prof. H. A. Howe, M.A., Rector, read the following list of honors, and of the standing of the pupils in their various studies. He congratulated the School upon the number and worth of the prizes which they were enabled to award this year, through the generous assistance received from friends of the Institution.

#### High School prizes and honours for session 1867-68.

##### SIXTH FORM—TEN PUPILS.

Dux,—William O. Cross Lachine.

1st. Cross,	4703 marks.
2nd. Torrance,	4632 "
3rd. Badgly,	2387 "
4th. Abbott,	2164 "

##### FIFTH FORM—TWENTY-TWO PUPILS.

Dux,—Simon J. Tunstall, Montreal.

1st. Tunstall,	4,788 marks.
2nd. Jones,	4,191 "
3rd. Ritchie,	3,526 "
4th. Bethune,	1,685 "

##### FOURTH FORM—THIRTY-EIGHT PUPILS.

Dux,—Archibald Dunbar Taylor, Montreal.

1st. Taylor,	4,431 marks.
2nd. Ferres,	2,411 "
3rd. Empey,	2,315 "
4th. Macduff,	2,210 "
5th. Stephens,	1,919 "

##### THIRD FORM—FORTY-THREE PUPILS.

Dux,—James A. Cochrane, Montreal.

1st. Cochrane,	4,145 marks.
2nd. Fraser,	2,549 "
3rd. Mooney,	2,189 "
4th. Reid,	2,024 "
5th. Bethune,	1,780 "

##### SECOND FORM—TWENTY-NINE PUPILS.

Dux,—George Childs, Montreal.

1st. Childs,	4,756 marks.
2nd. Macdonald,	2,922 "
3rd. Campbell, minor,	1,927 "
4th. Campbell, major,	1,579 "
5th. Tregent,	1,523 "

##### FIRST FORM—FORTY-ONE PUPILS.

Dux,—Stewart Jenkins, Montreal.

1st. Jenkins,	4,779 marks.
2nd. Abbott,	4,726 "
3rd. Gould,	4,400 "
4th. Wolff,	3,955 "
5th. Edwards,	3,323 "

##### PREPARATORY FORM—TWENTY-THREE PUPILS.

Dux,—Frederick Baker, Montreal.

1st. Baker,	3,786 marks.
2nd. Robertson,	2,965 "
3rd. Hamilton, mi.,	2,727 "

##### REMARKS:

1. Scene from "Hamlet."—Baynes, Tunstall, McLeary, Minney.
2. Scene from "Julius Cæsar."—Macduff, D. Robertson, H. Howe, Smith.
3. Scene from "Midsummer Night's Dream."—Dawson, Smith, Taylor, Cowan, Howe, Macduff.
4. "The Quarrel."—Young.
5. Scene from "The Poor Gentleman."—Handyside, Childs, Prince.
6. Scene from "King John."—Cowan and Edwards.

In all these the boys displayed an admirable appreciation of the characters assumed. Baynes as "Hamlet," Smith as "Bottom," and Handyside in "The Poor Gentleman," deserve special notice for correctness of delivery and thorough knowledge of their parts.

Mr. Torrance, of the Sixth Form, then read a well written Valedictory.

The Rector then offered some comments upon the year's labours, strongly urging on parents the necessity of entering their boys early, and of allowing them to remain until their education was completed.—*Ibid.*

### St. Francis' College, Richmond, P. Q.

The session of the faculty of Arts closed on the 6th of May. The examinations took place at the same time as those of McGill University, with which the College is affiliated.

Members of the Corporation present, Mr. Mayor Hethrington, vice-President in the chair; Rev. John McKay, Rev. James McCaul, A. B.; George H. Pierce, Esq., C. E.; G. H. Foster, Esq., and Wm. Dickson, Esq.

Reports of examinations by the Principal:—Classics,—Appian," Class first, None. Class II., Campbell, 1st (Prize for general improvement; Hethrington, 2nd (Prize ditto)—"Valerius Maximus," Class I., none. Class II., Campbell 1st. Hethrington 2nd.—"Iliad," "Anabasis."—Greek Grammar and Composition, Class I, Hodge 1st prize, Hurd 1st prize, equal—"Horace," "Cicero." "Virgil," Latin Grammar and Composition, Class I., Hodge and Hurd, equal.

Mathematics—Euclid.—Hethrington, 1st, Campbell 2nd. Algebra,—Hodge 1st, Hurd 2nd; Hethrington and Campbell equal 3rd; McIntyre and Cochrane, 4th; Trigonometry,—Campbell and Hethrington.

Logic and English Literature, including Essay writing, Campbell and Hethrington equal.

Public Speaking and Reading.—Hodge, Hurd, Campbell, Hethrington, Jenks, McIntyre, and Nixon.

Matriculants and Members of the Matriculating Class.—McIntyre (prize) and King; Jenks, Aylmer and Shurtleff.  
Junior College Class.—McDonald, Cochrane, McArthur Lawrence, J. McIntyre, Leavitt and Andrews.

Essays were read by Hethrington on the life and Writings of Cicero [twenty minutes]. By Campbell on the invasion of Canada by the Americans 1775-76 [twenty minutes]. By McIntyre on the future of Canada, and by Cochrane on the assassination of T. D. McGee. Three declamations were pronounced.

The Principal stated that Messrs. Robinson and Cruikshank had been successfully engaged in teaching Academy and High School during the past year. Others had been teaching common Schools.

Seven students from this College had entered the different Faculties of McGill University the past year.

Reference was also made to Messrs. Hovey, Thomas, and F. C. Cleveland, students of this Institution, who had thus entered upon the practice of their professions in this District respectively as Advocate, Notary and Provincial Land Surveyor with good prospects of success. It is a good sign when men are appreciated at home.

Mr. Brownlow who ought to have been mentioned hitherto, had taken honours in the Medical School of Washington, D. C.

Notice was given that the Classes in Agricultural Chemistry, which had been maintained during a part of each session for several years past, would be resumed in the Autumn; as also the classes in Mechanical and Architectural Drawing.

The Principal, on behalf of the Corporation, expressed thanks for past favours from persons in the vicinity and elsewhere, in money, books and the like, and spoke of the urgent additional needs of the College, to enable it to continue and perfect the work begun.

The grammar school of this institution was closed on the 23rd ult. To prevent an overcrowded attendance, no public announcement had been made, yet the lecture room of the College was filled to its utmost capacity by the relations of the pupils. In the absence of the President, the venerable C. B. Cleveland, Esq., a trustee, and one of the founders of the College, occupied the chair. The report of the standing of the pupils in the various branches of study, ascertained from the results of the oral and written examinations, was read by Principal Graham, who also distributed first or second prizes to the twenty-six pupils whose names follow:—Andrews, Gilman, Morrill, Burnham, Gouin, Main, Hethrington, Unwin, Kenny, Goodwin, Charlton, Davis, Glenny, Fowler, Aylmer, Dickson, Stewart, McPherson, LeDuc, DeSaulniers, Murphy, Noel, Campbell Webb, Kelly, and Frazer. The first prizes were the gift of Lord Aylmer. The prizes awarded at the previous examinations during the year were donated by Messrs G. K. Foster and C. B. Cleveland Esquires. The other public exercises were of particular interest to the auditors, as nearly all the pupils took part in them. It was especially noticeable both at this and the preceding distribution of prizes to the grammar school, that several of the first and second prizes in writing, book-keeping, and the like, were carried off by French pupils learning English.

At the annual meeting of the Corporation on the 4th inst.,—Lord Aylmer was elected President,—Mayor Hethrington, Vice-Prest., C. K. Foster, Esq., Treas, and C. P. Cleveland, Esq., N. P. Sec. The Rev. John McKay who has been acceptably lecturing upon Logic and Metaphysics, for the past two years, has been appointed Professor in these branches, and in the Gaelic language and Literature.—*Com.*

## NECROLOGY.

### The Late Bishop Fulford, Metropolitan of Canada.

Yesterday afternoon the late much respected Metropolitan of the Province of Canada died at the See House, in this city, after an illness which only assumed an alarming phase within a few hours of his death. The deceased Prelate presided over this Diocese since the year 1854, and it may be safely said that no man ever held a post involving such responsibilities, with duties that brought him into contact with men of such various opinions and interests, who gave less cause of offence while maintaining his own views, or who left behind him so universal a sentiment of respect and reverence. There is in our own community a characteristic peculiarity. It is that while it is broken up into a

large number of religious and social divisions, the persons who compose these various divisions are acquainted with each other to a degree which is unusual elsewhere, at all events in Europe. We are sure that the mourning for the late Metropolitan will not be confined to the members of his own Church; but that many Catholics and a very large number of Protestants of bodies different in doctrine from that over which he presided will feel that by death we have been deprived of an humble and devoted servant of God, and a most worthy fellow citizen. The late Metropolitan was a member of an ancient family settled at Great Fulford, in Devonshire, from very early times in English history, at least so far back as the reign of Richard Ist. He was born in 1803, and was therefore 65 years of age at the time of his death. He was educated at Tiverton Grammar School, and Exeter College, Oxford; graduated in 1824; took his degree of D. D. in 1850, and was successively Rector of Trowbridge and of Croydon, and Minister of Curzon Chapel, London. He was also chaplain to the Duchess of Gloucester until his appointment to the charge of this Diocese. In 1860 he was appointed Metropolitan. During the time in which he presided over the Diocese he witnessed very considerable changes in the country, the city, and the Church. He has seen the population, especially of Montreal, largely increased, and, notwithstanding the withdrawal of the endowments on which many members of his Church had been accustomed to rely for the support of their services, he has seen the usefulness, strength and beauty, of Christian organization greatly extended in every direction. The present ecclesiastical government and the synodical system have grown up during the time that he held the Episcopate; and it is known that he took a large share in bringing about the assemblage of the recently held Anglican Conference at Lambeth. Bishop Fulford was a man of commanding but strikingly reverend, and at the same time gentle appearance. The priest and the gentleman were admirably blended in his bearing and character. He appeared to be very happy in the administration of his Diocese, in spite of the discordant elements which it contained—a circumstance due no doubt to his kindness and consideration for others, as well as his firmness. His preaching was hardly brilliant—we suppose he would not have thought such a characterization of it complimentary; but his discourses were of a practical kind, nobly conceived, expressed in sound English, and delivered with an affecting and simple gravity, which made them exceedingly effective. He was not only a preacher in words, but in acts. It is well known that, while given to hospitality, according to the Apostolic injunction, his manner of life was remarkably simple, and that he made many personal sacrifices for the sake of the Diocese. In a word, we may repeat of him, the praise with which the father of English poetry summed up the character of his model clergyman:—

Of Christ's lore and his Apostles twelve  
He taught,—but first he followed it himself.

—*Montreal Herald*. Sept. 10th.

We may add that his Lordship took a lively interest in education. On the organization of the Council of Public Instruction in 1859 he was at once appointed a member. He was also President and Visitor (*Ex-officio*), of the University of Bishop's College, Lennoxville.

## MONTHLY SUMMARY.

### EDUCATIONAL INTELLIGENCE.

—The meeting, which took place on the 11th July in the Jacques Cartier Normal School, on the subject of Agricultural Education in the Normal Schools, lasted from 11 A. M. until 4 P. M.

Four of the Ministers of the Local Government were present, viz. the Hons. Messrs. Chauveau, Ouimet, Dunkin, and Beaubien, besides members of the Council of Public Instruction and Board of Agriculture residing in

the district of Montreal, as well as some practical farmers, among whom were the Revd. Mr. Villeneuve of the Seminary of St. Sulpice, who has superintended the Agricultural operations of this House for many years past, Messrs. William Boa and Louis Beaubien, M. P. for Hochelaga.

Several measures were suggested and discussed principally by the Hon. Judge Sicotte, Major Campbell, Revd. Mr. Villeneuve, Mr. Boa, Mr. Oherrier, Mr. Beaubien, Mr. Perrault, the Revd. Principal Vercau, Jacques Cartier Normal School; and Principal Dawson, McGill Normal School.

Every thing seems in a fair way for the introduction of Agricultural science into the Schools of the Country. The public anxiously await the result of these measures, the initiation of which is due to the Hon. Mr. Chauveau and to the elevated views of all the members of our Provincial Government.—*La Minerve.*

— *Agricultural Museum for Montreal.*—Mr. Leclair, Secretary of the Board of Agriculture, has just published an interesting report of his visit to the Agricultural Museums of Washington and Albany.

He enumerates the admirable collections of ornithology, entomology, textile plants, sericulture, flowers, and pomology, contained in these vast establishments. In concluding he suggests to the Board of Agriculture to purchase a suitable establishment for the Board, and to add a few hundred pounds to the sum of £2500 already voted for that object, in order to prepare, in the mean time, in the same building, suitable apartments for the projected Museum. There is every reason to believe that these suggestions will be favorably received.

— *Edinburgh University.*—The vote on the choice of a Principal for Edinburgh University was taken on Monday last. Those who were supposed to have the best hopes were the supporters of Sir James Simpson and Dr. Dawson, of Montreal, the latter of whom, it would appear, would have received the appointment but for the fact that the supporters of Sir James Simpson, more opposed to Dr. Dawson than attached to their own candidate, threw their weight in favour of Sir Alexander Grant, who has therefore been elected to this responsible post. It will be no less gratifying to the people of Canada to learn that Dr. Dawson is still to be among us than how thoroughly his abilities are appreciated in the old world. In connection with the foregoing, we may say that the Rev. Dr. Calderwood, of Greyfriars, U. P. Church, Glasgow, has been appointed to the chair of moral philosophy in the above University.—*Witness*

— The Statute recently passed in Congregation at Oxford, now that the obnoxious clause requiring a certificate of poverty has been excised, amounts practically to the passing of Mr. Ewart's Bill by the University. By it an undergraduate is allowed to reside in lodgings during the whole of his University career, without having his name entered upon the books of any college or hall, provided (1) that he do so with the wish of his parents or guardians; (2) that he be orderly in his conduct; and (3) that he take his degree within a reasonable number of terms from matriculation. A strong fight was made by the Conservative party in Congregation to hamper the statute with two restrictions which would have made it practically useless, and by which it was required in the first place that the students contemplated in the Statute should be of certified poverty; and secondly, that they should be attached to some hall or college. These clauses were, however, thrown out by a large majority, which augurs well for the ultimate success of the measure. It has still to be adopted in Convocation—a far more severe ordeal than that of being submitted to the vote of the residents only.

— *New York City Schools.*—“Observer,” in the Boston Journal, gives the following facts in relation to these schools: The schools are literally free, there being no charge for tuition, books, stationery, or for other incidental expenses. The city property is taxed to meet the entire cost of the schools, which the past year was nearly three millions of dollars. The amount of school property in the city, under the control of the Board of Education, the title of which is vested in the Mayor, Aldermen and Commonalty, is five and a half millions of dollars.

From official returns, it appears that two hundred and twenty-four thousand four hundred and forty-six pupils received instruction in the public schools during the year. Average attendance, ninety-five thousand five hundred and fifteen. Cost per pupil, for teachers' salaries, fuel and gas, was, on the average attendance, \$19.75; on the whole number taught, \$8.54; per head for books and stationery, on average attendance, \$2.01; on the whole number, 80 cents. The following table shows the number of pupils taught in each grade of the school:

	Whole No.	Ave. Att.
Male Grammar Schools.....	31,438	15,392
Female “ “ .....	27,114	13,264
Primary “ “ .....	129,900	52,198
Colored “ “ .....	1,887	702
Evening Male “ .....	11,877	4,716
“ Female “ .....	4,663	2,763
Normal Grammar Schools.....	1,000	406
Other Corporate Public Schools.....	18,567	6,074
<b>Total.....</b>	<b>224,446</b>	<b>95,515</b>

The salaries of teachers are based on the average attendance of the

pupils in their respective departments. In the male departments, the principals receive, for each school having an average attendance of

Not over 160 pupils.....	\$2,250
From 150 to 300 pupils.....	2,500
From 300 to 500 pupils.....	2,750
Over 500 pupils.....	3,000

In the female departments, for each school having an average attendance of

Not over 100 pupils.....	\$1,200
From 100 to 150 pupils.....	1,300
From 150 to 300 pupils.....	1,500
From 300 to 500 pupils.....	1,600
Over 500 pupils.....	1,700
Vice-Principals.....	1,100
Female Assistants, not over.....	600

The salaries of the principals of the primary departments, for each school having

Not over 200 pupils .....	\$1,000
From 200 to 400 pupils.....	1,100
From 400 to 600 pupils .....	1,300
Over 600 pupils.....	1,500
Vice-Principals, from.....	900 to 1,000
Assistants.....	500

The Board of Education have appropriated \$2,946,950 for the current expenses of these schools the coming year.

— The Protestant School Commissioners of Montreal are taking advantage of the recent change in the School Law of that city, to increase their facilities for education.

They have purchase' on very advantageous terms from Messrs. Workman and Delisle, nine lots extending from Workman to Delisle Streets, giving a frontage on one Street of 120 feet, and on the other of 180 with a depth of 160 feet, at 16½ Cents per superficial foot.

There will be an entrance on each Street one for boys and one for girls. The School house will be a plain brick building with accommodation for 400 children.

The commissioners are taking considerable pains to consult the best works on school architecture with the view of ascertaining the best modes of ventilating and heating, as well as the convenience and comfort of interior arrangements.

— *Prize Essays.*—W. H. Webb, Esq., Q. C., has kindly offered through the President of the Teachers' Association of St. Francis District the sum of thirty dollars (\$30) in prizes to be awarded as follows:

Twenty dollars for the first best, and ten dollars for the next best essay on the following subject, (which, as last year, has been selected by the President with the sanction of the donor.) “*The proper Education of Girls at Home and at School.*”

Conditions of competition:—Any person male or female, who has taught in any common school, or academy in the District of St. Francis at least one term during the years 1867 or 1868, is entitled to compete. The essays may be written either in English or French. They are to be sent post-paid to the President of the Association, Principal Graham, St. Francis College Richmond, P. Q., on or before the last Thursday in November, 1868, and are to be accompanied by a sealed envelope, containing the name and P. O. address of the author, and having for a superscription, the same motto which is affixed to the Essay.

The President will also give a prize of five dollars for the third best essay.

The names of the judges will be announced in due season.

It is hoped that the great practical importance of the subject will call out a large number of talented competitors.

N. B. Books, or any useful articles may be substituted for the prize-money by arrangement with the President.

— *Endowed Schools in England.*—English School endowments seem to have brought things to a pretty pass. From the recent reports on middle class Schools, the *Academia*, a literary journal lately established in London, deduces the fact, that the masters of endowed Grammar Schools, have, or claim to have, a freehold tenure in their offices, and many of them seem to think that, when once appointed, their only duty is to draw their salaries. One head-master told the assistant commissioners that it was not worth his while to push the school, as the endowment of about \$200 stg. a year and a small private income that he had were enough for him to live upon. Another master, satisfied with his endowment income, fixed the boarders' fees at a prohibitory rate, and made the dining-room into a coach-house, and the large dormitory into a billiard-room. At a school with an income of £792, the head-master taught only three pupils, and the under-master only attended when he chose. At another school, the head-master's whole work was to teach Greek to one boy.

Mention is made of a school with two masters and one scholar; but a lately deceased master had held his office and drawn his income for thirty odd years, and had never had a pupil at all.

— The new head-master of Eton has introduced great reforms in the curriculum of that ancient classical school. French is to be taught all through the school; German and Italian through the first three divisions, and physical science in the fifth form.

— Parliamentary returns show that one-third of the men of Hertfordshire, Cambridgeshire and Norfolk, (England) who married in 1865, had to make their mark instead of signing their names to the register; and that more than one-third of the men of Suffolk, Bedfordshire, and Staffordshire, were in the same discreditable predicament. In South Wales, more than one-half the women were unable to write their names when married; and in Bedfordshire the proportion of uninstructed is very little less. In Liverpool, out of 23,740 who were apprehended in 1866, only 253 could read or write well; while of 720 children dealt with under the juvenile offenders' act, not one could do so.

For the 148,000 marriages in 1864, 42,000 of the men, and 58,000 of the women, signed with a mark.—*Builder*.

— *Amherst College*.—A magnificent building is now rising on college grounds, to be called Walker Hall, in honor of the late Dr. William J. Walker, of Newport, R. I., who has given to this institution more than \$200,000.

— *Waterbury, Conn.* has appointed a committee of twelve gentlemen to take charge of the munificent bequest of \$200,000 from the late Silas Bronson to establish and support a city library.

— *Russia* has sixty-eight agricultural schools and colleges.

— Preparations are making in England to establish a college for young women, the buildings will cost about \$150,000, and to be located between London and Cambridge.

ARTS INTELLIGENCE.

List of awards granted to Canadian Exhibitors at the Paris Exhibition, 1867

Gold Medals.

J. C. Taché, Executive Commissioner, cooperator.  
L'Abbé O. Brunet, Quebec, collection of woods.

Grand Bronze Medals.—(Hors concours.)

Geological Survey, Canada, collection of Mineralogy and Geological charts.

Silver Medals.

Board of Arts and Manufactures, Toronto, collection of birds.  
Geological Survey, Canada, Geological Charts.  
Supervisor of Cullers' Office, Quebec, collection of merchantable wood.  
J. Millar, Montreal, extracts of hemlock bark.  
J. Lyman, Clare & Co., Montreal, Chemicals.  
Mosely & Rickett, Montreal, patent leather.  
J. B. Bickle, Brooklyn, flour and wheat.  
Lawrence Rose, Georgetown, buckwheat and Indian corn flour.  
G. MacLean, Aberfoyle, oatmeal.  
W. Lukes, Newmarket, flour.  
St. Ann's Agricultural School, cereals.  
Sir W. Logan, Montreal, cereals.  
T. Valiquet, St. Hilaire, improved beehive.  
P. J. O. Cheauveau, Montreal, books and publications.  
Department of Agriculture, collections and reports.

Bronze Medals.

G. E. Desbarrats, Ottawa, printed books.  
Brousseau Brothers, Quebec printed books.  
Lafrance & Lemieux, Quebec, bookbinding.  
W. Notman, Montreal, photographic portraits.  
Joseph Bouchette, Quebec, topographical chart.  
Board of Agriculture of Lower Canada, collection of cloths.  
Ed. Perry & Co., Montreal, travelling trunks.  
Frothingham and Workman, Montreal, various tools.  
Graphites of Canada.  
J. Hodges, Bulstrade, peat.  
W. Murray, Montreal, cooperator.  
J. Billings, Montreal, cooperator.  
E. C. Eadon, Montmorency, wood ware.  
J. Shearer, Montreal, doors and sashes.  
Hamilton Brothers, Ottawa collection of woods.  
C. Coté, Quebec, furs.  
J. A. Donaldson, Toronto, flax.  
Samuel Davis, Montreal, cigars.  
Dr Genand, St. Jacques, Canadian tobacco.  
O. Kirkwood, Ottawa various plants.  
D. Tetu, Rivière Ouelle, porpoise skin leather.  
N. Valois, Montreal, leather.  
John Mitchell, Mono, wheat.

Francis Barclay, Innisfield, wheat.  
John Paterson, Scarboro', barley.  
O. Stewart, Bristol, cereals.  
J. Madrum, Bristol, cereals.  
Jas. Feb, Whithy, rye.  
C Bois, St. Jean, Port Joly, rye.  
Winning, Hill & Ware, Montreal, syrups and liquors.  
N. Pigeon, Montreal, corn sugar.  
Canadian Vine Growers' Association, wine.  
Jacques & Hayes, Toronto, furniture.  
Joseph Barbeau, Quebec, boots and shoes.  
Massey, Newcastle, reaping machine.  
Dr Painchaud, Varennes, horse-rake

Honorable Mentions.

Brown, Brothers, Toronto, bookbinding.  
Public Works Department, Canada-photographs.  
Leggo & Desbarats, Quebec, photogalvanotypy.  
A. Henderson, Montreal, photographs.  
D. Larichelière, Laprairie, apparatus for fractures.  
Revd. C. J. S. Bethune, Cobourg, collection of insects.  
Government of Canada, Ottawa, furniture.  
Glass Company, Hudson, bottles.  
J. C. Spence, Montreal, painted glass.  
Miss Bazin, Rivière du Loup, embroidered table cloth.  
Mrs. Beauchard, St. Vallier flax spinning.  
G. Barrington, Montreal, travelling trunks.  
Morland, Watson & Co., Montreal, saws.  
River Moisie Mining Company.  
Ascott Mining Company, copper ore.  
Bolton Mines, copper ore.  
St. Francis Mining Company, Cleveland, copper ore.  
Anglo-Canadian Company, Leeds, copper ore.  
Western Canada Mining Company, copper ore.  
E. E. Abbott, Gananoque, pegs, &c.  
J. Dawson, Montreal, tools.  
W. C. Evans, Kingston, malleable castings.  
J. S. Bigelow, & Co, Montreal, hardware.  
J. Flint St. Catherines, saws.  
H. W. Date, Galt, tools.  
J. Higgins, St. Hilaire, tools.  
Goderich Salt Company, salt and brine.  
Isidore Champagne, Ottawa, collection of woods  
Nelson, Wood, & Co., Montreal, woodenware.  
Luc Plouffe, St. Martin, axe handles.  
G. Hagar & Co., Montreal, wooden utensils.  
Morton & Co., Brantford, flax.  
Stark, Smith & Co Montreal, manufactured tobacco.  
E. Laroche, St. Foy, Canadian tobacco.  
J. Canover, Port Credit, hops.  
Michel Lespérance, Grand Etang, cod liver oil.  
P. Dugal, Quebec, leather.  
Peterson, Brothers, Richmond Hill, winnowing machine and straw cutter.  
J. X. G. Morgan, Markham, extirpator.  
A. Duncan, Markham, plough.  
J. Campbell, Montreal, leather straps.  
Mac Laren, Montreal, leather straps.  
Reed & Childs, Montreal, boot and shoe lasts.  
C. Irwin & Co., sewing machine.  
N. F. Boissonnault, Ottawa, printer's locking type form.  
Grand Trunk Railway, Company of Canada, model of sleeping car.  
Phillippe Barthélemy, Markham, oats.  
W. H. Vaughan, St. Jean, cereals.  
E. Caron, St. Jean, Port Joly, wheat.  
S. Brownbie, York, wheat.  
Agricultural Society, Beauce, maple sugar.  
O. Thibault, L'Islet maple sugar.  
St. Ann's Agricultural School, model in relief  
MacKelvey, St. Catherines, utensils.

Summary.

Gold Medals.....	2
Grand Bronze Medal (Hors Concours) .....	1
Silver Medals.....	16
Bronze Medals .....	36
Honorable mentions .....	54
Total .....	106

METEOROLOGICAL INTELLIGENCE.

Abstract of Meteorological Observations.— From the Records of the Montreal Observatory, lat. 45°31 North; Long., 4h. 54m. 11 sec. West of

Greenwich, and 182 feet above mean sea level. For June, 1868. By Chas. Smallwood, M.D., LL.D., D.C.L.

DATE.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	26.662	29.600	29.701	52.3	63.6	50.0	W	SW	N	124.11
2	.746	.801	.811	46.4	60.4	51.1	N	W	W	81.10
3	.932	.927	.901	51.0	70.7	52.3	NE	NE	NE	66.21
4	.998	.904	.901	53.7	70.0	60.3	W	W	W	58.47
5	.884	.650	.572	56.1	66.1	51.2	NE	S	S	101.44
6	.487	.442	.621	60.0	69.1	53.0	S	SW	SW	91.11a
7	.964	.937	.916	41.1	73.2	52.6	NE	NE	NE	121.10b
8	.842	.702	.700	52.4	70.3	62.1	w by s	WSW	W	86.24c
9	.800	.749	.763	53.4	61.9	53.3	NE	W	WSW	104.29d
10	.869	.864	.851	53.4	76.2	61.0	W	W	W	81.10
11	.922	.884	.716	57.1	77.4	67.1	W	W	W	100.90
12	.610	.521	.531	60.0	82.1	69.2	W	NE	NE	61.11
13	.600	.949	.800	64.1	85.4	67.8	NE	NE	S	57.24
14	.847	.800	.749	63.4	90.4	73.0	WSW	SW	W	66.20
15	.751	.711	.650	68.0	85.1	72.4	SW	SW	SW	39.29e
16	.647	.652	.650	70.0	91.2	79.0	SW	s by W	s by W	81.10
17	.650	.637	.589	70.0	94.6	81.8	W	WSW	WSW	71.10
18	.592	.566	.500	73.1	95.0	81.2	WSW	S	WSW	80.19
19	.422	.351	.300	73.1	84.2	75.4	WSW	WSW	WSW	121.10f
20	.274	.315	.500	72.1	76.9	71.1	WSW	WSW	WSW	217.10
21	.599	.631	.625	60.0	79.0	66.6	NE	NE	NE	102.24
22	.681	.649	.661	60.0	68.7	57.9	NE	NE	NE	204.00g
23	.624	.699	.749	57.9	69.7	60.7	NE	NE	NE	104.12h
24	.850	.825	.817	58.1	72.0	58.0	NE	WSW	NE	81.24
25	.900	.821	.780	61.6	80.2	69.4	NE	WSW	WSW	108.18
26	.621	.556	.498	65.2	83.2	69.0	w by s	WSW	WSW	210.10
27	.411	.450	.551	66.7	88.5	67.9	WSW	WSW	WSW	227.24
28	.625	.610	.689	64.2	81.7	67.4	NE	WSW	WSW	179.10
29	.821	.817	.810	59.1	82.1	68.4	NE	SE	SE	88.61
30	.800	.743	.760	64.4	87.3	69.1	W	SW	SW	77.29j

RAIN IN INCHES.—a, 0.027; b, 0.007; c, 0.244; d, e, f, h, j, Inapp.; g, 0.211.

The mean temperature of the month was 66°44, which is 0.44 of a degree higher than the Isothermal for June, which has been fixed at 66.

—From the Records of the Montreal Observatory for July, 1868. By Chas. Smallwood, M.D., LL.D., D.C.L.

DATE.	Barometer corrected at 32°			Temperature of the Air.			Direction of Wind.			Miles in 24 hours.
	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	7 a.m.	2 p.m.	9 p.m.	
1	29.800	29.759	29.824	67.2	80.3	72.2	SE	SW	W	81.11a
2	.825	.769	.751	72.6	96.1	78.3	SW	SW	SW	71.27
3	.800	.763	.759	76.1	96.0	81.0	SW	SW	SW	191.10
4	.750	.689	.637	76.2	96.7	80.4	SW	SW	SW	184.12
5	.700	.741	.851	81.7	94.6	73.0	SW	W	NE	101.29
6	.902	.824	.719	59.7	80.0	69.9	NE	NE	NE	99.44
7	.601	.584	.551	67.9	70.1	68.7	NE	SW	SW	66.20c
8	.584	.624	.650	66.2	83.1	70.0	SW	NE	NE	61.11
9	.678	.691	.696	66.2	84.6	70.3	NE	NE	NE	47.29
10	.749	.724	.698	70.2	86.4	77.3	NE	NE	NE	91.10
11	.677	.666	.650	74.7	95.7	81.6	SW	SW	SW	88.24
12	.900	.682	.662	75.1	95.6	82.3	SW	SW	SW	91.20
13	.750	.750	.751	76.2	98.2	86.9	SW	SW	SW	99.84
14	.750	.679	.617	79.7	97.9	86.2	SW	SW	W	121.10
15	.547	.541	.572	78.9	95.5	78.4	W	W	NE	99.21d
16	.701	.710	.700	74.2	94.0	78.4	NE	NE	NE	104.10
17	.700	.669	.651	70.2	94.9	76.2	NE	SW	SW	81.40
18	.648	.602	.602	70.1	87.5	77.2	SW	WSW	WSW	82.24
19	.670	.699	.747	71.7	95.8	76.9	WSW	NE	NE	101.10e
20	.798	.774	.749	70.1	91.2	78.4	NE	NE	NE	77.94
21	.700	.611	.542	72.6	91.9	77.4	WSW	WSW	WSW	97.74
22	.560	.574	.600	71.2	88.4	71.8	WSW	NE	NE	101.00
23	.551	.550	.531	63.9	84.1	68.2	NE	SE	SE	77.21
24	.464	.463	.461	68.2	70.1	62.6	SE	SE	SE	57.97f
25	.542	.534	.561	67.0	84.2	69.1	SE	NE	NE	97.24
26	.699	.684	.700	65.1	80.0	70.0	W	W	W	77.29
27	.771	.749	.746	61.7	80.2	66.4	W	SE	SW	84.21
28	.711	.706	.699	65.3	80.1	66.8	W	WSW	WSW	67.74
29	.780	.742	.710	63.4	79.7	69.6	WSW	NE	NE	77.10
30	.712	.704	.712	67.4	78.1	68.7	NE	NE	NE	81.11g
31	.750	.514	.446	67.4	76.3	61.0	NE	NE	W	74.71h

RAIN IN INCHES.—a, d, e, Inapp.; c, 0.681; f, 0.422; g, 0.333; h, 0.688.

The highest reading of the Barometer on the 6th, indicating 29.902 inches, the lowest on the 31st, indicating 29.446 inches. Rain fell on seven days, amounting to 2.124 inches. The mean temperature of the month was 76°;—the greatest heat attained was 98 degrees on the 13th; but the hottest was the 14th. There were during the month two distinct hot terms.

—The highest readings in July.—collected from observations of Messrs. Latour, Skakel, McCord and others, showing the day of the month on which the highest reading occurred, and the degree of heat of every year since 1800 (with few exceptions,) at Montréal.

Year.	Day.	Temperature.	Year.	Day.	Temperature.
1800..	July 6th	96°0	1839..	....	95°0
1801..	" 31st	89°0	1840..	July 16th	87°0
1802..	" 27th	86°0	1841..	....	91°0
1803..	" 9th	97°0	1842..	" 14th	84°0
1805..	" 18th	91°0	1843..	" 2nd	87°0
1806..	" 15th	85°0	1844..	....	100°0
1807..	" 12th	96°0	1845..	" 16th	94°0
1808..	" 16th	96°0	1846..	" 5th	93°0
1814..	" 2nd	88°0	1847..	" 8th	101°0
1815..	" 15th	86°0	1848..	" 11th	93°0
1817..	" 19th	90°0	1849..	" 12th	99°0
1818..	" 11th	87°0	1850..	" 12th	92°0
1820..	" 4th	90°0	1851..	" 14th	90°0
1821..	....	87°0	1852..	" 7th	98°0
1822..	" 2nd	89°0	1853..	" 23rd	101°0
1823..	3rd & 11th	88°0	1854..	" 20th	102°0
1824..	....	81°0	1855..	" 28th	94°0
1825..	" 11th	92°0	1856..	" 29th	95°0
1826..	" 12th	91°0	1857..	" 14th	98°0
1827..	....	86°0	1858..	" 7th	96°0
1828..	....	98°0	1859..	" 12th	97°0
1829..	....	94°0	1860..	" 14th	89°0
1830..	....	93°0	1861..	" 6th	99°0
1831..	....	97°0	1862..	" 6th	94°0
1832..	....	89°0	1863..	" 7th	94°0
1833..	....	90°0	1864..	" 15th	98°0
1834..	....	96°0	1865..	" 24th	92°0
1835..	....	98°0	1866..	" 16th	93°0
1836..	" 9th	90°0	1867..	" 28th	90°0
1837..	" 10th	90°0	1868..	" 13th	98°0
1838..	" 7th	91°0			

—Meteorological observations taken at Quebec, during month of July, 1868. Latitude 46°48'30" North, Longitude 71°12'15" West; height above St. Lawrence, 230 feet; By Sergt. John Thurling, A. R. Corps, Quebec.

Barometer, highest reading on the 6th.....	30.084 inches.
lowest " 15th.....	29.580
range of pressure.....	.504
mean for month reduced to 32°.....	29.691
Thermometer, highest reading on the 4th.....	97.7 degrees
lowest " 27th.....	47.8
range in month.....	49.9
Mean of highest.....	85.2
" lowest.....	61.1
" daily range.....	24.1
" of month.....	73.1
maximum in sun's rays, black bulb, mean of.....	121.8
minimum on grass.....	61.4
Hygrometer, mean of dry bulb.....	77.0
" wet bulb.....	68.8
" dew point.....	63.0
Elastic force of vapour.....	.576 inches.
Vapour in a cubic foot of air.....	7.5 grains.
" required to saturate, do.....	2.5
Mean degree of humidity (Sat. 100).....	62
Average weight of a cubic foot of air.....	509.6 grains.
Cloud, mean amount of (0-10).....	4.75
Ozone, " ".....	1.15
Wind, general direction.....	Easterly.
mean daily horizontal movement.....	94.2 miles.
Rain, number of days it fell.....	9
amount collected on the ground.....	4.06 inches.
" 10 feet above ground.....	3.87