

— MCGILL UNIVERSITY.—The Annual Convocation of this University took place on the 3rd inst., in the Wm. Molson Hall, A. Robertson, Esq., one of the Governors, presiding in the absence of the President. The meeting was opened by prayer by the Rev. Vice Principal Leach. After the reading of the minutes, the following gentlemen were elected to represent the graduates of the several Faculties, in the Corporation, as Fellows of the University:—Wm. B. Lambe, B.C.L.; Walter Jones, M.D.; Brown Chamberlin, M. A., B.C.L. The names of the following gentlemen were then read by the Dean of the Faculty of Arts, as entitled to the degree of B.A.:—Alvan F. Sherrill, Archibald Duff, James McGregor, John H. Bothwell, George H. Pease, John, N. Muir, Francis W. Hicks, Lonsdale Green, Donald Baynes *Graduates in Civil Engineering*, Gulian, Pickering, Rixford. The following names were then read as having passed the intermediate examinations of the University, which take place at the end of the second year: *Class I.* McGill College,—Meredith B. Bethune, A. Ramsay McDuff, Morrin College,—James G. Colston, Robert Cassels. *Class II.* McGill College,—Colin Campbell Stewart, Jacob De Witt Anderson, Arthur Adderley Browne, Clarence Chipman, William Jno. Watts, Lewis Alex. Hart, Jas Ferrigo. *Class III.* McGill College,—Henry C. Scott, Wm. Cook, John W. Cook, Ivan T. Wotherpoon, Theophilus H. Oliver, Henry Macnab Stuart, Thomas J. Oliver, Neil W. McLean, Wm. Clint. *Class III.* McGill College,—Silas Everitt Tabb, Hugh McLeod, Wm. Henry Beckett, John Morrison, James Smith. The list of honors and prizes was then read as follows: *Graduating Class.* 1. Mathematics and Natural Philosophy,—Duff, Archibald, 1st rank honours; Anne Molson, Gold Medal. 2. Classics,—George H. Pease, 1st rank honours; Prince of Wales' Gold Medal. McGregor, James, 1st rank honours. 3. Natural Sciences,—Bothwell, John A., 1st rank honours; Logan Gold Medal; Sherrill, Alvan F., 1st rank honours, and highest general standing; Chapman Gold Medal. Bothwell, John A., prize in Mental and Moral Philosophy; Prize Essay. The degree of B. A. was then conferred on the graduating class; after which the valedictory was read by Mr. McGregor. The degree of M. A. was then conferred on the following gentlemen:—Joseph Green, B.A.; John Boyd, B.A.; Caleb S. De Witt, B.A. The Rev. Prof. Dr. De Sola, LL.D., then gave the address to the graduates. In it he, in the first place, dwelled especially upon the importance, of physical culture, for the maintenance of a sound mind in a sound body; reminding them that the universe, and themselves as a portion of it, were under immutable laws. He next warned them, whilst pursuing their studies, to beware of bad books and evil companions; also, the superficially going over popular works; and, above all, that tendency of the present age to call in question, without sufficient grounds, opinions and beliefs long established and entertained by the wisest and the best of our race. He also impressed upon the graduates the necessity of concentrating their faculties on their future vocations, at the same time not neglecting the general course of the world's advance in knowledge. They should also cultivate the refined manners and bearing of the gentleman, which never could be done if they, by any vicious indulgence, allowed themselves to lose their own self respect.

The Rev. Prof. Hatch, of Morrin College, Quebec, was then called, on by the Chairman to address the Convocation. He did so, dwelling on the advantages accruing to both Colleges from the affiliation of the Morrin one with that of McGill during the past year. A wider field of competition was now open to the students of each college, and not only the cause of education, but that of truth would be helped forward. There were now examinations which were common to both Colleges, and he believed the students of Morrin would run those of McGill neck to neck; but, though the students of the former might not prove formidable rivals to those of the latter, whoever should win the race the advantage would be the same. In competing with another college in these University examinations, the achievement would be greater, as would likewise the spur to diligence. He was glad that the standard of education would be thus raised, and the cause of truth advanced, for the aim of the student's life was to find out what was really truth, and what we really were.

The Principal then announced the following honorary degrees as having been granted by the Corporation:—The degree of B.C.L., *honoris causa*, to Prof. Edward Carter; the degree of M.D., *ad eundem*, to D. L. McGee Carey, Esq.; the degree of B.A., *ad eundem*, to the Rev. E. P. Muir, of Montreal; the degree of LL.D., *honoris causa*, to the Rev. Prof. Lynam, of Dalhousie College, Halifax. He then said he was happy to see Prof. Hatch there, representing a sister college, placed under circumstances not unlike their own, and founded like McGill, by a rich and benevolent citizen. He was glad to feel that this University, not having affiliated colleges in each of the greatest centres of the English speaking and Protestant population of Lower Canada, might now fairly take rank as the University of that class of our people. Such had been the object of the founder of the University, who only stipulated that one of the colleges of the University should bear his name; but the University up to the present time had borne it; and though they might seek a wider denomination, yet, perhaps, they could not bear a better title for the present, or rally under a better name even for all coming time. He congratulated Morrin College that, with such a short existence, it had been able to send up so many successful men this year to the intermediate examination. He regretted that the number of students from Montreal should be decreasing, and that she no longer contributed the majority of the students, which had been done during the

past year by the country. He hoped the tide in this respect had seen its lowest, and that, hereafter, not merely those intended for professions would come and graduate within the walls of McGill, but those who were meant to follow the pursuits of trade, the more so, seeing that the cost of her curriculum was so small. He then alluded with much feeling to the founders of the new medals, characterising the founding of the Shakspearean one as being a circumstance most honourable to Montreal, and as one of the happiest of thoughts. This medal would stimulate to the study of English literature, a branch of learning with which students were, perhaps, upon the whole, the most slenderly provided. This medal would be something left, after the mere show of the occasion had passed away, and was meant for those who might be considered as being amongst us the best representatives of him in memory of whom, and for whose honour, it had been provided. He then alluded to the Anna Molson medal, as having been provided by a lady, and of its being not only a proof of the wish of an educated woman for the success of that Institution, but a token on the part of one Canadian mother of the deep interest she felt in common with other such mothers, in the proper and complete educational training of their sons for a useful and successful manhood. He also alluded to the Logan medal, stating that the study of geology, especially in a new country like this, was second in importance to no other branch, but should be a part of the curriculum of every educated gentleman. He begged there publicly to return thanks in the name of the university for these medals, and would remind them that more yet might be done, either in the shape of bursaries, gifts of books to the library, or the providing by endowment for some of the chairs already established, and so prevent the necessity of further curtailing by sale the grounds surrounding the College.

The benediction having been pronounced by the Rev. Prof. Hatch, the convocation adjourned until to-morrow.*

IX. Departmental Notices.

UPPER CANADA TEACHERS' ASSOCIATION.

We would direct the especial attention of teachers to the Supplement which accompanies the present number of the *Journal of Education*, announcing the time and place of the next annual meeting of the Teachers' Association for Upper Canada. Trustees receiving the *Journal*, will please hand the Supplement to the teachers at their earliest convenience.

In connection with this matter, we would direct attention to the following paper, containing some useful suggestions on the subject of Teachers' Associations. In the *Journal* for March, we inserted a paper containing a list of "Topics for Teachers' Meetings," which is well worthy of attention. The volumes of the *Journal* already published, also contains a variety of articles on kindred subjects. We heartily wish our Provincial Association great success in its career of usefulness.—[Ed. J. of E.]

TEACHERS' ASSOCIATIONS—THEIR ADVANTAGES AND USES, AND THE BEST MODE OF CONDUCTING THEM.

BY REV. E. P. PRATT.

I send you by request the substance of a Report read before the "Teachers' Institute of Scioto County," at its annual meeting, December 29, 1863, on the above topic. My views are the result of my own reflections, guided by the principles of common sense, without any experience in attending such associations, except the one organized here, or any reading on the subject.

To be able to manage any piece of mechanism, or conduct any organization successfully, the first thing required is to have a clear idea of its nature and design. What, then, is the nature and design of the Teachers' Institute? What is the end sought to be accomplished by it? It is made up of a number of the friends of education, some of whom are engaged in teaching and others not, gathered from a given section of country to deliberate upon and discuss subjects connected with the work of educating the youth of our land. They are expected to bring together their individual stock of knowledge and skill, whether gained by experience or from reading, and cast it into a common stock for the benefit of all. It is not the design of these associations to examine teachers, nor to hold a "mutual admiration society;" nor for each to try to exhibit himself and show how much wiser and more learned he is than all the rest. Nor is their main object to perfect each other in the drill of the ordinary branches taught in our schools, or the best mode of imparting instruction in those branches. Something of this will, of course, be accomplished, but it should be regarded as of secondary importance. We want to make better educators, rather than instructors, by these associations. A man may be absolutely perfect in the different branches he is required to teach, and yet be a very poor teacher. He may go his regular rounds as accurately as a blind horse in a tread-mill, and yet feel but little more interest in his work.

One object of Teachers' Institutes should be to exalt the vocation of the teacher. Our teachers themselves need to have a better

* Want of space compels us to defer the next day's proceedings.—Ed. J. Ed.

success in the severest efforts of the human mind. For the high personal honor conferred on me by the heads of the University today I beg to return my best thanks. But there is a consideration connected with the proceedings of this day, and to contemplate this, it will be necessary to carry our minds beyond the limit of mere personal experience. The interesting and important ceremonies which have given us so much pleasure to witness to day, have a part in the object of the foundation of the University, which is modelled after the educational institutions of the old country—institutions which, founded by private benevolence, as yours is, have outlived the changes in the political, ecclesiastical and religious system of the country: whose influence upon the eternal policy of the country, together with the commercial prosperity which has made us so rich and powerful, has made England the envy and admiration of the civilized world. The wisdom which has led to the development of this sympathetic bond of union is a happy omen of a prosperous future for your favoured land. The existence of identical systems of education with those of England tend to beget similar habits of thought which will in time strengthen the respect and affection with which the old country is regarded. It is the highest interest of both parties to foster this growing bond of union. Your University is founded on the model of the great English Colleges, and like them by the generosity of private benevolence, for the education of members of a particular creed; but the elasticity of your forms and the freedom of your rules enable you to take in persons of all denominations. With regard to the system you have adopted, I should feel great diffidence in making a suggestion—especially in such a presence—on a subject which has engaged the attention of men of the first ability; but strengthened by the opinions of eminent men of the present and the past, and by the opinion of a commission appointed in England to report on the subject of the classics as the basis of education in the public schools, and who have been during the past three years investigating the subject, I join with your worthy Rector in congratulating you on having adopted the classical languages as the basis of your system. I would not maintain that in England undue prominence has not been given to the study of the classics; but the abuse of a principle is no argument in favor of its unsoundness. In the intellectual and moral atmosphere there are cross currents which must be allowed for by those who conduct the mental bark as navigators make allowance for the cross currents in the natural atmosphere. I am not about to enter upon an elaborate review of the principles which should guide education in the abstract; in this presence it would be impertinence to do so; but I may be allowed to offer one or two observations on points which have been overlooked in the discussions on the value of classical education. We constantly hear it said, what is the use of devoting so many years to the study of Latin and Greek, which exercise so little practical influence on the course of our lives? No man who has received a public school and University education can forget what he has learned there, or the part which the classical languages take in modelling what my hon. friend, Mr. McGee, has very happily termed the conquering English language. Now, I contend that it is impossible to thoroughly understand our own language without a knowledge of the classics; and as to the many quotations and allusions which have crept into our language they are unintelligible without a reference to the authors from which they are taken. It appears to me that this is not the end of all classical education and classical literature. Their object is to discipline the mind of the student, to elevate the taste, and to develop the critical faculty. The elevation of the taste and the promotion of the critical faculty, are commonly attained by familiarizing the youthful mind with the best productions of literature. If these are to be found among the foreign languages, this cannot be done without a knowledge of the languages in which they are written. However, much we may be beyond the ancients in the characteristic features of our age; in oratory, in art, and particularly in sculpture, they are still our masters. Although the works were composed two thousand years ago; they are still unsurpassed as examples of mental power and beauty. A knowledge of the classical languages is indispensable to the student, even in cultivation of literary taste. No man can arise from construing a page of Demosthenes and Cicero, without being elevated by contact with these gigantic minds who were representatives of the Greece and Rome of that day. Young men, I would impress on you the importance of following the excellent advice given you by the gentleman who delivered the valedictory address to day—not to abandon the study of the classics—the opportunities for the study of which you have so extensively enjoyed here. You cannot tell when it may exercise a practical influence in your career. While I would strongly advise devotion to mental culture, I should be doing injustice to my own convictions

were I to neglect to impress upon you the higher importance of that religious culture which you have also received in this University. The fruits of all other victories will pass away, whether won on the battle-field, in the forum or in the senate; they are transitory in value as in duration, and only aptly prefigure the triumphs for which the sacred education you have received has prepared you. May you then keep your eyes steadily fixed upon that greatness the theatre of whose victory shall be a dissolving world, the applause, the commendations of the Divine, and the reward, the immortal golden crown.

His Excellency's speech was received with the most enthusiastic applause, which was continued long after he took his seat.

The Chancellor then arose and tendered to His Excellency the warmest thanks of the University for the pleasure they had experienced from his Excellency's visit—a visit, from which they would derive all the benefit and which they would duly appreciate and remember. It was also a pleasure to see the parents of the pupils present witnessing the manner in which the charges given into the hands of the University had been brought forward. He also thanked Mr. Tams for his valedictory, and the Rev. Prof. Thompson for the able discourse of the morning. He would take the opportunity of saying that it was his pleasure to be associated with the Rev. Canon Thompson in another body, and he could bear testimony to the consistency, affection, and kindness he had always experienced from him. It was his intention that the address of the Rev. Professor should be printed, with the annual report, and distributed in the usual manner.

At eight o'clock in the evening, the distribution of prizes to the Junior Department was conducted by his Lordship the Metropolitan.—*Montreal Herald.*

Convocation of McGill University.

FIRST DAY.

The Annual Convocation of this University took place on Tuesday, in the Wm. Molson Hall, A. Robertson, Esq., one of the Governors, presiding in the absence of the President.

The following members of convocation were present:—

W. Molson, Esq., Governor; the Principal, Vice-Principal, B. Chamberlin, M. A., Fellow; Prof. Campbell, Dean of the Faculty of Medicine; Prof. Scott, Prof. DeSola, Prof. Markgraff, Prof. Smallwood, Prof. Johnson, Prof. Connish, Prof. Darcy, of McGill College, Prof. Hatch, of Morrin College; Mr. Baynes, B. A., Secretary and Registrar; Dr. Trenholme; Messrs. R. A. Leach, B. C. L., D. S. Leach, B. C. L., J. R. Dougall, B. A., J. Greene, B. A., J. Boyd, B. A., C. S. DeWit, B. A., R. A. Ramsay, B. A., S. P. Robins, B. A., C. P. Davidson, B. A., D. R. McCord, B. A., L. Cushing, B. A., L. H. Davidson, B. A.

There was a fair gathering of undergraduates and visitors, especially of ladies, but not so many as on former occasions on account of the wet and tempestuous state of the weather.

The meeting was opened with prayer by the Rev. Vice-Principal Leach.

After the reading of the minutes, the following gentlemen were elected to represent the graduates of the several Faculties in the Corporation as Fellows of the University:—

Wm. B. Lambe, B. C. L., Walter Jones, M. D., Brown Chamberlin, M. A., B. C. L.

The names of the following gentlemen were then read by the Dean of the Faculty of Arts, as entitled to the degree of B. A.:—

UNIVERSITY EXAMINATIONS.

FACULTY OF ARTS.

Passed for the degree of B. A., 1864:

Alvan F. Sherrill, of Eaton; Archibald Duff, of Cowansville; James McGregor, of Montreal; John H. Bothwell, of Durham; George H. Pease, of Coreau Landing; John N. Muir, of South Georgetown; Francis W. Hicks, of Montreal; Lonsdale Green, of Montreal; Donald Baynes, of Montreal.

GRADUATES IN CIVIL ENGINEERING.

Gullen Pickering, Rixford.

The following names were then read as having passed the intermediate examinations of the University, which take place at the end of the second year:

CLASS I

McGill College.—Meredith B. Bethune, A. Ramsay McDoff.
Morrin College.—James G. Colston, Robert Cassels.

CLASS II.

McGill College.—Collin Campbell Stewart, Jacob De Wit Anderson, Arthur Adderly Browne, Clarence Chipman, William John Watts, Lewis Alex. Hart, Jas. Perrigo.

Morrin College.—Henry C. Scott, Wm. Cook, John W. Cook, Ivan T. Wotherspoon, Theophilus H. Oliver, Henry Macnab Stuart, Thomas J. Oliver, Neil W. McLean, Wm. Clint.

CLASS III.

McGill College.—Silas Everitt Tabb, Hugh McLeod, Wm. Henry Beckett, John Morrison, James Smith.

The list of honors and prizes was then read as follows :

GRADUATING CLASS.

1. *Mathematics and Natural Philosophy.*—Duff, Archibald, 1st. rank honors; Anne Molson Gold Medal.

2. *Classics.*—George H. Pease, 1st. rank honors; Prince of Wales' Gold Medal. McGregor, James, 1st. rank honors.

3. *Natural Science.*—Bothwell, John A., 1st rank honors; Logan Gold Medal; Sherrill, Alvan F., 1st rank honors and highest general standing; Chapman Gold Medal.

Bothwell, John A., prize in Mental and Moral Philosophy; prize Essay.

THIRD YEAR.

MCGILL COLLEGE SESSIONAL EXAMINATIONS.

Bancroft, Charles, 1st rank general honors; prize in Natural Science. Fowler, William, 1st rank general honors. Brewster, William, 1st rank general honors; prize in Classics—prize in French. McQuat, Walter, 1st rank general honors; 2nd rank honors in Mathematics. Prize in Mathematics; prize in Rhetoric. Morrison, James, 2nd rank general honors.

SECOND YEAR.

HONORS AND PRIZES.—Meredith N. Bethune, 1st rank general honors; prize in Logic, prize in Botany.

A. Ramsay McDuff, 1st rank general honors; prize in English Literature; prize in Botany, Colin Campbell Stewart, 1st rank general honors; 2nd rank, honors in Logic; prize in Hebrew, Jacob DeWit Anderson, 2nd rank general honors; 1st prize in German. Arthur Adderly Brown, 2nd rank general honors. Clarence Chipman, 2nd prize German.

FIRST YEAR.

SESSIONAL EXAMINATIONS.

Passed.—Yule, William Andrew; Halliday, Caleb Strong; Browne, Charles; Fraser, George Bane; Foster, Charles Worcester; McDougall, William.

HONORS AND PRIZES.

Yule, William Andrew, 1st rank general honors. Prize in Classics and History; prize in English Literature; prize in Chemistry. Halliday, Caleb Strong, 1st rank general honors; prize in Classics and History, Fraser, George Bane, 2nd rank general honors. Brown, Chas. E. C., 2nd rank general honors; 1st rank honors in Mathematics; prize in Mathematics.

The degree of B. A. was then conferred on the graduating class; after which the valedictory was read by Mr. McGregor.

It was brief, and contained sound advice to the reader's late fellow students, mingled with regret on parting with them; also expressing gratitude and esteem for the professors, founders and benefactors of the University; likewise to the several founders of the new gold medals.

The degree of M. A. was then conferred on the following gentlemen:—Joseph Green, B. A.; John Boyd, B. A.; Caleb S. De Witt, B. A.

The Rev. Prof. Dr. DE SOLA, LL. D., then gave the address to the graduates. In it he, in the first place, dwelt especially upon the importance of physical culture, for the maintenance of a sound mind in a sound body; reminding them that the universe, and themselves as a portion of it, were under immutable laws. He next warned them, whilst pursuing their studies, to beware of bad books and evil companions; also, the superficially going over popular works; and, above all, that tendency of the present age to call in question, without sufficient grounds, opinions and beliefs long established and entertained by the wisest and the best of our race. He also impressed upon the graduates the necessity of concentrating their faculties on their future vocations, at the same time not neglecting the general course of the world's advance in knowledge. They should also cultivate the refined manners and

bearing of the gentleman, which never could be done if they, by any vicious indulgence, allowed themselves to lose their own self-respect.

The Rev. Prof. HATCH, of Morrin College, Quebec, was then called on by the Chairman to address the Convocation. He did so, dwelling on the advantages accruing to both Colleges from the affiliation of the Morrin one with that of McGill during the past year. A wider field of competition was now open to the students of each college, and not only the cause of education, but that of truth would be helped forward. There were now examinations which were common to both Colleges, and he believed the students of Morrin would run those of McGill neck to neck; but, though the students of the former might not prove formidable rivals to those of the latter, whoever should win the race the advantage would be the same. In competing with another college in these University examinations, the achievement would be greater, as would likewise the spur to diligence. He was glad that the standard of education would be thus raised, and the cause of truth advanced, for the aim of the student's life was to find out what was really truth, and what we really were.

The PRINCIPAL then announced the following honorary degrees as having been granted by the Corporation:

The degree of B. C. L., *honoris causa*, to Prof. Edward Carter.

The degree of M. D., *ad eundem*, to D. L. McGee Carey, Esq.

The degree of B. A., *ad eundem*, to the Rev. E. P. Muir, of Montreal.

The degree of LL. D., *honoris causa*, to the Rev. Prof. Lyall, of Dalhousie College, Halifax.

He then said he was happy to see Prof. Hatch there, representing a sister college, placed under circumstances not unlike their own, and founded like McGill, by a rich and benevolent citizen. He was glad to feel that this University, now having affiliated colleges in each of the great centres of the English speaking and Protestant population of Lower Canada, might now fairly take rank as the University of that class of our people. Such had been the object of the founder of the University, who only stipulated that one of the colleges of the University should bear his name; but the University up to the present time had borne it; and though they might seek a wider denomination, yet, perhaps, they could not bear a better title for the present, or rally under a better name even for all coming time. He congratulated Morrin College that, with such a short existence, it had been able to send up so many successful men this year to the intermediate examination. He regretted that the number of students from Montreal, should be decreasing, and that she no longer contributed the majority of the students, which had been done during the past year by the country. He hoped the tide in this respect had seen its lowest, and that, hereafter, not merely those intended for professions would come and graduate within the walls of McGill, but those who were meant to follow the pursuits of trade, the more so, seeing that the cost of her curriculum was so small. He then alluded with much feeling to the founders of the new medals, characterizing the founding of the Shakespearean one as been a circumstance most honorable to Montreal, and as one of the happiest of thoughts. This medal would stimulate the study of English literature, a branch of learning with which students were, perhaps, upon the whole, the most slenderly provided. This medal would be something left, after the mere show of the occasion had passed away, and was meant for those who might be considered as being amongst us the best representatives of him, in memory of whom, and for whose honor, it had been provided.—He then alluded to the Anne Molson Medal, as having been provided by a lady, and of its being not only a proof of the wish of an educated woman for the success of that Institution, but a token on the part of one Canadian mother of the deep interest she felt in common with other such mothers, in the proper and complete educational training of their sons for a useful and successful manhood. He also alluded to the Logan Medal, stating that the study of geology, especially in a new country like this, was second in importance to no other branch, but should be part of the curriculum of every educated gentleman. He begged there publicly to return thanks in the name of the University for these medals, and would remind them that more yet might be done, either in the shape of bursaries, gifts of books to the library, or the providing by endowment for some of the chairs already established, and so prevent the necessity of further curtailing by sale the grounds surrounding the College.

The Rev. Prof. HATCH then pronounced the benediction, and the meeting closed.

SECOND DAY.

The Convocation again met yesterday afternoon for the purpose