

school. He argued at some length that the best means of furnishing a supply of pupil teachers and making a proper selection of fit persons was that adopted in England, where teachers in the primary schools selected those pupils they thought best fitted for the work and induced their parents to apprentice them to the teachers. Then after satisfactory service as apprentice teachers, they were sent up to the training schools to take their diplomas and become teachers themselves. They had been so far very lucky in the choice of parties admitted to the McGill Normal School. They had no complaint to make of any of those in the classes during the past year. At the end of the term again, as he had said, the professors felt a new anxiety and difficulty, in the decision with regard to those who should be held qualified to be sent out to teach. They were sending out a very large class this year, no less than fifty-four, but in so far as they could judge they were all well fitted for the work. Another matter frequently alluded to was the number of female teachers sent out in proportion to the male. He held this, after long experience, a blessing to be thankful for, not a thing to be lamented. Young men as a rule were not to be depended on as teachers. Very few chose to make it a profession. They made it a mere stepping stone to something else. Female teachers as a rule were more to be depended upon. It was said boys taught by a female teacher lost some of the manliness of character; they would learn from a master. If this manliness was of the sort with descriptions of which the papers in Britain and America had lately teemed it were well they should not acquire it. There was a danger to be guarded against here as well as in England, though in a less degree—that this education intended for the poorest should be diverted to the benefit of the middle classes. This should not be overlooked. He had during the past session devoted a good deal of the time of his classes to a study of the different methods of teaching, a subject which he believed would be of the greatest use to the pupil teachers in their future labors.

After some music by Prof. Fowler and some of his pupils:—

Professor Robins said he had never in this or any other educational institution worked with more attentive and energetic classes. They were giving, it was true, a large number of diplomas; but he believed they had never been better deserved. His only fear was lest the great success in the school of the teachers now going forth might lead them to rest satisfied with their present acquirements, thinking now the labor of learning was terminated. This was a fallacy they should specially guard against. They must not rest satisfied with their present attainments. They could not, indeed, hope to pursue the studies of books with the same assiduity and close attention as they had done at school, but they must now begin to study more and more—he could not strongly enough impress on them the necessity of studying men and things. It was too much the fashion to regard the teacher as very excellent in the school room or among his books, but utterly unfitted for active outside life. This was the fault of teachers themselves. They had only need of proper self-reliance to succeed in anything. They could have plenty of help and applause from others when they had helped themselves. With regard to the question of female teachers, he heartily congratulated the public that so many were being sent out. They were the best teachers. And for the argument of manliness—it was the true womanliness of woman that brought out the manliness of man. He was much struck by the use of the word womanliness by a lady pupil in an essay, as signifying those attributes of sincerity and earnestness which men were wont to call manliness. He had now to say farewell to the students about to leave the school. Many of them would probably never meet again. It was a matter of deep grief to part with them after so happily formed an acquaintance and friendship. Nothing could enable one to support the pain of so many such partings as they who taught there had to endure, but the thought that this life, in which they might never meet, was but fleeting and that when it was over they might hope to meet again. Then he hoped they might all have so lived, so discharged their duties in this world as to meet happily in the other.

Mr. A. Morris, A. M. and governor of the University then said—It is a very pleasant duty to appear here to-day, for the purpose of giving expression to the interest with which the Normal School is regarded by the Corporation of McGill College. That body exercises a joint supervision with you, sir, over the institution, and justly regard it as eminently deserving of the confidence of the community. They will be prepared on all occasions and by every means in their power to advance its interests. They trust that it will continue steadily to advance, will be proved increasingly efficient as a teaching Institute, will be attended by large numbers

of pupil teachers and will be found to exercise a widely diffused influence over the English speaking population of Lower Canada. Viewed relatively to this part of the population, this Institution is one of no slight importance. It stands in fact alone, the solitary institution of its kind, for their exclusive benefit. It is to be trusted then, that it will continue to receive the cordial countenance and the liberal support of the community. Nay is it too much to hope, that some liberal citizen may yet emulate the liberality of McGill, and by an enduring endowment, transmit his name to posterity as that of a benefactor and a wise friend of popular education? The cause of education has of late years made decided advances. In Canada the office of the teacher once despised, is now beginning to be more highly favored, as indeed it ought to be. It is beginning to take its true position. The necessity too of the teacher being thoroughly trained and highly equipped in order to the right discharge of his reposable duties is, at length, now clearly understood. But much yet remains to be done. I would remind you, the pupils who have completed your course, and those also who are going forward towards that end, that you have your responsibilities in connection with this Institution. You are to stamp upon this Institution its character. The fame of the School is intrusted to you. If you prove yourselves to be diligent, faithful teachers, apt to teach and in earnest in your work, your conduct will reflect credit upon the School. But if you discharge your duties in a careless, perfunctory manner, your remissness and your inefficiency will reflect discredit upon your training. But you have personal responsibilities as well. The office of teacher involves these. See to it then, that you take a right view of the importance of the duties you are about to enter upon. Recollect, that if anything is worth doing it is worth doing well, and if this be true of the every day incidents of our common life, it is surely yet more true of your duties. Brought, as you will be, in contact with the young mind when most plastic and easily impressed, you will leave traces upon your pupils that will be read in the characters of their after lives. Apart from your mere teaching, the unconscious influence, exerted by your own daily actions and the tenor of your lives, will tell upon your pupils—aye and will be reproduced on other generations. See to it then, that you appreciate the high responsibilities of the duties you are called to assume. And you will then find in the hearty discharge of these, in the thorough faithful training of the young minds committed to your care, in the communication of secular knowledge, in the inculcation of pure morality and in the leading of the expanding mind to a contemplation of the Great Creator, a real pleasure and a life long delight. And after your day is spent, and you lie down to rest from your labours, your work will follow you: and you will live, even then upon the earth you have left, in the transmitted influence of your teachings and of your life, upon generations yet unborn—an immortality of a kind and degree which the proud warrior who writes his name in letters of blood, upon the fair face of nature will fail to attain—an immortality surely worth the striving earnestly after.

The Hon. Chairman in concluding the proceedings wished to add all the weight which his official position might give to the very judicious remarks already made about the duties and position of the teacher. He hoped those going forth that day would still keep up their connection with the Institution. It was that such a connection might be perpetuated that he had encouraged and aided the formation of teachers' associations in connection with the several Normal Schools, and he was happy to say that those trained in these schools were becoming the most active and prominent members of the associations. We hoped those who had then received their diplomas would not neglect to avail themselves of the value of the association open to them. He also trusted they would keep up their connection with the department. The government does a great deal to help the teacher. It is only fair that it should expect their aid to help themselves and each other in the work of education. And in this connection he desired to call their attention to the pension fund. They perhaps might feel now as if they would never wear themselves out in the work. But that time had come to others: it would very likely come to them, and then if they had contributed regularly to this fund—and they could perform no nobler or more truly philanthropic act—they could claim an allowance from it, not as an act of mendicancy, but proudly as a right, as something due them. He also called their attention to the benefits to be derived from the Journal of Education. He tendered his thanks to those present for the interest they manifested in the cause of education. Many of their faces had become familiar to him by their attendance year after year upon the like occasions. And to the teachers he would say, they