

School diploma, and 26 the Elementary School diploma. Three graduates of McGill University had also taken the Academy diploma under the special regulations for that purpose. The most important new feature in the past session had been the institution of a course of study of the Academy diplomas. This had given completeness to the courses of the school, and will enable it to send out a higher grade of teachers, fitted to train young men for college. He hoped that the additional advantages thus offered would induce a large number of young men to enter the school, though, if young women alone should enter for the academy diploma, an essential service would thereby be rendered to education. He had to thank Mr. McGregor of the Model School for his services in giving the classical instruction to the Academy and Model School classes; and also Profs. Hicks and Robins for their willingness to undertake the entire work of the Academy class.

He then read the list of diplomas and honours as follows:—

*Elementary School Class.*—Elizabeth Martha McMurry, of Bowmanville, honorable mention in grammar, geometry, chemistry, natural history, vocal music; Lucy Maria Gillies, of Eaton, honorable mention in geometry, French; Sarah Ann McBain, of Montreal, honorable mention in arithmetic and book-keeping; Mary Emily Lynch, of Danville, honorable mention in algebra; Matilda McCrae, of Elgin, honorable mention in natural history, book-keeping and French; Mary Ann Ada Munroe, of Stormont; Maria Jane Cameron, of Cookshill, honorable mention in book-keeping; Elizabeth Henry, of Montreal; Jemima Thompson, of Montreal; Eliza Higgins, of Montreal; Elizabeth Boa, of St. Laurent; Jane Baillie, of Montreal; Louisa Theresa Coates, of Sherbrooke; Elizabeth Jane Kiskoek, of Montreal; Melissa Urquhart, of Lancaster; Sarah Alfreda Whittle, of Huntingdon; Selina Frances Sloane, of Montreal; Marion Lucy Warren, of Montreal; Mary Saunders, of Montreal; Fanny Noble Erskine, of Granby; Ann Scott, of Lancaster; Mary Ann Bell, of Shawbridge; Jane Girvan, of Galt; Frances Cecelia McArthur, of Riceville; Eliza Curry, of Oshawa; Sarah Curry, of Oshawa.

*Model School Class.*—Lillis Litchfield Hoyt, of Magog, honorable mention in grammar, composition, mensuration, algebra, geometry, Latin, agriculture, natural history, elocution, French—Prince of Wales' medal and prize; Edward McManus, of Rawdon, honorable mention in mensuration, arithmetic, algebra, geometry, agriculture; Ezra Ball, of Bolton, honorable mention in grammar and agriculture; Mary Ann O'Brien, of Montreal, honorable mention in algebra; Whiting Rexford Ball, of Bolton, honorable mention in grammar, geometry, agriculture; Mary Wilson, of Montreal, honorable mention in vocal music; Malvina Ross, of Linwick, honorable mention in agriculture; Selina Mary Cleveland, of Danville; John Walter Brodie, of Lechiel, honorable mention in composition; Jane Ann Swallow, of Montreal.

*Academy Class.*—Amy Frances Murray, of Montreal, honorable mention in moral philosophy, trigonometry, geometry and French; Mary Luella Herrick, of Granby, honorable mention in trigonometry and solid geometry, analytical geometry, differential calculus, Latin, Greek; Lucy Ann Mery, of Magog, honorable mention in moral philosophy, astronomy and natural history; Isabella Rebecca Morrison, of North Georgetown, honorable mention in natural history.

University Graduates who have passed the examinations for the Academy Diploma.—Francis William Hicks, B. A., James D. Morrison, B. A., Walter McQuar, B. A.

Miss HERRICK now read a valedictory, characterised by good taste and feeling, and admirably expressed.

Prof. HICKS addressed the retiring pupils, laboring under considerable emotion. He was understood to say his mind was occupied by conflicting feelings. On the one hand he was much pleased to find so many of the students had been successful this session, while, on the other, he was sorry to part with many whom he for some time had been in the habit of meeting daily.—There was one pleasure connected with the work, and that was, that it was not finished here, but would still be carried on in different parts of the land, and that they might have further intercourse in the future. He trusted that wherever the large number of our students who leave us yearly went, they were proving that the one great means of advancing education in the country was to train the teachers properly. The object of the teaching imparted in this institution was to prepare young persons for the education of youth. The Professor, from his long experience as a teacher in England and in Canada, now proceeded to enforce the importance of the educator's work, and offer some excellent counsel designed to promote the temporal and spiritual well-being of the pupils, and make them successful teachers. In order to the latter, he strongly urged them to a love of their work, to devotion thereto their whole heart and best energies, and concluded a very able and kindly address (for a fuller report of which we regret we have not space) by congratulating the pupils upon their success.

Rev. Mr. BOND spoke next. He said:—I feel that I am using a mere truism when I say that the Normal School has conferred one of the greatest blessings upon this country. Nevertheless it is a truth that ought to be repeated, and again and again reiterated, that these schools may be duly appreciated—I speak of all the Normal Schools—and may be satisfactorily and properly supported. We can remember the time—and I desire to corroborate Professor Hicks in this and one or two other things he said—when those who were supposed to be fit for nothing else were thought to be good enough to become teachers, and the consequence was that the training of the young was left in the hands of some of the worst description of people. Thank God, that time has passed. The change, I believe, is due, to a great extent, to the action of the Montreal school. If it were possible—and I think it is—I would have no recognized public teacher in charge of either academies or common schools in this country, who had not passed through the training to be had in this Normal and similar schools. (Hear, hear.) I will give you one out of many reasons for this opinion. Here students may be made good teachers. People are not born teachers more than lawyers or divines. The art of teaching must be taught them. The art and skill and tact of teaching must be attained by long-continued practice. We have seen in schools teachers apparently competent and well-educated, and yet the most useless persons imaginable, and that because they knew not how to go about their work. Moreover, the professions must be seconded, and most heartily, by the students. I here desire to corroborate another thing said by Prof. Hicks—that there can be little happiness, at all events, and less success, if the love of teaching be wanting. I can well remember being much surprised by the entire failure of a school presided over by an apparently competent and well-educated teacher, and I desired to learn the reason. The secret was apparent: he had no love for the work, which he had merely taken up till something better offered. The second important point for a teacher is, dependence on the power of God—to work with prayer. If I had to choose between two teachers, one less competent than the other, the inferior one being a God-fearing man or woman, I should, without hesitation, take the latter. And why? Because I know that such a one would go through his work praying for the blessing of God, which, I am confident, would follow it; and I am satisfied that such a teacher would go through his work not as a man pleases, but with singleness of heart, fearing God. That teacher would be a faithful one, whatever the result. Concerning my own class, I must speak with the most unqualified satisfaction of the way in which it attended most of the religious instructions. After a day of hard work, consisting of school-labour and studies generally, the pupils would come often and sit down with me to the study of the Word; they would unite with me in prayer, and there seemed to be no flagging on their part. I know of no single instances of the absence of an individual of them through any trifling excuses. I am satisfied, when this is the spirit shown, that when you go forth to your own work you must have success, and that a blessing will rest upon your own souls as well as your labours, and that you will be a blessing to the country at large. There must be in good teaching discipline combined with love. You can do nothing without discipline; but the discipline of the rod is much to be deprecated when it is alone. I can well recollect an illustration on this head, which took my mind. A father and son were working together, when the latter perceived a crooked, gnarled tree, and asked his father if he could account for its state. The father replied, "I suppose it was trodden upon when little." Now, it occurs to me that if little ones are trodden on, they will grow up crooked men and women. I am confident that you will go to your work with the principle of love influencing your minds, and will teach the youths affectionately, from the examples you have given already, and the way you have striven to be qualified for your work. I have been connected with education for more than a quarter of a century, the greater part of the time as a superintendent, and I desire thus publicly to bear my testimony to the efficiency of the Superintendent of Education for Lower Canada. (Applause.) I know, from experience, something of his difficulties and labours; and I am persuaded that, with a capacity, a fairness, and an endeavour to meet the claims of the country, rarely equalled, he has acted with a sincere desire to do justice to all. (Applause.) I know none who could enter on his work, who would be likely to do it better. And now, teachers, you will remember what the Hon. Superintendent told you just now, to look to him for help and guidance and defence; and my advice to you is, whenever you are in difficulties—I do not mean mere trifling difficulties—go direct to the Superintendent and put his promise and profession to the test. I am confident of the result, and can only say I hope that he will long continue to fill, as he has done, well the arduous duties of his post. (Loud applause.)

Princ. DAWSON said he had hoped we should have an address from the Rev. Dr. LILLEY, on behalf of the Corporation; but he was, unfortunately, unable to be present. He presumed it was better to close