

closed by speaking of the great advantages derived from dovetailing the universities and the normal schools.

Sir William Dawson said that one of the first lessons an educationist has to learn is that the teacher makes the school. The prime requisite of education is good teachers, and that there shall be good teachers it is necessary that they be trained. The last educational work he had been engaged in before he came to Montreal was the organization of a normal school in his native province of Nova Scotia, and one of the first he had to take part in here had been the establishment of the McGill Normal school. The utility of this school was not to be measured by its direct results, great though these had been. Its indirect results in advancing the training of teachers educated elsewhere, in improving the methods and appliances of teaching and in raising the estimation and remuneration of the profession had been most important. It was wise to have but one institution of this kind for the whole province. The Normal school was really a professional college, and could not be duplicated in different localities, without great waste of means. Even if there were several, the greater part of the students would have to leave home and be at the expense of boarding, just as in the case of a single school. The bursaries attached to the school also did much to bring it equally within the reach of all. Other schools might, no doubt, usefully train teachers, but this was with them a secondary end. The Normal school alone could make this a primary object and give a complete training. For these reasons it should be cherished by all friends of education, and all schemes for its disintegration should be discountenanced. The McGill school had held an eminent position among the training schools of this continent in sustaining a sufficiently long and thorough course of study, along with a large amount of practice in teaching. This was the best guarantee for the production of good teachers. The large number taking diplomas on this occasion, and the proportion taking higher diplomas, indicated the appreciation of the public and the demand for trained educators. These higher diplomas exacted two or three years of severe study. All students might not have equal natural gifts for teaching. This gift is one of the highest God can bestow, and for that very reason it requires the best cultivation. In the case of those having less natural capacity, industry and good education may, in a great degree, remedy their deficiencies and make useful teachers. Those who had any measure of such gifts, and the culture given here, should regard themselves as vested with that commission expressed in the words, "Feed my lambs," and should feel themselves bound to carry it out in a true and earnest spirit, not from mercenary motives, but from love for their pupils and in the fear of God. In closing, he desired to express the strong interest of the McGill university in this school, which is one of its most important affiliated institutions.