

present the prize in question. Although during the greater part of the year, the winner had not been as assiduous in his studies as he might have been, yet towards the close of the term he had exerted himself to the utmost, and won the honor creditably. We were under deep obligations to the Government for the liberal grants made for education, and he hoped that the teachers leaving this institution would ever inculcate into the minds of the youth of the country those principles taught here, of loyalty and fidelity to the Crown and Government under which they lived."

Lord Monck now, in acknowledgment of the address and complimentary remarks, made a brief reply. He said:—"He could conceive nothing more agreeable to a generous mind than the pleasure that arose in encouraging youth on its first embarkation in life. Nothing would give him more pleasure during his stay here than the duty he now performed. He hoped the incidents of this day would live in the minds of those who had received prizes, and that they would be incited to persevere in the course they had adopted; with God's blessing lead a useful life, and when it was ended pass into a better in the world to come." (Applause.)

The Governor General then took his departure, amid the heartiest cheering. It is but truth to say he seemed greatly pleased with his reception, and the various efforts made to render his visit as agreeable and flattering as possible.

M'GILL NORMAL SCHOOL.

His Excellency and suite next drove to this school, to inspect the institution and be present at the annual distribution of diplomas to the pupils in training. He was received by Principal Dawson and the heads of the school, who escorted him to the seat of honor on the platform. On either side of His Excellency sat the members of his suite and professors, and teachers of the McGill University and Model and Normal Schools, besides other gentlemen interested in these institutions of learning. A large number of ladies and gentlemen were present to witness the interesting ceremonies. Prof. Fowler's class of male and female pupil teachers sang "*La Serenade des Anges*" in creditable style, after which the Lord Bishop and Metropolitan offered up prayer.

Hon. Mr. Chauveau, addressing Lord Monck, said that in presenting to his notice the two classes of Normal Schools visited that morning, he had seen in reality all the Normal Schools of Lower Canada. Although they might be deficient in some of their arrangements, they had already done good service in the cause of education, having given diplomas to more than 500 pupil teachers now stationed in different parts of the country. Those schools were placed under the joint control of the Superintendent of Education and the Governor of the McGill University, and he could congratulate the latter heartily on the harmony which characterized their management. He (the speaker) could speak of the high talents of Dr. Dawson, and his unceasing efforts on behalf of the school, to which its present prosperity was no doubt greatly owing. The abilities and qualifications of this gentleman had lately been recognized by the Royal Society, which had elected him one of its Fellows.

Principal Dawson then, addressing His Excellency, said that the special business of the meeting was the conferring of diplomas, giving the legal right to teach in Model and Elementary Schools in Lower Canada; and he might be allowed to say that this was to be regarded as one of the most important annual educational ceremonies which take place in this Province, implying as it did, that young persons were being systematically trained in Provincial institutions for the important profession of the teacher, and were annually going forth to elevate the standard of that common school education which must form the truest basis of our national intelligence and prosperity. The McGill Normal School was the Provincial training school, more particularly for Protestant and English teachers; and that it might worthily fulfil its great mission, it enjoyed the joint experience of the Hon. the Superintendent of Education and of the McGill University, the oldest and most important University of Canada. Since the organization of the school in 1857, it had sent forth 144 trained teachers into the schools, and these were distributed throughout Lower Canada, and some of them beyond its limits. They proposed to-day to confer diplomas on 38 additional teachers, some of whom had studied with them and practised teaching in the Model Schools for one year, and after a stringent written examination (the printed questions for which were on the table), would receive the Elementary School diploma. Others had studied for two years, and after a still more severe examination, would receive the Model School diploma. The greater number of them were young women, because, in the present circumstances of Canada, the remuneration for the work of the teacher was too small, and the demand for the labor of educated young men too great in other callings to permit young men to devote themselves permanently to the profession of teaching; but for the same reason it was true that not only could they annually obtain more female teachers, but a higher intellectual and educational standard in the female

teacher. Before presenting these young persons to receive the diplomas which they had so well earned, he begged leave to thank His Excellency on behalf of the school and its numerous teachers scattered through Canada, and, he might add, on behalf of all those interested in the extension and improvement of elementary education, for the honor which he had done them by his visit, and for the countenance thereby given to their humble efforts.

Professors Robins and Hicks then read the list of the awards of honors, and the Principal presented the candidates to His Excellency, who handed them their diplomas.

The Governor General having kindly presented the diplomas, Miss Coke, one of the pupil teachers, read a valedictory, but her voice was inaudible a few yards distant.

Mr. Alex. Morris, M. P. P., expressed his pleasure at performing the duty which, as one of the Governors of the McGill University, had been assigned to him. That duty was to give expression to the interest the University took in the Normal School. But words were not needed for this purpose, as deeds spoke more strongly than words. The interest taken in this institution by the University, and especially by its learned Principal, was well known; and they had reason to congratulate the Professors that the Normal School had already reached a position of such early maturity and ripe excellence, giving a hopeful augury of the future, that he trusted it was destined to attain to. The learned Superintendent of Education had alluded to the government of this institution, and he could not help thinking the choice had been happily and judiciously made, and that the authorities evinced a wise discrimination and real appreciation of the educational interests of Lower Canada, when they linked the career of the Normal School with the University, as in this instance. It was a declaration that there existed an intimate and real association between the education of the people, and that of the higher classes and members of the learned professions. He thought this system of government would be seen to be productive of good to the best interests of this Province. Common and higher education were thus so intimately associated that they would act and re-act upon one another. The pupils going forth from these schools would mould the minds of the rising generation of Lower Canada, and would exercise a happy influence upon all with whom they were brought in contact. He thought this institution had strong claims upon the English-speaking population of Lower Canada, which ought not to be disregarded. It was peculiarly their institution, and it was their duty to give it a cordial and liberal support—to send more pupils to receive instruction within its walls; and a higher duty still, to see that when those pupils came forth to educate the youth they (the public) might be well prepared to come forward and extend to them a liberal and friendly hand, and give that remuneration which the high office of a teacher entitled him to. He trusted the people of Lower Canada would not be found remiss in this matter; that they would be ready to make some sacrifices to secure that superior education of which their children were in need. He was extremely pleased to have the opportunity of meeting so many ladies and gentlemen on this occasion, and to see that so much interest was taken in it. He thought that one of the proudest and happiest features connected with our country was that the people had set themselves to obtain for every class in the community a liberal education. They had planted colleges and schools over various sections of the Province, which would attract pupils, and it could not but be that this would tell upon the future of this country; and he hoped that those to whom the destinies of the country had been entrusted, would combine with the people, as he was sure they would, to place those institutions in a high and assured basis. Let it be the aim of the people to make this Province a new Great Britain on the American shores. He concluded by thanking those present for the interest they had taken in the proceedings that day.

His Excellency the Governor General then rose. He said one observation which had been made by Mr. Morris must command the attention and acceptance of every person present, namely, that this school had great claims upon the British inhabitants of Lower Canada. He (Lord Monck) would extend the observation to include all schools which had for their object the education of mankind in general. It was not merely in the intellectual development which schools afforded mankind that their chief benefits were to be found. He thought that the training and discipline in order to secure that development were the real basis of education. It was the restraint which young persons were obliged to place upon themselves—upon their own desires and feelings—in order to acquire the intellectual portion of education, which, in his opinion, constituted the great advantage of schooling in the after-life of mankind; and it was for this reason, as being in some degree responsible for the mode in which political action was exercised in this Province, that he was sincerely glad they had taken the course intimated by Mr. Morris; and he congratulated this country upon the great efforts it is making, and the great sacrifices the taxpayers of this country are making for the extension of education among the people. He believed that