

to the commencement of such an effort have prevented it from coming up to the point of excellence, which, we hope, it will attain in next session. Our union with the Model School of the Colonial Church and School Society of Bonaventure Street has been most satisfactory in its working and results. I think it further my duty to say that, in the department of musical instruction, Mr. Fowler has given to the school an amount of time and attention measured not by the remuneration which he receives but by his devotion to his own art. I have again to express our heartfelt thanks to those of the city clergy who have given their time and labour to our classes in religious instruction. I am sure that their labours in this little flock, gathered from so many places, and now to be scattered about to form the mind of Young Canada, will not be without their reward.

After closing his address, Principal Dawson proceeded to call out the names of those to whom diplomas had been awarded, and as the successful candidates came forward one by one, they received their well-earned diplomas from the hands of Judge Day. Some of them, especially the more juvenile ones, being greeted with loud applause.

Professor Fowler then called upon two of his pupils, Miss Webster and Miss Barnet, to play a duet on the piano, with accompaniment on the violin, and as before, the performance was most excellent. Miss Tracy and Miss Bell then sang a duet from "Il Flauto Magico," after which "Perfida Clori" was sung by the two last young ladies, with Miss Roach and Miss Conch, all of which was a still further proof of the ability and care with which they had been taught.

Miss Roach then delivered the following valedictory.

*Mr. President, Ladies and Gentlemen*.—We bid you welcome, feeling, as we do, that it is the interest which you take in this noble institution and the cause of education, which brings you here this afternoon to learn the results of the past session. During the last year we have been engaged within these walls in sowing the seeds which shall spring up after many days, and whose fruits, in after years, will cause Canada to rejoice, and her children to bless the day in which this institution was planted in their midst. To you, our highly-esteemed Principal, we bid farewell, at the same time returning our most heartfelt acknowledgments for the ceaseless solicitude and kind consideration which you have ever evinced towards those beneath your care. The students of the closing session will ever remember you with respect as a man, admiration as a scholar, and affection as a teacher. Loved teachers! we must part—but how shall we say farewell. Never, till we were called to sever it, did we realise the strength of the tie which bound us to you. Often must we have seemed careless, almost indifferent, to your many kindnesses—with what deep regret do we now remember our thoughtlessness. But it is useless now to express our sorrow; nor will we attempt, in words to thank you for your counsels and your forbearance—rather let the remembrance of it nerve our energies to go forth to that work for which you have so faithfully and well done your part to prepare us. We will try so to perform that work that its results may return to you laden with thanks. And now, too, we must take leave of each other, though our hearts cry out against it—from some, for a time; from many, perhaps for ever. We have travelled together but a little way up the steep of science, yet our intercourse and friendly emulation have often bequiled it of its difficulties. Many a time have these halls rung with the merry sympathy of all for the happiness of one, and as often witnessed the mingling of our short-lived sorrows. But our paths diverge. Our life duties are before us. Yet, when these are done, perhaps we may meet. Let it be our earnest endeavour that we shall meet—both with each other and our beloved—where the shadow of no parting hour will darken our joy—at home in Heaven!

C. Dunkin, Esq., M. P. P., then took the stand, and spoke as follows:—

*Mr. Chairman, Ladies and Gentlemen*.—All that I may be able to say on this occasion, could have been so much more properly said by you, that really I should have been glad on some accounts to have been excused from the duty assigned to me. Still I cannot pretend to be at all unwilling to say a few words. I can hardly help looking back in thought, and I dare say you do so too, Sir, to a period hardly six years ago, when the Board of Governors of this University first made overtures to the Government of the Province suggesting the course of Normal School policy, which has been with some slight alteration adopted, and which is now in progress. If we had been then told that the overture which we then made with a great deal of doubt, but still under the feeling that doubtful or not doubtful, it was our business to make it, would have resulted as it has—in our having now sent out three classes of teachers from this school, and that

for three consecutive sessions this school has been carried on under such excellent teachers, and with so much of happy results, we should hardly have believed the prophecy so to have been made to us. The peculiar feature of two of the normal schools of Lower Canada, and especially of this Normal School, is that it forms a branch of a University, that it is under the direct control of a Board, possessing all the recognized privileges of a University. There are many difficulties to be overcome in a new country in carrying on the work of education, and this can only be done by raising to the utmost elementary and model education of all the people. And we think that we do a very important part of our task in undertaking the business of teaching those who will teach in Elementary and Model Schools. We hope, too, at no very distant day, to educate those who will be teachers of Academies proper, and we will do it just as soon as Provincial or private liberality will give us the means; but until then no hope can be realized. We have every right to congratulate ourselves and you upon what we have done. We have secured the services of the very best teachers we could find for you, and I think you are all satisfied of the fact at all events, we are pretty certain of it. One of those gentlemen, Prof. Hicks, was selected as the most accomplished master that we could secure here, of what I may call the English Training School system, and as having here already proved his entire fitness for the post we assigned him. Another, Professor Robins (I trust the gentlemen I name will not feel their modesty shocked at the necessity of so naming them) was certified to us to be the best man whom the school authorities of Upper Canada could designate as the representative of their system; and he has here shown himself worthy of the recommendation. The teachers of our Model Schools were secured on the faith of the same assurance, and with the same result. The gentlemen whose instruction you have enjoyed in French in Drawing, and in Music, are all teachers than whom better cannot be found. And for the Principal of your school, Principal also of the University, you well know his rank at once as a man of science and as an educationist, even among those who in either capacity rank at high, and your privilege in having been instructed by such teachers, in having taken part in an institution of which they are the honoured heads, and the responsibilities which fall upon you are by no means light. Quite lately, during the last session of parliament, something has been done—not much, but still something, I hope—towards developing the educational profession, for I like always to consider that teachers form a branch of a profession, and in the days in which I was a teacher myself I so regarded it. Something was done, I say, towards improving the position of teachers. Among other matters, power was given to the School Commissioners in all parts of Lower Canada to levy moneys for the maintenance of schools, without stint as to amount. I dare say, however, they will not be too liberal to you. At all events, the Ministry has given to them the power to be just as liberal as they can be induced to be. They have increased also, almost doubled, the amount of money for the erection of school buildings, and that, too, is some thing. There has also been another change made in the law, which will give greater relative value to the diplomas which forty-six of you have received to-day. Previously, any Board of Examiners could give a certificate to those who might pass a not very stringent examination, of equal value with the diplomas you received here, and of equal duration, and in this, there was a certain unfairness towards you. But in the last session, the law was changed so that a certificate by any Board of Examiners in Lower Canada, is of force only within certain territorial limits, and in regard to certain schools named in the certificate, and only for a term of three years. Your diplomas give the right to be received as teachers throughout the whole of Lower Canada, and, if you do not forfeit the privilege, during your whole lives. Young ladies and young gentlemen, you will allow me to address to you a few words of advice, although you have been already addressed by those who have spoken before me. You will allow me to say a word or two as to the responsibility that rests upon you as you go out into the world to become teachers. You must remember that it rests very much with yourselves to repay the Institution and the Province for all that they have done for you. If you, by your judicious conduct, high character, capacity as teachers, and success—if you recommend the institution of which you are the production, so to speak, you will have done something to repay the institution for what it has done. And in the daily discharge of your duty, every child whom you teach—every young person to whom you communicate more of the power and wish to learn—every individual whose character you help to mend for good, you are benefitting not only yourselves, not only the individual pupil whom you teach, but you will have done much to serve your country because this country of Canada is, after all, nothing more or less than the aggregate of those who inhabit it, and the children