

ward with confident hope to the results of the work of this session. Our teachers in training have received a thorough grounding in the elements of education, and have had their minds directed to a large field of scientific and literary study. They have studied and practised the best methods of instructing the young. They have cultivated habits of self-denial and of self-reliance. They have tested their own mental powers, and learned successfully to contend with difficulties and to rise from one intellectual victory to another. The learning and the habits thus acquired they will, I am sure, regard as a sacred trust committed to them, not only by this school and this country, but by their God,—a talent which must be returned with large interest. All of them, I trust, cherish such views, and in most of them these views are exalted and refined by real piety. These forty young teachers going forth thus prepared will, I fully believe, confer benefits on this province, compared with which all the cost and labour of the establishment and maintenance of this institution, are as nothing. We must regard them however but as its first fruits, to be followed by a long succession of plenteous harvests. In sending them forth we commend them to the School Trustees and parents of Canada, not merely as laborers worthy of their hire, but as worthy of all honour, kindness, and encouragement. To these young teachers themselves it is perhaps not necessary that I should say anything in addition to the good advices they have received and may receive. One word only I would say in reading their names as about to receive diplomas. In going from us you must expect to uphold the cause of education amid many difficulties,—you may have to find others far inferior to yourselves, who have gone through no such training, preferred by an undiscerning public,—you may have to endure thankless toil for scanty pay,—you may have to do with those who give you all the labour and take all the credit to themselves,—you may find yourselves despised and neglected by the frivolous butterflies of gaiety and fashion. All this, and more the useful and laborious in this world, are sure more or less to endure. But these evils are not to be met by forward self-assertion, or sullen bitterness of heart; you must seek, by God's grace, to attain to a spirit of active, patient, hopeful continuance in well-doing to the utmost of your ability. By this alone you will outlive and rise above all these petty hindrances; and let these diplomas ever be associated in your minds with this principle of action. I part with you now with the most earnest good wishes, and it is due to you to say that your excellent conduct here, and ardent application to the studies set before you, have made all that I have had to do in connection with this school a pleasure rather than a toil."

The Principal then read the list of students entitled to diplomas, as follows:—

I—MODEL SCHOOL DIPLOMAS—In the order of the relative merit of the Candidates.

Miss Jeanette R. Middlemiss, Montreal: Prizes in Zoology, Drawing, Algebra, Geography; hon. mention in French, Arithmetic and Geometry.
Miss Mary A. Hutchinson, Waterloo: Prizes in Agriculture Chemistry; Geography, 2nd; Geometry, 1st; hon. mention in Drawing.
Miss Anna Everett, East Hawkesbury: Hon. mention in Algebra.
Mr. John A. Bothwell, Durham: Grammar, 2d; hon. mention in arithmetic.
Miss Eliza M. Whitney, Isle aux Noix: Prize in Drawing.
Miss Priscilla J. Orr, LaChute: hon. mention in Chemistry.
Miss Prudence Bell, Montreal: Prize in Drawing; Art of Teaching, 1st.
Miss Mary Harper, Montreal.
Miss Maria Mc. I. Macdon, St. Hyacinthe.
Miss Harriet A. Moore, Montreal: Art of Teaching, 2nd.
Miss Mary Brethour, Ormstown.
Miss Jane Dougall, Montreal: Arithmetic, 1st, hon. mention in Algebra.
Miss Eliza G. Elder, Montreal: hon. mention in Drawing.
Miss Mary Mattieson, Montreal: Prize in French.

II—ELEMENTARY DIPLOMAS—In the order of the relative merit of the Candidates.

Miss Ellen E. Cook, Dunham: Prizes in Agricultural Chemistry; Algebra, 1st; Geometry; hon. mention in Drawing.
Miss Elizabeth Chalmers, Montreal: Prize in Art of Teaching, 2nd.
Miss Caroline Trenholme, Kingsey: Drawing; History, 1st; hon. mention in French and Art of Teaching.
Miss Lydia Trenholme, Kingsey.
Miss Louisa Webster, Montreal: Prize in Zoology, Nat'l Philosophy; hon. mention in Arithmetic and Art of Teaching.
Miss Ellen Carmichael, Lacbair: History, 2d; hon. mention in geometry.
Miss Louisa Tracey, Montreal: Chemistry, 1st.
Miss Kate Campbell, Perth, U. C.
Miss Isabella Blyth, Montreal.
Miss Emily Dunning, Dunham.

Miss Louisa Trenholme, Kingsey.
Miss Fanny Hill, Montreal.
Miss Matilda Trenholme, Kingsey: Prize in French.
Miss Eliza Couch, Montreal.
Miss Alice Finlay, Dunham.
Miss Helen Snyder, Lancaster.
Mr. A. Morrison, New Glasgow.
Miss Annie Reade, Montreal: Art of Teaching, 1st.
Miss Euphemia Clarke, Montreal.
Miss Margaret McLean, Montreal.
Miss Eliza Elwyn, Durham: Geography, 1st.
Miss Helen Ross, Lancaster.
Miss Mary Sym, Montreal.
Miss Jane Patterson, Montreal.
Miss Christina Monteith, Montreal.
Miss Margaret Drysdale, Montreal.

III—PROMOTED TO SENIOR CLASS

Miss Mary Roach: History, 2nd prize.
Mr. George Rafter.
Miss Hannah Bell.
Miss Jane Vossburgh.
Miss Jessie Patterson.
Miss Frances Lloyd.
Mr. Charles Scavay: Arithmetic, 1st prize, and hon. mention in Algebra and Geometry.
Miss Alice Hall.

The valedictory address was then read by Mr. Bothwell, one of the pupil teachers of the Institution. A number of pieces of music were here and at other times during the afternoon sung and played by the pupils, reflecting the greatest credit on their able and zealous professor, Mr. Fowler.

After two very able addresses by professors Hicks and Robins, the Hon. Mr. Justice Day, President of the Board of Governors of the McGill University, rose and said, that he felt great satisfaction in coming forward that afternoon as the representative of the corporation of McGill College, to express the sympathy which that body felt with the Normal School, and their warmest wishes for its success. He himself had derived great gratification both from the results of the examination which had just finished and also from the brilliant assembly which he saw before him, for he felt that such assemblies were evidence that education was making progress not merely so far as regarded its machinery but also in the interest which it excited; for they proved that the public heart was roused and the public mind stirred up upon the subject, and when that was once the case the cause of education could not fail to succeed. He had been highly pleased with the results of the examination generally, but there were three of its features in which he had taken a more especial interest. These were, first, the close examination in mental arithmetic; secondly, that in natural history, and thirdly that in music. Notions on education, as was the case with regard to many other sciences, had unfortunately up to a very late period become stereotyped. A path so to speak had been marked out and enclosed by a hedge, and for a considerable time no one had the audacity to diverge from that beaten track, but whenever any one did dare to quit the route and break through the hedge, he found something on the other side lying hidden and overlooked that eventually turned out of great importance in educational training—and this was the case with mental arithmetic. It was a faculty that was constantly required in every day life, and he had been much struck with the superiority which the less educated possessed over the more highly educated in rapidity of calculation; the ease and precision for instance with which a certain class of people can give the total price of a number of articles of varying value which the more educated mind demands a longer period to arrive at. The fact was that mental arithmetic was a science which like poetry depended on an intellectual faculty, and required cultivation. He had no doubt that an eminent example of the peculiar skill of which he was speaking would be known to several of his hearers in the person of Mr. Bidder, brother of the late manager of the Grand Trunk Railway. He would also mention another example in the case of a Canadian boy who although totally at a loss on other matters could grasp any question that was presented to him in arithmetical numbers, and could answer the most difficult ones by a sort of instinctive faculty, and not by means of any perceptible exertion of the mind. Now he must say that he had been excessively pleased with the rapidity and accuracy of the pupils, as well as astonished at the difficult questions which they so easily solved, and he had felt whilst listening to their examination that he was fortunate in being there in their capacity of a spectator merely. What he had alluded to was practical in its merits, but he would go a step higher and speak of music. And here he could not sufficiently wonder how it happened that music had