

their pupils. The prominent feature of education as now carried on in this country, in Great Britain, France, Belgium, Prussia, and the United States was not so much teaching too many branches, as it was the cultivation of the human mind and the preparation of youths for their future destiny. He would again remind those who were about to receive diplomas of the importance of the profession which they had selected for themselves. They had received from the State an education which would fit them to be useful members of society, and therefore, they were bound, not only by feelings of gratitude, but by feelings of common justice, to make the most dutiful use of the means placed in their hands. They had received a first-rate religious, scientific and moral education; they had received that from the State, and therefore they owed to the State a portion of their energies and their exertions. They might expect to meet difficulties; but difficulties overcome only led to increased satisfaction and pleasure. They might not always see the fruits of their labors, but if they labored faithfully, good results would certainly follow, and this would compensate them for much of the toil and disagreeableness of their profession. They had received their training from men of large experience and high scholastic attainments, and now it was their duty to follow out the instructions of these men, and to train up the young so as to be a credit to themselves, to the Province, and to the McGill Normal School. (Cheers.)

Principal Dawson said he was happy to say that the school was fully equal to former years; a point of numbers, and there was improvement in the attainments of the pupils. There was only one cause of regret, and that was, that of the whole number of teachers, so small a proportion were trained for the profession of teaching. He thought it was time the Legislature should consider the fact that while the Province was sustaining this institution at a large cost, so large a proportion of the teachers were those who received no training save what they received from the common schools. So that too many young persons entering the profession of teaching were untrained and incompetent for the work. As to how we were to improve this state of things it was perhaps not easy to say. Certainly that which would be a complete remedy would be for the Legislature to provide that no teacher should be employed except those trained in some Normal school. Whether we were prepared to make such a provision he did not know. But there might at any rate be some distinction made in point of title between teachers trained in the Normal schools and those who received no such training. They might be called Associates of the Normal School in which they were trained. That would be a cheap provision which might do some good. Another remedy which had been employed in other countries was that a higher salary should be paid to teachers trained in the Normal Schools. Again, our Normal School professors might be employed during the vacation in each year to visit those parts of the country where their own trained teachers were employed, and to convene Teachers Institutes. These visits could not but be of benefit to the teachers, and would give them a distinction above those not trained in the Normal Schools. Another point to which he would draw their attention was the study of agriculture in schools. The importance of this branch of knowledge could scarcely be overrated. Those who know nothing of the elementary principles of agriculture could not become good farmers. They had been teaching agriculture in the Normal School to a certain extent, but without any encouragement. The Trustees of Schools seemed to be indifferent about the matter; but if the Legislature were to grant a bounty to those teaching agriculture, it would give a great impetus to the subject, and would be the means of introducing the study of agriculture into many of our country schools. By this means, too, the teachers from the Normal School would receive an additional remuneration for teaching this branch. Notwithstanding some discouragement, he was happy to say that the results of the Normal School were satisfactory. The School Commissioners were beginning to understand better the difference between trained and untrained teachers, and there was every year a greater demand for Normal School teachers. The total number on their list of pupils at present was 62—5 males and 57 females. Thirty-two of these were from Montreal, and thirty from the country. They had recommended diplomas this year as follows: For Academic Diploma, 1; Model School Diploma, 11; Elementary Diploma, 35—47 in all. These numbers raised the total number of diplomas granted since the school commenced to 489, representing a total of 367 persons who received diplomas. In regard to the proportion of this number engaged in teaching, he had no accurate returns, and suggested the necessity of some regulation, by means of which they could always receive information of the number of their graduates engaged in teaching. But, according to the best information he could gather, 253 are or lately were engaged in teaching. Add to this number twelve who returned

to the school for higher diplomas, and the total number of teachers in training accounted for was 265.

Hon. Mr. Chauveau then conferred the diplomas upon each of the graduates. The following is the list:

LIST OF DIPLOMAS GRANTED IN THE MCGILL NORMAL SCHOOL.
AT THE CLOSE OF THE SESSION OF 1867-68.

1. ACADEMY DIPLOMA.

Robert Laing, B. A., of Buckingham.

2. MODEL SCHOOL DIPLOMA.

Elson J. Rexford, of South Bolton—Prince of Wales Medal and Prize; honorable mention in Art of Teaching, Bookkeeping, Arithmetic, Algebra, Geometry, Natural Philosophy, Agricultural Chemistry and Latin.

Cortez Fessenden, of East Bolton—Honorable mention in Mensuration, Arithmetic, Book-keeping, Algebra, Geometry, Natural Philosophy, Botany, and Agricultural Chemistry.

Margaret M. Bothwell, of Durham—Honorable mention in Elocution, Composition, English Literature, French, Agricultural Chemistry and Drawing.

Seneca P. Rowell, of Granby—Honorable mention in Arithmetic and Geometry.

Corinna S. Whinfield, of Grenville—Honorable mention in Composition, Agricultural Chemistry and Drawing.

Margaret J. Wilson, of Montreal, honorable mention in French and Latin.

Maria C. Smart, of Martintown.

Charlotte Shepstone, of Montreal.

Anna L. Shepstone, of Montreal, honorable mention in Elocution.

Mary E. Swallow, of Montreal.

Sarah C. Lampard, of Montreal.

3. ELEMENTARY SCHOOL DIPLOMA.

Amanda O. Carr, of Compton, honorable mention in Arithmetic, Bookkeeping, History and Grammar.

Elizabeth Willan, of Vankleek Hill, honorable mention in English Grammar, Composition and Zoology.

Mary A. Gibson, of Montreal, honorable mention in Geography, French and Zoology.

Ernest M. Taylor, of North Potton, honorable mention in Arithmetic and Geometry.

Elizabeth J. Foster, of Montreal, honorable mention in Book-keeping.

Jane L. Hart, of St. Jean Chrysostom, honorable mention in Arithmetic and Algebra.

Florence G. S. W. Holmes, of Montreal.

Jessy C. Humphreys, of Ottawa.

Elizabeth Alexander, of Durham, honorable mention in English Grammar, Arithmetic, Book-keeping and Algebra.

Isabella Anderson, of Hinchinbrooke.

Jane McLaughlin, of Montreal.

Sophia Johnson, of Montreal.

Fanny McIntosh, of Montreal.

Mary Ann McLeod, of Montreal.

Maggie Thompson, of Montreal, honorable mention in Algebra.

Louisa C. Standin, of Eden, N. C.

Helen. T. McDonald, of Jamestown.

Jane Luttrell, of Montreal.

Catherine McDonald, of Cornwall.

Catherine C. Cole, of Papineauville.

Sarah S. Gladstone, of Montreal.

Annie Cliff, of Montreal.

Emma J. Greenlees, of Thurso.

Charlotte Kell, of Montreal.

Clara Hicks, of Montreal, honorable mention in English Composition.

Janet Harper, of Montreal.

Marion Patterson, of Montreal.

John H. D. Johnson, of Haldimand.

Bella H. Gardner, of St. Louis de Gonzague.

Catherine Harper, of Montreal.

Martha E. Perry, of Tanneries.

Jane A. Lucas, of Godmanchester.

Madeline A. Monk, of Ottawa.

Isabella Pinder, of Montreal.

Catherine Barron, of St. Jean Chrysostom.

Miss Bothwell, on behalf of the pupils, read the Valedictory, which possessed more than the usual merit of such papers, and was