

account of the wisdom and enlightened forethought whereby the authorities of the Province were made to see the necessity for Normal Schools, and induced to do their part in founding them—recognising, also, the liberality of the Legislature, in appropriating considerable sums annually, for their maintenance—we have still cause for remembering, as most fortunate incidents in the history of the McGill Normal School, that it was found possible to obtain at first, and to retain during thirteen years, Dr. Dawson's valuable services in the carrying on of its work.

It is, moreover, a matter of no small moment, in an educational point of view, to find ourselves rescued from a deplorable, if not ignoble, dependence upon the former casual sources of supply of teachers. Even in regard to Normal School training, the remark just made applies to a certain extent. The agents indispensably necessary for making a beginning, were not to be procured in the Province (Lower Canada). They had to be sought after abroad, and imported, as far as the English Normal School was concerned, from England, Nova Scotia and Ontario.

For the schools, generally, it was impossible to procure properly qualified teachers. They, too, had to be looked up abroad, and, in the great majority of cases, especially as regards the country schools, the School Commissioners and Trustees were glad to engage these whose only, or chief inducement to enter the vocation, was, the lack of other employment. But, latterly, thanks to the McGill Normal School—thanks to the labors, the encouragement, and the services of the gentlemen of whom we now speak, the want alluded to has not been nearly so much felt.

We consider it, in some sense, a duty, while offering these observations respecting changes in the staff of that Institution, to again call the attention of our teachers, and particularly of those intending to devote themselves to the business of teaching, to the necessity of participating in the facilities and advantages which it offers. Not to cite other general claims, we shall here advert chiefly to those having reference to their own personal interests.

The process of displacement of the other professed teachers by such as possess the additional qualification of having pursued special courses of instruction, and training, in preparation for their business, goes on to the full extent of the supply furnished by the Normal School. Employers, such as School Trustees, as a rule, prefer teachers thus armed for their work. Wherever there is a vacancy of importance and value, the trained teacher, if one can be found, is invariably selected.

It is true that experience, without the preliminary qualification of special training, is not disregarded, particularly when, in the case of Superior Schools the applicants are College Graduates. But, to the professional teacher, a collegiate degree is really, now-a-days, of less marketable value than the Diploma of qualification granted after attendance upon the course of instruction and training in a Normal School. Lately, when the Protestant School Commissioners of the City of Montreal were selecting persons to fill posts in their institutions they were careful to seek those who combined with high attainments the advantage of which we now speak. Moreover, it was publicly admitted by them that the prospects of success in the work they have in hand were essentially dependent upon that of the Normal School furnishing the candidates for office.

In Ontario and the United States great efforts are being made to secure a regular supply of trained teachers to meet the entire demand. We notice, also, from an English Educational periodical, (*Papers for the Schoolmaster*) recently published, that the passed candidates for admission into Normal Schools in England numbered upwards of 1400 young persons at the Christmas examination of 1869. In short, young persons intending to render themselves eligible for the better class of situations as teachers, and to enter upon the vocation with fair prospects of success and future promotion in it, will surely find it in every way their interest to acquire Normal School advantages. Our country teachers should take note of this. All who are interested in the future success of young persons intending to teach should encourage and recommend them without fail to secure those advantages at all hazards.

Although much remains to be accomplished in the direction specified, and in regard to improvements in the remuneration and social position of our teachers, yet, in truth, much good has already been gained since the establishment of the McGill Normal School. As already referred to, and in connection with the changes that have taken place in its *personnel*, there is not only reason for being satisfied with its past work under the able management of Dr. Dawson, but every encouragement to anticipate an enlarged success under its new Principal and his colleague Professor Robins.

Opening of the Royal Western School, Montreal.

On the 11th ult., the Protestant Commissioners' School, St. Joseph's Suburbs, hereafter to be known as the Royal Western School, was opened under the patronage of His Royal Highness Prince Arthur. A description of the building has already been given, and need not be repeated; it will suffice to say that the rooms are large, airy and well lighted, conveniently arranged and comfortably furnished. The proceedings took place in the upper room, which was handsomely decorated with evergreens, tastefully arranged around the room. At one end of the room were the words, in brilliant letters "God Save the Queen," and at the other end "Welcome Prince Arthur to our School;" to the right, over the centre window, "Religion, Liberty and Science;" and to the left "Knowledge, Wisdom and Truth." At the end of the room opposite the platform, raised seats were provided for the children, and were all filled. The body of the room was allotted to the adult portion of the audience, which included many of the leading citizens with their wives and daughters. Precisely at half past ten, His Royal Highness drove up in an open sleigh, accompanied by Col. Elphinstone. He was received at the door by His Worship the Mayor and the School Commissioners, and conducted to the room in rear of the main room, where he shook hands with a number of gentlemen there waiting, and was thence conducted to the platform, the audience rising as he entered.

The Rev. Dr. Jenkins, Chairman of the Protestant Board of School Commissioners, presided, and with him on the platform there were His Royal Highness Prince Arthur, His Lordship the Metropolitan, The Right Reverend Bishop of Pennsylvania, Hon. James Ferrier, Senator; Col. Elphinstone, Rev. Canon Bancroft, D.D., School Commissioner; Rev. R. Irvine, D.D., Sir A. T. Galt, Rev. Canon Bond, Hon. P. J. O. Chauveau, Premier of Quebec and Minister of Public Instruction; Hon. J. Robertson, Treasurer of Quebec; Principal Dawson, Principal Graham of Richmond College, Rev. Dr. Taylor, Rev. Dr. Wilkes, His Honor Judge Mackay, His Honor Judge Day, His Worship the Mayor, Rev. Professor McVicar, Rev. Mr. Corder, Mr. Lunn, School Commissioner; C. J. Brydges, Esq., M. P. Ryan, Esq., M.P.; A. M. Delisle, Esq., Catholic School Commissioner, Ald. Alexander, Ald. Rodden, Ald. Lyman, Rev. R. W. Campbell, Rev. W. M. Black, Rev. J. M. Gibson, Rev. A. Young, Rev. Thomas Gale, Dr. De Sola, Dr. Swallow and others.

The proceedings began by the children singing a hymn, after which, His Lordship the Metropolitan offered up prayer.

Rev. Dr. Jenkins then read the following address of the Commissioners to His Royal Highness, the audience standing: