

French language and psalmody (plain-chant). Mr. Maucotel has obtained a certificate of ability from the Commission of Primary Education, held at Epinal, in the Department of Vosges, in France; but he will obtain a diploma from the Catholic Board of Examiners for the district of Montreal, at its next meeting, in September next; he would prefer a situation in some county parish in which he could obtain a situation as singer. Address: the Rev. Superior of the "Peres Oblats," St. Peter's Church, Quebec Suburbs, Montreal.

Miss Olive Dugal, a teacher who has obtained an elementary school diploma, will engage to teach the English and French languages. Address to Messrs. Lorange, advocates, Montreal.

Mr. C. W. Smith will undertake to teach in an elementary school, and is prepared to obtain a model school diploma at the next meeting of the Board of Examiners. Address: C. W. Smith, Quebec

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MONTREAL, (LOWER CANADA) JULY, 1858.

Public Examinations and Distributions of Prizes in the Several Normal Schools.

The first regular year's course of studies in the three normal schools has just been completed. The examinations for the obtaining diplomas were in all of them, long and severe. There were in each school, two examinations, the one oral, the other in writing. The public were specially invited to attend these examinations, and we were happy to remark, that at the McGill normal school the elite of the English portion of the society of Montreal, attended. On the occasion of the distribution of the prizes and diplomas, the large gothic hall of the school was actually crowded. The Superintendent of Education presided, supported on his right by the Anglican Lord Bishop of Montreal, and on the left by the Hon. Mr. Justice Day; the Hon. Judge Badgley, a great number of the members of the bar, and ministers of the different protestant denominations were also present.

The Superintendent opened the proceedings with an address in which he strongly urged the necessity of encouraging and supporting our normal schools, and of not giving way to that peculiar disposition which as soon as a reform is made, destroys it by attempting to improve it. Perhaps (he added) men who merely dealt in figures might attempt to find some objection, they would perhaps compare the number of pupils with the expense of their education and then tell you how much a head each cost: "It was not, however, by this that the utility of the normal school was to be judged, for the great benefit it conferred consisted in its raising higher the standard of teaching in this country, and ensuring the enjoyment of good and thorough education to the public, by sending forth teachers, whom a course of study there, should have fully fitted for their work. It had been argued in opposition to the establishment of normal schools, that they would not get pupils. The pupils were there in the room. But it had been said again, that they would not receive sufficient salaries. He confessed that the salaries were not what they ought to be, but the evil was being rapidly remedied throughout Lower Canada. The amount of subscriptions collected for educational purposes had become nearly doubled, and at that moment there were 12 or 15 municipalities paying £100 and upwards to their teachers. He would give them another instance, which was the more pleasing, as the municipality to which he alluded was one of the smallest in the lower province. He had been called away suddenly to the school at the Tanneries, where they paid their teacher £120 per annum, and gave him in addition lodging and 6 cords of firewood. He went over and found there 166 pupils, with the examination of whom he was much pleased. There was, of course, still room for progress, but he must say that very much had been done, more especially in the important items of book-keeping, mental arithmetic, and algebra. He quoted this as an instance, and a very pleasing one, of the advance that education was making. Ladies and gentlemen, you are now about to receive prizes and diplomas which will give you the right of teaching anywhere throughout the country, you will recollect that these diplomas bringing such high privilege, bring also heavy responsibility, a responsibility which, as you had fully explained to you at the opening of this school, is second only to that of the minister of the Gospel—you stand between him and the parent. Consider then within yourselves how grave a care rests with you, and endeavour to cultivate that which you will now require, a perseverance and assiduity

that may prevail over all obstacles, and a disposition that looks upon nothing as unimportant. It is the collection of small drops of water that forms the ocean, the aggregate of minute atoms of matter that forms our bodies,—it is every little action of our lives that shall be summed up into the mass by which we shall be judged. You have my best wishes for your success in after life, and my hope that you will have some day or other the satisfaction of knowing that you have trained up pupils who are worthy of yourselves, this school, and the country." (Applause.)

Mr. Principal Dawson then rose and said that: "In introducing the most important business of this meeting—the conferring of diplomas on those pupil teachers who have creditably passed through the course of training prescribed in this school, I shall merely make such statements as the public have a right to expect on such an occasion. The number of pupil teachers entitled to diplomas is 40, a much larger number than in last session; but it must be borne in mind that in the present session the number of teachers in training has increased from 56 to 70—that several have now been with us for two sessions, and that last session was only half the length of that which we close to-day. 14 of our pupils are entitled to diplomas for model schools, 26 for elementary schools; most of those in the former class having studied for two sessions. Of the whole number in attendance in the past session, 32 were resident in this city, 38 were from other parts of the province, especially from the Eastern Townships, and in our distribution of diplomas it appears that they have been equally shared between these two classes, 25 having been bestowed on pupil teachers not resident in Montreal, and many of these have taken the highest places on our list, a most favorable testimony to their ability and previous education, and an evidence that whatever the defects in the education of Lower Canada, there have been and are good schools in the districts which have sent these pupils to us. We hope that those now going from us will carry the reputation of this school throughout the province, and send us many to succeed them here. The advantages which we are able to offer in the bursaries, payment of travelling expenses, and arrangement of the course of instruction, are so great that practically this school may be said to lie at the door of every one, in whatever part of the province, who may desire the education which it offers; and with this convenience it combines that concentration of effort and thoroughness of the appliances for the work, which can be secured only by a great central institution. I may add that our course of study for next session has been so arranged as to give those whose education may be far advanced, the full benefit of this, in shortening their term of study, an advantage which will tell in favor of those schools which are capable of giving to intending pupil teachers a sound and thorough preparation for the work. It is due to those who have not received the diploma to-day to state that the greater part of them have conducted themselves creditably when here, and that it has been in most cases owing to the disadvantages of defective early training, infirm health, or the late period of the session, at which they entered, that they have come short of the end which they sought. Some of them, we trust, will be able to appear with honour at the close of another session. To many, for their estimable character and general good conduct, we could have wished to give the diploma, but the responsibility which rests on a school like this forbids us from doing so on any other ground than that of thorough fitness for the work of teaching. To the several Professors and teachers connected with this institution, my thanks, and yours, and the thanks of the country are due, for their zealous and successful exertions. Professors Hicks and Robins have devoted their energies to the work in the most self-denying manner. Professor Frontoau has exerted all his well-known skill, with excellent effect, in the department of French. Mr. Fowler has created such enthusiasm for music, that I have sometimes thought it required repression rather than encouragement; and the results of Mr. Duncan's labors may be seen in the drawings around these walls, most of them the productions of young persons who had not handled the pencil before they entered this school. To one gentleman, not connected with this school, our special acknowledgments are due. Dr. Barber, who had long retired from the teaching of that art in which he is so eminent a master, consented, in behalf of this school, to renew his youth, and to give to our teachers in training a series of lessons in elocution of a character not otherwise to be obtained in this country, and which will give accuracy to all their teaching of this important and too generally neglected branch of English reading. To the Clergy of the city, who have so regularly kept up the classes of religious instruction in the school, our deepest gratitude is due; and we trust that the seed which they have sown will bear good fruit, not only in the hearts of our pupil teachers, but in those of their future pupils. In conclusion, allow me to say that I look for-