

day was one of great influence, and though the position of the parent was great, it was not before theirs. Pulpit addresses were important; but teachers were an addition to the parent. Nine-tenths of the parents were unable to give the necessary instruction to their children, and they left it to the teacher. Let them consider their office was to mould the mind of the young which was so easily impressed. It was a true remark made by a wise man, "Give me the teaching of the young before twelve years of age, and I do not care who teaches them afterwards." He (Mr. Torrance) said he did not know anything more difficult than how to train a child, there were so many influences at work. Juvenal said "there was great reverence due to the young," let them bear this in mind and not underrate the power of children to appreciate, as they were capable of measuring both their morals and their benevolence of character much more accurately than most of us had any idea of. He had one counsel to teachers, if they wished to keep abreast of the age in which they lived; if they wished to avoid the vices of men and women of routine, and in all avocations there was this tendency to routine, but let them avoid it; let them look at the great questions which were agitating the public mind, and endeavour to understand them, and so, in time, with increased experience, they might be able to solve some of them. Another thing was to attend the Annual Conventions of teachers in Lower Canada; these would help them to understand their work; let them compare their system with that of other teachers, as each had a favourite method of his own. Two years ago he spent a few minutes in a public school in Boston, and was pleased to see the drill in study, and the decorum and intelligence of the pupils. He thought what an excellent thing it would be if they could send teachers to examine what was done in education elsewhere. "As iron sharpeneth iron, so a man sharpeneth the countenance of his friend." A word also as to the position of confidence and trust in which they were placed as teachers as regarded both the parents and the country. They were appointed as well by the country and government as by the parents.

The interest of the country was shewn by the presence of the chairman, who in France would have been a cabinet minister. The vast machinery overlooked by him, and the sums of money expended in his department attested this. With regard to parents, they have not time to attend, nor ability to instruct their children. Those who have lived in families know the hopes and aspirations of a parent for his child; hopes and aspirations they never entertained for themselves. Parents looked to teachers for the gratification of these aspirations—let them not be dissatisfied. In conclusion the speaker reminded them that as this month was a new era in their lives as entering upon a new career, they could not help thinking of the new phase of national existence, upon which the country was now about to enter. (Applause.)

Principal Dawson, after stating that the school would reopen on the 3rd September, gave some parting words of advice.

The Hon. Mr. Chauveau also announced to those receiving diplomas, that he would be ready to aid them in any way he could, and impressed the importance of a knowledge of French.

The National Anthem having been sung, the proceedings were closed with a benediction.—*Montreal Gazette.*

McGill Model School.

DISTRIBUTION OF PRIZES, ETC.

Yesterday the pupils in attendance at this popular and efficient institution underwent the annual examination before the holidays. The average attendance, we are glad to report, is 300 boys and girls, and this large number comprises a body of youths remarkable for the regularity of their appearance at the various classes. The teacher of the boys' department is Mr. McGregor, Miss Coady having charge of the girls' school, while Miss Dougall and Miss Derick conduct the primary school.

The examination of the various departments was conducted by their respective teachers, the subjects being those constituting an ordinary English education. It is but justice to say the scholars of both sexes acquitted themselves well, their progress during the past year doing both their instructors and themselves great credit.

At the conclusion of the examination, the more advanced boys proceeded to the school-yard, where one company was put through drill, with arms, and two companies through a series of calisthenic exercises, in which they exhibited surprising proficiency.

They next repaired to the Normal School, which was soon crowded by the pupils and a number of ladies and gentlemen relatives, and other friends of education.

The chair was taken by the Hon. Mr. Chauveau, Chief Superintendent of Education, Lower Canada, who had on his left Mr. Principal Dawson, and Rev. Mr. Paton, and on his right Mr. McGregor, Master of the Boys' School.

Principal Dawson said:—In opening the proceedings, I think we have occasion to congratulate the Model School again on the close of a successful session. In so far as I know, the work of the school has been conducted with its usual efficiency. The children have been making good progress, and we have not had any occasion to lament any unpleasant or evil circumstance in connection with the pupils of this institution. We trust they have been all doing well. I may say, in regard to this school and to the parents whose children we have, that all public schools have their faults; we shall never get perfect schools; but yet in respect to his one, we are always striving to make it as good as possible. The teachers are good, and they have the benefit of the help and oversight of the professors connected with the Normal School, and of such help and advice as I can give them myself. And we are always considering matters, and trying as far as the means at our disposal will permit, to make the course of instruction as good as we can, and to take every precaution in the interest of the health and progress of the schools, and to make it as nearly as we can a model school in which our pupil teachers shall see a good example of teaching, and in which the young here shall have as good an education as it is possible to give them under the circumstances. I believe the result, is, that a good, thorough, practical education is given. I know that the work of the model school has been productive of good results to persons studying in the Normal Schools for teacher's diplomas. It has brought them up well to enter into the work of our Normal Schools; and I have no doubt, that into whatever business or occupation our Normal School pupils enter, the same satisfactory experience will be found. I congratulate the young people on the close of another session of hard work, and I trust they will enter on the holidays with the desire to enjoy them thoroughly, and that they will so enjoy them, and come back to us ready and able as ever to go on with the work of the school. (Applause.)

PRIMARY DEPARTMENT.

Miss Dougall read the following list:—

JUNIOR SECTION.

Good Conduct.—Emily Pagan, Anna Stewart, Frank Craig, Alfred State, Anna McLaren, Ellen Gaw, Samuel Cowan, Louisa Horne, Agnes Russel.

Punctuality.—Edmund Varey, George E. Gibb, Ella Wheeler.

Punctuality and Good Conduct.—John Fowler, Frederick Larmonth.

SENIOR SECTION.

2nd Class.—Thomas C. Miller—Geography; Edward Gould—Arithmetic; Ann Jane Cooper—Punctuality.

Miss Coady then read the following list of the prizes in the.

GIRL'S DEPARTMENT.

JUNIOR DIVISION.

2nd Class.—Mary A. Cowan: Prize in Spelling and Writing. Ida C. Gibb: Prize in Arithmetic, Geography and Amiability.

Jessie Gibson: Prize in Reading and Drawing.

3rd Class.—Agnes Maxwell: Prize in Arithmetic.

Annie Elliott: Prize in Drawing and Grammar.

Jessie Maror: Prize in Reading, Spelling and Grammar.

Mary A. Brown: Prize in Arithmetic.

Martha Samuels: Prize in Writing and History.

4th Class.—Annie O'Grady: Prize in Grammar and General Standing.

Annie Fowler: Prize in History, Scripture Lessons, and General Improvement.

Ellen Kinlock: Prize in Arithmetic and General Standing.

E. G. Walker: Prize in Grammar and General Improvement.

Martha Maxwell: Prize in Reading, Spelling, Writing and Drawing.

INTERMEDIATE DIVISION.

4th Class.—Annie Muckle: Prize in Arithmetic and Composition.

Nettie Ryan: Prize in Reading, Writing, and Geography.

5th Class.—Colia Pearson: Prize in Spelling, Writing, Arithmetic, Geography, Grammar.

Mary Hodson: Prize in Reading, Natural History, Scripture Lessons.

6th Class.—Eva Conover: Prize in Drawing, Composition, Natural History.

Sarah Tees: Prize in Writing, Arithmetic, Geography, Natural History, Canadian History.

7th Class.—Florence W. Rennie: Prize in Spelling, Composition, Grammar, Geography, Natural History, Canadian History.

Sarah Ryan: Prize in Reading, Writing, Drawing.

Edith Dalgleish: Prize in Reading, Natural History, and Canadian History.

Mary Dewar: Arithmetic.