

Professor Devisme then read a paper on the importance and utility of Normal Schools and on the mission of teachers. Mr. Devisme who had been prevented by illness from attending at the inauguration of the school, has given in that lecture ample evidence of his ability as a scholar, and he was loudly cheered when resuming his seat.

The Principal then called those students of the junior class who were entitled to prizes, and they were presented with beautiful books and loudly cheered by the meeting.

Professor Dolaney, who is the English teacher in the model school then addressed the meeting in English. He pointed out the great difficulty that existed in the organising of a school in the spring of the year, and in the classifying of the pupils coming most of them from the several schools of the town at divers stages of instruction. He was cheered in a very significant manner when he stated that although about one half of the school consisted of French and the other half of Irish boys they mixed together in the greatest harmony and made great progress in the learning of both languages.

Mr. Bondrias and Mr. Delaney then called the pupils of their respective departments who were entitled to prizes. The meeting terminated by addresses from the Revd. Father Schneider and the Superintendent. During the proceedings, professor Labelle played several pieces of music on the piano with great effect.

Examination of McGill Normal and Model Schools.

Though these Institutions have been in operation less than five months yet as the ordinary termination of the session occurs on the 15th July, it was deemed proper to have a public examination, with the view of illustrating the methods pursued in the schools.

The Model Schools were in operation in the morning from 9 A. M. till noon, and were conducted as nearly as possible according to their ordinary daily routine, while parents and other visitors passed from room to room witnessing the work of the several classes. At noon the children, 200 in number, were marched to the large hall of the School, and after a short address from the Principal and the performance of some pieces of vocal music, were dismissed for the holidays. It was stated that, owing to the shortness of the time during which most of the pupils had been under the care of the Teachers, it had not been thought expedient on this occasion to distribute prizes or certificates of merit.

At 2 P. M. the Teachers in training were assembled in the large Hall, in presence of the Superintendent of Education, the Bishop of Montreal, a number of the Clergy of the city and gentlemen connected with McGill College, and a respectable audience.

After prayer by the Bishop of Montreal, the Principal stated that, while this first session of the Normal School had been highly successful in relation to the number of pupil teachers admitted and their grade of qualification, the shortness of the session rendered it impossible that any remarkable results could be expected. The present public examination must therefore be regarded rather as the discharge of a duty which the School owed to the public, than as an attempt to shew the degree of proficiency attained.

The school had been opened only four and a half months ago, in a disadvantageous season, and with all the difficulties attending the furnishing and organization of a new institution. It had been deemed wise to devote attention mainly to subjects of unquestionable utility, and to a thorough proficiency in the elements of these.—This course had been rendered the more necessary by the unavoidable incompleteness of the building and apparatus—deficiencies which he hoped the school would have the means of supplying before the next session. The teachers in training had gone through a severe drilling, and their powers had been tasked to the utmost. He was happy to report, however, that the class had gone on to the close of the session without diminution of its numbers or interruption from sickness.

In the department of English education, under Professor Hicks, special attention had been given to spelling, grammar, and composition. In the mathematical department, under Prof. Robins, arithmetic, algebra, and geometry had all received attention. In French, Prof. Fronteau and Madame Mayer had done all that was possible in so short a period. History, natural philosophy, and natural history had received attention, and regular lessons had been given in drawing by Mr. Duncan, and in vocal music by Mr. Fowler. In the ensuing session these studies would be pursued further, and chemistry, agriculture, instrumental music, and other branches would be added for the senior class.

The theory and practice of teaching had been illustrated in all the exercises, and had been the subject of a regular course of lectures; all the teachers in training had worked regularly in the Model Schools, under the superintendence of the professors and of the teachers of those schools.

He had only further to state that the examination of this day had no bearing on the standing of the members of the class with reference to diplomas. This had been ascertained by a thorough written examination, and though the results of this could not be reported to-day, he was happy to say that a considerable number of those present would be entitled to diplomas, and that nearly all could enter with a good standing on the ensuing session.

Professor Robins then examined the class in arithmetic; after which

the Lord Bishop of Montreal briefly addressed the teachers in training and the audience, stating his satisfaction with the working of the school, and with the harmonious co-operation established between it and the Model School of the Colonial Church and School Society. He advised the teachers in training to be ever learning, and to cultivate high moral and religious principles, and cautioned them against the danger of pride of superior attainment.

The class was then examined in Geography by Professor Hicks; in Algebra and Geometry, by Professor Robins; and in Grammar, by Professor Hicks. After a musical exercise, conducted by Mr. Fowler, the class was examined in French by Professor Fronteau, and in Zoology by the Principal. At the close of the examinations, the Principal stated that, had time permitted, the subjects of History and Natural Philosophy would also have been entered upon. Enough had, however, he trusted been done to show the methods pursued in the school, and to some extent their results. He expressed his satisfaction with the conduct and diligence of the class; and he hoped that the greater part of the pupil-teachers would go on to obtain the superior diploma. He anticipated in the ensuing session a larger proportion of young men; but he expressed his strong conviction that the progress of education in Lower Canada must depend mainly on the preparation of well-trained female teachers, and that the office of this school would be well performed if it succeeded in introducing the young women of the Province, under favourable auspices, into this high and honorable profession, for which their natural gifts eminently fitted them.

The Hon. Judge Day, having been called on by the Chairman, expressed the pleasure he had derived from the examination, and his conviction of the great public utility of the Normal Schools. He then contrasted the past and present condition of education, and anticipated its future rapid progress as a result of the efforts now being made.

The Superintendent of Education said that during many years he had heard it stated in Parliament, and read it in the newspapers, that it was impossible to get up Normal Schools in Lower Canada. He was glad that such a statement was now answered by undeniable facts. We have now three Normal Schools in full operation—this one with 45 female teachers, and 6 male teachers; the Jacques Cartier Normal School, with 27 male teachers, the ladies' department being not yet organized; and the Laval Normal School, at Quebec, with 22 male teachers. And if we judge of the success of these schools by the examinations which have just taken place, we have every reason to be proud of the result. This examination also answers another statement which has been made. He had heard many of his friends, if not laughing, at least smiling, at the great variety of matter contained in the programme of the Normal Schools. Well, the pupils have been examined on many of those branches, after only four months of study, so as to show to every one that they possess the elements, the leading features of each subject, and that, after a course of two years, as contemplated, they will be able to complete by themselves, their instruction in each of those branches, and teach others in a satisfactory manner.

He hoped that even those of the students who, on account of their previous studies in the Bonaventure Street Normal School, and of the result of the private examination they have undergone, are entitled to diplomas, would however continue and complete their course next year so as to obtain a diploma authorising them to teach in model schools. The Superintendent exhibited a printed diploma on parchment, which, being passed round, was found very elegant and creditable to the printers, Messrs. de Montigny & Co. He added that, as some of them, however, might be induced to take immediate advantage of their diplomas, and would become members of the vast body of teachers under his care, it behoved him to address them on the importance of their mission, and to give them a few words of advice. They would soon find themselves in a much wider world than the one they had been among. They had been confined to the study-room, and except as far as their teaching in the Model School went, they have had yet little to deal with others. Now they will find many classes of people with whom to deal; first the children under their care, then the parents of those children, the School Commissioners, the Ministers of the religious persuasions to which their school will belong, the School Inspectors, and the officers of the Education office. As to yourselves, you must remember that the true teacher must be for ever a student. With the children, kindness to them will be the best rule, but it must not exclude firmness. With the parents and the School Commissioners politeness will do a great deal, but you must at the same time be on your guard and not allow the parents to interfere in the discipline of the school, except so far as by reason of the delicate health of a child he may be exempted from certain duties. When anything is asked from you by a parent which you think cannot be granted without injuring the discipline of the school, you need not be rude to him, but your only answer must be, "I cannot do it."

The law which provides for all kinds of qualifications for public trusts, has not as yet provided a literary qualification for School Commissioners; therefore you may be exposed—although there are many intelligent and well educated bodies of School Commissioners—you may be exposed to meet some, the reverse. By proper tact, politeness and management, it will be possible for you to obtain from even those that which is required for the good government of your school. Even in case you should not find yourself well treated, you must not forget that they are possessed of a legal authority, and therefore entitled to a respectful and gentle conduct. The Hon. gentleman dwelt at length on the duties of the Teachers, and