

were remunerated by the Board of Trade. These very important features were matters for us to consider in this country. In France there were a great number of Normal Schools, those of the girls and boys being separate. There was one in each of the Departments. There was also a school to prepare professors for colleges; another to prepare young men for the pursuits of Science, Art, Industry and Commerce. This had been in operation one year, and there were teachers from all parts of the world. All this was very different from our own system. In Belgium there were great numbers of Normal Schools, and here, he thought, they had made no mistake in establishing three Normal Schools in Lower Canada, for it was better they should be scattered over the country than be centralized. The professors had too much to do to teach their different branches, and had little time to ascertain the moral dispositions, or prepare the hearts or minds of their pupils. In Belgium, a small territory with 5,000,000 of inhabitants, some of them were directly under the control of the State; others were supported by the State, but under the control of the clergy, while others again were private institutions. All these schools, however, were examined by a commission. In Germany also there was a large number of Normal schools, and the sexes were kept distinct. In Scotland the schools were under the control of the two large religious bodies, the Free Church and the established Church of Scotland. The examination was by a Board, and in writing; it was very severe, the candidates being provided with a certain number of written questions to answer in a given time under the eye of an inspector present during the whole time. He believed this information was of importance, as it showed we were only doing in Canada what they were doing elsewhere, and that they had taken no wrong steps; they had no model farm, it was true, in connection with their schools, but there were many things which could not be accomplished as they might desire. They could however, keep their minds on these improvements, and must not remain satisfied with doing tolerably well, but look to something higher. He was about to proceed to distribute the diplomas; these not only licensed them to teach, but were titles of honour. They testified that during their course of study, the young ladies and gentlemen had applied themselves with diligence; also, that they had moral and religious characters, and were without reproach, and fit to be entrusted with the care of the men and mothers of our future civilization, and capable of instilling morality and loyalty, without which our future, which now appeared unbounded, would result in failure. It depended on the success of our schools whether our institutions could bear the test. If there was an intelligent population trained to forbearance and mutual love—if such existed it must be nurtured in our schools first. It was a pity the different populations did not mix more in our schools, and thus be taught to live in harmony for ever. The country's future was their future, and if they carried out these principles, under men of talent and influence, it could not fail to be prosperous and happy. (Applause.)

Principal Dawson said, before awarding the diplomas, he would say a few words. This was the close of the 10th session, and it afforded him much pleasure to think they had retained the efficient staff of officers, who were continually increasing in efficiency, during the whole ten years the institution had been in existence. During this period, they had given 441 Diplomas, but, as those who commenced with elementary diplomas often took higher ones, there were really only 330 persons, who had received them. From all information he had been able to obtain, three-fourths of these were now employed in teaching, and he believed the work done had been of much importance, in effecting a revolution in Lower Canada. Everywhere, their teachers gave the school commissioners, and the people, better notions, and introduced a better style of education. The proof of this was in the fact that they were continually receiving applications for teachers. They had thought it necessary to make the course of study somewhat longer than in other places; in the United States, for instance, a few months were only necessary to obtain an elementary diploma: but it was found that when such persons were taken off the beaten track, they failed; ten months must be regarded as little time enough. He had further to state that there was no diminution in the course of study which provided for all branches. Their examinations were also more rigid, and they found they could afford to be more strict with the pupils in the elementary branches; and in this connection he must say that the written papers of the candidates had been very satisfactory. The school offered important advantages, and their work was partially known; there were several settlements that sent them quite a number of pupils while there were few from others. They were able to put candidates into any district in Lower Canada; and it was well that they should be impressed with these advantages. (Applause.)

Principal Dawson now proceeded to read the following:—

# LIST OF DIPLOMAS GRANTED TO TEACHERS.—TRAINING IN THE MCGILL NORMAL SCHOOL SESSION 1866-7.

## FOR THE ELEMENTARY DIPLOMA.

Margaret M. Bothwell, of Durham, honourable mention in Chemistry, Zoology.

Jane Elizabeth Hutchinson, of Leeds, honourable mention in the art of teaching History, English Grammar, French, Arithmetic, Algebra, (Miss Bothwell and Miss Hutchinson are equal.)

Elson Irving Rexford, of Bolton, art of teaching, History, English Grammar, French, Arithmetic, Algebra.

Corinna Statira Whinfield, Greenville, Book-keeping, Zoology; Maria Catherine Smart, Martintown; Mary Anne Griffin, Montreal; Margaret Jane Wilson, Montreal; Anna Luton Shepstone, Montreal; Charlotte Shepstone, Montreal; Marion Brownlee, Montreal; Emma Jane Trigg, Montreal; Annie Ferguson Bronlee, Montreal; Laurend Carmichael, Calumet; Jessie McKay, Gaspé; Margaret Janet Kinloch, Montreal; Rosa Christina Faulkner, Montreal; Catherine Anderson, Beech-Ridge; Mary Eliza Swallow, Montreal; Charlotte Jane Pelton, Montreal; Elizabeth Ellen Taylor, Quebec; Elizabeth Wheeler, St. Johns; Elizabeth Donaldson, Tanneries; Mary Ada Rea, Hemmingford; Fanny Lapham, Brown's Gore.

## FOR THE MODEL SCHOOL DIPLOMA.

Agnes Cairns, of Montreal; Honourable Mention in History, English Grammar, English Literature, Writing, Mensuration, Arithmetic, Latin, Prince of Wales Medal and Prize.

Lucy Ann Lawless, of Beech Ridge; Honourable Mention in History, English Grammar, French, Algebra, Geology, Latin, Prince of Wales' Medal and Prize.

Margaret Ritchie, of Montreal; Honourable Mention in English Grammar, English Literature, Mensuration, Geometry, Latin.

Harriet Newell Jiggins, of Leeds; Honourable Mention in Algebra, Natural Philosophy.

Elizabeth Strickland, of Buckingham; Honourable Mention in Arithmetic, Mensuration, Geology, Agricultural Chemistry, Latin.

Marion Lucy Warren, of Montreal; Honourable Mention in Drawing, Vocal Music, Instrumental Music.

Jemima Thompson, of Montreal; Honourable Mention in Vocal Music.

Elizabeth Henry, of Montreal; Honourable Mention in Reading and Drawing.

Mary Ann Morrill, of Melbourne.

Cordelia Jane Young, of Montreal; Honourable Mention in Drawing.

Mary Ross, of Martintown; Jane Fraser, of Montreal; Helen Henry, of Montreal; Selina Frances Sloan, of Montreal; Janet Mary Powell, of Montreal; John Lynch, of Montreal.

## FOR THE ACADEMY DIPLOMA.

Sarah Cairns, Montreal; Honourable Mention in Reading, Elocution, English Composition, Astronomy and Geometry.

Jane Alice Swallow, Montreal; Honourable Mention in Mental and Moral Philosophy, Astronomy, Algebra, and Geometry.

Letitia Barlow, Montreal; Honourable Mention in Geometry.

## ACADEMY DIPLOMAS GRANTED TO GRADUATES OF MCGILL UNIVERSITY.

John Sprott Archibald, B. A., Nova Scotia.

James Carmichael, B. A., Montreal.

William Fowler, B. A., Montreal.

He explained, that as regarded the Prince of Wales Medal, it was thought proper it should be given to two, Miss Lawless, who had been with them from childhood and Miss Cairns, from the country, who were equal.

Miss E. Henry now read Collins' "Ode on the Passions," with much taste and feeling, and was rewarded with applause.

Miss Cairns then read a valedictory on behalf of her fellow students, which at once exhibited a proper sense of the responsibilities of the new life they were about to enter. A piece was now sung by the candidates, with good effect, Mr. Fowler presiding at the Piano.

Professor Darey now delivered an interesting address in French, impressing, among other things, the necessity of his late pupils keeping up their reading in that language, after they had left the institution.

Miss Warren and Miss Young now played a duet which elicited applause.

Mr. F. W. Torrance now rose and said he had no intention of making a set speech, though on no occasion would he be anxious to be more careful than when addressing those who were engaged in education. He had, however, a few thoughts he wished to give expression to. In the first place the position they had accepted that