

Two literary compositions one on Miss Leber, the other on the venerable foundress of the institution, were read. His Lordship Bishop Bourget, who presided, expressed his sentiments and those of the audience in a solemn and impressive manner. A few days after, at the convent of Maria Villa, was enacted a scene no less touching. Most of the pupils of this convent are young ladies from the States or from Upper Canada: among the audience therefore were a great number of strangers, who must be deeply impressed with the perfection of our educational institutions. A discussion in verse on the education of girls, occupied the greater part of the sitting. The subject presented the many difficulties of didactic pieces, which were surmounted with a grace and an ease both in the recitation and composition that appeared quite astonishing. The piece was composed by one of the religious of the institution, as was the adieu, recited by Miss Drummond. Then followed the distribution of white rose garlands, of the golden medals and of the prizes. His Lordship Bishop Larocque had the pleasing task of congratulating the pupils.

The Academy of the Ladies of the Sacred Heart at Sault-aux-Récollets, that of the convent of the Sisters of Jesus and Mary, at Longueuil; the interesting school of the deaf and dumb, directed by the Sisters of Providence, at Montreal, and a number of other institutions, have held examinations which are very favorably spoken of by the gentlemen of the press.

If proof be required of the rapid progress of education during the last half century, we need but examine the contents of the programmes. While formerly the small number of our educational institutions caused the just fear, that they would not attain the proportions required by the increase of population in this country, now, many distinguished persons fear the reverse, and are alarmed less the too great number of superior educational institutions give more subjects than are required by commerce and industry. It is well to observe on this point as well as on that of the variety of programmes of the different educational institutions, that the Department organized when the existing schools were in full operation, could not make sweeping changes or establish a new order of things without producing irremediable confusion.

But let us not throw a gloom over the joy of our country as she views with contentment and presents with a just feeling of pride the hundred and fifty thousand children of her schools, treasures more precious than the mines, the monuments and the hoarded wealth of Europe and of Asia.

### Distribution of diplomas & prizes at the McGill Normal & Model schools.

This, as we stated on Friday, took place on Thursday afternoon, at two o'clock, the Hon. Mr. Justice Day presiding in the absence of the Superintendent of Education. The proceedings were opened with prayer by the Rev. Mr. Tate, who asked a blessing on the labors of the past session, and on the young teachers who were about to go forth as teachers, and prayed that day might not only be the commencement of an honorable career in the discharge of their earthly duties, but also of their heavenly duties, and that as they were there to receive earthly rewards, so they might look for a heavenly reward hereafter, "A crown of glory that fadeth not away, reserved in heaven for them that love Thee, and know the salvation of Thy Son Jesus Christ."

Judge Day then spoke as follows:

*Ladies and Gentlemen.*—It has fallen to my lot, somewhat unexpectedly, in consequence of the necessary absence of the Superintendent of Education, to discharge the duties of Chairman of this meeting; a task which although exceedingly agreeable, might under some circumstances be a formidable one for me. I find myself very much relieved by the arrangement which has been made, by which a number of the professors present will address the Assembly. My remarks, therefore, on opening the meeting will be exceedingly brief. It cannot be a matter of wonder to any one whom I now address, or to any one who desires the progress of education in our country, or has an interest in the broader progress of our country, that I have much gratification in announcing that the prosperity and condition of this Normal School are all that could have been expected or hoped, from the promise of its auspicious beginning. It is due to the judicious arrangements which have been made by its originators, and to the zeal of the Principal and Professors in carrying out these arrangements with diligence and fidelity; and I may add it is due to the diligence with which the pupils have applied themselves to the business of

acquiring education, that I am enabled to state this satisfactory condition of things, in the business of education, which is required by no persons more than by those who are to be themselves teachers. It will not do in any system of training intended to fit persons for that great duty, it will not do that there be a one-sided intellectual development, each faculty of the mind must be fairly treated, each one must have its proper share of attention, and I believe, that this object is in a signal degree obtained in the course of training which it pursued here. It may answer for persons who are engaged in teaching in public institutions, to devote their entire attention to a single branch. The man who is to teach mathematics may be ignorant of everything but mathematics yet he cannot be called a completely educated man. The man who is to teach classics may be learned in all ancient and classical lore—may be a thorough scholar, and yet not be strictly speaking an educated man. And so of every one of the branches of learning, which go to make up human education. But that will not do for a teacher of a common school, although the attainments in any particular branch need not be so profound, yet there should be a respectable attainment in every branch. Every one who goes forth to occupy the stations which you will be called upon to fill must have a knowledge of all the different branches which require to be taught, and this object has been sought in the arrangement which has been made in this institution, and I believe it has been thoroughly attained. It has been my good fortune to be able to attend some few of the examinations which have taken place within the last two or three days, and I have derived much satisfaction from the result. The examination conducted by Prof. Robins in Geometry gave me a great deal of pleasure. There was manifested in the answers a clearness and perception, a thorough understanding of the subject which gave earnest of substantial and useful progress. This branch of mathematics, I take it, as a matter of practical use, may not be considered as of very great importance in teaching in a common school; but its importance is very great as a means of training and mental discipline. Perhaps no branch of study can give the same precision of thought and language, which to a teacher, of all persons, is so indispensable. Without clear power of thought, there can be no clear power of expression, and without both these, how can a teacher expect to communicate information so as to make a lasting impression on the mind of the pupil. I regard, therefore, this study of mathematics as of very great importance, and of especial importance to the young ladies of this school; and inasmuch as it gives a more masculine tone to their mind, after which comes in play all the sensibilities belonging to the female mind, and to which, it has been remarked they are more prone to trust than to power of intellect, and the two together will give a great degree of influence to the character of a teacher. Then in that humble branch of Geography, conducted by Prof. Hicks, I saw that there had been a very satisfactory progress also. Geography, be it known to you all, is a study which has been underrated, and which many, even educated people, don't know much about, but here I was happy to perceive that much attention had been paid to it. Then came that charming language, the French, in which Prof. Fronteau, in the animated and sprightly manner which characterizes him, brought to view the proficiency of his pupils, and the progress they had made under his instructions. Then we had Natural History, Agricultural Chemistry, Botany,—that most beautiful of all the natural sciences, and in all these there was evidenced a degree of proficiency which was highly creditable to the Institution. As there are others to address you to-day, who will come to the task better qualified than I have been, I am not very much disposed to exhaust your time, and tire your patience by dwelling longer upon the objects of this institution. Your mission is one of inestimable importance, and of great solemnity, and one which I think is better intrusted to the hands of young ladies than of young men, at all events, until boys attain a certain age. There are two advantages in this system of putting our common schools under the management of young ladies; first, that it opens to them a dignified and honorable employment which will afford them an independent livelihood, hitherto open only to male teachers; and in the second place, it is woman's natural mission to train the young. It belongs to her in an especial manner, to infuse the elements of knowledge and virtue into the youthful mind. It is therefore with great satisfaction that from year to year I see so many young ladies training for this very great work. I will add no more, except merely to say that you have my sincere wishes for your success in this great mission, such success as will secure to you the applause of the world, and what is infinitely more important, a success which will secure to you the approbation of your own conscience.

Judge Day then sat down amidst great applause, after which two