

cial man, the tourist, or in the social and domestic circle—no argument on my part is needed. Were any further proof necessary, it will be found in the daily journals of the city, amongst "Wants," where clerks speaking and writing both languages fluently are required. The English speaking portion of the country will not alone be benefited by receiving a good education in their own vernacular, but they will derive much additional benefit by acquiring a knowledge of the French language,—for living in a community, where the French proves so important an element, as it does in this Province, it is evident that a knowledge of it becomes a necessary medium of onward progress and success. The benefits will perhaps be equally, if not more sensibly felt by those who speak the French. That the English language forms an important feature in the Normal Model Schools, will render it of vast importance to French Canadians; for in the increasing facilities of communicating with England, a knowledge of the English language becomes a necessity; and without such knowledge, Canadian enterprise would receive a check which would greatly mar its progress. (Cheers.)

Mr. Regnaud said: the Superintendent of Public Instruction, and Director of the Normal School, having invited me to take part in the opening ceremonies of this school, I considered it my duty to be present. I must inform you, with that frankness which has characterised every action of my life, that I considered this invitation as extremely flattering. Could it be otherwise? I who have devoted 20 of the best years of my life to teaching, always look back with pleasure to the past, persuaded that these years were not lost. Having been called upon by the Minister of Public Instruction in France to establish and direct one of the first primary Normal Schools that ever existed in the country of our forefathers, I owe to the powerful impulse which I had given to that institution the honor of being chosen, about twenty years ago, by Mons. Guizot, then Minister of Public Instruction, to come and establish in Canada the first primary Normal School. My reception was most cordial, and I at once perceived that much good could be done in Canada. My first impression was, however, that I had come a little too soon. The internal political dissensions of 1837 happened some weeks after the opening of the Normal School, and the establishment was by these circumstances converted into a guard house. The pupils dispersed, and thereafter the formation of a Normal School became impossible. My colleague, M. Findlater, a young gentleman from Scotland, of great talent and ability—as prudent as he was learned—then united with me in expressing our regret that we had ever come to Canada. I must, however, do justice to the members of the commission of the Normal School—these gentlemen did everything they possibly could do to re-establish the school, but it was in vain—the magic spell had passed over—it was too late. Besides, there was not then any law relative to education, so that the salaries of the teachers were precarious—they were only paid by the voluntary subscriptions or by a monthly rate—it was then the lowest of all professions. To-day, however, ladies and gentlemen, the state of things is altered. The Province enjoys the benefit of a law on public instruction, and its working fully answers the expectations of those who made and passed it. The future of teachers, without being very bright, is at least assured. Scholastic municipalities have been formed as if by enchantment in every part of the Province of Canada—so that the benefits arising from education are already very generally felt. Normal schools therefore could not have been opened under more auspicious circumstances.

Having myself performed the functions of Director of a Normal school, it is but right that I should state to the public what are the attributes of a Normal School.

Before the end of the 18th century, the word normal was only used in Geometry—it indicated a perpendicular line brought down to, or rising upon another line—and even now, in Geometry, the normal of a line is nothing more than the perpendicular of that line. To understand properly the meaning of the word, as applied to teaching, it is necessary that we should refer to its derivation.

The Latin word *Norma* signifies the manner of proceeding conformably to reason—to the nature of things, and to general usage.

To render a school primary Normal, it is necessary that it should embrace all the branches of primary teaching. A Normal School being intended to train teachers, must not confine itself to the exposition of different methods of teaching, nor to examples of the application of these methods. It is also its duty to review every thing teachable in elementary schools, to correct all errors that may affect it, to regulate all the principles composing it, and to place teaching in the way to perfection the most complete and the soonest attained. The object of a Normal School is therefore, 1st To train primary school teachers. 2nd To try to verify all the different methods of primary school teaching. Its teaching, must, therefore, comprehend, independently of moral and religious instruction, which

must be placed at the head of all teaching—reading, writing, French and English Grammar, Geography, Arithmetic, the rudiments of Geometry, Algebra, and Trigonometry, Surveying, the measuring of solids, linear drawing, drawing plans and coloring the same. The use of mathematical instruments, particularly of the theodolite and mason's compass, some ideas of Natural Philosophy, Chemistry and Natural History; Elements of History generally, and particularly that of Canada; Elements of Astronomy; of Music, either vocal or instrumental; some knowledge of Agriculture, and especially of Horticulture, comprising the trimming of fruit trees, and the different methods of grafting. Book-keeping should also be taught, but in a practical manner—each pupil keeping up a correspondence and a responsibility, as if he were connected with, and rendering an account to some fictitious firm.

Pupils of the Normal School—there are in every parish some persons towards whom all eyes are turned. These are, 1st the Cure, and next the teacher; the latter, as well as the former, exercises an apostolical mission. This mission, although of a secular character, is, nevertheless, important. A Teacher should not only be always on his guard, but he should also be the pattern man of the parish. Does he wish to be respected? he must be respectable. Our Saviour said, *sinite parvulos venire ad me*. A teacher should also say—following the example of our Divine Master—"Suffer little children to come unto me." He should love them as a father—correct them mildly, and, above all, instruct them with gentleness, patience and kindness. I have often remarked the influence of example upon men, and more especially upon children. When I performed the duties of Inspector, I have, in many instances, judged at first sight of the good qualities, or detected the particular faults of a teacher, by the inspection of the pupils.

A teacher can easily impart science to his pupils, but it is not so easy to impart virtues. For this, the best lesson is example. Besides, we are in the habit of continually applying the following principle of law, *Nemo dat quod non habet*—no person can give what he does not possess. To be able to bring up youth in the paths of virtue, we must be virtuous ourselves. It is at the Normal School, in attending the conferences, that teachers will learn to know each other, to appreciate and to esteem one another. They will, to a certain extent, resume their own course of education, and full of a new ardour, will go forth throughout the Province to put in practice the methods which have been explained to them. Permit me, my lords, ladies and gentlemen, in conclusion, to remark that the Normal School is the cornerstone, the foundation of primary education. From this school teachers will go forth entrusted with the noble mission of instructing the rising generation of this most flourishing portion of Lower Canada, and above all, to impress upon the minds of youth the moral, religious, and social virtues requisite, as well for their own welfare as for that of society in general. Mr. le Directeur of the Normal School, your mission is great and glorious, as is also that of your fellow laborers. But above all, Mr. Superintendent of Public Instruction, upon you has devolved the noble task of regenerating this beautiful country of my adoption—endowed at the same time with youth, a courage proof against every thing—these rare qualities which make at the same time the religious, the learned, and the intelligent man, as also the man of the world—the entire population of Lower Canada places full confidence in you, and we all unite in the fervent hope that your enterprise will be crowned with success.

Mr. Regnaud resumed his seat amidst loud and long continued cheering.

After some concluding remarks from the Superintendent, the choir sang, *Partant pour la Syrie* and *God save the Queen* and the meeting adjourned.

### McGill Normal School.

At three o'clock in the afternoon of the same day the ceremony of the opening of this Institution took place in presence of a numerous and fashionable audience.

The Hall was crowded to excess, and shortly after the hour appointed, a procession of the officers was formed which entered the Hall in the following order. The Secretary of McGill College in costume. The Secretary and officers of the department of Education,—School Inspectors,—members of the Protestant Board of Examiners, the Rev. Mr. Verreau, Principal and the Professors of the Jacques Cartier Normal School, the Professors of the McGill Normal School, the Hon. Judge Day, president of the Board of Governors of the University, Mr. Dawson, Principal of the University and of the McGill Normal School. The Governors, Doctors, Professors and Students of the University, in costume.

His Lordship the Anglican Bishop of Montreal and Mr. Principal