

Mr. Toussaint of the Laval Normal School then spoke; he said, that having been called upon by the Honorable the Superintendent to fulfil temporarily the duties of professor in the Jacques Cartier Normal school, he acceded the more willingly to his wishes, as it would give him an opportunity of being present and taking part in the interesting ceremonies of this day.

Those who had preceded him on the platform had spoken of the importance of this institution and the beneficial results which must be derived from its establishment. One of them had referred in strong terms to the many difficulties the friends of education had contended with, in endeavoring to overcome ignorance and popular prejudices. Another stated, that the position of a teacher, a short time since so little honored, altho' still not an enviable one, would soon become worthy of being sought after by men of education. He hoped, with all his heart, that such would be the case, and in the name of the profession, of which he felt proud of being a member, he thanked those distinguished speakers for their good wishes and encouraging language.

He felt that the position of the school teacher was improving. The want of the good teacher was felt every day, in proportion as we progressed, and the commerce and industry of the country became more developed. But where, it may be asked, will he acquire the fitness, and the knowledge necessary to enable him to perform his duties? The Normal school, which we are met to-day to inaugurate will be open to him. Let him come if he sincerely wish to devote himself with efficiency, to the education of youth. (Applause.)

I have not been in the habit, said Mr. Boudrias, of speaking before so distinguished an audience as the one now assembled here, but having been appointed to the honorable situation of teacher of the model school attached to the Jacques Cartier Normal school, I consider that I ought to give an account of the manner in which I shall endeavour to acquit myself of my duties.

I do not take a false view of the task which I have undertaken, I know that it is a difficult one, but I have every reason to hope that the experience in the art of teaching that I have already acquired, together with the courage with which I shall endeavor to perform my duties, will enable me to overcome many of the difficulties I shall have to encounter. I shall give to the pupils committed to my charge a practical and commercial education; reading, writing, arithmetic, and book keeping, the last of which, will be specially attended to. Who, in whatever position he be placed, is ignorant of its usefulness? Are not all the operations of a business man based upon calculations? Algebra, will not be neglected, history, geography, linear drawing and geometry will form important branches in our course of instruction. The art of speaking correctly our beautiful language; method, or the application of principles to rules, and finally, the art of imparting to others, what the pupil-teachers have themselves learnt while in this institution.

Professor Delaney said,—Of the importance and necessity of the institution which is being inaugurated to-day, there can be but one opinion. For some years past the want of such an one has been felt, and the rapidly increasing importance of our young and promising country has daily rendered that want still more sensibly felt, whilst the lately direct communication established between this and the mother country, and the vastly increased facility for commercial enterprise resulting therefrom, have rendered the establishment of such an institution not only of vital importance, but even of indispensable necessity. True, we have had institutions wherein the minds of youth could be trained, and habits formed, but the expenses of such, precluded a large number from participating in their advantages, and thereby rendered them a "dead letter," as it were, to the generality of our people. That the people of Canada lack neither educational enterprise, nor educational establishments of a high order, requires no proof; but that these establishments do not meet the wants of the great mass of the people is equally plain. In this country, as in almost every other, the majority of the people receive their first rudiments, if not their entire education, in the elementary schools; hence the necessity of having those based and conducted on the soundest principles. It is pretty generally admitted that the success or failure of any undertaking depends much on the principle adopted at the outset. Of education this is equally true as of other things. By those who are opposed to popular education it might be argued that we have had good members of society—men who have become influential, aye, and even who have deserved well of their country, whether native or adopted, who have had little or no education. The truth of this assertion I shall not question. Such has been the case, and always will be the case in new countries, where there is a wide field for enterprise. However, in passing, I would say to those who so argue: ask those individuals if they ever deplored the loss, I might almost add, *irreparable* loss, of a good education, and, whether they have not been specially cautious that their children should have a sound education? That the rising youth of our country, who in a few years will be the people of the country, require to be instructed, trained up, and *formed*, no one of sane mind will deny. No matter what may be their talent, no matter what may be their genius, or natural qualities, if they are not drawn out, trained, and polished, they are only as the precious jewel in an

encrusted mass; and as long as it remains so encrusted, one of infinitely less value, yet polished, will be preferred. Who will so instruct and train them, that they may be able to compete with those around, and keep pace with the progressive enlightenment of the present age? It is for the very purpose of educating a class of Teachers, who will so train and form others that the present establishment has been called into existence. It is needless to observe, that instruction differs materially from education. A person may be fairly instructed, yet far short of being educated. It has been truly said that to educate is to vitalize knowledge. The true secret of teaching with success, lies not in having a sufficient stock of knowledge. The teacher should have fully and distinctly in his mind, the whole course of instruction, not only as regards the subjects to be taught, but also all the best modes of teaching, that he may be ready and decided in varying his method according to the peculiarities of the individual mind that may come under his care. To suppose that a person will be successful as an instructor of youth, who does not study the art, and who has not those studies properly directed, is to regard the profession of a teacher as an anomaly to all others. Who, I ask, having a choice, would willingly call in the aid of any professional man who, neither by reputation nor experience, introduced his profession with any degree of success? Yet, we hesitate not, in many instances, to confide our children to the care of those who are wholly inexperienced in the education of youth, and who are to be their model and guide. Many, who have sacrificed their fortunes, and the greater part of their lifetime in endeavouring, morally speaking, to ameliorate the condition of the people, have sometimes discovered in the end that the grand secret lay in the education of the young. Education being, then, the great point, the next thing which engaged attention in this onward march, was the plan to be adopted. The plan of popular education being once agreed upon; the great end to be attained was a class of teachers who should carry out that plan successfully; for it became at once evident that to carry out an uniform system of instruction, there must be an uniformity of system amongst the teachers.—Hence the projection of Normal Schools, with their important attendants, Model Schools, in connexion with each. The design of these Normal Model Schools, if I may be allowed the term, is not to supersede the ordinary Model or Elementary Schools, but to afford an opportunity to those who are in training, in the Normal Schools, of reducing their theory to practice after the most approved method, thereby rendering themselves efficient and practical, as well as theoretical teachers. Of the importance and advantage of Normal Schools to a country, much might be said. However, I shall content myself for the present by quoting the opinions of two able advocates of public instruction.—The Minister of public instruction in France, said, "It cannot be too often repeated, that the Master makes the School.—Primary instruction depends altogether upon corresponding Normal Schools. The prosperity of those establishments is the measure of the progress of primary elementary instruction. Normal Schools form, in every department, a vast force of light, scattering its rays in all directions among the people. The Normal School has rendered immense service to the country; it has given us our best instructors; it has raised to a considerable extent the love of popular education. The teachers who come from Normal Schools are infinitely superior to others." The other, who taught, and was afterwards a D. D., said:—"I have once taught school, I believe with tolerable acceptance to my employers, but though just from college, I found myself deficient in the first steps of elementary knowledge. I had studied all the mathematics required at Cambridge, but I did not know how to come to a young mind so as successfully to teach notation. I had read the classics, but could not teach a boy how to construct a single English paragraph. I found myself wanting in that highest of arts, the art of simplifying things, so that children could grasp them." He further adds:—"From my own experience, I venture to say that no liberal profession falls so far short of its objects as that of the instructor. Teachers need specific preparation for their work, and this very preparation is what Normal Schools confer."

That Normal Schools have realized the most sanguine hopes of their founders or projectors there is ample living testimony; and none, perhaps, more tangible than the Irish Normal establishment. Not to vaunt too much, I believe that the teachers trained in that establishment, and the schools conducted by those teachers, will, if they do not excel, at least compare respectably with any other teachers and schools of the same class, either on the old or new continent. A greater mission has to be fulfilled by ours, than those just mentioned, inasmuch as the two languages (French and English) will be taught in the same department. Of the importance and necessity of a knowledge of these two languages, the most widely diffused on the face of the Globe,—whether to the commer-