

First and foremost in our programme is religious instruction. The records of history afford ample evidence of its importance as the basis of a true and solid education; and it will be easily understood from the dear-bought experience of other nations, that human philosophy is incapable, unaided by religion, to restrain our passions in their proper bounds. When the great Napoleon was remodelling the social constitution of France, subverted and destroyed by a most fearful revolution, he wisely laid down this principle, "that religion must be the basis of a national system of public instruction." Even the philosophers of the eighteenth century were compelled to proclaim this great truth. One of the most eminent among them, the celebrated Jean-Jacques Rousseau, has left us, in the midst of the most dangerous and paradoxical pages, this sentence: "I once thought it possible to give our children a good education without religion, and to be wise and virtuous without it; but I have abandoned long ago this most fatal error." (Loud cheers.)

Other speeches were delivered by Professor Toussaint and Professor de Fenouillet, but we regret that our limited space prevents us from republishing them; they will be found in French in the *Journal de l'Instruction Publique*. We now proceed to give the only speech that was delivered in the English language.

Mr. A. DOYLE, Professor of English, was called upon to address the meeting and said:—There can be few subjects of public interest capable of yielding more delight than the progress of education, on which a nation's greatest pride and moral condition of society are founded. In 1825, there existed in this province, under the control of the Royal Institution, but 25 schools, with a daily average attendance of about 43 pupils in each. Now, in 1857, after the lapse of 32 years, the number is augmented to 2888, with an attendance of nearly 135,000 pupils. This is intellectual progress of which Lower Canada may be justly proud. Thanks to the indefatigable zeal of our clergy, and to the political wisdom of our legislators, we have a school law unshackled by bigotry and harmonizing with all creeds and classes of society. But apart from its beneficial results, there have existed some lamentable deficiencies which our Normal Schools are now destined to remedy. The heads of these deficiencies are,—a want of uniformity in our present system—more vigorous discipline and unity of action among its principal agents,—but, above all, a want of sufficient literary qualification of teachers, combined with the more refined art of communicating it to others.—Four years ago, according to the Report of the Committee of the Legislative Assembly, there were but 412 out of 1991 teachers declared qualified by law. What means have existed for training those who were unqualified to continue their important duties? None. Were the mere parchment qualifications given by the Boards of Examiners enough for their important mission? No! Experience, that great universal monitor, proves that to the acquisition of knowledge alone, as required by law, and tested by the Board of Examiners, must be added the art of imparting it, in order to complete the qualities necessary to adorn a praise-worthy and efficient teacher. Again, those Examiners, for want of a training department, while endeavoring to conform to the exigencies of the law, have been frequently compelled to grant certificates of qualification to incompetent teachers, rather than close a great number of schools in the rural districts. Things have been too much abandoned to hazard, and persons of limited acquirements left to their own methods of educating youth,—methods differing as widely as the range of thought. Who, then, will hesitate to proclaim the great necessity for Normal Schools, in which both literary attainment and the most improved methods of teaching may be acquired by all? Literary knowledge is little more to the teacher than the elementary part of navigation to a man preparing for ocean voyages, or the more silent study of the law to the practical lawyer; in a word, it bears the same relation to the qualities of a finished teacher as theory does to practice. It is a common and well founded complaint among the teachers of Lower Canada, that sufficient remuneration is not awarded for their services. The notorious incapacity of a great portion of them is the echo which answers this complaint. In Upper Canada, previous to Normal School training, similar murmurs were heard, and £40 or £50 was then considered a good yearly salary. Now, the demand for trained teachers far exceeds the supply, and the salaries range between second and first class teachers from £75 to as high as £150 per annum. This great change has taken place within the last nine years. It is, therefore, on Normal School training, as regards salary, that the brightest hope of worthy and efficient teachers may rest. In this Institution, while endeavoring to distil into the youthful minds of the pupils, every subject necessary to enlighten the understanding and develop the growing powers of the mind, we will always use our best efforts to avoid a system of wide surface and little depth, common to many educational institutions; and devote ourselves particularly to the branches of a com-

mercial and mathematical education, so imperatively required for the practical pursuits of life, and the demands of great commercial cities like Quebec. But, in conclusion, there must not be too much at first expected; our beginning is but an experiment. We have to organize our system and contend with a conflicting medley of ideas, without end or order. A serious responsibility rests on us; the eyes of the entire province will be directed to our first trials; but we hope the work we are now commencing will yield happy results, and be appreciated by the country at large.

Professor Doyle having resumed his seat, Professor Devisme, of the Jacques Cartier Normal School, congratulated his *confrères* of the Laval Normal School on this brilliant inauguration, and assured them on behalf of the Principal, professors and teachers of the Jacques Cartier Normal School that they desired to be united with them by the ties of friendship, and that the three Normal Schools now opened to the youth of Canada should be as three sisters, having but one common interest.

The Superintendent then said that Mr. Juneau, the French teacher of the Model School, begged to be excused from addressing the meeting on account of the length of the proceedings already had. He observed that though Mr. Juneau would not speak, his labours and his great success in Quebec, where he had been for so many years a teacher of the first rank, spoke volumes in his favour. (Loud cheers.)

After a few *morceaux* executed by Mr. Gagnon and the amateurs, which were terminated by *Partant pour la Syrie* and *God save the Queen*, the meeting adjourned.

### Convocation of Teachers at the Laval Normal School at Quebec.

This convocation was held on the 13th of May. A good number of teachers of the neighbourhood were present; but those from a distance were prevented from attending, on account of the bad state of the roads. Resolutions were adopted for the creation of a Teachers' Institute, in connection with the Normal School. The following question was debated: "Which is the best French Grammar for our Elementary Schools?" Speeches were made by the Superintendent, the Principal of the Normal School, Messrs. Bardy and Tanguay, School Inspectors, and by Messrs. Marquette, Dufresne, Dion, Vallières, de Fenouillet, and Toussaint.—Another Convocation is to be held on the 29th of July. Votes of thanks were unanimously passed congratulating the Hons. Messrs. Cartier and Chauveau on their efforts in the cause of education.

### Teachers' Festival at Quebec.

On the evening of the same day, a large number of teachers assembled in the vast and brilliant Concert Room of the *Music Hall*, in Saint-Louis street, where Mr. Grace had prepared a banquet, in which upwards of two hundred guests shared. The stage was decorated in the most brilliant style, and was occupied by a choir of gentlemen and ladies, who added to the *éclat* of the proceedings by the execution of select and appropriate *morceaux*. The band of the 17th Regiment, by the kind permission of Colonel Cole, added to the lively scene, and the galleries were crowded with ladies who appeared to witness this educational *fête* with great delight.

The Superintendent of Education presided, and was supported on the right by the Rev. Mr. Cazeau, G. V., and on the left by Mr. Antoine Légaré, the senior teacher present. Speeches were made by the Superintendent, by Messrs. Marquette, Dufresne and Lafrance, teachers, by the Rev. Mr. Cazeau on behalf of the clergy, by the Mayor, by A. Plamondon, Esq., on behalf of the Press, by Mr. Aubry, L.L.D. of the University of France, by U. J. Tessier, Esq., L.L.D., by P. M. Bardy, Esq., M.D., school inspector, and by Mr. Sterry Hunt. At eleven o'clock, the proceedings were closed by the singing of the national anthem.

## MONTHLY SUMMARY.

STATEMENT OF MONIES PAID BY THE DEPARTMENT OF EDUCATION FOR CANADA EAST, BETWEEN THE 1ST JANUARY AND 31ST MAY 1857, INCL.	
Total amount paid to 30 April last, as per statement published in Journal of Education No. 3.....	£38,642 9 2
Paid from 1st to 31st May, incl: viz.	
On account of grant to Common Schools }	
1st half year of 1856 } ...	£19 0 1
"    "    do 1856.....	229 19 3
"    "    for Normal Schools.....	392 13 8
"    "    contingencies.....	106 8 4
"    "    Poor Municipalities.....	10 0 0
	758 1 4
	£39,400 10 6