

it, and he was sure the inhabitants of the vast district for whose educational wants it was intended, would not withhold it.

The hon. gentleman resumed his seat amidst loud applause.

His Lordship the R. C. Bishop of Montreal, on rising to address the meeting, was received with repeated bursts of hearty applause. He said that he was not prepared to speak before so numerous and imposing a meeting. He felt, however, happy in doing so, inasmuch as he had nothing more to do than to express his sympathy towards a patriotic institution which offered the surest guarantees in favour of religion, since it commenced under its protection and with its blessing. Besides, eloquent phrases were not required to express the language of the heart. (Cheers.) He did not think it necessary to detail the advantages to be derived from Normal Schools, being perfectly aware that every one present was impressed with their importance. (Hear, hear.) Neither was it requisite for him to mention the solicitude of the Government for the welfare of the country as evinced in the establishment of that institution, for the acts of the Legislature were public, and the establishment of the Normal School was an event of momentous importance to the citizens of Montreal. (Cheers.) Every one was aware that those regulations, officially sanctioned by the Executive, were framed by the Superintendent, who, since his nomination to the office he now holds, as chief of the Department of Education in Canada East, has sacrificed his repose and his time to promote the ends of education. (Loud cries of hear, hear and cheering.) He would now in a few words address the pupils, who were the tender objects of the solicitude of the government and clergy. His Lordship then told them that they were in reality the founders of the Normal School, and upon them depended its future success. He then asked them where they were, and where they would be at a later period of life. In reply to the first question, he would say, that they were in a great city, with the eyes of its inhabitants upon them; that they were at a School, the mistress of all other Schools; and that they were then scholars, for the purpose of being trained to become masters. That School was a fountain from which they would have to draw that true wisdom which would make them religious and faithful citizens. He hoped that the pupils would fulfil the expectations of the government who were now making such noble efforts on their behalf. (Cheers.) It was, therefore, their duty to be faithful to this paternal government, which tenders to them its protection; so that it may never happen here, as in France, where the senior pupils of the Normal Schools became the bitterest enemies of the government which had fostered them. Every teacher should, in the parish where he is located, be a pattern of true piety. They would have to contend with an institution similar to their own, which would that day be inaugurated. In this struggle between two institutions they must, if victorious, exhibit no feelings of pride; and if vanquished, no jealousy. In answer to the second question, he would at once place them on the great stage of this world, where, in a few years, they will be exposed to the view of the whole country, who will have everything to expect from the liberal and religious education, which they will have an opportunity of acquiring.—They will also, from their social position, be enabled to elevate the position of teachers, hitherto, unfortunately, never sufficiently appreciated. As the education of the youth of the country parts of this Province will be confided to their care, they must learn to deserve the confidence of the parents, who hold nothing dearer to them than their children. They will have to assist in the noble task of diffusing that practical education which makes the good Christian and the good citizen; that through their exertions the well known natural talents of our population will thereby be developed. By this means our fertile lands will be cultivated more systematically, our numerous water powers will be taken and worked by the natives of the country, manufactories and commercial institutions will be established, great capitalists will encourage our manufactures, our country will become rich and flourishing, and as a natural consequence, our dear fellow countrymen will not be induced to seek their fortunes in other countries where they unfortunately rarely succeed. (Loud cries of hear, hear and cheers.) His Lordship then remarked, that it was encouraging to see so numerous an assemblage of citizens of all stations and denominations that day testifying to the strong interest felt for the welfare of this institution. He was glad to see that the Commander of Her Majesty's Forces, notwithstanding his numerous avocations, had deigned to come and encourage them by his presence. He hoped that he might, without a breach of confidence, inform them what his Excellency had expressed as his conviction, viz: That it was the good master who made the good school.—They should feel proud to receive such marked encouragement from a warrior, whose courage during the Crimean war was the theme of universal commendation. (Cheers.) They must consequently conclude, that the sword and the pen

were equally necessary to uphold the rights and liberties of their country. (Cheers.) The sword to defend their country against invasion, and the pen to expose bad and vicious principles, and thereby uphold law and order, which were the foundations of all good government.

His Lordship resumed his seat amidst loud and protracted cheering, and waving of handkerchiefs from the ladies.

General Sir William Eyre, on presenting himself, was received with several rounds of hearty applause. He said that he ought rather to be placed as a pupil than an instructor. He looked upon that, as well as upon kindred institutions, as tending to promote the welfare and happiness of the community. There could be no success either in the civil or military service without education. (Cheers.) "Give me understanding and I will observe they laws," was the language of Divine wisdom. Knowledge controlled and directed its possessor in the honorable pursuit of wealth, and those who looked forward to an honorable old age, would find a great charm in literature. He, therefore, congratulated the pupils and preceptors of that institution, on an event so auspicious, not only to themselves, but to the whole of Canada, and he only wished that he was young again that he might enrol himself amongst their ranks.—(Cheers.) It was not merely for academic distinctions that knowledge was valuable, but it was to be prized rather for its tendency to expand the mind and to ennoble every pursuit.—The Government could not have a better security, for the well being and prosperity of the country, than in an enlightened people. (Loud cries of Hear, hear, and immense cheering.) It might be very well for the Czar of Russia (Laughter) to keep the people in ignorance, but, such a course would not do for this country. (Cheers.) Knowledge was the best antidote to falsehood. It teaches us to maintain a spirit of toleration for those who differ from us. (Cheers.) When he looked around and saw their numerous educational institutions springing up in all directions, he felt persuaded that a glorious destiny awaited them, and that the inhabitants of this country would become a free and a happy people.

The gallant general resumed his seat amidst enthusiastic applause.

His Worship the Mayor of Montreal said that he had been deceived by his friend who presided, for he did not expect to be called on to make a speech, still that would not prevent him from telling them how happy he was to be amongst them that day, and to congratulate the preceptors and scholars on the glorious destiny that was before them. (Cheers.) He had heard it said that in Lower Canada there was a want of education, but thank God it could not be said that there was a want of understanding; and he sincerely trusted that, by the aid of the school which they were then inaugurating, that the man who could neither read nor write would be the exception. (Cheers.) He did not come there to make a speech, but to congratulate them on the noble prospect before them.

His Worship resumed his seat amidst great applause.

The Rev. Mr. Verreau, Principal of the Normal School, said that he summed up the whole of the ceremony of inauguration that day in the profound sentiment of Leibnitz, "I always believed that the people would be reformed if education was reformed." (Cheers.) In education, as in every other human undertaking—in fact, more than in any other—the commencement is everything. Consequently, the man who is chosen to give the first notions and make the first impression on the mind of a child, or of a number of children, assumes great responsibility; but, at the same time, he should look with pride upon the position of a master. (Cheers.) As the teacher takes away with him the education he receives at the Normal School, it is requisite to know in what this education will consist. The programme has been framed, and it does honor to the enlightened mind that dictated it:—

1. A liberal religious education, which will exclude no person.

2. A practical education, which will meet the wants of our population and tend to make them more agricultural, commercial, and operative.

3. Finally, a really national education, comprising all languages and origins. (Cheers.)

We shall take care that the Professor be treated with all due respect, that he may feel the dignity of his position, avoiding, at the same time, to instil into his mind tastes and wants, which would subsequently, if unattainable, render him miserable. The establishment is now nearly completed. It will, it is to be hoped, prove efficient for all the objects in view, and permit, at the same time, a complete development both of the mind and body. (Cheers.) Finally, we shall endeavor, by every means in our power, to impart that education, without which, as has been so justly remarked by the distinguished General, the Commander of the Forces, riches would be absolutely nothing. (Loud cheers.)