

their size when seen by the eye of one who has fallen into the error of supposing that the school teacher's life is one of continued discomfort. If the teacher can only realize, in his own mind, the mighty results depending upon his work, the importance his character may have when multiplied by the impressions of it which he may send out, to influence all that may come in contact with it, I do not for a moment suppose that he will allow trifling annoyances to have but a momentary effect, which will vanish before that devotion to his work, and a self-control, which the teacher ought at all times to cherish. Supposing, however, our teachers properly sought after and properly trained, there is still a difficulty which will meet them at the commencement of their work. I allude to the want of proper books and apparatus in the schools to which they may be sent. The charge of this evil, however, can be thrown upon no one hitherto engaged in the management of educational affairs. It is, however, a giant one, and must be demolished before the work of education can go on.

I was much pleased at reading a beautiful article in the first number of the *Journal of Education*, on the effects of Fear and Love, as a means of obtaining a proper state of discipline, and I would advise all teachers to read the article, and try to apply its principles to their own use. Fortified by these there is no chance of failure. If I recollect aright, it supposes the child to say to the teacher:—*"Aimez-moi, et je vous aimerai."* Here lies all the success of school keeping. It simply means love begets love, and when once love has obtained an entrance to the mind of a child, all that may be stored therein, association will keep there, because this association is agreeable. The properly trained teacher, who may be supplied by liberal trustees with all that is necessary to carry on his work, still needs some connection with those who, like himself, are engaged in the good work to encourage him and lead him on, and in whom he may find that sympathy, which we all need in this world, and which is the bond of friendship. I would advise him, then by all means, to join some Teacher's Association, where he will find many who, like himself, will be glad to ask advice, and as ready to give it. In connection with our Association, I trust we shall be able ultimately to hold an annual convention or assembly of teachers in Montreal, or some other similar place sufficiently central, where teachers for miles around, especially those who have been trained at our Normal School, will be able to meet and benefit each other. It would be advisable, at this period, to have our Model Schools at work, so that they might be visited by those desirous of gaining fresh hints on any improved method of teaching that might be introduced. It would also be a thing of inestimable value if we could establish a permanent Depository for school apparatus. I mean the articles used in schools both on this continent and at home—articles, not for sale, but for inspection; especially those that the intelligent teacher might have made by a clearheaded workman. All the best books in the English language, used in schools, might be formed into a permanent library of reference, at a very small expense, as most booksellers would willingly give copies of such as they publish. Such has been done in England, in connection with the Teachers Association there, and such might easily be accomplished here. Mr. Chauveau, who now has charge of the machinery of education, is preparing a depository for books and apparatus where they may be had at prices which will place them within reach of all our school officers. There is one other subject connected with the teacher, which I believe bears very strongly upon his continuing in his employment when once engaged in it: I allude to his obtaining of the means of making his old age comfortable, and preparing for that period of his existence when, being no longer able to earn his own livelihood, he will yet require food and lodging, and many of the little comforts which declining years stand in need of. The want of some such provision in my own country has driven many men from their honourable career. The Educational Office at home is now, however, preparing measures which will remedy this evil, and be the means of keeping those who enter into the honourable career of school teaching to their work, so that it will not be said that anticipation of want drove them to seek other employment. In bringing my remarks to a conclusion, allow me to express a hope that our Normal School, in sending out properly trained teachers, may spread such a desire for instruction, and such a just estimate of education, that those whose business it is to set the machinery to work may meet with nothing but help and co-operation; that those also who go out may obtain such a position in society that none may consider it a degradation to undertake the teacher's office, but rather a privilege, and that those who may have been blessed by God with the mental endowments for the work, may come into our ranks, and lend their needful aid. Allow me to say a few words respecting my own position in the establishment,—a position which I feel to be one of the most responsible, and needing more than human assistance to sup-

ply its demands satisfactorily. The position of teacher is at all times a most important one, and, I may say that no human being has such unlimited control over those subject to him as the teacher. The child, when he loves his teacher looks upon him as if he were something superior to ordinary humanity. There is a fascination about himself which he can use so as to gain the most intense attention to all he may utter, and unbounded belief in all he may state. It must be evident from this, that the formation of the child's character must be rapidly going on, whilst he is under this influence, an influence which we hope will be used by all using our Normal School for the best of purposes, for the character of the child is to a great extent a reflex of that of the schoolmaster. Now if the ordinary teacher's post opens such a field for good or evil, what must be his influence who has the training of teachers themselves, each of whom will have, perhaps, his hundreds to direct, or his hundreds to misdirect. It is to be hoped that all those who leave our institution may look upon their mission, not so much to make prodigies of learning, as to make Christian children, having Christian aims and designs. As far as any influence of mine may be exerted in after life, I shall pray that every young person who may leave us, may go away tremblingly alive to the vastness of the work he has undertaken, but determined, with God's blessing, to do it. (Cheers.)

Mr. Professor Fronteau having been next called upon by the Chairman, rose and expressed himself in French to the following effect:

The advantages which must accrue from the establishment of the Normal school which we have met this day to inaugurate have been so fully demonstrated, that it is altogether unnecessary for me to add any thing to what you have already heard; considering however, the position which I am about to hold in this new born institution, you will permit me to make a few remarks having reference to that branch of the teaching with which I have been honored.

The appointment of a Professor of French, at the very commencement of the establishment, is an evident proof of the importance which the authorities attach to the study of that language. But how could it be otherwise? It suffices that we should cast our eyes around us, that we should visit our cities and parishes to be convinced, that the French language has survived all the vicissitudes consequent on the conquest, that it is implanted in the soil, that it is the bond which unites the scattered members of a great family. Language indeed, is the souvenir of our fatherland, the link which connects us with by gone generations.

No! I shall never forget, with what pleasurable sensations, when in first landing in this, to me, a foreign land, I first heard the language of my country. It appeared as if the distance which separated me from it, had suddenly been shortened. The country had, if I may so say, assumed new features, its appearance was changed, and the soft tones of that tongue so familiar to me, almost induced me to believe that I had returned to my native land. Such is the power of language over the mind, so great is its magic influence over the imagination and feelings.

It is in a country and in the midst of a population such as those above alluded to that the young teacher, trained in this school, will be called upon on a future day to exercise his important functions. If he become what he should be, moral in character and conduct, elevated in his sentiments, endowed with a solid education, his influence will necessarily be generally felt; what an advantage will he not possess, when presenting himself to the several families in his locality, he will be able to address each one in its own language? what a powerful auxiliary will it not prove in bringing them together, in making himself known to them, in dissipating prejudice, the bitter fruits of ignorance, in establishing, in a word, in the midst of this great community, that Christian and brotherly love, which excludes none, and comprehends all; for the teacher like the minister should belong to the community, and his school is a public place open to all, to which every person may come to draw at the fertile source of his knowledge and teaching. Now, a teacher so situated, who cannot speak French isolates himself, and finds himself condemned, as it were, to work, a small bit of ground only, where there is a whole field requiring cultivation.

I have frequently had occasion to go into the country parts and to visit the Canadians; I have seen them in their amiable simplicity; I have spoken to them of France, which will always be dear to them, as having been the cradle of their ancestors; I could scarcely satisfy their eager curiosity, even by answering all their questions. They neither asked me who I was, nor to what religion I belonged. To speak their language was alone sufficient to gain their confidence.

Believe me gentlemen, we are never strangers in a land whose language we speak; sympathies soon arise which bring us together, and the differences of character are soon lost under the soothing