

plenty of light, and the walls are well covered with black boards and geographical charts;—the desks and seats, made with iron supports, like those in both schools in Montreal, had not been screwed in, as this room was required for the inaugural ceremonies. To the right, in each side of a corridor, are the following apartments; first:—The cabinet of Natural philosophy, the shelves of which are already filled with instruments and apparatus of every description required for a thorough course of chemistry, all purchased, either at Toronto or Boston, by the principal himself; opposite, is the library, with book-shelves nearly empty; but these will be filled ere long;—Further, on the right of the corridor, is the recreation hall of the pupils of the normal school; also, their refectory.

In the second story, to the left of the stair case, are the two normal school classes, with walls well covered with the best description of geographical charts, as well as those required for the study of natural philosophy and chemistry; to the right of the stair case, are the study, and the offices and apartments of the principal.

The garret rooms are used for dormitories.

His Lordship the Bishop of Tloa, coadjutor of His Grace the Archbishop, attended by a numerous body of clergy; His Worship the Mayor, accompanied by all the members of the corporation and by Mr. Garneau, city clerk, after having visited all the apartments, in company with the Superintendent of Education, the principal and professors of the school, proceeded to the hall, and took the places respectively assigned to them. The Superintendent of Education took the chair, supported on either side by His Lordship the Bishop of Tloa and the Mayor. The professors and the twenty two pupil teachers admitted to study, were ranged on each side of the platform. Among the audience we remarked, the honorable Mr. Justice Caron, the Reverend Mr. Casault, grand vicar, rector and several of the professors of the Laval University; the reverend Mr. Pilote, superior of the St. Ann's college; the reverend Mr. Cazcan, G. V. from the cathedral; the Revd. Mr. Auchair, curé of Notre Dame, and several other Revd curés from the neighbouring parishes. Mr. Aubry, of the cathedral of Three Rivers; the Revd Pères Oblats; Col. Cockell, of the 16th, and Col. Cole, of the 17th regiments, and Messrs. Bardy, Beland, Hubert and Tanguay, school inspectors.

His Lordship the Bishop opened the meeting with prayer; a choir composed of gentlemen and ladies, under the able direction of Mr. Ernest Gagnon, professor of music to the normal school, then sung, with considerable effect, several pieces of music: after which the Superintendent of Education delivered the following address:—

My Lord, Ladies and Gentlemen,

Before proceeding, it becomes my duty to communicate to you the contents of two letters received by me from His Excellency the Governor General, and from His Excellency the Commander of the forces, in which they respectively express their regret at being unable to attend the present meeting:

{ GOVERNMENT HOUSE, TORONTO,
April 22, 1857.

SIR,—In acknowledging receipt of your letter of the 15th inst., I regret

to say that it will be impossible for me to preside at the opening of the Quebec Normal School, on the 12th May next.

It is probable that the Legislature will continue in Session, until that time. In any case, on account of the uncertainty as to when the business of Parliament may be concluded, I cannot undertake to fix any day for the ceremony, and, consequently, I would not wish to put the authorities and public of Quebec to any inconvenience, or to delay the opening of this important establishment.

Accept, Sir, the renewed assurance of the consideration with which I have the honor to be,

Your obedient servant,

EDMUND HEAD.

{ GOVERNMENT HOUSE, TORONTO,
8th May, 1857.

MY DEAR SIR,—I am sorry to be obliged at the eleventh hour to send an excuse for my non-attendance at your meeting on Tuesday next, but circumstances, into which I need not enter, positively prevent my being at Quebec on that day. I regret it exceedingly for I was anxious, by my presence to show the interest I take in the great cause for which that meeting is convened, and I should have been glad also to have testified my respect for yourself, to whose exertions, I believe, that cause and the community are much indebted.

Believe me, my dear Sir,

Yours sincerely,

WM. EYRE,
Lt. Général.

I have received similar letters of excuse from several of our right reverend prelates, and also from many of the members of the Cabinet and of both Houses of the Legislature, testifying to the deep interest they all feel in the inauguration of the work we are about to commence.

If everything which has been recently said and published on the importance of Normal Schools, if the good wishes entertained by the press and Legislature of the country, long expressed by them for the establishment of these institutions, and if the solicitude manifested in that behalf by so many distinguished personages, cannot convince, I must most certainly despair of doing so by any words that I can utter.

Besides, the Normal School is an institution so natural, so conformable to the constituted laws of society, that this fact alone would dispense me from entering into any particular explanation. It responds to the principal demands of our nature.

The scholar in the Normal School is a pupil-teacher, and, since the commencement of time, all who have taught, were first disciples or scholars and teachers. Life itself appears to have been given to us only for the purpose of transmitting to posterity, with its brightness, that transcendent light known as religion; also, philosophy, literature and history, being nothing more than the reflection of those divine truths of which society is the depository. The beautiful idea conveyed by a certain Latin author in the words *Sicut cursores sibi tradentes lampada*, is the most touching and the truest allegory representing our mission on earth. In fact, of all our actions in this world, nothing really remains beyond the greater or less resplendency we ourselves give to the light which we are bound by our mission to transmit from age to age, from generation to generation: *sicut cursores sibi tradentes lampada*. And if this be applicable to any one, it most certainly is so to the humble and lowly teacher of an elementary school, he who first brings to light the capacity and energy of childhood, to enable them in their turn to transmit the traditional light to future generations during their short and rapid existence. *Sicut cursores sibi tradentes lampada*.

Masters and Disciples,—we all are, and the Almighty has ordained, that we should impart our knowledge to others; so much so, in fact, that the very first desire we feel after having learnt is to teach,—children themselves in their amusements even, always testify a wish to let others know the little knowledge they have acquired.

The Normal School is a most powerful medium of accelerating progress in popular instruction, propagating a system of teaching, the importance of which is almost immediately shown by its effects; requiring well analysed study of everything which has to be learnt. It unites the most approved portions of all the best methods of teaching—these are tested at once, and society only receives those parts that have been improved, developed, and confirmed by experience. At the present day, and in this country, when primary instruction, to keep pace with social progress, must undergo certain changes, and when our efforts must be doubled to maintain us on an equality in this respect with our neighbours, it is evident that the Normal School has a difficult task to fulfil. The mere mention of the several branches that this institution will introduce into all our schools, is sufficient to indicate the benefits which may