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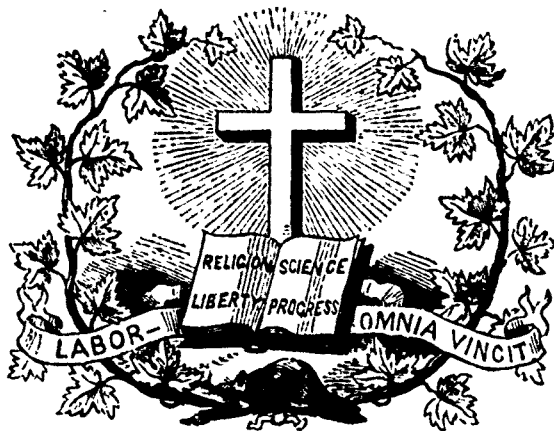
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JOURNAL OF EDUCATION.

Volume I.

Montreal, (Lower-Canada) March 1857.

No. 2.

SUMMARY.—**EDUCATION:** Education in Norway, from the "New York Tribune."—Education in Ireland, extract from a speech by M. Ryan Esquire.—"Shall and Will," by Sir Edmund Head, from the "Montreal Gazette."—**OFFICIAL NOTICES:** Teachers who have obtained Diplomas.—Acknowledgment of Donations.—Appointments of Deputies.—Notices of meetings of Boards of Examiners.—Inauguration of the Laval Normal School.—Conference of Teachers of the Laval Normal School Circuit.—Second Conference of Teachers of the Jacques Cartier Normal School Circuit.—Wood cut.—Inauguration of the McGill Normal School, in the Hall of the School, on the 3rd March of 1857.—**EDITORIAL:** Inauguration of the McGill and Jacques Cartier Normal Schools.—Account of the Inauguration of the Jacques Cartier Normal School.—Account of the Inauguration of the McGill Normal School.—Teachers Festival at the McGill Normal School.—Teachers Conference at the Jacques Cartier Normal School.—Teachers Festival at the Jacques Cartier Normal School.—**MONTHLY SUMMARY:** Statement of monies paid by the Department.—Prospectus of the Jacques Cartier Normal School.—Prospectus of the Laval Normal School.—**ADVERTISEMENT.**

EDUCATION.

Education in Norway.

Norway, with respect to education, labors under the difficulty of a scattered population, even more than Sweden.

Out of her 1,400,000 inhabitants, only about 180,000 dwell in towns, the remaining 1,220,000 being sprinkled here and there over an area of 5,750 square miles. As a consequence, stationary village-schools are hardly possible in any great number. The law, from which the present school system of Norway dates its origin, which was passed in 1739, did not require, very wisely, an education in any particular place; it simply demanded that the parents or guardians should instruct every child, or cause it to be instructed, in the branches usually taught in the district schools—the list of such instruction being the catechetical examinations by the clergyman, and the examination—previous to the confirmation—which last, the American reader must remember, is a necessary condition for all civil rights in Norway and Sweden.

To meet the difficulty of the separation of the population, the law also required Circulating Schools in every parish, as well as stationary. The parish is divided into a certain number of districts, and the teacher travels from one district to another—the children of each forming for the time his school. As an average, the term of each school is only eight weeks during the year. The lessons are given in the farm-houses, in the rooms where the peasants have been sleeping and eating—often uncomfortable and ill-ventilated apartments. The branches required to be taught by law are religion, reading, writing, singing and arithmetic; in point

of fact they limit themselves to reading and "religion" (i. e., very dry theology), with a little of writing and arithmetic. The teacher's salary is from \$12 to \$40 for thirty weeks' teaching, with his board. The whole number of these itinerating teachers is about 2,000, and of the schools about 7,000.

Stationary schools stand somewhat higher than the class of schools first mentioned in the quality of their instruction. The teachers also are better paid, the salary being about \$90 per annum, with board and a piece of land for free use. They number about 380, with 24,000 pupils in attendance, and their terms are from 16 to 40 weeks in the year. The whole number of children attending both the circulating and stationary schools is estimated at about 213,000.

Upper district schools are a small class of pay schools, corresponding somewhat to our High Schools in America. The branches taught are those already mentioned as taught in the other schools, together with history, mensuration, natural history, and a foreign language—generally English.

These schools require a slight payment from the pupils, but are supported by the parishes and by occasional grants from the Storting or National Assembly.

All the schools established by law are managed by the Town or Parish Council and the clergyman. No tax can be laid for their support except by a grant of the Council. The head management in each province is in the hands of the High Sheriff and the Bishop of the diocese, who report again to the "Governmental Department of Church and Education."

The total expenses of all these schools in the towns and country, together with that of five Normal Schools for teachers, and including the expenses of boarding teachers, are estimated by Councillor Nisson at about \$195,000 per annum.

Citizen's schools are a higher class of schools, both public and private, belonging to the towns. The pupils are taught in common branches, in drawing, natural history, and German, French and English. The number of these is more than twenty; the pupils about 3,000; expenses, about \$30,000 per annum.

A still higher rank of these schools is called real schools. These have been established by the Government in eleven towns, and are associated with the "Latin Schools." The latter prepare for the University with a five years' course; the other, after their pupils are fourteen or fifteen, send

them out to practical life or to the technical and military schools.

In the Latin Schools, Greek and Hebrew are taught; in the Real Schools, beside the usual instruction of the best schools, bookkeeping, commercial correspondence, the properties of goods, &c., are sometimes among the branches.

There are also three Latin Schools not connected with Real Schools, at Christiania, Trondhjem and Bergen, where the usual order is reversed, and Latin is studied before any foreign language. These three schools are supported by their own funds. Number of pupils in the eleven united schools, 700; in the three Latin Schools, 300; total, 1,000. Annual expenses of both, \$64,000.

No one can be a rector in these schools unless he has passed two public examinations. The conditions for the under teachers are equally strict.

Beside these, there are Charity Schools in many towns for the children of poor laboring people, where the children remain the whole day, while the parents are at work. These are supported by both public and private contributions. Amount expended, about \$6,000.

There are four asylums in Norway for the instruction of the deaf and dumb. Another class of schools whose introduction would be highly advantageous to America, are the *Agricultural* and *Drawing Schools* for workmen and mechanics.

There are fourteen Agricultural Schools where young men from eighteen to twenty are taught thoroughly in practical and scientific farming, in the application of manures, the construction of farming machines, the management of dairies, and the like.

Throughout Norway there are eight Drawing Schools. To these of an evening, the mechanics and laborers come together and receive instruction in modeling, drawing, mathematics and natural philosophy. By the way any person who would be a tinman, gummaker, copper-worker, turner, brazier, goldsmith, wheelwright, instrument-maker, jeweler, painter, saddler, smith, stone-cutter, chair-maker or clock-maker, must produce a testimonial from the managers of this school. The effect of the instruction is found to be excellent on the taste of this class in their various trades. The Drawing School at Christiania is the most distinguished, and costs nearly \$3,000 per annum. The other seven are supported together at about the same rate.

From what has been said of the condition of schools in the Norwegian towns, it is apparent that education is in a favorable state of progress, even compared with America. The working classes have better opportunities than they enjoy here.

Of the country schools one can draw by no means so favorable a conclusion. Schools circulating from cabin to cabin, with teachers receiving \$12 *per annum* as their stipend, can scarcely be expected to provide for, even were it possible to procure, more than the first elements of an ordinary education.

Education in Ireland.

We extract the following remarks relating to the present state of education in Ireland from the speech delivered by Matthew Ryan, Esquire, at the dinner in honor of St. Patrick's day last, as reported in the *Montreal Herald*: "Would it be agreeable to you, gentlemen, to hear a little of the march of mind in the Old Land? (Hear, hear.)

Mind, Mind alone, without whose quickening ray
The world's a wilderness and man but clay.

Respecting education in Ireland, I find a most satisfactory account in an excellent book entitled "Memorandums in Ireland," which I happen to have in my small library, written by Dr. Forbes, one of the Queen's Physicians. This

gentleman publishes lists which, he says, gives as near an approximation as he could make of the present number receiving instruction in all the schools in Ireland, high and low. The total is 828,737, which compared with the population in that year (1851), shows the proportion of scholars to the whole population, one in seven. "This statement, which I regard, says Dr. Forbes, "as below the truth, places Ireland, in respect of education, very far above England according to the estimate that has been usually hitherto made of the attendants at her schools, and places her still above England according to the greatly improved Census of '51. We had been accustomed to consider the proportion of children attending schools in England as not being higher than 1 in 14 or 15; and Mr. Kay, in his Book on Education, makes the proportion in 1850 to be 1 in 14. In my calculation I had accordingly assumed this proportion as approximately correct, and had so recorded it in these pages. But, since this chapter was at press, Lord John Russell has announced in parliament (April 4, 1853,) the proportion, ascertained by the last census, instead of 1 in 14 to be 1 in 8.5. This very gratifying correction of an erroneous opinion, greatly lessens the assumed superiority of Ireland as to Education; though, as already stated, *it still* leaves her the superiority."

"Shall" and "Will,"

OR TWO CHAPTERS ON FUTURE AUXILIARY VERBS, BY SIR EDMUND W. HEAD, BART. LONDON, 1856.

This book of 160 pages, by His Excellency, the Governor General, strikingly shows how much an accomplished scholar and physiological inquirer may find to say, and that to good purpose, on two of our most common monosyllables. So thoroughly is the subject handled that the reader must feel that it has been exhausted; and so well have the views and conclusions of the writer been established, that the work must become an authoritative standard on the proper use of *shall* and *will* in English grammar, such a standard as is specially needed in Scotland, Ireland and America.

By a process of original research, Sir Edmund has clearly proved that the use of "shall" and "will" according to the modern idiom has been familiar to English authors from the time of Chaucer downwards, i. e. from about 1360. At this idiom is however very difficult for foreigners to master, it has never been fairly established in those parts of the United Kingdom where the Keltic dialects are spoken; and the imperfect use of it on this continent is doubtless owing to the influence of the large Keltic and other un-English immigrations.

The author makes excellent use of comparative philology, showing how the future tense is expressed in other languages both ancient and modern, and how the English method, tho' hard for foreigners to learn, is the best of them all. In his examination of the future forms in Latin, we venture, to suggest whether he should not have noticed such adjectives as *venerabundus*, *moribundus*, *judibundus* &c., which we conjecture to be in reality nothing but old *future participles*, showing the old future ending *ab* or *ib* and the gerundive *undus*. And in the case of the Welsh future, we fancy the true explanation may be that it is compounded of two verbs; thus *canav* consists of *canu* (to sing) and *av* (I go), hence 'I go to sing', which is a sort of future in English also. May not the same conjecture be applied to the future forms of the Roman languages, so that they may all mean, not 'I have to sing' but 'I am going to sing'?—*Montreal Gazette*.

OFFICIAL NOTICES.



Montreal, 3rd March 1857.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Messrs. Jacques Goussaye and William M. Harty, and Miss Mary Marguerite Blanchard, have obtained diplomas authorising them to teach in model schools, or in superior primary schools.

Messrs. Joseph Robillard, Amédée Gagnon, André Riberdi, Michel Caron, Elie Martel, Étienne Arnault, David Halde; Mrs. Clémence Robillard, wife of Mr. Louis S. Beaudoin, Mrs. Céline Sabourin, wife of Mr. François X. Audet; Misses E. Sophie Belanger, Vitaline Surprenant, Marie Philomene Hastigny, Marguerite Vigeant Taupier, Albina Edwidge Boulay, Céleste Dubuc, Eugénie Baby, Vénéranee Monty, Anna Gagnon, Marie Lia Latour, Marie Eloïse Lefebvre, and Amélie Paré have obtained diplomas authorising them to teach elementary schools.

Miss Boulay passed her examination in a highly creditable manner.

PROTESTANT BOARD OF EXAMINERS FOR THE DISTRICT OF MONTREAL.

Miss Elizabeth Kerr and Mr. Oliver Warren jun. have obtained diplomas authorising them to teach in elementary schools, and William Nichols, Alfred McClatchie and William McCuaig, diplomas authorising them to teach in model schools.

CATHOLIC BOARD OF EXAMINERS FOR THE DISTRICT OF QUEBEC.

Messrs. Charles Adolphe Maillard, Alexis Clet Paradis, and Patrick Love, also, Misses Rose Leclerc, Domitilde Paquet, Marie Rosalie Blais, Marie Malvina Joséphine Mercier, Léocadie Langlois, and Marie Odile Vallerand, have obtained diplomas authorising them to teach in elementary schools.

BOARD OF EXAMINERS FOR THE DISTRICT OF THREE RIVERS.

Mr. Bazile Théroux and Miss Apolline Desaulniers have obtained diplomas authorising them to teach in elementary or superior primary schools.

Mr. Pierre Jean Mathon, and Misses Parmélie Hébert, Georgina Bourque, Philomene Poirier, Georgina Hébert, Marie Louise Elisa Rivard, Josephine Elmire Gélinas, Alexandrine Elmire Turcotte, Marie Dorothee Lacerte, Marie Louise Marchand, Marie Marthe Carpentier and Olivine Buisson, have obtained diplomas authorising them to teach in elementary schools.

DONATIONS.

The Superintendent of Education begs to acknowledge the following donations:—

From His Excellency, the Governor General, 16 volumes of the Reports of the Board of Education in England, from the privy Council.

From Huguet Latour, Esquire, Virgil, Juvenal and Sallust Delphini Editions, also 12 pamphlets.

From N. D. Brown, Esquire, a beautiful engraving "Saturday Night," published by the Cosmopolitan Art Union, also a copy of the Cosmopolitan Art Journal.

From Mr. A. Côté, two copies of the abridgment of the History of Canada, by M. Garneau.

From Mr. L. Racine, "Souvenirs Historiques du Canada," 1 vol.

From the Legislative Assembly, 16 copies of the Index to the Statutes recently published.

DEPUTIES APPOINTED FOR THE EXAMINATION OF CANDIDATES FOR ADMISSION INTO THE NORMAL SCHOOLS.

Mr. Emile de Fenouillet, professor in the Laval Normal School has been appointed deputy of the Reverend the Principal of that school during his absence.

Mr. Petrus Hubert, school inspector, has been appointed the deputy of the Reverend the Principal of the Jacques Cartier Normal School in and for the city and district of Three Rivers.

Messrs. Tanguay, Martin and Mcagher school inspectors, have also been appointed deputies of the Reverend the Principal of the Laval Normal school, in and for their respective districts of inspection.

The Montreal Catholic Board of Examiners will hold a special meeting for the examination of female teachers only, at the school house of the Brothers of the Christian Doctrine in Vitre street, Montreal, on the nineteenth day of May next, at nine o'clock in the forenoon.

F. X. VALADE, Secretary.

In the third number of the French Journal, the twenty ninth of May is erroneously stated as the day appointed for the special meeting of this board; it will be held the nineteenth of May next.

A special meeting of the board of examiners for the district of Kamouraska will be held at the Court House, in the Parish of St. Louis, on Tuesday, the 28th May next at ten o'clock in the forenoon for the examination of female teachers only, who may be desirous of obtaining diplomas.
P. DEMAIS, Secretary.

The board of examiners for the heretofore county of Sherbrooke will meet at the Court House in the town of Sherbrooke on Friday the eighth day of May next at one o'clock in the afternoon, for the examination of teachers.

Candidates for examination must furnish certificates of good moral character, signed by a clergyman, and by three school commissioners.
L. A. HURD, Secretary.

INAUGURATION OF THE LAVAL NORMAL SCHOOL.—The inauguration of the Laval Normal school will take place at Quebec, on Tuesday, the twelfth day of May next, at two o'clock in the afternoon, in the Hall of the school. School inspectors, members of the boards of examiners and teachers are particularly requested to attend.

CONFERENCE OF TEACHERS WITHIN THE LAVAL NORMAL SCHOOL CIRCUIT.—A conference of the teachers of the above circuit, will be held in the hall of the Laval Normal School, at Quebec, on Wednesday, the thirteenth of May next, at eleven o'clock in the forenoon. In the evening of the same day, at seven o'clock P. M., a collation will be served up to them at the same place.

SECOND CONFERENCE OF THE TEACHERS OF THE JACQUES CARTIER NORMAL SCHOOL CIRCUIT.—The second conference of the association will be held in the examination hall of the Jacques Cartier Normal school, on Monday the first day of June next, at ten o'clock in the forenoon; a draft of general regulations will be submitted for the approval of the meeting and several lectures will be delivered by the professors of the Normal school and by teachers.

JOURNAL OF EDUCATION,

MONTREAL, (LOWER CANADA) MARCH 1857.

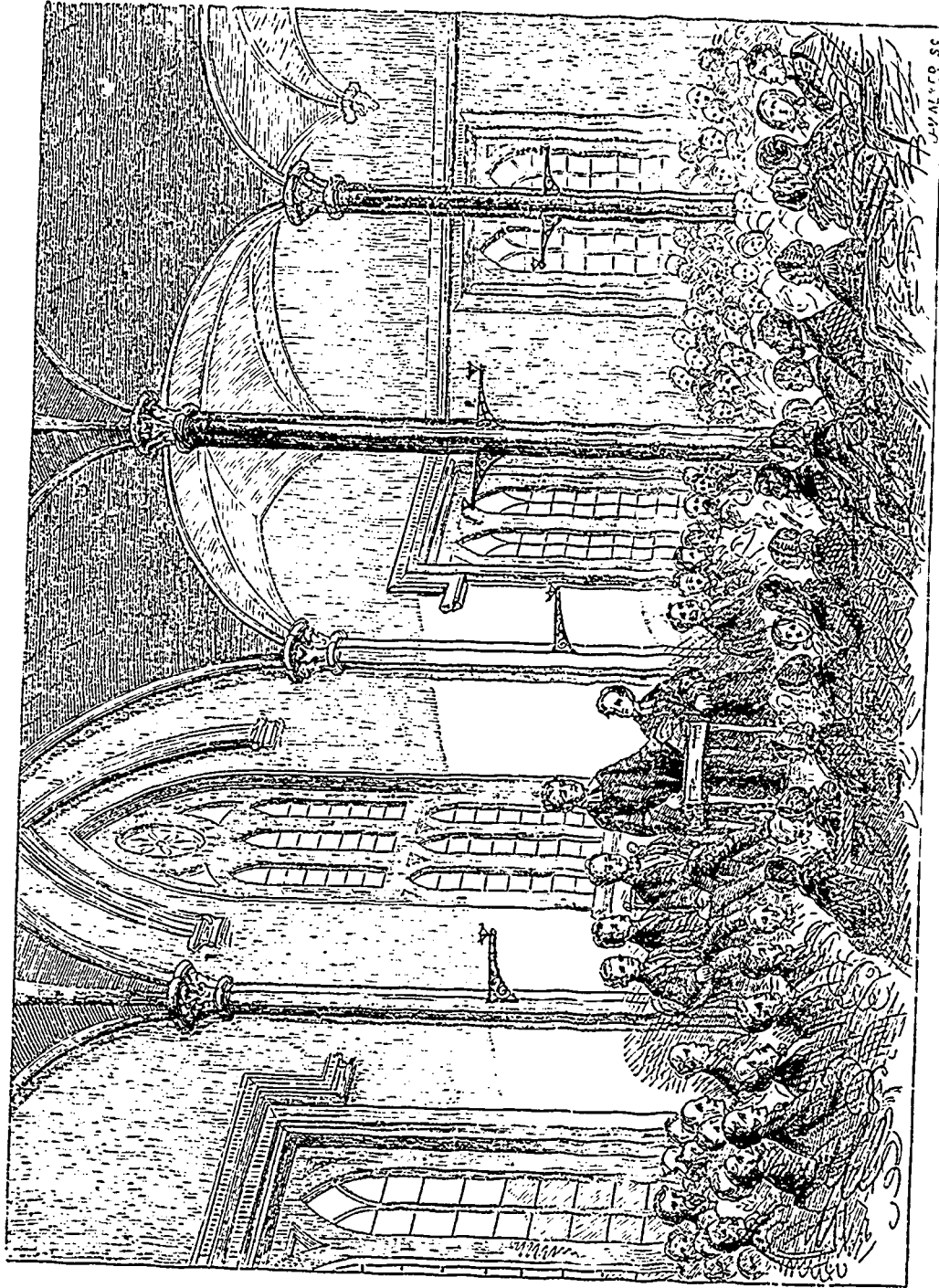
The publication of the present number of the *Journal of Education* has been retarded, owing to the wood cut representing the Hall of the McGill Normal School during the ceremony of inauguration, and which we now present to our readers, not having been completed in time to issue it at an earlier date.

Inauguration of the Jacques Cartier and McGill Normal Schools.

The inauguration of the two Normal Schools appeared to give the most lively satisfaction to the inhabitants of the city and district of Montreal, and the press of Lower Canada generally, without distinction of creed or politics have expressed their uniform opinion that the festivities and ceremonies of the inauguration will be attended with the most happy results in every respect.

The Jacques Cartier Normal School has now twenty-four pupils actually attending, and thirty names inscribed in the register of inscription for admission. The twenty-four, above mentioned, are all boarders; fourteen of them, are bursary students, or pupils receiving the benefit of the Government purses; the others pay the whole of their board themselves. Five of them are actually school teachers who have come to perfect themselves in the art of teaching; they have found temporary substitutes and have obtained leave of absence from the school commissioners of their respective localities, for the purpose of profiting by the advantages offered them by the Government.

The model school has now upwards of eighty scholars, and to afford more extensive accommodation, two of the



Inauguration of the McGill Normal School, in the Hall of the School, on the 3rd March 1857.

class rooms have be thrown into the school room, and the public hall is in the mean time used for the purposes of recitation.

At the McGill Normal School, there are now seven male and forty-nine female pupil teachers.

As soon as the boarding house for the female pupil teachers of the Jacques Cartier Normal School can be opened, there is no doubt but that the number of pupils, (if we may judge by the applications received) will be as great as the means of accommodation will admit of.

The speeches delivered at the two ceremonies of inauguration, respectively, and which we give, at length, we have chiefly copied from the reports of them published in the english newspapers of this city.

Jacques Cartier Normal Schools.

On Tuesday, the 3rd March, the ceremony of the Inauguration of the Montreal Normal Schools was conducted with great *clat*. The opening of Jacques Cartier School took place at eleven o'clock, in the forenoon; a little before which hour the reception room was completely crowded with distinguished visitors, assembled to witness the ceremony:—There were present: their Lordships the R. C. Bishops of Montreal and Cydonia, His Excellency Sir Wm. Eyre, Commander of H. M. Forces in British North America, His Honor the Mayor of Montreal, the Reverend Superiors of the Seminary of Montreal, and of the St. Mary's College with several of the Professors of the latter institution; also the Honorable Messrs. Bourret and Ferrer, Dr. W. Nelson, C. S. Cherrier Esq. Q. C., Mr. Principal Dawson with several of the Professors from the McGill College, and also of those appointed to the McGill Normal School, besides a great number of Ladies.

The Honorable the Superintendent of Education having taken the chair, called upon His Lordship the R. C. Bishop of Montreal to open the meeting with prayer, to which His Lordship immediately responded, and a *chœur* of amateurs under the able direction of Mr. Labelle lately appointed an associate professor of the School, sang the sentence *Ecce quam bonum* by Pabbé Lambillotte with great effect, which was followed by the national song "*A la claire Fontaine*," after which the meeting was addressed by the chairman, the Honorable the Superintendent of Education.

THE CHAIRMAN, on rising, was received with great applause. After having read in French the letter of His Excellency the Governor General (which we publish hereafter in our account of the inauguration of the McGill Normal School), he began his address by an allusion to the changes which have taken place in the very spot where he was speaking, and where the immortal sailor of St. Malo, Jacques Cartier, whose name he had been so proud of giving to the new institution, had planted the cross in the year 1535. He then read the following extract from the Memoirs of Jacques Cartier, which on account of its appropriateness, and the originality and beauty of the old French, in which it is written, elicited great applause from the audience:—

"Le lendemain, au plus matin, le capitaine s'accoustra, et fit mettre ses gens en ordre pour aller voir la ville et demeurance du dit peuple, et une montagne qui est jaccente à la dite ville, ou allerent avec le dit capitaine les gentils hommes et vingt mariniers, et laissa le parsus pour la garde des barques, et prit trois hommes de la dite ville de *Hochelaga* pour les mener et conduire au dit lieu. Et nous estant en chemin, le trouvasmes aussi battu qu'il soit possible de voir, en la plus belle terre et meilleure plaine: des chênes aussi beaux qu'il y en ait en forêt de France, sous lesquels estoit toute la terre couverte de glands. Et nous, ayant fait environ une demi lieue et demie, trouvasmes sur le chemin l'un des principaux Seigneurs de la dite ville de *Hochelaga*, avecque plusieurs personnes, lequel nous fist signe qu'il se falloit reposer au dit lieu, pres un feu qu'ils avaiant fait au dit chemin. Et lors commença le dit Seigneur à faire un germon et preschement, comme ci-devant est dit être leur coutume de faire joye et connoissance, en faisant celui Seigneur chère au dit capitaine et sa compagnie; lequel capitaine lui donna une couple de haches et une couple de couteaux, avec une croix en remembrance du Crucifix qu'il lui fist baiser, et lui pendit au col: de quoi il rendit grâces au dit capitaine. Ce fait, marchâmes plus outre, et environ demie lieue de là commençâmes à trouver les terres labourées, et belles grandes campagnes pleines de blé de leurs terres, qui est comme mil de Brésil, aussi gros ou plus que pois, duquel ils vivent, ainsi que nous faisons du froment. Et au parmi d'icelles campagnes, est située et assise la dite ville de *Hochelaga*, pres et joignant une montagne qui est à l'entour d'icelle, bien labourée et fort fertile; de dessus laquelle on voit fort loin. Nous nommasmes icelle montagne le

Mont Royal. La dite ville est toute ronde, et close de bois à trois rangs, en façon d'une pyramide croisée par le haut, ayant la rangée du parmi en façon de ligne perpendiculaire, puis rangée de bois couchés de long, bien joints et cousus à leur mode, et est de la hauteur d'environ deux lances. Et n'y a en icelle ville qu'une porte et entrée, qui ferme à barres, sur laquelle et en plusieurs endroits de la dite clôture y a maniere de galeries et échelles à y monter, lesquelles sont garnies de roches et cailloux pour la garde et défense d'icelle. Il y a dans icelle ville environ cinquante maisons, longues d'environ cinquante pas au plus chacune, et douze ou quinze pas de large, toutes faites de bois, couvertes et garnies de grandes écorces et pelures des dits bois, aussi larges que tables, bien cousues artificiellement selon leur mode; et, par dedans icelles, y a plusieurs aires et chambres; et au milieu d'icelles maisons y a une grande salle par terre, où tous leurs gens vivent en communauté, puis se retirent en leur dites chambres les hommes avec leurs femmes et enfans."

What do we see now where this quaint Indian town, described by Jacques Cartier, was located? Why, nothing more nor less than the admirable working of that divine emblem which the pious adventurer had trusted on the Seigneur d'Hochelaga—as he so politely called the Indian Chief—nothing more nor less than the developments of christian civilization. The honorable gentleman then described in glowing terms the rapid progress of Montreal and the beauty of its churches, educational and other buildings. The wigwams have disappeared, and in their place a proud and thriving city has been built, which is now the centre of railroads and of steam navigation, which are spreading in every direction. If Montreal has celebrated with enthusiasm the completion of its railroads, which are making it the centre of commerce, how much more must it rejoice at the inauguration of two institutions which will make it the great intellectual focus of several vast districts of Lower Canada. (Loud applause.) He was aware that there had been great apprehensions entertained in relation to these institutions, lest they should have the tendency of spreading irreligious influences, as was alleged had been the case in France. The circumstances of the two countries were so different, that the comparison could not hold good for a moment. In France, Normal Schools were introduced immediately after an era of revolution and infidelity. It was not the schools that spread infidelity, it was rather the pre-existing state of things which had an influence on the schools. The wrong use made of a thing is no argument against the thing itself. Fire, that gives us heat and light, and water, that fertilizes a country,—these were terrible elements, when let loose, and not properly taken care of. (Hear, hear.) Those rapid modes of locomotion, which are the glory of our century, and which are changing the face of the earth,—railroads and steamers have certainly been the cause of a great sacrifice of human life, through carelessness; but for all that no one would dream of giving them up. (Hear, hear.) Then (turning to his Lordship, the Catholic Bishop of Montreal) the speaker addressed him, by saying that his presence there that day was an answer to all objections. (Loud cheers.) He had taken this institution under his patronage, and, as it was remarked lately by one of the members of the city of Montreal, he (Mr. C.) would never despair of any undertaking which a prelate so successful in all things would patronise. (Cheers.) In saying so, he was sure that he was only echoing the sentiments and giving expression to the deep feelings of veneration of all present. (Renewed Cheers.) It well became a distinguished Bishop, who had covered the whole of his diocese with educational and charitable institutions of all kinds, to help and assist the government in the creation of an institution that would complete our system of public instruction. (Cheers.) He would, in a moment, call upon his lordship to address the audience, (loud cheers,) but before he did so he had a few words to say to their young friends, the pupil-teachers. The honorable gentleman then addressed most feelingly the students, and told them that as the future success of the establishment, and even of Normal Schools, rested mainly on their exertions, they would have more than ordinary responsibility. They would find in the Rev. gentleman who was placed at the head of the institution, a pious and zealous friend, to whom they could apply in all their difficulties, and who had all the energy and talent necessary for so momentous an undertaking. (Cheers.) The other teachers, he was sure, would show themselves equal to their task—they would do their duty, *et Dieu fera le reste*. (Loud cheers.) The Chairman then alluded to Gen. Sir W. Eyre, the Commander of the Forces, and said that he would not detract from his laurels by his presence to that meeting. On the contrary, he would thus show that heroes look complacently on the quiet but ennobling pursuits of popular education. (Loud cheering.) He then concluded by an appeal to all the friends of education in favour of the new institution and said that there was a strength in public opinion which was not to be found any where else. (Cheers.) Everything had been done to give to the Jacques Cartier Normal School a claim to public confidence. (Cheers.) It had a right to

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.)

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-

cial man, the tourist, or in the social and domestic circle—no argument on my part is needed. Were any further proof necessary, it will be found in the daily journals of the city, amongst "Wants," where clerks speaking and writing both languages fluently are required. The English speaking portion of the country will not alone be benefited by receiving a good education in their own vernacular, but they will derive much additional benefit by acquiring a knowledge of the French language,—for living in a community, where the French proves so important an element, as it does in this Province, it is evident that a knowledge of it becomes a necessary medium of onward progress and success. The benefits will perhaps be equally, if not more sensibly felt by those who speak the French. That the English language forms an important feature in the Normal Model Schools, will render it of vast importance to French Canadians; for in the increasing facilities of communicating with England, a knowledge of the English language becomes a necessity; and without such knowledge, Canadian enterprise would receive a check which would greatly mar its progress. (Cheers.)

Mr. Regnaud said: the Superintendent of Public Instruction, and Director of the Normal School, having invited me to take part in the opening ceremonies of this school, I considered it my duty to be present. I must inform you, with that frankness which has characterised every action of my life, that I considered this invitation as extremely flattering. Could it be otherwise? I who have devoted 20 of the best years of my life to teaching, always look back with pleasure to the past, persuaded that these years were not lost. Having been called upon by the Minister of Public Instruction in France to establish and direct one of the first primary Normal Schools that ever existed in the country of our forefathers, I owe to the powerful impulse which I had given to that institution the honor of being chosen, about twenty years ago, by Mons. Guizot, then Minister of Public Instruction, to come and establish in Canada the first primary Normal School. My reception was most cordial, and I at once perceived that much good could be done in Canada. My first impression was, however, that I had come a little too soon. The internal political dissensions of 1837 happened some weeks after the opening of the Normal School, and the establishment was by these circumstances converted into a guard house. The pupils dispersed, and thereafter the formation of a Normal School became impossible. My colleague, M. Fiudlater, a young gentleman from Scotland, of great talent and ability—as prudent as he was learned—then united with me in expressing our regret that we had ever come to Canada. I must, however, do justice to the members of the commission of the Normal School—these gentlemen did everything they possibly could do to re-establish the school, but it was in vain—the magic spell had passed over—it was too late. Besides, there was not then any law relative to education, so that the salaries of the teachers was precarious—they were only paid by the voluntary subscriptions or by a monthly rate—it was then the lowest of all professions. To-day, however, ladies and gentlemen, the state of things is altered. The Province enjoys the benefit of a law on public instruction, and its working fully answers the expectations of those who made and passed it. The future of teachers, without being very bright, is at least assured. Scholastic municipalities have been formed as if by enchantment in every part of the Province of Canada—so that the benefits arising from education are already very generally felt. Normal schools therefore could not have been opened under more auspicious circumstances.

Having myself performed the functions of Director of a Normal school, it is but right that I should state to the public what are the attributes of a Normal School.

Before the end of the 18th century, the word normal was only used in Geometry—it indicated a perpendicular line brought down to, or rising upon another line—and even now, in Geometry, the normal of a line is nothing more than the perpendicular of that line. To understand properly the meaning of the word, as applied to teaching, it is necessary that we should refer to its derivation.

The Latin word *Norma* signifies the manner of proceeding conformably to reason—to the nature of things, and to general usage.

To render a school primary Normal, it is necessary that it should embrace all the branches of primary teaching. A Normal School being intended to train teachers, must not confine itself to the exposition of different methods of teaching, nor to examples of the application of these methods. It is also its duty to review every thing teachable in elementary schools, to correct all errors that may affect it, to regulate all the principles composing it, and to place teaching in the way to perfection the most complete and the soonest attained. The object of a Normal School is therefore, 1st To train primary school teachers. 2nd To try to verify all the different methods of primary school teaching. Its teaching, must, therefore, comprehend, independently of moral and religious instruction, which

must be placed at the head of all teaching—reading, writing, French and English Grammar, Geography, Arithmetic, the rudiments of Geometry, Algebra, and Trigonometry, Surveying, the measuring of solids, linear drawing, drawing plans and coloring the same. The use of mathematical instruments, particularly of the theodolite and mason's compass, some ideas of Natural Philosophy, Chemistry and Natural History; Elements of History generally, and particularly that of Canada; Elements of Astronomy; of Music, either vocal or instrumental; some knowledge of Agriculture, and especially of Horticulture, comprising the trimming of fruit trees, and the different methods of grafting. Book-keeping should also be taught, but in a practical manner—each pupil keeping up a correspondence and a responsibility, as if he were connected with, and rendering an account to some fictitious firm.

Pupils of the Normal School—there are in every parish some persons towards whom all eyes are turned. These are, 1st the Curé, and next the teacher; the latter, as well as the former, exercises an apostolical mission. This mission, although of a secular character, is, nevertheless, important. A Teacher should not only be always on his guard, but he should also be the pattern man of the parish. Does he wish to be respected? he must be respectable. Our Saviour said, *sinite parvulos venire ad me*. A teacher should also say—following the example of our Divine Master—"Suffer little children to come unto me." He should love them as a father—correct them mildly, and, above all, instruct them with gentleness, patience and kindness. I have often remarked the influence of example upon men, and more especially upon children. When I performed the duties of Inspector, I have, in many instances, judged at first sight of the good qualities, or detected the particular faults of a teacher, by the inspection of the pupils.

A teacher can easily impart science to his pupils, but it is not so easy to impart virtues. For this, the best lesson is example. Besides, we are in the habit of continually applying the following principle of law, *Nemo dat quod non habet*—no person can give what he does not possess. To be able to bring up youth in the paths of virtue, we must be virtuous ourselves. It is at the Normal School, in attending the conferences, that teachers will learn to know each other, to appreciate and to esteem one another. They will, to a certain extent, resume their own course of education, and full of a new ardour, will go forth throughout the Province to put in practice the methods which have been explained to them. Permit me, my lords, ladies and gentlemen, in conclusion, to remark that the Normal School is the cornerstone, the foundation of primary education. From this school teachers will go forth entrusted with the noble mission of instructing the rising generation of this most flourishing portion of Lower Canada, and above all, to impress upon the minds of youth the moral, religious, and social virtues requisite, as well for their own welfare as for that of society in general. Mr. le Directeur of the Normal School, your mission is great and glorious, as is also that of your fellow laborers. But above all, Mr. Superintendent of Public Instruction, upon you has devolved the noble task of regenerating this beautiful country of my adoption—endowed at the same time with youth, a courage proof against every thing—these rare qualities which make at the same time the religious, the learned, and the intelligent man, as also the man of the world—the entire population of Lower Canada places full confidence in you, and we all unite in the fervent hope that your enterprise will be crowned with success.

Mr. Regnaud resumed his seat amidst loud and long continued cheering.

After some concluding remarks from the Superintendent, the choir sang, *Partant pour la Syrie* and *God save the Queen* and the meeting adjourned.

McGill Normal School.

At three o'clock in the afternoon of the same day the ceremony of the opening of this Institution took place in presence of a numerous and fashionable audience.

The Hall was crowded to excess, and shortly after the hour appointed, a procession of the officers was formed which entered the Hall in the following order. The Secretary of McGill College in costume. The Secretary and officers of the department of Education,—School Inspectors,—members of the Protestant Board of Examiners, the Rev. Mr. Verreau, Principal and the Professors of the Jacques Cartier Normal School, the Professors of the McGill Normal School, the Hon. Judge Day, president of the Board of Governors of the University, Mr. Dawson, Principal of the University and of the McGill Normal School. The Governors, Doctors, Professors and Students of the University, in costume.

His Lordship the Anglican Bishop of Montreal and Mr. Principal

Dawson having taken their places on the platform with the Superintendent of Education, the Reverend Dr. Leach, Canon of the Cathedral and Vice-Principal of the University was requested by the Chairman to open the meeting with prayer:

The Rev. Canon Leach having offered up a prayer, the Chairman rose to introduce the proceedings, and was received with great applause. He said:—Before any other proceeding, I think it my duty to communicate to this meeting, the following letter from His Excellency the Governor General:—

TORONTO, GOVERNMENT HOUSE, }
February 6th 1857. }

Sir,—I have received your letter of the 5th instant, inviting me to be present on the 3rd of March next, at the opening of the two Normal Schools established in Montreal. Unfortunately the fact that the Legislative Session commences on the 26th February, makes it necessary for me to remain at Toronto, as I cannot undertake to absent myself for a few days so soon after the opening of Parliament. I regret this the more, whilst I appreciate very highly the future usefulness of the institutions about to be opened to the public. At the same time, I do full justice to the zeal you have shown in their complete organization.

I have the honor to be,

Sir,
Your obedient servant,

EDMUND HEAD.

I must add, that the Premier of our Provincial Cabinet, the Hon. Colonel Taché, the Hon. Mr. Cartier, Attorney General, and the Hon. Mr. Lemieux, the Commissioner of Public Works, have desired me to express to this meeting, the great disappointment they feel at their being prevented, by their official duties, from attending. Other members of both houses of Parliament, and my worthy predecessor in office, Dr. Meilleur, have written to me to the same effect. The inauguration of the two Normal Schools that are this day thrown open to the youth of Lower Canada is of the greatest importance to the welfare of this country; and the anxiety shown by His Excellency the Governor General, and the distinguished gentlemen whom I have alluded to, is not to be wondered at. This event—as important in the history of Canada as the celebration of the opening of any of our Railroads or the storming of any fort or citadel—this event is nothing more than one fact, in a succession of facts, that are marking the steady and unswerving progress of Canada. Since the opening of the first School at Quebec, in 1632, what a change has taken place! That first School was conducted by Father Lejeune. The second year of its existence, it had but twenty pupils, some of them Indian boys, whom the Missionaries had collected together from the wigwams in the forest, perhaps poor and helpless children, whom their parents thought unfit for the noble pursuits of war or hunting. Others, hardy peasant boys, whom their sires, simple-hearted emigrants from Brittany, or from Normandy, sent from their farms at great distances every day to reap in the town—a new kind of harvest, unknown, perhaps, to themselves in the old country. Such was Father Lejeune's school, and, considering the great work he was then beginning, dreaming, as perhaps he did, of the great edifice, the corner-stone of which he was laying, well might the good Father have written as he did to his superior in France, that he would not change his class for the best university of Europe. And now we have, according to official statistics, 5 universities, (3 in Lower Canada and 2 in Upper Canada,) 35 colleges, (25 in Lower Canada and 10 in Upper Canada,) 208 grammar schools and academies, (114 in Lower Canada and 94 in Upper Canada,) 4 normal schools, (3 in Lower Canada and 1 in Upper Canada,) 6,335 model and elementary schools, (3,599 in Upper Canada and 2,736 in Lower Canada,) giving altogether a total of 6,578 educational institutions, of which 3,710 are in Upper Canada and 2,868 in Lower Canada, with a total number of pupils of 373,586, of which 240,817 are in Upper Canada and 131,769 in Lower Canada.

I am aware that strength does not always side with numbers, and I would not be prepared to boast of those statistics, encouraging as they are, were I not convinced that great progress has been made in the method of teaching in our common schools, and had not our colleges and academies given themselves the best evidence of their efficiency, by the many men of learning whom they have produced, and of whom I see such a brilliant array in this hall. It, in the number of schools and the number of pupils, Lower Canada appears at present not to equal the other section of the Province, it must be remembered that our system of common schools had found great difficulties to contend with in establishing itself, through the imperfections of our Municipal institutions, and that we are rapidly gaining ground, and may expect soon to approach the lofty figures

to which our brethren in the West have so happily attained. As to the religious and moral tendency of the education given, it is well tested by the statistics of crime which by recent observation have been found less appalling in Lower Canada than in any other section of this continent.

The Jacques Cartier Normal School opened this day with 18 male pupil-teachers on the roll; McGill Normal School with 5 male pupil-teachers and 25 female pupil-teachers, and the Laval Normal School—which, I hope, we shall be able to inaugurate in a few weeks, with something like 20 male pupil-teachers—as a beginning, will complete our system of public instruction, by placing, as it were, between our colleges and primary schools, what I may call *reservoirs* which will distribute to the latter the streams of knowledge they will receive from the former. The word Normal, as every one knows, comes from the Latin word *norma*, which means rule. It is very much like the word *forma*, from which you have your word form. Rule is to the moral world, what form or shape is to the physical world. It is impossible for our imagination to conceive a physical object without a shape, and it is equally impossible to dream of any moral being, or of anything in the moral world, without a rule that governs it. Religion, philosophy, jurisprudence, are collections of rules for the guidance of mankind, in the various circumstances of life. Religion, of course, is the rule of all rules, given by God himself; it is the great normal school of humanity, by which preceding generations of men had been enabled to train other generations to the love of God and of mankind, and to the practice of virtue, thereby enabling them to fulfil every holy and pious duty. If anything requires rule, it is certainly education. Nothing could be more dangerous than spontaneous or capricious action on the part of each individual teacher. Although nature has imparted to parents an instinctive knowledge of the art of teaching, they have still a great deal to learn from experience, and those who do not apply themselves earnestly and strenuously to the work, fail most lamentably. But teachers, who have to supply the place of parents, without having received, in relation to their children than their own, the natural gift with which Providence has blessed the father and mother of every family, and who do not find in children, to the same extent, that natural affection, that implicit confidence, that veneration in which love and fear are so happily blended, and which parents can turn to such good account,—teachers, require training before they can venture to assume functions so delicate and so important—before they can become, if I may be permitted to use the term—the artificial parents of their pupils. Such training, however, cannot be completed by precept alone. Here, as elsewhere, theory requires to be confirmed by experience, and the practice of teaching must go, *pari passu*, with the expounding of its rules. This is nothing more than what is done in relation to all other professions. A young man who wishes to be admitted to the Bar, does not confine himself to the lectures of his professors, or to the reading of his books; he attends Courts of Law, and so familiarises himself with the practice of his profession. The same thing takes place with the student of medicine, who follows his professor in the hospital. All kinds of trades, even the meanest, are prepared by some apprenticeship. A Normal School, therefore, must consist of two distinct departments. The one, the Normal School proper, where the rules of the art of teaching are expounded; the other, the Model School, where they are illustrated by practice. Such institutions have now become most popular in every country.—They were first organized in Germany; France then adopted them, and Ireland followed. They are now numerous throughout the whole of North America, and have recently become prosperous in England where they had been introduced many years ago. Upper Canada, Nova-Scotia, and Prince Edward's Island have preceded us in the establishment of Normal Schools; and had it not been that our numerous colleges, and still more so, our numerous girls' academies, have supplied in part, the absence of such institutions, it would be difficult to comprehend how we have arrived at our present condition in relation to public instruction—having but few efforts to make to stand equal to other more highly favored nations.—The McGill Normal School is chiefly intended to meet the wants of the whole Protestant population of Lower Canada. As to its material condition, it has been placed in a building, an inspection of which will show that nothing has been spared to render it worthy of the great and noble object we have in view. It is located in a commanding position, from which students may contemplate the rapid progress of this great commercial city, as it extends itself in every direction; from which they may view the chimneys of its manufactories and the glittering spires and domes of its churches and of its many monuments. As to the moral direction of the McGill Normal School, it comes under a code of general rules prepared for all our Normal Schools, and of special regulations, which, from time to time, will

be framed for its government. In the supervision which the law has confided to me, I have been happy to associate with myself the governing body of McGill College. The interest which the Citizens of Montreal have so nobly evinced towards that institution by their liberal subscriptions in its favor, will dispense with the necessity of any further allusion to its efficiency. I can only state that the views of its founder could not have been better carried out than they are now, by its Governors, and by the able Principal whom they have placed at the head of the institution. If the memory of the dead be sacred, if the names of the good men who have left this world always carry with them deep sentiments of veneration, it is still with greater emotion that the name of one who has left behind him a lasting monument of his love of mankind must be uttered. The name of the late Hon. James McGill, which we have felt pride in giving to this School, will be now remembered by the people of Canada, with those of the Lavals, the Plessis, the Pamehans, the Girouards the Ducharmes, and all the founders of our Colleges, now so numerous and so flourishing. The teachers, who under that name will undertake the great work we are now inaugurating, will have before their eyes the duty of keeping its glory untarnished, in addition to all the other motives which must guide them in the fulfilment of their engagements. To them I have but one word to say.—Let them be the worthy representatives of the late James McGill. To the pupil teachers who are here assembled I would say,—You are now beginning to share a fearful responsibility which will but increase day by day. But your ever showing yourselves equal to it will mainly depend upon your present exertions. The tree will be judged by its fruit, and you are to be the first fruits of the one we are this day planting. It remains with you to give a name and a character to this institution. More than that, it will be in your power to discourage or to enhance the great experiment the country is making by the establishment of Normal Schools. Indeed, you would be unworthy of your position, unworthy of the interest which the Government and the whole community is extending to you—if it required one word more to stimulate you in the prosecution of your studies.” (Cheers.) The anxiety of the public mind in relation to this undertaking is well apparent, by the presence of the distinguished assembly which I have the honor to address. On behalf of the teachers and the pupils of this school, and of the whole department of public instruction, I must congratulate his Excellency the Commander of the Forces, and the citizens of Montreal, on the zeal they have shown in the cause of education by attending this meeting. (Cheering.) To the Ladies, who, by their presence, add so much to the interest of this ceremony; to the mothers of families I would say, nowhere else, not even in those gay and brilliant assemblies you have been adorning, nor in the family circle, where you rule by the many fascinations which nature has imparted to you, and which education has cultivated to such a degree, nowhere else, except near the cradle of your infant children or in the temple of God, is your presence more becoming than it is here. (Cheers.) There is a trying moment to be met—there is a desperate struggle in the life of every mother. It is when a beloved child, on whom innumerable tokens have been lavished, is to be removed from maternal care and confided to other hands. (Loud cries of “hear, hear.”) Ladies, these hands, perchance, will have been trained in this institution.—This Normal School may be either a fountain from which will flow, through innumerable cascades, streams of knowledge and of virtue, or it may be a laboratory where deadly poisons will be prepared to be spread over the surface of the whole country. (Cheers.) I need not add: watch carefully over all our proceedings. If you do so we are all safe: who could ever deceive a mother’s eyes. I shall conclude by calling on a distinguished prelate to address this meeting. In doing so, my lord, [the honorable gentleman here addressed the Lord Bishop of Montreal] I cannot but remember that when I had first the honour of making the acquaintance of your Lordship, it was when occupying a different position from the one I now hold,—it was while on a mission to Montreal and to Toronto, to ascertain the best means of establishing Normal Schools in Lower Canada, and it is no little satisfaction to me, that I should have been enabled in my present position to assist in maturing and executing precisely that which had been merely projected in our interview. (Cheers.) I will no longer detain the legitimate impatience which this meeting must feel to hear your Lordship, but to assure you, that no one sympathises more sincerely than myself with the anxiety which you must feel, that this institution should be conducted with due regard to the interests of religion and morality.

The Hon. Superintendent of Education resumed his seat amidst loud and protracted cheers.

The Bishop said, I am sure, sir, that the able and eloquent speech which you have just delivered has been listened to with the greatest

interest by us all, wherein you have given so full an account of the progress of education in this province, and also of the steps taken to found this establishment; and as others will address this meeting after me, better able than I am to enter into any statements, respecting the manner in which the work of training and education is to be carried on in these schools, I will rather confine myself, at this commencement of our operations, to some remarks on the general principles upon which the institution is established. I need not occupy your time now for the purpose of endeavouring to prove that there can scarcely be any more important question for the consideration of statesmen and philanthropists than that of the general education of the people; nor need I enter into any details to convince those here present, that notwithstanding all that has been already accomplished, there was much work to be done in this department in the Province of Lower Canada, while without the active interference and influence of the government there was no prospect of any general or effectual progress being made. And one of the greatest wants to be provided for was deficiency of teachers, I mean as regards their regular training and fitness for the work to be intrusted to them. In a country like this where there is no recognition of any particular faith, as representing the Church, which is to receive the especial countenance of the State, it is certainly no easy task to carry into operation any general system that shall approve itself to the several religious communities. We have seen too, in England, how year after year attempts have been made in the Imperial Parliament to introduce some general measure of education; and while those who dissent from the established Church, have been able to prevent any plan which should be carried out on the principles of that Church; at the same time not only the Church of England, but the Presbyterians, especially of the Church of Scotland, and the Wesleyans, have strenuously resisted any system which should recognize education as something independent of religion. And I believe that there is a very large portion of all religious bodies here in Lower Canada, who will echo that sentiment. I feel quite sure, Sir, that you will for one. For myself I have not one particle of faith in the notion that Society can be regenerated or vice eradicated by any amount of mere secular instruction,—by any amount of knowledge of the Sciences or languages. There may be often an imposing array of statistics, showing the number of convicted criminals, who can neither read nor write; but we must remember that, besides the want of education, the majority of them have in all likelihood been led into crime by the difficulties of their social position, by the sufferings of poverty, or unavoidable close contact with evil companions. But, Sir, there are many revelations of cases of fearful depravity and deep villainy constantly being made in these days amongst persons of a very different class. It was no want of education, in the popular sense, which led to the gigantic frauds of Sadlier, Redpath or Huntington, or to such murders as those of Cook or Burdell. And these are only more prominent types of a class, on either side of the Atlantic, which it is to be feared is terribly on the increase—the educated and accomplished villain; of such persons certainly David speaks, when he says:—“My heart showeth me the wickedness of the ungodly, that there is no fear of God before his eyes.” Notwithstanding all the wonderful blessings, which are so often promised, as the fruits of increased education, I must remain sceptical, as to any real and abiding good, if there is any deliberate attempt at acknowledging its sufficiency apart from the fear of God and the knowledge of the Gospel. It is clear, however, that in an establishment like this, supported by the public funds, and admitting persons of various communions, there must be some modification of faith provided—some compromise allowed. And there are more who may be in consequence inclined to refuse their co-operation because they cannot have the entire management in their own hands, and everything at their own will. We cannot, however, stand still; we must be doing something for the education of the people; and I conceive that it is our wisdom to do it patriotically as best we can with the means offered to us. And while I protest against the ignoring religion, as the basis of all sound education, while at all times and on all occasions I shall reiterate that protest, and accept the present organization, not as in itself the best, but the best attainable one; and while, by the arrangements provided, we seek to bring all the students in the school into some direct connections with their clergymen and under specific religious training, I and those who act with me will endeavor, as far as any small portion of the task may depend upon us, in all good faith, to work out for the benefit of this Lower Province the objects of this institution. You, sir, and the other gentlemen who have been interested in forming this institution, have, I am well aware, wished to do justice to the work we have, during the last three years, when the ground was quite unoccupied, been trying to accomplish in our own Normal and Model School in Bonaventure Street; and it would have been

both unwise and injurious on our part to have continued any rivalry, still more so any opposition to this more fully organized establishment; and you have paid a just tribute to the merits of Mr. Hicks, our late Head Master, by placing him over this Institution.—Henceforth, sir, it will be only by acting together in good faith that we can hope to see it prosper; and there will be need of much mutual forbearance and discretion in those who have the conduct of it, and also of the great grace of Christian charity, which thinketh no evil, and which is never ready to impute wrong motives and designs to others. And there will be especial need, when we are thus united together, that there shall be no attempts, through any opportunities offered by means of this institution, at making proselytes of any of the students to a different communion from the one to which he originally belonged. I would wish to take this opportunity of recording my own judgment of the very great injury that is so constantly done by the injudicious and rash attempts which are often made to unsettle the faith of others. It may be a most laudable wish to make converts of all around us to our own faith, which we, each of us, I presume, think the true one; but it is far easier to shake our neighbor's faith, in what he has been brought up from a child, than to make a convert of him to our own creed. It requires not only much zeal, but also much self-denial, and discretion, and humility to attempt such a work with good hope of success, lest in seeking to give our brother a purer faith, we leave him with none at all. And while I hope that those engaged in this Institution will act in good faith, one towards another, I trust the Church of England and other religious communions, who have an especial interest in the McGill Normal School, and the Protestant schools throughout the Province, will continue to receive fair and liberal treatment, as compared with the Church of Rome. We are even, when thus associated together, but a small minority in this Lower Province; but we are, nevertheless, not an unimportant part of the community. Still, when it was decided to place the education of this portion of the Province under the direction of a single Superintendent, we could not have expected that he should have been selected from that minority. On this account, we have no right to be dissatisfied; but I cannot but remember that while we are certainly at some possible risk and some disadvantage—some necessary compromise—thus associated together, the schools provided for your own Church are left under the undivided charge of her own body. And more than this, besides the funds derived from the annual Parliamentary grants, the Church of Rome has had secured to her, by an act of the Government, very large endowments—one special object of which, by the very tenor of the grant, is the education of the people. We have, therefore, some right to expect that in the distribution of the annual Parliamentary grant, as some compensation, and to allay any possible discontent, especially as coming through a Superintendent who is of the faith of the majority, that if there be any favor shown, the balance should rather be thrown on the side of the minority. I am quite aware that you will have no easy task to fulfil in the administration of your office. Hitherto, as far as I can learn and my own observation has gone, you have given very general satisfaction to all reasonable minds. And, certainly, all must acknowledge the attention and energy and talents with which you have applied yourself to the work before you. At present, to the great credit of this portion of the Province with which your office is connected, there is, I think, very generally, an exceeding kind and good feeling between all classes of the population, consisting of such different races and different creeds—a state of things which, I hope, may long continue; and while I will leave others to note the progress that is making in commercial greatness, in arts and manufactures, I would wish to be able, if life be spared to us, to chronicle, as years pass by, the increasing success of these institutions whose commencement you are now inaugurating, and the good effects of all our efforts in the cause of education; and above all, that while our people advance in intelligence and in worldly greatness, that intelligence may ever be sanctified by heavenly grace, and their earthly treasures far surpassed by those enduring riches which are being laid up in Heaven, not for the worldly wise nor worldly mighty, but for the followers of the meek and lowly Jesus.

After the applause incident to His Lordship's remarks had subsided the Chairman called upon His Excellency General Eyre, who spoke as follows:—

This was the second time that day he had been called upon to speak upon the same subject, but he really knew not what to say. He had taken the shilling too early in life to imbibe much from the Pierian spring, but he had tasted sufficient to be fully alive to the immense advantages to be derived from it. He must congratulate them upon the advantages such an institution would communicate. He did not intend to expatiate on the benefits the acquisition of knowledge would confer, but he would say that before they could

expect to teach, they must themselves be taught. There was no more honorable occupation than that of educating the young mind, and thus they could not do without proper training, any more than the physician or the lawyer could expect to become acquainted with his profession without application; he trusted that the profession, would now be placed on its proper footing. What benefit the enlightened man derived from the acquisition of knowledge! Those whose minds are stored with knowledge are always found *au fait* at their business, and even for old age it had quite a charm. Every credit was due to the liberal government of this Province, who had every consciousness of their duty to the people, and whose greatest aims were the promotion, not only of the temporal, but also the moral and intellectual prosperity of the Province. He congratulated the Government upon the result, and he did not hesitate to say that he was sure the support of the community would be extended to that government for its wise and liberal action. He again congratulated the community upon the important change which had taken place, and wished the institution every success.

C. Dunkin, Esq., one of the Governors of McGill College, made some brief observations, in the course of which he paid a graceful tribute to the memory of the late Hew Ramsay, Esq., whose zeal on behalf of education in general, and of the McGill College, he truly described as having been most warm and devoted. He also expatiated in fitting terms on the dignity and high calling of the preceptors of youth, claiming for them an equality at least with the members of the other learned professions.

The Chairman then called upon Professor Robbins, of the Normal School. He said that he would have much preferred to make his first appearance in Montreal under circumstances less embarrassing than the present, not the least obvious of the difficulties under which he labored being the necessity of confronting such an assembly as the present. He trusted that, though much had been eloquently said on the subject of education generally, he might be pardoned for alluding a little farther to the necessity of education for the people, especially in this age and land. The period of modern and future history divided itself into three periods,—the periods of physical, intellectual and moral predominance. The first is passing away; in it the mailed knight was of first importance; but though, still, when duty summons, we have the stout heart to dare, and the strong arm to do, mere prowess is no longer honored with the first place in the esteem of mankind; knowledge now assumes the right to govern—knowledge is the great want of the day. The masses demand, in tones that by no government can safely be disregarded, a share in the blessings of mental culture. Nor must the education imparted be merely secular and intellectual; for already dawns upon us the promise of a yet more glorious day than this—the day, swiftly approaching, when mere intellectuality shall abdicate the place of pride and power, and moral excellency shall be enthroned in the esteem of all; and if the education now imparted is to have an intelligent regard to the necessities of the future, we must connect with all our teachings that religious element, without which we vainly strive for moral greatness. There is much, too, in the peculiar position of this country that makes a complete educational system an imperative necessity. We stand now at the origin of a nation. We are to be the founders of a new race—a race that promises to take a high position even amongst the older nations of the earth. Hence, should we be peculiarly careful to hand down to posterity good institutions and high principles: such institutions as can be established, such principles as will obtain only amongst an enlightened people. The acorn that to-day a child's hand may plant, that to-morrow may be by a child uprooted, when with years it shall have increased, will wrestle defiantly with the fiercest winter storm. And so, if we plant in this day the seeds of evil, coming generations may put forth in vain the most strenuous efforts to uproot them; but if to-day we give to the keeping of this generous soil, and to the blessing of the Almighty, the germs of good, they will spring up to shelter with broad branches those who shall in the future succeed us. There are many educating agencies at work. Of great importance is the education of the fireside—the home fireside, around which tender sympathies cluster. The education of the people through the agency of the press—powerful for good, powerful for evil—must not be forgotten. Nor is the pulpit to be overlooked, presenting before us the realities of a higher existence, and summoning us to the recognition of our noblest destinies. Among all these, the primary school must occupy no inferior position. It holds no mean place, even when contrasted with the greatest of these. If it is important that the guilty should be reclaimed from evil, it is also important that the child that has not yet wandered far from virtue in the devious ways of vice—that has not yet mingled in the corruptions and follies on this world of sin—should be preserved from its pollution. It must be obvious that the

establishment of a thoroughly efficient school must depend upon procuring a thoroughly efficient teacher. He must be a man specially trained for his work. A beautiful parallel has been drawn by two preceding speakers between the special education of the artisan, the physician, and the lawyer, and the special training of the teacher. If we would not intrust to an ignorant pretender the care of this body, so curiously and wonderfully wrought and framed, when health only would be endangered; if we demand years of study from the man to whom we trust the guardianship of our liberties, shall we not also demand some special preparation from him to whom in great part we delegate, not only the present happiness, but what is of more value, than health, or liberty, or life,—the future destiny of our children. To give this special preparation is the work of a Normal School. In the institution, which to-day we have met to inaugurate, we shall aim at the attainment of a twofold object; first, to enable the teacher readily to communicate to others the knowledge which he possesses; and, secondly, to give him a sort of moral and mental vantage ground by the aid of instruction, exceeding in amount the mere modicum of knowledge which he may have to impart. Both of these are necessary. Many who have the faculty of extensive comprehension, and can grasp the widest range of science, or form the most gigantic plans, have not formed those habits of minute analysis, which brings knowledge down to the comprehension of the learner. A special mode of thought,—habits of vigorous scientific investigation—are necessary to form the perfect teacher. The teacher should know much that he never may expect to teach, in order that he may have command of such extensive intellectual stores as may give him a facility for clearly illustrating the subjects which he has to teach, and that also his own mental faculties may be strengthened and enlarged, in the act of acquiring these additional and, by some accounted, superfluous attainments. In the Normal School we shall endeavor by the following means to attain these objects:—1st, by lectures on the various branches of knowledge, not confining ourselves to that which the pupil teacher does not know, but reviewing thoroughly the most elementary branches of a common school education. 2ndly, by lectures on the theory of teaching, connecting the art of teaching with the laws of our mental being, as far as they have been revealed to us. 3rdly, by constantly witnessing the operations of the Model Schools, and practising in teaching therein. With reference to the Model School now about to be established, (for of that which has been so well conducted in Bonaventure Street, I need say nothing) we shall be guided in its organization, and in the methods of teaching, by two principles, which will at once recommend themselves to your approval; that all education which does not aim at the full and harmonious development of all our powers, physical, mental and moral, is false and mischievous; and that it is necessary, in every system of teaching, not only to impart knowledge, but also to train and strengthen the faculties for the duties of future life. More might be said, but I fear I have already trespassed too far upon your patience. I shall conclude with one word to those whom I set before me, who are about to devote themselves to this noble work of teaching. Much has been said about the position of the teacher. Remember, your position will be what you make it. Have yourselves just views of the sacred character of your profession, and of its weighty responsibilities. Aim to acquire that heightened moral bearing that alone can ensure for you success in your work, and the esteem of those by whom you are surrounded. And, allow me to say, that whoever shall worthily fulfil the duties of a teacher, will not have lived in vain—will not die unhonored. Over his grave will be shed tears of sincere affection. Your name, faithful teacher, may not be handed down to posterity; you may not be like a comet blazing along the sky, “the observed of all observers”; but you will rather be like one of those lesser stars, unnoticed, save by the astronomer, unnumbered and unnamed, but adding nevertheless to the brilliancy and splendour of the midnight heavens; and your name, and the remembrance of your devoted life, will be recorded in the *everlasting memory*.

Professor Hicks said:—The maintaining of a Training School, for the purpose of sending out properly qualified instructors of the youth of the country, must be a subject of great gratification to every one who has the welfare of that country at heart. There are few of us so selfish as to look only to the present benefit to be derived from an undertaking. Thousands, on the contrary, are anxious to promote any measure that will lead to future permanent good. The supplying of a sufficient number of teachers for the chief educational wants of the country is a great undertaking, therefore the sooner it is set about the better—this is what we are about to do, and I trust with God's blessing we may succeed. The Training School, as I understand it, is an institution organized for the purpose of preparing young persons who may be desirous of following the

profession of teaching, by instructing them in the art of school keeping. Owing to the inefficiency of most of those who apply, direct instruction in literary subjects forms a large part of the course in a training school; otherwise the whole time of the student should be spent in the Model School, and the study of education and educational systems. It is now generally admitted that Normal School training is necessary to form the successful teacher. It has been my lot, during the last twenty years, to be engaged with schools and schoolmasters, and I have had ample opportunity of judging of the advantages of the trained over the untrained teachers, and I have, therefore, no hesitation in saying, that even in the ordinary details of school management—routine—as we call it, the most inexperienced eye would detect at once the properly qualified man from him who had perhaps been led to adopt the profession because he could find no other employment. In the latter case of the untrained teacher, order, management, discipline, time arrangements and many other important things are unheeded or unknown, and at last the school becomes a scene of confusion; the newly appointed teacher fancies, in order to screen himself, that he has got into one of the worst neighborhoods in the world, and everything goes to ruin. Not that I mean to say that a training school can train any one so as to make him a teacher in the proper meaning of the term. It can send him out prepared for his work. He will understand the best arrangement of a room—the classification of his pupils—the taking of reports—and many other things which, if neglected by the best of teachers, will ultimately lead to failure. I believe, however, that it is a part of the beneficial arrangements of the Almighty to raise up those who are wanted whenever any work is required to be done for the benefit of man, and as the education of the masses is to keep pace with the development of science and the extension of commercial enterprise, I feel assured there now exists in society a sufficient number of young persons of both sexes who are mentally qualified for the teacher's office, and that society has not found them, because they have not been sought after.—Teaching has been almost entirely left to the ruined tradesmen, the disappointed clerk, or one who, having failed in other pursuits, as a last, and only as a temporary resource, resolves to try teaching till something better turns up.—And children have been intrusted to such, only to be sent out ignorant into the world, the whole of their early years,—those pearls of days—which should have been employed in storing the mind and building up a character, withered and blasted by neglect. Now, I believe that the class of what we may call mentally qualified teachers will be found so soon as we remove one or two impediments, the chief of which is the low position which the elementary teacher has taken in society. The refined mind requires intercourse with those possessed with endowment, and when one position in life denies the gratification, another will certainly be looked for. It may be said that the elementary teacher has hitherto been one who, on account of the low state of his acquirements, has not been qualified to take any other than a low position. This has, in many cases, been true; but it has been my lot to see many ignorant men, by an ability in filling their pockets, take a position which the teacher would never be allowed to reach, however prone he might be to fill his head. The training school, however, having for its object the sending forth of properly qualified persons, this reproach we trust will soon be done away with, and that society will give the elementary teacher that position which he deserves, as one who is fighting the battles of his country against ignorance and crime—two of the worst enemies to encounter. Now, if I were asked what I considered to be tests by which one whom nature has laid out for teaching might be known, I would say, in the first place, love of children—affection towards those little ones who are growing up to fill our places in this world. Without this, it is impossible to expect great results. Every teacher should have a heart something resembling that which beat in the breast of the French writer, Berquin, who wrote a book for children, called “*L'Ami des Enfants*.” He gave up his whole soul to promote the happiness of the young.—He joined in their sports, wrote for them, and when he died, thousands of the little ones he loved followed him to the tomb. All our great educationists have been lovers of children. Pestalozzi, Lancaster, Bell, and Oberlin; and shall I be thought irreverent should I say that the Great Teacher Himself said, “Suffer little children to come unto me.” He was eminently successful in arresting the attention of the young, because he loved them. We may say, then, that love of children stands first in the list of the teacher's qualifications. The next is a high appreciation of the importance of the teacher's office—I may, say the teacher's mission. Let the teacher look upon his office as one of drudgery, and farewell to every attempt at success. The many petty occurrences which we always find in a school-room, calculated to ruffle the uneasy mind, are magnified into a thousand times

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 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 honorable 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 respectable, 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

influence of the language. It is not the moral influence of the master alone which will increase with the language, the prosperity of his school will partly depend upon it; unfortunately it has not been possible to meet all demands in a country so extensive as Lower Canada. The schools, altho' more numerous, are still at a considerable distance apart from one another. I have no doubt that an English school frequently counts among its pupils, young Canadians desirous of learning the English language. If the teacher be familiar with both languages, his task will be easy and the number of his pupils will increase. With such advantages held out to him, it will therefore become an obligation on the part of the pupil teacher to devote himself entirely to the study of the french language, it is a task to which he must submit, not only for his own interest but also to ensure the successful performance of the important duties which will be committed to his charge.

The study of a strange language, always appears to the one who undertakes it, a laborious and endless task. For, to understand and be able to translate a language, is but a step towards acquiring it. To obtain any satisfactory result, it must be spoken. The sound, which we will call the harmony of a language, first strikes the ear, the mind then receives the idea, and these two elements combined, give after a certain time, with practice, not only the knowledge, but also the natural pronunciation of a language.

It must be acknowledged that the method of teaching which has prevailed for such a length of time, and which I shall term the old routine has produced neither prompt nor satisfactory results. On the contrary, the years spent by pupils in studying the grammar, conjugating verbs and translating exercises to which there is no end, make them believe in difficulties which really do not exist; the fault lies in the method; grammar and exercises are only indispensable for a certain time, they should be accompanied by verbal translation and conversation, and thus assist at the same time the comprehension and pronunciation by a succession of sentences translated *virâ voce*; this is besides the most sure method of learning the grammar and of proving that the memory and comprehension of the pupil work together.

As the pupil teachers confided to our care will only remain with us for a limited time, more or less long, we shall therefore divide them into two classes, that of the first, and that of the second year.

For the students of the first year's class, our aim will be, in the first place to accustom them, by reading, to a good pronunciation, to teach them the rules of grammar which are indispensable to enable them to make a correct translation, and to demonstrate the rules by an analysis of the words; we will commence as soon as possible to give them a variety of sentences which will not only improve their pronunciation, but will daily add new words to the dictionary which it is indispensable should be engraved on their memory.

The pupil teacher thus prepared during the first session will be enabled to commence the second with every advantage. The greater part of the grammar will be already familiar to him. He will have overcome the first difficulties of the pronunciation; his ear accustomed to the sound of the language will assist his understanding, his work will then become more agreeable and more easy; instead of translating, he will compose, he will be given a series of select tales, which will have the advantage of interesting his imagination while it will give him practice in speaking the language. All explanations will be made in french as will also be the questions and answers. He will be initiated in the beauties of our literature and every pains will be taken to excite his interest and purify his taste by the frequent reading and study of pieces selected from the best authors.

This is the method which I followed for the ten years during which I taught the french language, in an important and numerous attended establishment in England. There, also I found pupils who had been learning French for three or four years, and who could not speak two sentences in the language. I gave them a number of sentences to translate verbally. I related stories to them which I made them repeat and write, and by interesting in this manner their imagination, I instilled a taste for, and at the same time the harmony of, the language.

It is also the method which I now follow at the High School and also at the college. My pupils always express great satisfaction when we throw aside the grammar, and translate verbally sentences given to each of them. This is the battle field on which is decided the victory, and the place which each pupil will daily hold in the class; but their interest in the lessons is much increased when I commence to relate a story—this is the moment when discipline reigns supreme and he who would dare to interrupt the general attention, would be lowered in the estimation of his fellow pupils.

I will spare you, gentlemen, the more or less dramatic details by which I obtain the attention of my young audience I will merely state that these stories related in french, are in the first place translated verbally into english, then repeated in french, and written in that language for the following class. In this manner the pupils learn at the same time to understand, to speak and to write the language. They also have the advantage of dispelling that dullness and monotony so inimical to progress, and of reconciling to the study of the language, those pupils who know nothing of it but the dryness of the grammar and exercises.

Whatever pains we may take—serious study will always prove a bitter cup for the pupil—his joyous imagination can with difficulty accustom itself to anything requiring labour and study.—If we wish to instruct him, we must begin by making his studies interesting, by rendering agreeable to him that for which he had previously a distaste—and thus accustom his young mind little by little, to calm reflection and judgment. In fact the master who teaches the best, is generally he who interests his pupils the most.

If I dared to appeal to my own experience, I would say that the french language is not difficult to learn. I have had a great number of pupils who, in less than a year, have succeeded, not only in understanding the language, but even in speaking it almost grammatically. Success in attaining it more or less rapidly, depends upon the time devoted to its study, upon the opportunities of hearing it spoken, and also upon the effort and personal disposition of the pupil.

But when once the first difficulties of the language have been overcome and the mind can feed on the inexhaustible treasures of our literature, how richly are we repaid for our labor and vigils.

French literature in all its branches, possesses names whose renown is spread throughout the world. Philosophy has its Descartes and Pascal, who in themselves formed a school. Montesquieu who first wrote a code which became the model for the laws of nations. The sarcastic Montaigne, whose essays elevated french literature, in an age nearly allied to barbarism. How renowned is the name of Corneille, he who introduced tragedy into France, as brilliant for sublimity of ideas as for purity of style.—Racine, who even after such a master succeeded in attaining celebrity. Moliere, the immortal Moliere, the creator of french comedy, which has not as yet been successfully translated into any other tongue. Lafontaine who surpassed his model in attempting only to imitate him.

What a host of celebrated names rapidly succeeded each other during the reign of Louis XIV, so remarkable in the annals of our literature! To what a degree of sublimity did Bossuet raise the eloquence of the pulpit. Was not the french tribune rendered famous even in its infancy by the thunderings of Mirabeau, who like a brilliant meteor shed such a resplendent light during its passage? Could it be possible for me to forget the author of *Telemaque*, Fenelon, whose genius was as exalted as his virtues were sublime?

In natural history we find Buffon, who stands at the head of the list for whom the whole of nature appeared as an open book, and who equalled our best writers by the richness of his style; next, Cuvier, who continued the work of his great master.

I would never finish were I to attempt to count all the immortal names, of which our literature is so justly proud.

France is never barren of celebrated men. She has always some who console her for the loss of those who have passed away. She has yet, in philosophy and history, Cousin and Guizot; in literature, Villemain; in poetry, Lamartine, Victor Hugo; the popular poet Beranger, who elevated song to the sublimity of the ode; immortal names around which other glories shed their rays, and all of which pay their tribute into the treasury of our literature.

Although the french language possesses richness in every style of composition, it is more particularly remarkable for its beauty in the epistolary style, and above all in conversation. It has therefore been adopted generally throughout Europe. If we visit Belgium, we there find that the french language is the national tongue; if we advance into the provinces bordering on the Rhine, we will be surprised to hear it spoken even among the inferior ranks of society. It is also spoken by two thirds of Switzerland. For any one travelling in Italy, a knowledge of the french will always prove a guide; and I recollect that during my stay in that delightful country, I was always understood.

If from the south we proceed towards the north, we find that in the capital of Russia, the french language is used by almost all classes. It is even said that it is almost exclusively spoken at the court of the Emperor.

In all great diplomatic meetings, where each nation is represented by its ambassador, the french is always used, almost all the treaties now existing, were written in that language: witness the treaties

of Vienna, which at the commencement of the present century, regulated and established the balance of power in Europe.

With such facts as these before us, I cannot but repeat my advice to study the french language as much on account of the beauty of its literature, as for its general and practical usefulness. Place yourselves on an equality with those with whom you will shortly have constant intercourse. Be prepared for all contingencies: for a mysterious Providence disposes of us according to its own will; the place which will receive our ashes, is possibly far distant from that which gave us birth.

Who could have foretold that I should be to day in Canada, associated with this university, and that it would become absolutely necessary for me to understand and speak the english language?

Could the english officers and soldiers so lately mixed up with a french army on the plains of the Crimea, foresee that these two great nations, rivals for centuries, would be united on the battle field under the same flag?

Attached as much from sympathy as by my position to the different branches of this university, I shall use my utmost endeavors to render the french language popular and attractive, to simplify its study and place it within the reach of all capacities. To attain this end, I do not trust to my own powers, but to the good will, the labor, and the sympathy of the pupils confided to my care.

Mr. Principal Dawson said, I have purposely requested to be placed last in the programme of this meeting, that if possible I might be excused from speaking, by the fullness with which I was sure the previous speakers must occupy the ground, and now I feel that very little remains to be said. I may, however, be excused for again reminding you that we to-day inaugurate an institution which represents certain great truths in relation to the education of the people. The establishment of a Normal School implies that we recognize the vital importance of the diffusion of thorough elementary education—that we acknowledge the training of good teachers as the essential element of success in education. Without them any educational law, any possible expenditure of public money, any amount of perfection in the mere machinery of education, must be useless. We inaugurate an institution which is intended to ensure in the teacher a competent knowledge of the elementary branches which he is to teach, an acquaintance with the best methods of teaching them, and, above all, that noble enthusiasm for the work, which is cultivated in such schools as these, and which I regard as an advantage to the teacher and public, greater than even that professional status which the diploma confers, and which in itself is no mean benefit, inasmuch as it recognizes the teacher as a member of a learned profession.

In the history of this school, many agencies have occurred which have been but slightly referred to to-day, and some of these may have struck me more forcibly, as a comparative stranger in this country. Not very long after my arrival in Canada, in the autumn of 1855, I saw reason to rejoice in the prospect of the speedy establishment of Normal Schools. A Bill for the establishment of such Schools had been in existence for some time, and intelligent persons expressed much dissatisfaction that it had not been acted on. In the statutes of this University there was a provision for a Normal School department, and the Governors of the University were very anxious to give to it an actual existence. The necessity of such an institution was a frequent topic of conversation, and of discussion by the Press. The Protestant Board of Examiners were agitating the subject. You, yourself, Sir, were collecting information, with the view of impressing on Parliament the importance of speedy action. The Government, and especially the Hon. M. Cartier, to whose personal activity in this matter the country owes much, were prepared to introduce any measure likely to be successful; and above all, His Excellency the Governor General had marked the want of Normal School instruction as the most prominent defect in the educational system of Lower Canada, had weighed the difficulties of the case, and the best modes of obviating them, and was prepared to lend to this great interest of the people that influence which of right belongs to his position, as the representative of royalty, and which happily for Canada, he is so eminently qualified wisely to wield. Under such influences, and urged forward by the active management of the educational department, the work has rapidly advanced to completion; and I must not forget to add that, throughout its progress, the Governors and officers of this University have laboured well and earnestly; and that without much exertion, and some sacrifices on their part, we could not have met here to-day.

There are also certain peculiarities in this institution which deserve notice. We commence with an unusual proportion of young women, among our pupils. Thirty-five young ladies, most of whom are now before us, have entered their names, while we have but five young men. Everwhere in America the ladies form the large

majority of the pupils of the Normal Schools; but in this case the preponderance of the fair sex is greater than usual, owing, I believe, in part to the shortness of the notice given of the opening of the School, and the greater difficulty, on the part of young men, in disengaging themselves from their previous pursuits. But I do not regret this disproportion, because it is one of the chief merits of the Normal School, that it gives to young women an honorable walk of professional usefulness; and that it gives to our school teachers, who, from their kind and loving treatment of the children, and their devotion to the work, are really superior, at least for the work of elementary education, to teachers of the male sex. I may add, that the observation of the pupils of Normal Schools has convinced me that, as few paths of intellectual activity are open to women, as compared with men, we usually obtain in the female pupils of a Normal School a higher grade of education and intellect, than in the case of the male pupils.

Another peculiarity of this institution is its connection with the University. I fully concur in the views of Mr. Dunkin on this subject.—The University has sought this connection, not that it might derive any material advantages from it, but because it desired to extend its influence for good throughout the country, and to make it felt in the Common Schools; and because it wished to diffuse among all ranks of the people a desire for University education, and to give them the means of its attainment. As the Principal of the University, I regard it as a high honor to be also Principal of the Normal School; and if in the past few months I have devoted to this object much of the time and energy required by my more special College duties, I am sure that in this work, so great and so urgent, they were well bestowed. It is a peculiarity common to this with the other Normal Schools of Lower Canada, that they educate their teachers in two languages, a point to which our attention has been ably directed by Prof. Fronteau. Hitherto, it has been viewed as a disadvantage in this Province, that its population speak two languages; but so soon as in every School in Lower Canada we have a teacher able to instruct in both French and English, this evil will become a benefit. We shall give to the pupils of our Common Schools access to the literature of two great nations, and an acquaintance with the two most widely diffused languages of the world; and the comparison of languages differing in structure, and the habit of translation, will give them, in some degree, that kind of education which in our higher institutions is obtained by the study of the classical tongues.

Another important feature in this school is its general Protestant character. It has, I trust, gathered around it the sympathies and support of all denominations, and forms a pledge of their united action in the great cause of education. I beg leave here especially to refer to the kind and liberal spirit evinced by the Committee of the Colonial Church and School Society, in reference to this School. That Society, of whose beneficent operations any church might well be proud, if pride were allowable in such matters; and which has successfully entered on the work of training teachers in this Province, in connecting its Model School with this institution, has, I am convinced, conferred a great and lasting benefit at once on education and on British Protestantism in this country. I rejoice that the previous speakers have with such decision, given their testimony to the paramount importance of religious influences in Education. Narrow sectarian views on this subject, have, it is true, often injured education, without benefiting religion; but here we have the means of promoting Christian education without much danger of contention. The professor in the Normal School, and the teachers in the Model Schools connected with it, are persons on whose influence in this respect, the public may fully depend. It will be exercised not to proselytise, but to strengthen and deepen religious impressions, and to cultivate a reverence for the doctrines and precepts of the word of God. We trust, however, for much of the religious instruction of the School, to the ministers of religion in this city; and I beg to commend to them this department of their work, as a great opening for usefulness. In instructing the teachers, who are to be scattered abroad over the country, to train the minds of the young, they have not only a duty which they are invited to fulfil, but a privilege which I am confident they will not hesitate to exercise to its full extent. Allow me, in conclusion, to say a word in reference to my own connection with this School. I regard it as an honour to be its Principal, and I shall be glad to devote much of my time to its interests; but now that it is organized, I trust to be relieved from the labours and anxieties connected with its organization. These cares, I to day, throw from me. It is the boast of the Faculties and Departments of McGill College, that under the care of able and judicious men, they require little interference of the authorities of the University. In this institution, in like manner, we trust that under the management of Professors and

Teachers, some of whom have been approved by their past success among ourselves, and others by the highest recommendation of the educational authorities of the sister Province, we shall have a self-regulating institution, proceeding quietly in its useful work, and requiring little interference on the part of its Principal, and still less on the part of the Superintendent of Education or the Corporation of the University.

The principal then made some announcements relating to the Festival of the evening, and the organization of the classes on the following day.

The Reverend Dr. Taylor offered up a concluding prayer and pronounced the benediction. All then dispersed congratulating Montreal upon the establishment of Normal School in this city under such auspicious circumstances.

Teachers Festival at the McGill Normal School.

On the evening of the inauguration, the public hall, and all the rooms on the ground floor of the McGill Normal School, were brilliantly illuminated, and were filled with a numerous, gay and elegantly dressed assemblage of persons composed principally of the male and female protestant teachers. The library was used as a reception room, and the two normal school classes as refreshment rooms, the tables groaning under the good things provided by Mr. Compain.

At half past seven o'clock, the proceedings of the evening were opened by the Superintendent of Education who in a speech delivered in English, expressed his hope, that the Laval, McGill and Jacques Cartier Normal schools altho' divided in reality would be united in intention and mind. He hoped that it would be the same, with the three teachers associations which he proposed to establish in connection with each school. He also gave several explanations relative to the subjects referred to in the speech delivered by professor Hicks in the afternoon, and stated the intentions of the department with reference to depots for books and different articles of school apparatus. He further alluded to the benefits which teachers both male and female must ultimately derive from the establishment of the teachers pension fund, and strongly urged them to register their names and pay the premium required without delay. He spoke also, of the advantages which would accrue from the two *Journals of Education* published by the department, more especially in view of perfecting the different methods of instruction followed by teachers. The Superintendent referred to, and laid great stress upon the excellent ideas expressed in french by Mr. Professor Fronteau, showing the importance of the study of the french language in this country, and added that the method of studying the language should not be such, as is unfortunately too generally followed in our institutions, as if it were a dead language, but in the manner we would study a language which we intend to make daily use of concurrently with our mother tongue. Mr. Fronteau had spoken of french authors in a manner to show that he was perfectly competent to impart a taste for their writings, from which, it was evident he had himself derived so much benefit.

Other speeches were afterwards delivered by the Revd. Mr. Frazer, minister of the free church of Scotland, by Mr. Arnold, teacher, by Mr. Dougall, editor of the *Witness*, who expressed himself in the same sense as Professor Fronteau and the Superintendent of Education with reference to the importance, or rather the necessity of the study of the french language; he did so, he said, because he considered that his testimony would have greater weight than that of either of those who had spoken before him on the subject, inasmuch as the English was his mother tongue. He added that he had been present at both the ceremonies of the day, and that from what he had seen and heard, he could only come to one conclusion, that this would be held as a remarkable day in the annals of the country.

Alluding to the Superintendents of Education in this province and to the professors of the Normal schools, he said that we had, in this particular, the very men required, *the right men in the right place.*

Mr. Duncan, a veteran teacher, highly amused his audience in a speech full of humour. Mr. Principal Dawson and the Revd. Mr. Sanderson, Wesleyan minister, made eloquent speeches which elicited loud applause. During a short intermission both speakers and audience proceeded to supper served up in the two Normal school rooms, and which evidently appeared fully to answer the expectations of the guests. Between each speech, a choir of young ladies, sang some religious or national pieces accompanied by a harmonium, and it was near midnight before the assembly dispersed, each guest confident of having contributed something towards the forward movement that day given to public instruction.

Convocation of Teachers at the Jacques Cartier Normal School.

On wednesday the fourth of March instant, at eleven o'clock in the forenoon, about fifty professors and teachers assembled in the hall of the Jacques-Cartier Normal School.

The Superintendent opened the meeting by representing the advantages which must result from the establishment of a teachers association in immediate connection with the Normal School.

He then stated, that if the teachers present would at once constitute themselves an association, he would propose as a question to be discussed at this their first meeting: what french grammar should be used in elementary schools?

It was then, on the motion of the Superintendent resolved unanimously, to form an association of the teachers residing within the circuit of the Jacques Cartier Normal School, to be divided into sections, each comprising the teachers within the several districts of inspection.

On the motion of Mr. Narcisse Boulay seconded by Mr. Pierre Caisse, Mr. professor Boudrias was unanimously appointed chairman pro tem.

The Superintendent then gave up the chair to Mr. Boudrias. On motion of Mr. F. Labelle, seconded by Mr. Louis Grondin, Mr. C. H. Leroux was appointed secretary *pro tem.*

On the motion of Mr. E. Simays, seconded by Mr. P. Jardin, it was resolved, that the teachers within the circuit of the Jacques Cartier Normal School be called together and a day named for the next general convocation, at which a draft of rules and regulations for the government of the association will be submitted and discussed. Some discussion then took place between Messrs. Caisse, Jardin, Simays, Doin and Grondin, on the choice of a suitable day for the next general meeting; it was subsequently decided that it should be held on monday, the first day of June next.

The Superintendent then submitted to the meeting the question proposed as announced.

Mr. professor Toussaint expressed himself in favor of Chapsal's grammar remarking that the three volumes of this grammar published by the author, gradually led on the student from the elements to a perfectly grammatical knowledge of the language.

Messrs. Caisse, Jardin, Simays and Grondin were of a different opinion.

Mr. Doin was in favor of the grammar known as "The grammar of the Brothers of the Christian Doctrine," and further stated that it was impossible, among the many, to choose one, as superior to the others. In his opinion the "ma-ster" was the best grammar.

Mr. Principal Verreau was in favor of Bonneau's grammar, and very lucidly explained its many advantages, in his opinion, over the others; while, Mr. Toussaint still insisted on the superiority of Chapsal's grammar.

Mr. professor Fenouillet followed in the footsteps of Mr. Doin. For his part, he would be satisfied were he to speak the french according to Lhomond's, or Leguin's or Chapsal's, or according to Bonneau's grammar. He cannot believe that any one grammar can be selected. There are several now in general use throughout the Province, and to be confined to any one in particular, would greatly retard the progress of public instruction.

He is of opinion that the importance of general uniformity of school books, is greatly exaggerated.

Mr. professor Toussaint on the contrary, is of opinion that the importance of this choice, cannot be exaggerated. He mentioned several incidents which had come under his notice, and which proved how difficult it was to conduct a school, while such a great variety of books were still admitted into them.

Mr. Regnaud stated that there was a medium between these two opposite opinions. There certainly should be uniformity in the same school and if possible, in all the schools throughout the province. It would be difficult to prescribe all at once, the adoption of any one book or set of books although generally used; such an attempt had never yet succeeded—but we should never abandon a plan of reform, because it was difficult and required time for reflexion.

Mr. Regnaud, in his speech which was extremely well received, spoke at length of the benefits of teachers associations more particularly when attached to a Normal School. Teachers are, or should be at home in the Normal School, and should visit it as frequently as possible. (Loud applause.)

The Superintendent in resuming the debate, said, that he perfectly coincided in the remarks made by Mr. Regnaud. Teachers were in fact perfectly at home, in the Normal School: they should not forget that it is, nor should they consider it otherwise than, the head quarters of the profession. With regard to the question which had been submitted, it is apparent that the meeting is of opinion that the question, instead of, what is the best grammar, should have been, what are the best grammars to be adopted for use in schools? This shows the benefit to be derived from a debate; it is easy to see that the teachers present all agree that the use of several of the grammars above mentioned should be authorised. If on the other hand, a particular grammar were recommended without however any binding restriction to its sole use, we should very soon obtain the uniformity required. There would then be

three kinds of books;—those prohibited, those authorised, and those recommended.

He would give all possible attention to the matter, and he congratulated the meeting, that a question which, at first appeared so formidable and presented so many difficulties, had been so easily cleared up and simplified.

It was then resolved, on the motion of Mr. F. X. Hétu, seconded by Mr. Emard, that this meeting begs to offer its thanks to the Superintendent of Education for the zeal he has evinced in inducing the teachers of this district to organise themselves into an association, and mutually to assist each other in their laborious but useful career.

It was also resolved, on motion of Mr. Etienne Arnauld, seconded by Mr. Moffatt, that the thanks of this meeting are due to the numerous friends of education who by their presence and eloquent speeches at the ceremony of inauguration and at the present meeting, have given so much encouragement to the teachers in their endeavors to organise this association.

It was then resolved on the motion of J. C. Guilbault, seconded by Mr. Louis Leclerc, that the congratulations of this meeting be addressed to the Hon. G. E. Cartier, for the solicitude he has shown for the welfare of teachers and the Canadian youth, in obtaining the passing of the educational laws of 1856.

It was then proposed by Mr. Kirouac, seconded by Mr. Laughlin Smith, and unanimously resolved, that the proceedings of the present meeting be published in the *Journal of Education* and that the Canadian press be requested to reprint them.

After the usual thanks voted to the chairman, the meeting adjourned.

C. H. LEROUX, Secretary pro tem.

Teachers' Festival at the Jacques Cartier Normal School.

On Wednesday evening, the fourth of March, at seven o'clock. Teachers connected with the establishment and residing throughout the district, together with many friends of education, both ladies and gentlemen, met in the offices of the department of education. They visited the whole of the apartments prepared for the Normal school and proceeded to the recreation room in the third story, where the supper had been served up. On the entrance of the guests, Hardy's brass band struck up *Derrière chez mon père*. The coup d'œil which the room presented was magnificent, thanks to the ability of Mr. Coulon who had spared no pains in decorating it. Festoons of evergreens, flags and banners were most tastefully arranged on the walls and on the ceiling: the great banner of the St. Jean Baptiste society occupying the centre.

The Superintendent placed beside him, Mr. Kirouac the *doyen* of the teachers present and after doing every justice to the culinary savoir of Mr. Compain by a general attack upon the good things prepared by him, and after listening to several national airs very neatly executed by the band, the chairman rose and in a few words explained to those assembled the object of the meeting.

It was not, no more than those of the preceding day, an idle ceremony, having no ulterior object in view; no! It was given in acknowledgment of the worth of a class of men who from their retiredness and interesting position, most assuredly deserved this mark of attention, particularly at a time, when they were about to be brought more particularly before the public. After having addressed the teachers with respect to their rights, he told them that he must also remind them of their duties, among which the most important were, patience and perseverance.

No doubt, the teacher had much to suffer, No doubt, that society had not yet awarded him that position which he merited,—but he was not the only one who devoted his time and health to the welfare of his fellow creatures, (applause.) The sailor sleeps not on a bed of roses, nevertheless the ocean is traversed by thousands of hardy young men, induced frequently by the love of adventure alone, to encounter perils without number. The soldier, whose life, although so frequently cut short, is always laborious and rough, does not hesitate to risk it for his country's welfare, and provided he partake of a small share of the glory acquired, he counts as nothing the continual dangers to which he is exposed. Finally, the missionary who expects in recompense for all his sacrifices a heavenly reward, daily immolates himself for the welfare of mankind. In fact every one must, in a measure, altho' to a different extent, perform his portion of social labour, and indeed, as far as regards the teacher, altho much be done to ameliorate his condition, still, his share of sacrifices will be large enough.

The Superintendent then requested the teachers to call upon some of their own body to address them. Mr. de Fenouillet having been called delivered a speech remarkable for the elegance of its language and perfect appreciation of the matters referred to.

Mr. Principal Verreau, in a very pathetic speech to the assembled teachers expressed his sympathy for their position and made a lively impression upon his hearers. He referred particularly to the relations that from his office, must ensue between him and the whole body of teachers, which it was easy to foresee must lead to beneficial results from the exchanges they would make of their observations and experience in the adaptation of the several projects formed for perfecting

public instruction. He stated that he envied Mr. Regnaud, the word which had fallen from him in the morning, that teachers are and ought to be at home in the normal school; but if the words were not actually found on his lips, the idea had for a length of time been deeply impressed upon his mind.

Dr. Nelson, late mayor of Montreal, in a warm and most energetic impromptu, stated that public instruction had always occupied a large space in his mind. He gave many very interesting details founded on his experience as inspector of the provincial penitentiary, tending to prove that in most cases, crime was attributable to ignorance. He also stated that he had recommended to the Government, that a certain number of copies of the *Journals of Education* published in the province should be distributed among those confined in the prisons and penitentiary, as a means of bettering their moral condition by instruction.

Mr. Grondin, teacher, having been called upon to address the meeting, acquitted himself with much ability, and made a really national, and most witty speech which elicited loud applause, and frequently excited the laughter of the audience.

Professor Hicks and Fronteau of the McGill Normal school then spoke, the former in English, the other in French. Their speeches made a most favorable impression upon their hearers, leading them to hope that the best relations would exist between the two schools that had just been inaugurated.

Mr. Lenoir, assistant editor of the *Journal de l'Instruction Publique* made a few observations having reference principally to the progress of education, showing its actual advanced condition as compared with the past.

Mr. Regnaud, whose speeches in the morning and on the third, had given so much pleasure, in a spirited little harangue, with a gallantry, perfectly french, congratulated the ladies on their presence, and explained to them that they were in reality the first professors of a normal school.

Finally, Mr. Brown of the *Montreal Gazette* having been invited to address the meeting on behalf of the representatives of the press, delivered one of the most eloquent impromptu speeches we ever listened to; we regret that it is not in our power to produce it *verbatim* for it did equal honor to his talents and to his feelings, and would not desparage the many excellent things which were said on that occasion.

Between each speech Hardy's band executed appropriate pieces of music and it was only about eleven o'clock, that the chairman rose to return thanks to the guests for their attendance. He said that he could not allow the festival to terminate without thanking the several speakers for the very flattering manner in which they had alluded to him, not only on the present occasion, but also at the ceremonies of inauguration; more particularly, as they attributed to him much more merit than he deserved. For his part, he could never forget the cordial assistance he had received from the Government, the press, and his fellow citizens generally in the task which he had undertaken. This task was much easier than it had been for his able and zealous predecessor whose absence during the ceremonies of the two days he sincerely regretted. The sense of duty in his distinguished fellow countryman was paramount to every thing, and he would not be surprised to find him chained to his task as was his habit, rather than share in festivities, which no person had a greater right than he to participate in. (Applause). In conclusion, he was happy to see that the association of teachers had thank fully acknowledged the acts of the Government, the legislature and particularly of the Honorable Mr. Cartier, with reference to the legislation of the last session relating to public instruction. No person knew better than he (the chairman) did, all the zeal and energy displayed by this friend of education, not only on this occasion, but also on many others. (loud applause.)

With the unanimity with which this subject is now treated by the press in this country, with such able and distinguished protectors, Education must prosper, and the reforms so much and so long required, will not fail to be realised.

After which the band having played God save the Queen and having given three cheers for His Excellency the Governor General, the ministry, the legislature, and the Honorable Mr. Cartier, the meeting dispersed, each guest having fully resolved to be present at the next festival of the kind, should the opportunity ever occur.

MONTHLY SUMMARY.

STATEMENT OF MONIES PAID BY THE DEPARTMENT OF EDUCATION FOR CANADA EAST, BETWEEN THE 1ST JANUARY AND 31ST MARCH, 1857, INCL.	
Total amount paid to 15th February last, as per statement published in Journal of Education No. 1	£29741 2 6
Paid from the 16th February to 31st March, incl: viz.	
On account of grant, to Common Schools, } 2nd half year of 1856	£3902 6 4
" " for Superior Education..	240 0 0
" " for poor Municipalities..	70 0 0
" " for Normal Schools.....	713 2 5
" " for contingencies.....	157 18 8
	5083 7 5
Total	£34824 9 11

—The British house of commons having defeated the Palmerston ministry on the question of the hostilities with China, a dissolution of parliament has taken place.

—Lord Elgin formerly governor of Jamaica and during eight years Governor General of Canada is about to proceed as plenipotentiary to Peking.

—The Canadian Parliament has voted an address to the Queen, praying Her Majesty to select a place for the seat of Government. Since 1849, shortly after the burning of the Parliament buildings in Montreal, by a mob, the cities of Toronto and Quebec have been alternately capitals of Canada; parliament was held in Toronto from the fall of 1849 to the fall of 1851; then in Quebec for four years, until the close of 1855 when the Government offices were again removed to Toronto.

Several attempts have been made, at different times, to fix it permanently at one of the cities of Quebec, Montreal, Ottawa, Kingston, or Toronto, but without success, as the friends of each city were always outvoted by a combination of the friends of all the others. The same proceeding was repeated on the amendment of the motion of the Government in favor of a reference to Her Majesty when the largest vote was given in favor of Ottawa. The final division on the ministerial measure was 61 to 50. Since the address has been carried, the Governor General has invited the five cities, Quebec, Montreal, Ottawa, Kingston, and Toronto to forward such documents and remarks as they may think proper in support of their respective claims.

—The Hon. Mr. Cartier, Attorney General, has introduced two bills, the one regulating the judiciary of Lower Canada, and the other to provide for a codification of the laws of this section of the province. The Hon. Mr. Spence has also introduced a measure to provide for a system of classification of the clerks in the several public departments, and to regulate promotion on the basis of competency.

—Great agitation prevails in Newfoundland, arising out of the negotiations recently entered into between France and England on the subject of the fisheries. It appears however that the Parliament of the colony is to be consulted relative to the measure, and that consequently the excitement is premature.

—The family of the eminent chemist Gay Lussac having resolved to erect a statue to his memory, the Emperor has given them leave to put it up in one of the public squares in Paris.

—The Emperor of Austria has ordered that the statue of Napoleon the first, by Canova, which was in the Academy of fine arts at Milan, be placed, upon a suitable pedestal, in the public garden of that city.

—The *Courrier du Canada* speaks very highly of a painting by Mr. A. Plamondon, a native of St. Augustin, near Quebec, who studied in Paris under the celebrated Paulin Guérin. This painting is a copy of the Assumption of the Virgin by Poussin, of a very large size;—it is intended for the church of the St. John's suburbs. The *Courrier* adds, with much truth "We have now four native artists of whom our country may well be proud, Messrs. Plamondon, Hamel, Bourassa and Falardeau; the latter however seems to have forgotten Canada and now resides at Florence, where, we are happy to learn he is thriving well. He can scarcely be found fault with for the preference which on that account he gives to a foreign country; with us the wealthy and the mighty do very little for the fine arts. We know of gentlemen who have spent thousands on their drawing rooms but who have never gone any length for either paintings or statues."

Strange to say, Mr. Plamondon, who as a pupil of Guérin is a colourist, has however shown a decided partiality for the works of Poussin, who as every body is aware, gave more attention to the purity of the lines than to the fascinations of the prism. Our Canadian artist has already successfully tried the *Martyrdom of Saint Erasmus*, a splendid copy of which he had obtained from the late Abbé Desjardins. It was generally believed by *connoisseurs* who had seen the original in the gallery of the Vatican, that Mr. Plamondon had one of the three copies made by Poussin himself. This beautiful painting was sold to a *brocanteur* at a high price, and sad to say, was lost in the gulf of St. Lawrence, where the vessel in which it was shipped, for England, was wrecked.

—We learn from the same paper, that four young men from Quebec are distinguishing themselves in the schools in France. Three of them, Messrs. Hamel, Légaré and Beaudet, who were sent to the celebrated Ecole des Carnes at Paris, are intended to be professors of the faculties of Arts and Theology in the Laval University. The other gentleman alluded to is Mr. Joseph Perrault, the grand son of the late Joseph François Perrault, protonotary at Quebec, who spent a great portion of his time and fortune in promoting education and agriculture. This young gentleman with his own means and of his own accord left this country and studied during two years in an agricultural school in Scotland, and he is now at the *Ecole Impériale d'Agriculture de Grignon* where he is considered one of the best pupils. He was appointed by the Emperor one of the commissioners of the great Agricultural Exhibition of 1856 and is now selected as agent for the purchase of cattle for the Agricultural Schools. We understand that Mr. Perrault will soon return to this country where he will carry on agricultural improvements on a large scale, on his farms at Verence.

—H. Latour, Esquire, vice-president of the Natural History Society of Montreal, has offered a gold medal for the best essay on Canadian Natural History to be read at the American Scientific Convention which will take place in this city in August next.

We are also happy to learn that Mr. Latour, has been elected a corresponding member of the Historical Society of Pennsylvania.

—Dr. Larue, a young physician of Quebec has just returned from Europe, where he has been preparing himself in the schools of medicine of Paris and of Louvain in Belgium, for a professorship in the Laval University.

—Mr. de Humboldt, the great natural philosopher has been dangerously ill at Berlin. The King of Prussia called himself on this eminent savant doing thereby to royalty as much honor as to science.

—A new expedition is now preparing to go in search of Sir John Franklin and his companions. The distinguished french geographer, Mr. de la Roquette has nobly subscribed the sum of one hundred thousand francs towards the undertaking.

—Dr. Hoffman has discovered a new metal. At a lecture lately delivered by him at the British Royal Institution, he exhibited a bright glistening mass something resembling butter, and described it as the metallic base of ammonia. Much was said last year about the application of aluminium, the base of clay (*alumine*) to several purposes of trade and industry, we are not aware however that the anticipations of the french savans on that score have as yet been fully realized.

—The prize of thirty thousand francs instituted by the Emperor of France, for the most notable discovery in science, has been awarded to Mr. Fizeau for his experiments and demonstrations on the rapidity of the movement of light.

—The Smithsonian Institute is causing the meteorological observations of Dr. Smallwood of St. Martin, to be printed in one volume by Mr. Lovell of Montreal. It is to be hoped that our Government will secure a number of copies for our public institutions.

—The Montreal committee of the American Association for the advancement of science, has obtained from the Government, leave to hold the great scientific congress which will take place in August next, in the magnificent court house in Montreal. Invitations have been sent to savans in France, Great Britain and Germany, and a certain number of free berths have been handsomely presented by the several companies of Transatlantic steamers; they have been placed at the disposal of the great scientific academies of each country, so as to secure the presence of some of their most distinguished members.

—Mr. Edward Hames of Moorefield, Virginia, has killed an eagle, measuring three feet one inch, from the beak to the end of the tail, and seven feet in breadth across the wings.

—The origin of the popupal trick called the april fool, which in french is known under the name of the *poisson d'avril*, (april fish,) is accounted for in the following manner in a french periodical: In the early period of the history of France, the year commenced on the first of May; the new years gifts generally consisted of fish which are excellent in France towards the end of April, an ordinance of one of the french Kings of the second dynasty having declared that the year should begin on the first of January, presents of fish were no longer made. Thence arose a common expression "as a fish in April," meaning any thing that one could not expect to get, and the trick performed on credulous people on the first day of that month, according to that version, had its origin in a practical illustration of that expression.

—Paris during the past winter has been plentifully and cheaply supplied with peas, artichokes, asparagus and all other kinds of vegetables. This abundance arises from the fact that the African possessions of France are now only at a distance of about seventy-two hours from Paris.

—Another artesian well is now about to be completed at Passy near Paris; it requires only thirty *mètres* more to attain the depth of the famous artesian well at Grenelle. It is thought that the perforation will have to be made twenty *mètres* deeper than that of the latter, the geological level of water at Passy being lower than at Grenelle.

—A *conversazione* was held at Burnside Hall, McGill College, in this city, on the 12th March instant. A brilliant assembly of Ladies and Gentlemen was in attendance, speeches were delivered by the Honorable Judge Day, President of the Board of Governors, and also by other gentlemen. Musical and scientific entertainments were offered to the company, and refreshments were abundant. The rooms which were filled with scientific apparatus and specimens of natural history looked remarkably well; every thing was the more admired when it was remembered that about the same time last year, the building then situated on the same spot, had been destroyed by fire, and that the present new one had been erected, and so completely furnished within so short time.

—His Lordship, Bishop Fulford and the Superintendent of Education, recently visited Lower Canada college conducted by Mr. Walsh in St. Urban street. The students stood their examination in a satisfactory manner and proved that they had derived great benefit from the lessons of their instructors. Greek, Latin, French and English are taught in that institution. The junior latin class passed a very successful examination,

and great attention seems to be given to the french language under the direction of the Revd. Mr. Tanner. His Lordship and the Superintendent addressed the students at the close of proceedings and several of them were presented with valuable books by the latter.

—During a recent visit to Quebec for the purpose of inspecting the repairs and improvements now being made to the building about to be occupied by the Laval Normal School, the Superintendent also visited several of the schools under the control of the catholic board of commissioners in that city. The large school of the Christian Brothers near the glacis, and those of the Sisters of Charity and of the Ladies of the Good Shepherd in St. John's suburbs were inspected with the greatest attention. The examination of the pupils was conducted by the Superintendent himself and lasted during two days from nine in the morning till six in the evening each day, with an intermission of an hour at noon.

The result proved highly satisfactory, and remarkable proficiency was particularly shown by the higher classes of the Brother's school and of that of the ladies of the good shepherd. The success of the pupils of the former school in geometry, trigonometry and book keeping is worth noticing, while the progress made by those of the two others in French and English grammar and composition, the history of Canada, and geography is very striking. The aggregate number of pupils in the three institutions, exceeds 1500. The schools are well furnished with books maps and school apparatus and do great credit to the commissioners whose funds, as a just reward for their exertions, have recently been increased by £275 through a liberal vote of the city corporation. Numerous prizes were given by the Superintendent, who in his visit was accompanied by the Revd. F. G. Horan, Principal of the Laval Normal School, Jacques Cremazie Esquire, L. L. D. secretary of the board of commissioners, and Dr. Barty school inspector. There are several other schools under the control of the same commissioners which will also be visited at an early date.

Prospectus of the Jacques Cartier Normal School.

EDUCATION OFFICE.—Montreal, 17th January 1857.

This school will be opened on Tuesday, the third day of March next, in the building known at Montreal as the old Government House, near Jacques Cartier square.

It is chiefly designed, to train teachers for the Roman catholic population of the districts of Montreal, Ottawa, St. Francis, the city of Three Rivers, and that portion of the district of Three Rivers lying west of the city. The Revd. Mr. Verreau, heretofore director of the college of Ste. Thérèse de Blainville, will be the Principal and also one of the ordinary professors.

The other ordinary professor, Mr. Devismes will be intrusted with the tuition of reading with definitions, (lecture raisonnée) french and english grammar, literature, elocution and declamation, the history of France, the history of England, and geography.

Mr. Devismes was, previous to his appointment, principal of the Berthier Academy, in the district of Montreal. He pursued his studies in France and taught during ten years in London.

Mr. Boudrias a teacher who has obtained a model school diploma, is appointed an associate professor, and as such, will teach mathematics.

English literature, elocution and declamation are allotted to Mr. Delaney who studied in the national schools in Ireland.

The principal will himself take charge of the religious instruction of the pupils, and will also teach the following branches; mental and moral philosophy, the art of teaching, sacred history, general history, the history of Canada, and until the appointment of additional associate professors, natural philosophy, natural history and linear drawing. Particular attention will be paid to the musical department in which both vocal and instrumental music will be taught. Mr. Labelle, who took advantage of his temporary residence in New York to receive lessons from some of the first professors from Europe, has with praiseworthy disinterestedness undertaken, for a moderate remuneration to teach this important branch of education.

Nothing has been spared to adapt the old Government House for its new destination. The boarding school has been furnished with every thing conducive to the health and comfort of the pupils. Bathing and washing rooms with water taps in them have been prepared; each pupil must provide himself with the several articles required for making his toilet decently.

The professors will have the use of the library of the department of public instruction, and the pupils can borrow such books as the principal may permit them to read. The library already contains a considerable number of books, and there is every reason to believe that before the end of the year it will number over three thousand volumes.

Apparatus for the study of natural philosophy, a laboratory for chemical experiments and all other scientific appliances will be found in the normal school,—a great portion of them have already been received. Sir William Logan has kindly offered to assist in the formation of a small museum of natural history.

A gymnasium will be erected in the large school yard, and special attention will be paid to the gymnastic exercises of the pupils.

A course of lectures to be delivered by the professors and other persons preeminent in various sciences, will be established. These lectures will principally bear upon the art of education, with hygiene of children and young persons, in agriculture, history and french literature. The pupils will be permitted to attend, and at the commencement of each lecture, one of them will give a sketch of the preceding one. These sketches, when considered worthy, will be published in the *Journal of Education*.

The price of board is £16 for ordinary pupils, and eight pounds for pupils receiving purses. Application for admission must be made to the principal who will remain in his office from ten to twelve and from two to four o'clock for the purpose of examining candidates, who must produce their certificates of age and of good moral character.

The course of studies of the Normal School will commence on the 16th September and finish on the 15th July of each year, without intermission. It will be divided into two sessions. The course for this year will if necessary be prolonged so as to allow those candidates who may be desirous of obtaining diplomas to present themselves for examination.

Special arrangements may be made with teachers actually teaching who may wish to attend the normal school; they must be made with each individually according to the circumstances of his particular case.

The model school will be intrusted to Mr. Boudrias and Mr. Delaney, who will teach every branch which the law requires should be taught in model schools. Special attention will be given to writing, arithmetic and book-keeping, each pupil will be charged a school fee of five shillings per month. Application for admission must be made to the principal at the hours above mentioned. As the number of pupils must be limited, parents should not delay to make their applications.

Beside this model school which will be held in the normal school building, it is proposed to affiliate with it for the benefit and practice of the pupil teachers, the excellent school kept by Messrs. Doran and Garnot in Côté street.

The boarding house and model school for girls cannot be completely organised until next fall, and every thing herein before contained will therefore refer only to the boys boarding house and model school.

PIERRE J. O. CHAUVEAU,

Superintendent of Education.

Prospectus of the Laval Normal School.

EDUCATION OFFICE.—Montreal, 5th January 1857.

Conformably with the second article of the general rules and regulations of the Normal Schools, steps were taken to associate, in the direction of the Laval Normal School, the council of the University of the same name, already in so prosperous a condition; these steps not having met with the success anticipated, it was arranged, to avoid the delay which would arise from ulterior correspondence relative thereto, that the Department of Education should immediately proceed to the inauguration of the Laval Normal School.

The council of the University was consulted with reference to all the appointments which have been made, and I have the assurance of the Rector, that none of them shall stand in the way of a definite arrangement.

I feel much pleasure in announcing that the Reverend Mr. Horan, heretofore secretary of the University and professor of Natural History in the seminary of Quebec, has consented to accept the appointment of principal, and also that of an ordinary professor. The experience acquired by this distinguished clergyman in the art of teaching, and also in the direction of undertakings of importance, are foretokens of success which the public will not fail to appreciate.

Mr. Toussaint, a teacher who has received a diploma for an Academy—will be associated with Mr. Horan, and to him will be assigned, the teaching of mathematics and all the exact sciences,—the art of teaching, with those branches of education especially connected therewith, such as reading with definitions (*lecture raisonnée*), arithmetic and geography. Mr. Toussaint was for many years the principal of the college at St. Michel de Bellechasse, which he governed so successfully, as to make that establishment, as expressed by the Superintendent in his report for 1855, a nursery for good teachers.

French grammar, literature, history and mental and moral philosophy have been intrusted to Mr. Emile de Fenouillet, a distinguished french scholar, whose acquirements are well known.

The principal will himself take charge of the religious instruction of the pupils, natural philosophy and chemistry, natural history and agriculture.

Vocal and instrumental music will be taught; the piano-forte and organ will be the instruments, the principal object in view being to enable teachers to derive some further income beyond their salaries, in the parishes where they may teach. Mr. Ernest Gagnon, a young Canadian artist, whose talents are well known and appreciated in Quebec, has been selected to teach this most useful and agreeable branch of education.

To Mr. Pierre Morin, now employed as topographer and draughtsman

