

## 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, Rev. Mr. Verreau, Principal and the Professors of the Jacques Cartier Normal School, the Professors of the McGill Normal School, 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.

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 other 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

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 132,769 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. If, 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

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 Laval, the Plessis, the Painchauds, 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 Sadler, Redpath or Huntington, or to such murders as those of Cook or Burdell. And there 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 Davy 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 many 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, I seek to bring all the students in the school into some direct connections with their clergymen and under specific religious trainings, 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 on 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 this 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

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 powerful aid. Allow me to say a few words respecting my own position in the establishment,—a position which I feel to be one of the most responsible; and needing more than human assistance to sup-

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

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

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

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

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

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

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

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

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 *vivâ 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 numerously 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 inexhaustable treasures of our literature, how richly are we repaid for our labor and vigilance.

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. Molière, the imitable Molière, 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; nee 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; in mortal names around which other glories shed their rays, and 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, 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 the capital of Russia, the french language is used by almost all the 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 recognise 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 desirous to give 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 the 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 men, among our pupils. Thirty-five young ladies, most of whom I now before us, have entered their names, while we have but a few young men. Everywhere 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 first 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

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 see 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 the 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 toward 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 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, Belle, 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, so to speak, the teacher's mission. Let the teacher look upon his office as one of drudgery, and farewell to every attempt at success. The petty occurrences which we always find in a school-room, calculated to ruffle the uneasy mind, are magnified into a thousand times

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.

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