

## Jacques Cartier Normal Schools.

On Tuesday, the 3rd March, the ceremony of the Inauguration of the Montreal Normal Schools was conducted with great *éclat*. 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 Ferrier, 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 choir of amateurs under the able direction of Mr. Labelle lately appointed an associate professor of the School, sang the sentence *Ecce quàm bonum* by l'abbé 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 demeure du dit peuple, et une montagne qui est jacent à la dite ville, où allèrent avec le dit capitaine les gentils hommes et vingt marins, 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 étant 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 falloir reposer au dit lieu, près un feu qu'ils avaient fait au dit chemin. Et lors commença le dit Seigneur à faire un sermon 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. Et 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*, près 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 manière 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 a country. (Cheers.) The sword to defend their country against an invasion, and the pen to expose bad and vicious principles thereby uphold law and order, which were the foundations of good government.

His Lordship resumed his seat amidst loud and protracted applause, 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 rather to be placed as a pupil than an instructor. He looked that, as well as upon kindred institutions, as tending to promote welfare and happiness of the community. There could be no service either in the civil or military service without education. (Cheers.) "Give me understanding and I will observe their laws," was the language of Divine wisdom. Knowledge controlled and directed the mind in the honorable pursuit of wealth, and those who were forward to an honorable old age, would find a great charm in it. He, therefore, congratulated the pupils and preceptors of the institution, on an event so auspicious, not only to themselves but to the whole of Canada, and he only wished that he was 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 ennoblement of the mind and to ennoble every pursuit.—The Government could have a better security, for the well being and prosperity of the country, than in an enlightened people. (Loud cries of Hear and immense cheering.) It might be very well for the (Russia) (Laughter) to keep the people in ignorance, but, of course would not do for this country. (Cheers.) Knowledge was the best antidote to falsehood. It teaches us to maintain a toleration for those who differ from us. (Cheers.) When he looked around and saw their numerous educational institutions spreading up in all directions, he felt persuaded that a glorious destiny awaited them, and that the inhabitants of this country would become 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 to congratulate the preceptors and scholars on the glorious event that was before them. (Cheers.) He had heard it said that in Canada there was a want of education, but thank God it could be said that there was a want of understanding; and he 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. Verrean, Principal of the Normal School, summed up the whole of the ceremony of inauguration in the profound sentiment of Leibnitz, "I always believed that people would be reformed if education was reformed." (Cheers.) In education, as in every other human undertaking—in fact, 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 take with pride upon the position of a master. (Cheers.) As the school 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 people.
2. A practical education, which will meet the wants of our population and tend to make them more agricultural, commercially operative.
3. Finally, a really national education, comprising all languages and origins. (Cheers.)

We shall take care that the Professor be treated with respect, that he may feel the dignity of his position, avoiding at the same time, to instil into his mind tastes and wants, which subsequently, if unattainable, render him miserable. The estimate is now nearly completed. It will, it is to be hoped, be efficient for all the objects in view, and permit, at the same time, the complete development both of the mind and body. (Cheers.) We shall endeavor, by every means in our power, to improve the education, without which, as has been so justly remarked by the distinguished General, the Commander of the Forces, riches are 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 benefitted 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. Findlater, 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 mariner'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 method 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 all unite in the fervent hope that your enterprise will be crowned with success.

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

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

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