

caused in consequence of the impossibility of procuring fuel. Mr. Hubert was perfectly justified in pointing out so flagrant a dereliction from the duties imposed upon Commissioners.

At St. Dilace, the schools were shut up during a month, for the purpose of paying a debt contracted for building a school-house; the cost of the erection of this school-house, instead of having been raised by special assessment, having been taken out of the ordinary revenue of the municipality. He also mentions several other irregular proceedings in the mode of conducting the affairs of this municipality.

Champlain and Ste. Ursule are pointed out as deserving great praise for the progress made in their schools, and also for the liberality and disposition for improvement evinced by the Commissioners. In the first mentioned municipality people of note both from their position and acquirements appear to consider it a duty to attend all the public examinations of the schools, which were very satisfactory and highly interesting. Mr. Hubert also speaks in the highest terms of the academies of Yamachiche and Three-Rivers, of the school of the Brethren of the Christian Doctrine, and of the boarding-school of the ladies of the Ursuline convent. Mr. Lawlor's academy also enjoys a high and well deserved reputation. There are besides several independent schools. The "Institut Canadien" and the Philharmonic Society of Three-Rivers are well adapted for the development of literature and the fine arts. Newspapers have also lately been established in the town, and they are yearly gaining ground. In the same ratio will the taste for literature and general instruction also advance.

Mr. Inspector Consigny, (since deceased) was too constantly confined from the effects of the severe malady under which he labored during the last two years of his life, to enable him to make a very detailed or interesting report.

Mr. Parmelee, to whose inspection, a very extensive district in the Eastern Townships is entrusted, comprising the counties of Missisquoi, Broome and Shefford, gives the following summary of his observations:

The number of municipalities within my district of inspection is 22, of school districts 255, and of school-houses 231. There are 219 schools in operation, of which 64 are conducted by male teachers and 154 by female teachers. 188 are under the control of the school commissioners, 24 under the control of dissentient trustees, and 7 are independent. The number of pupils attending the schools is 6928, of which number 3971 are boys and 2957 are girls. Of this number 4753 are of British origin, 2175 are French Canadians, 4582 are Protestants and 2346 are Catholics. The number of scholars learning spelling is 1358, who read well, 2816, who read fluently, 2751, learning the simple rules of arithmetic, 1545, the compound rules of arithmetic, 1537, grammar, 1176, geography, 1151, writing, 3791, composition, 1012. There are also some schools in which algebra, book keeping and history are taught.

With the exception of one, all the above-mentioned schools are elementary schools; but the programme of studies followed and the capacity of the teachers in 99 of these schools, would place them in the same rank as model schools.

The 14 academies and the primary superior schools within my district of inspection are attended by 778 scholars, of whom 429 are boys and 347 girls: 749 learn spelling and reading, 423 writing, 357 composition, 518 arithmetic, 376 grammar, 242 geography, 94 algebra, 79 history, 37 book-keeping, 26 natural history, 22 geometry, 7 astronomy, 6 chemistry, 11 physiology, 40 sacred music, 58 instrumental music, 10 drawing, 48 Latin, 7 Greek, 33 French, and in one academy alone, in which the scholars are French Canadians, 45 are learning English.

These schools, elementary, academic, and primary superior, are attended by 7706 scholars, and almost without an exception the teachers who conduct them, although several amongst them have not received diplomas, unite much merit with great zeal in the performance of their duties. I have remarked a steady progress in all the different branches of education; and according to the preceding statistics it will be perceived that more than four fifths of the children who attend the common schools read well and even fluently, that nearly five ninths study arithmetic, and that more than one sixth study grammar and geography, and about one sixth practice composition.

A very small number of the scholars who attend the academies and superior schools receive more than the ordinary teaching, and a much smaller number study the classics. These institutions certainly contribute largely towards the advancement of education,

but not in proportion to the amount of Government aid granted to them, especially when compared with the amount granted to elementary schools. Several of these latter schools leave nothing to be desired in what particularly belongs to primary education, and can successfully compete with the former.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— The convocation of Bishop's College (Lennoxville) was held on the 30 of June last, and as usual was well attended. There were present besides the Vice-Chancellor, Mr. Justice McCord, their Lordships the Bishops of Quebec and Montreal, and several of the clergy and gentry of the neighborhood. Speeches were made by His Lordship the Bishop of Quebec, the Vice-Chancellor, the Rev. Drs. Lewis and Lindsay, the Rev. Canon Bancroft and W. Baker, Esq. The following is from the concluding address of the Vice-Chancellor:

"The Vice-Chancellor appealed to parents and guardians for their countenance. Much was due to the Lord Bishop of Quebec, for his great exertions and his fostering care, and he (the Vice-Chancellor) felt, like Mr. Baker, much surprised at the lukewarmness with which those exertions were viewed. He was aware that the College had several prejudices to encounter:—First, the idea that it was exclusively ecclesiastical. True it was that University had educated most active and useful clergymen; yet it had been by no means exclusive, since all degrees of arts had been taken there. The second objection was, that it was only a College; but that reproach, if such it was, was met by the establishment that year of the Preparatory Department, under the most able superintendence of a gentleman from the University of Oxford; and if all he had heard respecting its working were correct, it was a credit to the University which had established it. He appealed to parents to send their children to that school, and he was grieved that many in that part of the Province should send their sons to Burlington, when, at any rate, an equally good education could be obtained at Lennoxville. He firmly believed the truth of all that had been said by the previous speakers on the advantages of a classical education, and he was perfectly satisfied that every child sent to that College or School would have full justice done to him." (Applause.)

—The famous sentence: "The school master is abroad," is by Lord Brougham and was pronounced by him in the House of Commons on the following occasion:

"On the fall of Lord Goderich's administration, in 1827, the Duke of Wellington was entrusted with the charge of forming the new ministry. As usually is the case, he placed himself at its head, but much to the displeasure of the people, as he was opposed to their interest, especially the parliamentary reform. After the King's commission had been read, at the opening of Parliament, in the January following, an address of thanks was moved in the House of Commons, by Mr. Jenkinson. Mr. Grant, in seconding this, made allusions to some of the members of the new Cabinet that were in the old, but he advised the members of the House not to say any thing against them in their absence. Mr. (now Lord) Brougham said in reply, "that if the theory which he has recommended to others had been practiced by himself, I should have been better pleased." He then commenced his speech against the ministers, from which I make an extract, containing the phrase: "I have no fear of slavery being introduced into this country by the sword. It would take a stronger man than the Duke of Wellington, though he be at once Prime Minister and commander-in-chief of the army: and though, added to the army, he should have the mitre, and, to that, the great seal, I will make him a present of them all; and yet, with all these powers heaped upon him, let him, sword in hand, come out against the constitution, and the people would not only beat him, but laugh at him. These are not the times when the soldier only is abroad. Somebody of importance has risen, who has reduced the soldier to nothing, even if he were ten thousand times more potent than he is. In the nineteenth century a new power bears sway. The schoolmaster is abroad! I will trust more to him, armed with his primer, than to the soldier with his bayonet! I am far, therefore, from feeling any fear as to this appointment."—*Ohio Journal of Education.*

—*Ballou's Pictorial* for the 10th July, presents to its readers a fine view of the new St. Vincent Orphan Asylum, lately erected at Boston. In 1843, a legislative act of incorporation was granted, with a capital of \$50,000; under this act, the building was projected, and about a year ago started upon. It is now completed and occupied by ten Sisters of Charity and one hundred and twenty children. The last legislature granted an increase of capital of \$150,000, making the entire capital \$200,000. The corporation consists of five directors, appointed by the Right Rev. Catholic Bishop, for life or during good behaviour. The new