

We have now become so accustomed to witness the reappearance, in other publications, of articles reproduced from this Journal without any acknowledgment, that it is almost superfluous to specify the recurrence of this questionable practice during the past year.

We are unable, from want of space, to extend our observations on the contents of the present or 14th volume, yet, we must not omit to repeat our acknowledgments of the continued kind services of Dr. Smallwood of Montreal, and Sergeant Thurling, formerly of Quebec, and now of Halifax, for their interesting tables of Canadian Meteorology, contributed regularly every month.

In conclusion, while we trust that there is no reason for desisting the record of Educational progress during the past year, given in the pages of the Journal, our readers will join us in indulging the hope that we may be in a position to chronicle evidence of continued and still greater advancement during the year 1871.

Report of the Minister of Public Instruction for the Province of Quebec, for 1868 and in part for 1869.

(Concluded from our last.)

DIPLOMAS granted to Pupil-Teachers of the Normal Schools since the establishment of these Institutions.

Class of Diploma Granted.	Jacques-Cartier.	McGill.			Laval.					Total of both.
	Males	Males	Females	Total.	Males	Females	Total.	Males	Females	
Academy	25	14	9	23	24	...	24	63	9	72
Model School	111	19	144	163	92	124	216	222	268	490
Elementary do	94	31	319	350	49	160	209	174	479	653
Total	230	64	472	536	165	284	449	459	756	1215

It is not the number of pupils, nor the number of Diplomas granted by the Normal Schools, nor yet the system of teaching even, that appears to be the point at issue, but the actual results of these institutions.

Last year, on the motion of the Member for the County of Chicoutimi, a tabulated report was laid on the table of the House which went to prove that a greater proportion, of the ex-pupils of the Normal Schools, than was generally supposed, was actually engaged in teaching, and that they remained teaching much longer than was usually believed.

The following extract from the report of Mr. Principal Verreau of the Jacques-Cartier Normal School, for the year 1868-69, comes in support of what I have had occasion to frequently reiterate on this subject,

"So far as I have been able to ascertain about our ex-pupils," says Mr. Verreau, 3 have taught since 1857; 2, since 1858; 1, since 1859; 5, since 1860; 8, since 1861; 7, since 1762; 7, since 1863; 10, since 1864; 15, since 1865; 5, since 1866; 8, since 1867; 7, since 1868.

"Of those who have abandoned teaching, 4 taught for 10 years; several, for 7 or 8 years; 16, for 6 years; 7, for 5 years; 18, for 4 years; and 18, for 3 years.

It appears from the foregoing that 151 of the pupils who studied at the Jacques Cartier Normal School, taught for periods varying from 3 to 10 years, before abandoning the profession, and that 78 taught from the date of their leaving the school, and are still engaged in teaching.

If it be taken into account that the entire number of Diplomas granted by this school has been only 230, these figures will compare favorably with the results obtained by Normal Schools in countries more favourably situated than ours.

The proportion obtained in the Laval Normal School, particularly in the Female department, is much more considerable.

According to Principal Dawson's report for 1868-69, of 411 pupils who had obtained Diplomas from the McGill Normal School, 295 reported themselves as actually engaged in teaching, several others, in all probability are teaching, though not having advised the Principal of the fact, and 25 continued their studies to obtain Diplomas of a higher grade.

Annexed to this report will be found the special reports of Messrs. Principals Verreau, Dawson and Chandonnet on the question of agricultural instruction in the Normal Schools, and the report of M. l'Abbé Godin of his visit to the Agricultural Schools of Europe. All agree as to the importance of theoretical and practical instruction in agriculture in the Normal Schools, and Mr. Godin's report, containing much valuable information respecting the model farms of Ireland, France and Belgium, will be read with special interest.

As to the practical method of teaching agriculture in the Normal Schools, Mr. Verreau is entirely in favour of purchasing a farm, showing conclusively that, in the end, it would be more economical, inasmuch as the farm would furnish the greater part of the provisions required by the Boarding-house attached, and that the Government could, at any time, in case they considered the expenses too great, resell to advantage, owing to the rapid increase in the value of land in the neighbourhood of Montreal, while for a rented farm all that would have been paid annually, as rent or otherwise, would be a dead loss.

Principal Dawson says: "it would not be necessary that such farm or garden should be under the control of the Normal School, but only that it should be accessible, under proper regulations, to the students. The object in view might even be attained by making arrangements with skilful farmers in the vicinity of the city to allow their farms to be used for observation and practice by teachers in training."

M. l'Abbé Chandonnet is of opinion that it would be more advantageous to purchase than to rent a farm. Should it be deemed expedient to do otherwise, he thinks that a temporary arrangement, such as recommended by Principal Dawson, might be entered into with a farmer in the vicinity of the city.

With regard to Principal Dawson's recommendations, attention must be drawn to the fact that there is in the McGill Normal School but a small number of Pupil-Teachers of the male sex, and no boarding-house where the produce of the farm could be utilized.

I would also draw special attention to that part of his report where he recommends, by way of encouragement, a premium for the teaching of agriculture in the Primary Schools, as well as some other measures equally important.

"Some pecuniary aid," says Principal Dawson, "should be given to the teaching of the subject in the schools throughout the country. This might either be in the form of a special bounty per pupil, actually studying the subject, or in the provision of suitable books and apparatus, or in both ways. There should be special arrangements for inspection with reference to this department of the school-work, and there might be general examinations open to the pupils of all schools of the higher grades, with adequate prizes and certificates of merit.

"Another mode in which aid might be given to the schools would be by small grants to promote the culture of portions of