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TABLE OF CONTENTS.

Professional Unity.....	85	Villa-Maria Convent, Montreal.....	101
The Right Man in the Right Place.....	86	St. Peter's School, Quebec High School, Montreal.....	102
Official Notices.....	87	Catholic Commercial Academy, Montreal.....	106
Editorial: Report of the Minister of Public Instruction for the Province of Quebec, for the year 1871 and in part for the year 1872.....	90	Convent of Villa - Anna, Lachine, Montreal.....	107
SUMMER VACATIONS:		Laval Normal School, Quebec.....	107
Quebec High School.....	92	Laval Model School, Quebec.....	109
Convocation of Bishop's College, Lennoxville.....	93	Laval University and Quebec Seminary.....	110
McGill Normal School, Montreal.....	96	Biographical Sketches.....	111
McGill Model School, Montreal.....	99	Meteorology.....	115
		Advertisements.....	115

Professional Unity.

How has it fared with the scholastic profession during the past year? Is professional unity more possible now than twelve months since? Are the members of the teaching fraternity now more closely knit together in the bonds of brotherly love than they were then? Is their education in matters of public business progressing? Are mutual confidence and forbearance more generally the characteristics of our teachers, or do they, on the other hand, still deserve the epithet of "noncoherent"? These, and many such questions, naturally suggest themselves at the beginning of another year, and demand from us the most serious consideration.

By a striking coincidence, the three great divisions of the profession held important meetings during the last week of 1872. At Birmingham, the head masters of the first grade schools met in solemn conclave; at Bedford the middle class teachers conferred on matters affecting their interests; and in Dublin the national teachers held an important congress, in which the elementary teachers of England, Scotland, and Wales, were well represented. It is interesting to observe that all sections of the scholastic body are aiming at the same mark—the exten-

sion and improvement of public education—and are complaining of the same difficulties which retard their progress. Seeing, then, that teachers of all grades have so much in common, is it Utopian to hope for the time when, as in the medical and legal professions, every qualified teacher shall form part of a powerful and united "brotherhood"? It has been truly said that the next generation of Englishmen will be what the teachers make them. Can anything, therefore, be of greater importance than the welfare of that body which holds in its hands the destinies of the empire? We warn our legislators and patriots that they must look to the matter, and, for England's sake, must aid the teachers in their efforts to secure a due recognition of their important services. The profession must be consolidated. It must also be raised from that social degradation, which the folly and errors of the past have twined about its members. Nor will the country grudge the cost of accomplishing these ends. With the future of the nation depending upon its teachers, parsimony would be treason, and procrastination, ruin. Our desire for a professional Union which shall embrace every teacher "from the Head-Master of Eton to the humblest village schoolmaster," is not Utopian. It is gradually becoming a State necessity, and evidences are not wanting to show that the sharp lines now dividing the different grades of teachers will be ultimately obliterated. Already we hear of graded schools and of scholastic registration. Have we not, too, a Chartered Corporation, which, although it has failed to wield wisely the power placed in its hands, and has miserably failed in its duty to the public, must not be allowed much longer to remain useless in the hands of incompetent managers. The machinery for securing professional unity exists, and requires only the motive force of public opinion.

But while the masters of the first and second grade schools are evincing a desire for union among themselves, and are proving—unintentionally, it may be—the need for general union, it is among the so called elementary or third grade teachers of England that the most marked progress has been taken. This body, as the most numerous section of the profession, will materially influence the action of any future organisation, and from it the