

he does not even attempt to disguise. We make the following extract from his report :

The following rules will be found useful, not only in teaching children to read, but also in making them understand what they do read :

Never teach them anything but what may be useful to them in the station of life in which it has pleased the Almighty to place them. Teach them to appreciate the benefits to be derived from the instruction they receive from you: you will by this alone increase their desire for instruction. Never allow your explanations to go beyond the comprehension of the child, and above all avoid everything too abstruse.

Let every subject on which you treat be accompanied with these little attractions which always draw the attention of children. Give some interest to your descriptions by relating anecdotes or moral tales. Be very careful in making your explanations, and never cease questioning the scholars until you are perfectly satisfied that all, even the least intelligent, perfectly understood you. Let every word and every part of a sentence be for them a special study. Accustom them to analyse every sentence, and to render an account of everything they read. And you, the teacher, before commencing your day's labor, should always devote some time to the study of the subjects which will form the duties of the day, and which you are going to teach.

The attention of the teacher should be particularly given to arithmetic, a science now universally in use, and without a knowledge of which, no person can ever expect to succeed. In this branch much progress has been made since my last visit, but still the progress is not sufficiently striking. There are however some exceptions,—schools in which arithmetic is taught to perfection. The greater number, however, leave much room for improvement. They adhere almost exclusively to the pure and simple study of an author whose precepts, whether good or bad, they follow, and scarcely ever is the rule laid down in the book supported by verbal explanation. I cannot approve of such a method of teaching, which, in my opinion, should be totally abandoned.

The method of teaching grammar has now in some schools, assumed an appearance of progress, being founded on reasoning; but in most of the schools, it is far from being satisfactory. The methods used, rather fatigues than inspires a taste for this study. The memory alone is cultivated, the full comprehension of the lessons learnt is, generally speaking, altogether set aside, and it ever explanations are attempted, they are given in a manner calculated to give a distaste of the study to the scholar. In fact, the dryness of the subject, is only equalled, by the dryness of the explanations given.

I have very little to say with respect to the progress made in the study of geography. In some places this study appears the object of a species of antipathy which it will be difficult to overcome. In some schools, however, I have seen it followed up in a most creditable manner, as also is the study of history for which explanatory charts are used. In my visits, I have remarked a gradual increase in the number of pupils, who devote their time to these studies.

The method of teaching geography is, generally speaking, very defective. The pupil should, above all, but this is rarely the case, be made to understand the meaning of distance and space, the same, as in the study of history, it is necessary that the pupil should understand the meaning of age, year, &c. Instead of commencing to make him understand the principles of geography by observations at home, and in the vicinity, the lessons which are given are generally dry and tedious, which causes the scholar to take an aversion not only to the study, but also to the master who teaches and the book containing his lessons. Drawings on the black-board would greatly assist the pupil and facilitate his study, by familiarising him with the formation of continents, islands, oceans, &c., and would make a great impression on his mind; and yet this is the method the least thought of. In a word, the course adopted by teachers generally, is far from being logical. It is the learning we possess which enables us to seek for, and acquire those treasures of knowledge which have not as yet come to light, and this truth which should never be lost sight of, is the only means of producing beneficial results in the child whose mind and intelligence it is their duty to develop and expand.

The School Journals are very defective. There is only found in them the names of the children, their age, and the marks shewing the days of their attendance, but never anything to show what branches the pupils learn, nor the progress they have made in their studies since entering the school. I have recommended that the

following form be adopted, because at a *coup d'œil*, every thing the scholar does and studies can easily be seen besides which it will serve me materially as a guide in my examinations.

Mr. Hubert expresses his satisfaction at the changes made in the School Laws which confer on the Superintendent of Education the power of controlling some of the proceedings of the School Commissioners, particularly the clause which permits him to withhold from refractory municipalities their share of the grant. He hopes that the Department of Education will remain steadfast, and will concede nothing either to the complaints or menaces of those who would wish to protract an amelioration of so melancholy a state of affairs. He adds that the time is now arrived to effect this desirable change. Every one feels convinced that it is the intention of the Government to cause the law to be executed in all its force, and they feel the truth of the excellent maxim contained in circular No. 20: "That no justice, equality, or real security can exist for individuals, where the law is not regularly and impartially administered as well in favor of, as against every one." A salutary reaction is now proceeding, but the slightest hesitation or weakness will promptly cause the whole prestige to vanish.

Mr. Hubert points out in several municipalities, a great improvement in the mode of carrying out the intention of the law, more particularly in the distribution of the Government grant amongst the several school districts. In some, blackboards have been supplied to the schools, in others, but in a less number, geographical charts have also been furnished. Generally speaking, however, the Commissioners have exhibited a most unaccountable parsimony. There are very few parishes in which the schools are furnished either with a school journal, or with a visitors' register. Some teachers, both male and female, so as not to deprive their pupils of the prizes which they are entitled to under the terms of the Superintendent's circular, have actually purchased such registers with their own means. In several municipalities the salary of the secretary-treasurer has been increased; in some, the contingent expenses not authorized by any previous meeting and resolutions, have been carried to account, notwithstanding the special rule published with respect to this subject.

The Commissioners very seldom visit the schools; they, however, generally attend the examinations. School regulations have been made in very few municipalities. Mr. Hubert is of opinion that general rules should be made establishing a uniformity in the method of teaching, fixing the school hours, and all other details. As soon as these rules shall have been established, either by the Superintendent or by the Council of Public Instruction, they should be printed and exposed to view in every school-house.

The time and length of the vacations also vary much in the several municipalities; consequently, the Inspector of schools is never sure, when he makes his tour of inspection, to find the schools open. The Superintendent or Council of Public Instruction should make a regulation establishing also, in this respect, general uniformity.

In many municipalities the Commissioners allow the school-houses to go to ruin, without ever thinking of repairing them when required; and they are still more disinclined to erect new ones. Almost all the school houses have been built since many years, and both the health of the scholars and teacher is consequently prejudiced. Because the Government no longer grants aid to build school-houses, the Commissioner consider that they are exempted from imposing special assessments for this object, and, from a false and fatal weakness and commiseration towards the rate payers, they render themselves guilty of culpable negligence and manifest inhumanity towards both pupils and teachers.

The salaries of the teachers are gradually on the increase; but they are still far from being remunerative, and this may in the main be attributed to the too great subdivision of municipalities into school districts. The great number of incompetent female teachers, who can always find employment for a low salary, is partly the cause of the unremunerative salaries paid to male teachers. A dwelling-house and fuel should always be given to a teacher, over and above his ordinary salary. Mr. Hubert points out several municipalities in which the niggardliness of the Commissioners is really deplorable. For instance, at Yamachiche the female teacher is obliged to furnish a stove and fuel-wood, and to accept as part of her salary her chances in the monthly fees. She would have complained to the school managers, but the Commissioners had strictly forbidden the managers to interfere in the matter and they went so far, as to threaten the school-mistress that if she persisted in her demand, they would deduct from her salary the number of days on which, during the winter, no school was kept, which was only