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## EDUCATION.

### The Educational Department of the International Exhibition.

The Official Reports of the Secretary, and the Jury, of Class XXIX. (*Educational Works and Appliances*) were issued last month, but did not reach our hands in time for notice in our last number. The general features of this department of the Exhibition, so far as related to the objects exhibited, were described in our number for July. The Jury, in making their awards, had, however, not merely before them the task of examining and deciding upon the merits of these objects; but, in the presence of the various collections of teaching apparatus from different parts of Europe, it became necessary that they should obtain some definitive information relating to the systems of instruction which prevailed in each country from which the collections had been obtained. Hence a large amount of valuable facts and statistics, relating to the condition of education generally, both at home and abroad, grew up under their hands, and has been collected and embodied in these Reports, a brief summary of which we now propose to lay before our readers.

An Educational Department is altogether a new feature in exhibitions of this kind. It did not exist in the former Universal Exhibition of 1851, nor in the French or American Exhibitions of 1855 and 1856. The first Educational Exhibition, properly so called, in this country, was that in St. Martin's Hall, which remained open to the public during the months of July and August, in the year 1854. It was set on foot by the Society of Arts, and was mainly organized and arranged by Mr. Harry Chester, the Chairman of the Council for that year, and by the Rev. M. Mitchell, both of whom have rendered important services as Jurors in connection with the present Exhibition. The object of that Exhibition was to bring together a collection of the materials employed in teaching, and of the visible results of instruction, from different countries; and to offer to teachers and school-managers an opportunity of comparing them. By means of public lectures and conversational meetings, which were held daily during the whole period

of the Exhibition, it was sought to direct the attention of teachers in a systematic way to the various material helps of which their work was susceptible; and to afford means for the discussion of methods, and for friendly conference on the principles of teaching. The entire experiment was a most successful one. The lamented Prince Consort, who opened the Exhibition publicly, took great interest in its purpose and contents; and teachers and persons interested in education, from all parts of Great Britain, examined the collection with great care, and found important advantages in studying it. A considerable number of eminent foreigners, specially sent for the purpose by their respective governments, visited the Exhibition, and took part in the conferences which were held in connection with it. The Council of the Society of Arts invited the Government to establish a permanent educational exhibition, and offered to transfer to it a considerable number of the specimens then at St. Martin's Hall. This offer was accepted, and the principal object of the Society's Exhibition became the nucleus of the very complete and systematic collection which now occupies the large room on the ground floor of the South Kensington Museum.

An Educational Exhibition, even under the most favourable circumstances, must mainly illustrate processes rather than results. It can display the structure and fittings suited for places of instruction, and can show what are the expedients, literary, pictorial, or mechanical, by which instruction may be facilitated; but even this it can do but very imperfectly. The higher education of a country—that of its universities and professional schools—is, to a great extent, incapable of being exhibited, or visibly illustrated. As we descend lower in the scale of instruction, the importance of educational "appliances" becomes relatively greater; and hence the equipment of a primary school, and especially of an infant school, is necessarily more elaborate, and furnishes much material for an exhibition,—not because it is more interesting and important, but because here the senses have to be educated, and simple manual arts have to be learned, while the power to exercise thought, and to contemplate pure truth, is yet comparatively undeveloped.

Hence it happens that the attention of the Jury has been principally called to the means of primary and popular instruction rather than to the education of the upper classes.

In most of the countries of continental Europe, the government has charged itself as much with the supervision of the higher, as with that of the lower instruction. The inquiries of the Jury have necessarily made them acquainted with some facts and statistics respecting this supervision, and the extent to which it is carried; and these facts they have embodied in their Report, from which we make the following interesting extracts:—

#### STATISTICS OF PUBLIC INSTRUCTION.

**AUSTRIA.**—The Jury record their sense of the great utility of the facts embodied in the Introduction to the Austrian Catalogue, and of the skill and judgment which Professor J. Arenstein has shown