

they have reference, in America the public may peruse them with all the fresh data annually. It is not the statistician alone who has cause for congratulation at these expeditious returns, but the school authorities and the public generally being informed of the actual condition of their educational system, are able to remedy any evil that may call for redress, and to introduce in good time such improvements as are deemed necessary.

"The progress made since the introduction of the new law, and especially during the last ten years, is astonishing. When we picture to ourselves the inferior position in which Lower Canada stood at the beginning of this movement, and what were the obstacles which the nature of the country opposed to the regular attendance of the children at school, we are surprised at the results obtained in so short a time, and we cannot but admire the activity and perseverance shown under the circumstances."

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE

—We have to thank the authorities of McGill College for a copy of the annual report of that institution addressed to the Governor General in his capacity of Visitor. In addition to the statistical information, which has already appeared in another form in our columns, it contains the following, which may be taken as embodying the views of the governors with reference to educational arrangements in case of the contemplated federal scheme coming into operation:

"The attention of the Corporation was much occupied at the beginning of the year, with the question of the position of the University and its affiliated colleges, and the higher schools on which it depends for its students, in relation to the educational law and to the distribution of public grants, more particularly in the prospect of a union of the Provinces of British North America.

This subject was referred to in the report for last year, and a joint deputation from the Board of Governors and Corporation sought on these subjects to confer with members of the Government. Among the points which the deputation was instructed most strongly to urge, were the following:—

1. The importance of placing the power of regulating all matters relating to University privileges and degrees in the general rather than in the local governments.

2. The necessity of permanent endowments for the University and its affiliated colleges, to some extent corresponding with those enjoyed by the similar institutions of Upper Canada.

3. The claims of the two Royal grammar schools, now the High Schools of Montreal and Quebec, for permanent endowments similar to that of Upper Canada College.

4. The necessity of a more judicious and equitable distribution of the Superior Education Fund, in such a manner as to allow efficient Higher Schools for the English and Protestant population to be maintained, on the plan of the grammar schools of Upper Canada; and the desirableness, to this end, of a separate classification and administration of the Protestant schools."

—At a teachers' meeting in Illinois, Mr. J. L. Pickard, of Chicago, delivered a very instructive and interesting address, in which he made the following points:

- 1st. Never attempt to teach what you do not understand.
- 2nd. Never tell a child what you can make it tell you.
- 3rd. Never give a piece of information without asking for it again.
- 4th. Never use a hard word when an easy one will do as well.
- 5th. Never give a lesson without a clear view of its need.
- 6th. Never give an unnecessary command, nor one that cannot be enforced.
- 7th. Never permit a child to remain without something to do or a motive for doing it.—*Iowa Instructor.*

—It was the earnest hope of the best friends of education in this State that the present Legislature would pass an act for the establishment of a normal school. This course was earnestly advised by the Governor, in his biennial message, and by the Superintendent of Public Instruction. Early in the session a bill was introduced to effect this object. At first it seemed likely to pass, but upon discussion an amount of illiberal parsimony on the part of certain members of the House, was developed, which not only saddened the hearts of the true friends of education, but will doubtless astonish the people throughout the State. The utility of normal schools was generally acknowledged, and the only honest reason advanced for not establishing one or more in this State was that it would cost something and we could not afford it.—We do not like to charge improper

motives upon any member of our Legislature; but we can not help believing that those who have opposed this bill, while acknowledging the utility of its provisions, had greater reference to the votes of their constituents than the welfare of the State at large. At all events, a more contemptible piece of bogus economy could not have been invented.

Economy! Let us see what kind. Last fall a man presented himself to the director of one of the sub-districts of a southern township of this country, and displaying a teacher's Certificate, sought employment as a teacher. It was given him. He commenced his school, and within three weeks his utter incompetence had become so glaringly manifest that nearly all his scholars left the school in disgust. Still he continued to teach and closed his term of three months without having benefited the district to the value of twenty-five cents. On the contrary, he had been such a detriment to the interests of the children of the district as could not be calculated in dollars and cents.—This is not an exceptional case. Half the teachers employed in this State know nothing about the theory and practice of teaching, and as a consequence, tens of thousands of dollars are worse than squandered in employing them.—More money is absolutely lost in this way than would be required for the support of a good normal school for twenty years. And yet the institution whose very aim is to prevent this extravagant waste of the public funds by furnishing teachers who will know something of their profession, and will consequently earn their wages, is opposed by the representatives of the people on the ground of economy? A more groundless, preposterous reason could not be invented. Unless this action of our Legislature be reconsidered, two years must elapse before further steps can be taken toward the establishment of a normal school. Meantime the cause is to be retarded, and the State of Iowa, of which we are so proud, must fall behind her sister States in that great work which ought to be her chief glory, the education of her people.—*Ibid.*

—For the valuable information on the Public Schools of Michigan, contained in the following communication recently sent to this *Journal*, we are indebted to C. B. Stebbins, Esq., Deputy Superintendent of Public Instruction for that State:

"The present population of Michigan is, at the least, 900,000; and of this number, not less than 150,000 have been added since the commencement of the late rebellion. This is shown by the School Census, which is taken under oath every year. In 1860 the number of children between five and twenty years of age, was 246,684. In the same year the General Census was 751,110. By this comparison, as well as in other years when the latter Census was taken, we know that the School Census comprises scarcely one third of the population. In 1865 the children numbered 298,091, a gain in five years, of 51,407. Of this gain, 17,319 was in 1865 alone. This increase has been exceeded in no past year in the history of the State.

"Such has been our increase of population, and the increase of wealth has been still greater, while a million and a half of our countrymen have been in fierce conflict in the field of a gigantic rebellion. And though Michigan furnished eighty thousand men for the federal army, (nearly all volunteers), though our expenses of living increased over fifty per cent, our taxes trebled, and a gloom which no human vision could penetrate, overshadowed the future, we are not advised that a single school has been suspended during the war, in consequence thereof. On the contrary, the number of towns and cities supporting schools, has increased since 1860, from 649 to 711; the number of districts, from 4,087 to 4,471; and the number of teachers, from 7,973 to 8,776. In the same time—five years—the wages paid to teachers increased from \$468,958 per annum, to \$719,214; and the total school resources, from \$728,575 per annum, to \$1,239,124; and the value of school-houses, from \$1,618,859, to \$2,223,205. The number attending the common schools in 1860, was 193,107, and in 1865, it was 228,260.

"About one third of the amount paid to teachers the last year, was paid in 150 districts—graded schools—which contained 81,000 children, and possessed full half of the value of school-houses in the State; and raised about forty-five hundredths of all the school resources. Yet, in these schools tuition is the cheapest; the average paid to teachers being but forty-four and a half cents per month for each one attending schools; while in the State, including the graded schools, the average was fifty-one cents. This is because, in the graded schools, each teacher has, in the course of the year, an average of sixty-one pupils; while in the State at large the average is but twenty-six to each teacher. The aggregate expenses per scholar were greatest in the graded schools, because they averaged nine months each, but the average in the State was only six and two-tenths months. The latter was never exceeded, and never equalled, save in 1860 and 1864.

"Some of the graded districts have school buildings that rank among the best public buildings in the country. Detroit has \$200,000 (it should have twice that), invested in school-houses. Ypsilanti, a few years since, with a population of 3,000, built a school-house, which is now about paid for, worth \$60,000. There are twenty-eight districts that have expended, by voluntarily taxing themselves, for school buildings, over \$10,000, twelve, over \$20,000, nine, over \$30,000; six, over \$40,000; and five, over \$50,000.