

## SAME BOARD.

1st Class Elementary, F.—Priscille Laforté.  
1st Class Elementary, F. and E.—Clarisse Tremblay.  
August, 1867.

O. BOIVIN,  
Secretary.

## SHERBROOKE BOARD OF EXAMINERS.

2nd Class Academy, E.—Charles W. Bastable.  
2nd Class Elementary, F.—Maria L. Dubois.  
2nd Class Elementary, E.—Helen M. Caswell, Mary Varney and Ann Jane Young.  
August, 1867.

S. A. HURD,  
Secretary.

## STANSTEAD BOARD OF EXAMINERS.

1st Class Elementary, E.—Helen LeBaron, Lucy A. Thomas, Francina A. Wacleigh, Lucy A. Reed.  
2nd Class Elementary, E.—Rosetta M. Kinney, Mathilda Waite, Emma E. Cushing, Alice G. Talbot, Emma Demers, Marietta Bacon, Agnes Slater and Eugeno O. Clarke.  
May, 1867.

1st Class Elementary, E.—Philena Cutter, Jane Holihon, Maria Ball, Cornelia A. Webster and Ada E. Perkins.  
August, 1867.

C. A. RICHARDSON,  
Secretary.

## SITUATION WANTED.

A gentleman, duly qualified by diploma and who has been distinguished in Trinity College, Dublin, wishes for an engagement as master in a country academy. Subscriber is a member of the Church of England, is married, and would wish to obtain an academy to which he could devote himself steadily for some years.

All information required and references may be had on application to A. B., box 42, Lennoxville, P. O., P. Q.

## JOURNAL OF EDUCATION.

MONTREAL, PROVINCE OF QUEBEC, AUGUST & SEPTEMBER, 1867.

## Education in Victoria.

From a Report of the Commissioners appointed to enquire into the state of public instruction in Victoria and the voluminous evidence taken before them, which have just reached us in the form of a heavy folio, it would appear that the question of Education has of late years deeply engaged the public mind in that distant colony.

When the Commissioners began their labours, they found that under the system established by the Common School law which came into operation in September 1862, public instruction had not made much progress. Of 121,661 children within the age of instruction (1) in 1862, only 56,473 were on the rolls; and of 170,000 children within the age in 1865, the number on the rolls had only risen to 64,926, with an actual attendance, as averaged during the last quarter, of 49,218. To this must be added however, the number of pupils at private schools, amounting to 11,378, and which swelled the actual attendance to 60,536.

From these figures the Commissioners draw a comparison between the colony and the mother country which is somewhat unfavourable to the first. In England, they say, so far back as 1861, one person out of every six or seven was receiving instruction; whereas in Victoria, at the date of the report, one

1 Between the ages of three and fifteen years.

out of eight only participated in the benefit of the schools; and this proportion, unsatisfactory as it was, would fall still lower if applied exclusively to the rural districts, where the deficiencies of the system of instruction were most severely felt.

Among the various means proposed for the diffusion of primary instruction in localities remote from the great centres of civilization, the following are noticed by the Commissioners: 1st The establishment of large industrial schools at convenient places in which children residing in the country could be collected together and boarded while receiving instruction. 2nd The payment of a capitation grant to parents or other persons who could prove that they had imparted elementary instruction to a child. 3rd The establishment of schools in the country, which would be opened and closed at alternate periods and conducted by itinerant teachers. Of these schemes, the Commissioners recommend the last in preference to the others, though they are also disposed to give the plan of capitation grants a cautious trial experimentally.

As regards compulsory education, the Commissioners, after having examined a great number of witnesses and in view of the prevailing neglect of all instruction by the poorer classes in the towns, have arrived at the conclusion that it should be adopted. It was thought that the system would not be so strongly objected to in Victoria as it has been by some persons in England, on the ground that the principle involved, as well as the policy, was wrong.

The wants of the Chinese inhabitants are next considered. These orientals, who numbered about 24,500 souls in the colony, were for the most part ignorant of the English language; and a proposal had been made to levy a special tax upon them to provide for the establishment and maintenance of evening schools for their instruction, but the Commissioners after mature deliberation have only felt justified in recommending that the "State should assist such voluntary efforts as may be shown to possess an educational value."

As in Canada, the subject of denominational schools seems to have caused much embarrassment and perplexity; and of the recommendations embodied in the Report, several have in view the summary removal of this persistent cause of trouble. What success these recommendations might meet with in practice or how far they could be adopted without causing dissatisfaction, remained to be seen; but we, who have had experience here, are inclined to question the unanimity of any action resulting from coercive measures. As it was, it appears from the testimony of sir James F. Palmer, the President of the Legislative Council and Chairman of the Board of Education, who gave evidence before the Commission, that a large part of the population declined to take any part in the vested schools, while others had "accustomed themselves to rely a good deal" on the ascendant clergy.

The Commissioners also express their conviction that a large number of the teachers employed in the Common Schools did not possess the qualification necessary to a proper discharge of their important duties; and they very properly remark that the efficiency of any system of public instruction depends ultimately on the teacher, who is brought into immediate contact with the child. The establishment of a training school is therefore warmly advocated, on a plan which the Commissioners recommend.