

teachers and 20 female teachers receive from £50 inclusively to £100 exclusively, and 10 male teachers, receive over £100 (1).

There are several teachers under the control of the commissioners whose salary is not known; neither does this statement include ecclesiastics, teachers belonging to religious orders, nor teachers in independent schools. The minimum salary given to male teachers, is £12, to female teachers £9,—but these are exceptions. The maximum given to male teachers is £150 and to female teachers £75.—I have directed that the minimum salary of female teachers should be £25, and that of male teachers £50.

The average salary given to male teachers may be taken at from £40 to £60, and to female teachers from £20 to £30. In many cases teachers receive besides their salaries, lodging and fuel free. I have already stated my reasons for believing that the improvement in the conditions of school teachers, so much required is not far distant.

The number of parochial libraries is 92, containing 57,493 volumes.

The above is a rapid sketch of the statistics for the year 1856. I have attempted to account for several omissions, which could hardly be wondered at, considering that this is the first time so great an amount of information has been collected together, also, to explain as far as possible the apparent discrepancy in the statements, caused by their having been derived from different sources. I believe that no means have been spared to arrive at the true and correct state of things.

It is very evident that there is still much to be done to give public instruction all the development that could be wished; but it is to be hoped that better results will be obtained, in time, through the means of the Laws for the promotion of education, now in force.

The principal difficulty is, the present financial state of the department. I have already called attention to this matter in a special report printed by order of the legislative assembly. The government made most praiseworthy efforts to remedy, for a time, this difficulty, and to allow me to make the ordinary payments without any intermission.

This state of things, however, could not be prolonged for many years, without subjecting the department to serious inconvenience; the more so, as the ameliorations that are now the most urgent, demand that the pecuniary resources placed at my disposal should be considerably augmented.

I must, before closing this report, express my thankfulness to the clergy of all denominations, to the press, and to the friends of education generally for the powerful assistance so generously lent by them in furthering the efforts made by this department during the present year.

The remarkable advancement of education in Lower Canada has called for the praises of the Journals of foreign countries, and from all parts the most flattering marks of encouragement have been liberally bestowed upon us. This progress should not, however, blind us, with respect to what is still to be done, or induce us to overlook the dangers which our present system of public instruction must incur, so long as the reforms referred to in this report shall not have been effected.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—The following account of the varied knowledge and attainments of a German schoolmaster, whose acquaintance I formed a few months ago, may not prove uninteresting or unimportant to your readers. It shows what may be effected by industry and application.

Herr Bach was head teacher in the public school of one of the towns situated on the Rhine; and of the poorest class were under his instruction, and his salary, at first about £45, had reached when I knew him about £70 per annum. He was acquainted with Latin, if not with Greek. English he spoke very well, and was more conversant with its literature than many of our countrymen. In French he conversed fluently, and gave instruction. The usual solid acquirements of a well qualified schoolmaster, as well as an acquaintance with his own country's literature, were combined with these attainments in language. He played the organ, pianoforte, and violin; and his compositions in both vocal and instrumental music showed his thorough knowledge of the science of harmony.

(1) Five of these teachers in Mr. Lantot's district of inspection, are omitted in Statement G.

Drawing and perspective he had also mastered, and a series of progressive lessons in the former, edited by himself, had been adopted in the public schools.

These pursuits might seem quite sufficient to have engrossed all his time—but not so. A collection of dried plants, and a very fine cabinet of beetles, containing four or five thousand specimens (some of which were first noticed by himself,) proved that natural history in two important branches had received a considerable share of his attention. In addition to the character, varieties, and locale of the plants in his neighbourhood, its minerals and chief geological features were also familiar to him; and a ramble over the hills, with Herr Bach pouring forth information about plants, insects, and geology, was a ramble not easily to be forgotten. It must be remembered that all this varied knowledge was not acquired during a life of quiet leisure, but amidst the arduous duties of a school, to which, in the hours free from regular employment he superadded lessons in his own language to foreigners desirous of acquiring it. One little incident will show the economy of time which he practised—playing over to us a passage in a duet which he was arranging for the violin, "that," said he, I composed yesterday when I was home from school at dinner." Besides all this, reviews and periodicals received occasional contributions from his pen.

The above account of this remarkable man's attainments and industry falls short of what they really are—such, however, as it is, it may serve to stimulate those who fill a similar position in this country, and show them that the routine of the school room need not debar them from the acquisition of solid learning, and the pursuit of those lighter and more elegant studies in which the mind, amidst the arduous duties of a schoolmaster's life, may find recreation and refreshment.—*Papers for the Schoolmaster.*

—New York has one Normal School, which costs only \$12,000 per annum; Massachusetts has four; Pennsylvania, by the act of May, 1857, made provision for twelve, to be established by private subscription. Rhode Island, Connecticut, New Jersey, Michigan, Wisconsin, and Kentucky, have each a Normal School, provided for by law. Ohio has two, sustained by teachers, without State assistance.

—In the Ohio penitentiary there is a regular evening school for the benefit of the illiterate convicts. The branches taught are reading, writing and arithmetic. Only 409 out of 608 inmates could both read and write; 128 have attended the school which is in charge of the chaplain.

—We have received several new educational periodicals which were started on this continent since the publication of our first number, and the cry is, "still they are coming." The first was the *North Carolina Journal of Education*, issued for the first time in January 1858, at Greensboro. It is conducted by a board of editors presided over by C. H. Wiley, Esq., Superintendent of common schools; the resident editor is Mr. J. D. Campbell. It is a fine 8vo pamphlet with 32 pages, divided in two columns. The next was *Sergeant's School Monthly*, Boston, published at \$1 a year. It is a large double column 8vo pamphlet of 32 pages illustrated with appropriate wood cuts. *The Parish School Advocate and Family Instructor*, for Nova-Scotia, New-Brunswick and Prince Edward Island, has also just been received at this office. It appears to have been issued for the first time, in January last. Each number contain 16 pages of two columns 8vo, close type. The editor is Mr. Alexander Munro, Baie Verte, New-Brunswick. It is printed in Halifax, by James Barnes. We wish success to this pioneer of the cause of Education in the Lower Provinces. The state of Maine although with a small population when compared to that of the other states of the Union does not wish to remain behind and the first number of a very neatly printed 8vo journal of 32 pages, has just reached us with a prayer to exchange to which we very readily assent. *The Maine Teacher* is edited by M. H. Dunnell, Esq., Superintendent of Common schools, and is printed at Portland. The following exchanges have ceased reaching our office for a very long time, the *Voice of Iowa* and the *New-Hampshire Journal of Education*. We hope neither of them has met with that last and fatal accident to which newspapers as well as human beings are subject.

—The *National Teacher's Association* which was organized in Philadelphia last August, will hold its next meeting at Cincinnati, Ohio, on the 11th of August next. It is exclusively composed of teachers, superintendents of schools and editors of educational journals.

—A gentleman who occupies a high position in this country and who has been recently visiting the British Isles and the continent of Europe, writes to us: "It is rather a strange coincidence that at the time I took my departure from Canada, the question of separate schools was much agitated here; on my arrival in the Highlands of Scotland, I found them engaged in a similar discussion and about a month afterwards in Switzerland, the press there was employed in discussing the same topic."

LITERARY INTELLIGENCE.

—Mr. Villemain, the celebrated French critic, who has been several times minister of public instruction in France, has recently been elected an honorary member of the University of St. Petersburg.

—In the state of New-York, in 1855, there were 559 newspapers and 112 other periodicals; 10 of which are devoted to education, 9 to science and arts, 15 to the promotion of temperance, 19 to medicine, 3 to law, and 254 to general literature.