

last half century that we have commenced to occupy ourselves with this important branch of government, and as in former days, generations will be born, and succeed one another without having known the advantages and the benefits of a good education and solid and practical instruction. I cannot leave this important point without citing the opinion of Dr. Ryerson.

"In all countries where School Teachers are regularly trained, the profession of teaching holds a high rank in public estimation, so that ignorant and worthless persons could no more find employment as Schoolmasters, than they could as Professors, or Physicians, or Lawyers. Thus the infant and youthful mind of a country, by the law of public opinion itself, is rescued from the nameless evils arising from the ignorance and pernicious examples of incompetent and immoral Teachers."

It is a notorious fact that in Lower Canada, teachers who are worthy in every respect have abandoned teaching for more lucrative employments. I can, at this very moment, name some who are exerting themselves to embrace another state which permits them more easily to supply the wants of their young families.

3rd. CAUSE.—The want of every provision regulating a system of instruction, a uniform mode of teaching; and yet, nothing is more important, and no question occupied longer and more seriously the attention of the friends of instruction and of education among the most enlightened nations of the old world; and nevertheless in the majority of our schools, we still follow the routine system of the ages of ignorance.

"Methods for instructing youth are abundant," says Mr. Roselly de Lorgues, "but there are only four fixed modes of teaching. The first which has already become ancient, is called the *individual* mode, the second the *simultaneous* mode, the third the *mutual* mode, the fourth the *simultaneous* and *mutual* mode united. The individual mode, although still followed, is we must say, a *real calamity* as regards primary instruction. It requires each pupil to be called up in his turn, in order to recite, to calculate, and to read separately. Now, as a class lasts two hours and a half in an ordinary school of 30 pupils, the master with the best intentions can give but five minutes to each of them. And if, as it often happens, the number of pupils amounts to double this number, then instead of five minutes, the child will receive but two minutes and a half. This brief demonstration sufficiently explains, why so many young intelligences are seen quite thrown away, and languishing on the benches of a school during their best years. The principal characteristics of the individual mode are these: fatigue, lonesomeness, loss of time and sterility. We have only to point them out to lead us to entertain a hope that soon every teacher who understands his duty, will abandon a routine justly fallen into discredit.

"*Simultaneous* teaching consists in an exact classification of capacity, whence, particularly, its success depends. The pupils are divided according to the order of their instruction; the lesson given by the master to one of them is followed by all the others together. Emulation keeps their attention on the studies, as each of them must be prepared to correct that one who might make a mistake. What is read by a member of the section is followed at the same time by the whole section. The advantages of this mode over individual instruction are indubitable. The pupil and the section are blended together. The more numerous the section is, the harder is the lesson, and consequently the more profitable it is. But the more sections there are, the less time can the master devote to them. This mode, therefore, is attended also with an inconvenience; the instruction given is only casual.

"The *mutual* mode is ingenious in its mechanism, and worthy of real study. It places under the eye of the master all the sections together. Without any loss of time, they can work together by means of monitors, who direct