

authority. The department is now in a position to carry it out, and it had its full influence in the distribution of 1857.

A more complete and strictly correct classification of these schools can be attained but by slow degrees. The conditions which the law enables the government to annex to the payment of the aid given, may serve as one means, and it may readily be seen by a comparison of the tables we now publish with the grants formerly made by the legislature, that great progress has been already made in the performance of this duty.

With respect to the common schools, the reports of the inspectors concur in pointing out the same obstacles, with a degree of unanimity, which of itself is the strongest proof to be adduced of the justice of their demands. The necessity of making rules, for the discipline of the schools, and to secure uniformity in the choice of class-books, is evident. The law has conferred the powers which relate to these two important measures on the Council of Public Instruction; and it would ill become the department, and be imprudent in policy, to assume the initiative of measures which might be disavowed by that body, when it is appointed. It would be attended with serious inconvenience to the schools themselves, through the disorder which it would produce, and to fathers of families, through the useless expenses which it would entail to them. This consideration renders the appointment of the Council of Public Instruction (the establishment of which was provided for by Parliament according to the suggestions contained in my first report) a matter of paramount and urgent necessity.

My suggestion, relative to the publication of a series of reading books, adopted to the wants of the country, are found repeated in the reports of several of the inspectors this year. I do not hesitate to declare my conviction of its great importance and necessity.

The want of maps, globes, reading-tables and pictures for object-lessons is also severely felt; and as I suggested in my two last reports, the only means of providing a supply is the establishment of a depot of such articles, on the plan of that which has effected so much good in Upper Canada. Unfortunately there is no appropriation of funds for such a purpose. The Council of Public Instruction are also authorised by law to cause school-books, maps, &c., to be published, but to enable its members to fulfil that important part of their duties, it is indispensable that a sufficient sum be placed at their disposal.

Parish libraries also will continue to be of slow formation, until we adopt the system of Upper Canada to give it an impulse.

The erection of school houses on a new plan is become so much the more necessary, as in many places the old ones, built with insufficient means, while the law was being first put in operation, are either altogether unfit to be inhabited, or in need of extensive repairs. I have caused a series of articles on this important subject to be inserted in the "*Journal de l'Instruction Publique*," together with plans and engravings. But here again the department finds the want of pecuniary resources. A new appropriation should be made as speedily as possible, and with reference to the mode of distributing it, I must again invite the attention of the government to the suggestions contained in my last report.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—His Excellency, the Hon. Francis Hincks, late Premier of Canada and now Governor of the Windward Islands, has been for some time in Canada. He is on his way to England, having left for a short time the island of St. Lucia where he is however to return. Before his departure His Excellency received from the Board of Council and the Legislative Assembly most flattering addresses. The following extract, from the *Morocco Gazette*, shows that the same interest which Mr. Hincks has shown as a Canadian statesman to the cause of education is evinced by him in his new position:

"Among other questions of chronic disorder with which Mr. Hincks had to deal, as Governor-in-Chief of the Windward Islands, was that of education. Before his day the Lieutenant Governor of the Island of Saint Lucia, Doctor Power, endeavored to reconcile differences as to public schools between the Catholics and Protestants of that colony, the inhabitants of which are chiefly of French origin, but it would appear that his policy was not supported by the then Governor-in-Chief, Sir Wm. Colebrooke. It will be seen by the subjoined summary of an ordinance, that Mr. Hincks has boldly met the difficulty by virtually giving to each religious body the management of its own schools, reserving, however, to the Government the right of insisting that the English lan-

guage shall be effectually taught in all schools supported by public funds:—

Board of Education to consist of Governor and eight other Commissioners to be named by Governor.

Governors may suspend such Commissions, pending Her Majesty's pleasure.

Governor to fill up any vacancies so caused provisionally.

Four of the Commissioners to be Protestants and four Roman Catholics.

Board of Education to be divided into two distinct committees.

Such committees to be called "Protestant Committee" and "Catholic Committee."

Three members of any such committee to form a quorum to proceed to business.

In the absence of the Governor at any meeting of either committee, the senior member to preside.

Appropriation of funds allotted to Protestant inhabitants shall exclusively devolve on Protestant committee, and in like manner the appropriation of the funds allotted to the Catholic inhabitants shall belong to Catholic committee.

Each separate committee to take measures for promoting the education of the people of this Island according to the faith such people may profess.

No such appropriation to be made for a longer period than 12 months, nor to exceed the sum at the disposal of the respective committees.

No assistance to be afforded to any school, &c., in which the English language is not effectually taught.

The funds which the present Board of Education may have at their credit on the proclamation of this Ordinance, to be carried to credit of new Board by Treasurer.

—The electors of Berlin have chosen a schoolmaster for their representative to parliament. Herr Diesterweg, the new representative, was director of the seminary for the training of national schoolmasters in Berlin.

—From two new blue books containing the 24th report of the Commissioners of national education in Ireland, we find that at the end of 1857 there were 5337 schools in operation, an average daily attendance of 268,187 children, the average number in the rolls being 514,445. There were 13 districts model schools and 106 national agricultural schools. The total receipts of the commissioners amounted to £302,224, and their expenditure to £289,425.

—The army estimates for the ensuing financial year were published on the 15th of February. Of the £11,586,060 the grand total sum which the secretary for war will ask at the hands of the House of Commons, the sum of £5245 is the item for educational and scientific purposes. Out of 73,000 men in the infantry of the line including non-commissioned officers, 20,000 can neither read nor write, 13,000 can read only, 38,000 can read and write with more or less proficiency, and 20,000 are of superior education. A correspondent of the *United Service Gazette* complains, and we think that he has cause to complain that justice is not done to the army schoolmaster. For 21 years he is tied to his work with no road open for advancement, whereas many recruits instructed by him may obtain high promotion in that time.—*English Journal of Education*.

—On Shrove Tuesday a curious old custom might have been witnessed by those who chanced to be in the cloisters of Westminster Abbey in the vicinity of the school. It is thus described by a correspondent of the *Daily Telegraph*:—"At eleven o'clock, when the boys were busily engaged construing Homer and Virgil, the deputy beadle (Barrington) opened the door of the school-room and announced the arrival of—not the Dean and Chapter in *plenis pontificalibus*, but—the Cook. This important personage—Talfred, we believe, by name—attired in the insignia of office, white cap and apron, thereupon entered the room, bearing in his hand a farinaceous compound, popularly supposed to be a pancake, but suspiciously like a stale crumpet. Poising this delicacy artistically on the prongs of a fork or on a ladle of some sort, with a preliminary twirl or two, the chef attempted to throw it over the "bar" which divides the lower and upper schools. Unfortunately, he did not send it over, but it fell on the wrong side, and it is not quite clear that the Head Master (Mr. Scott) will feel bound to pay him his *honorarium* (prescribed by the statutes) of two guineas in consequence of this deplorable *lappus crumpet*. Another incident in this relinquishment of the pursuit of the Muses for that of a fritter was the scramble among the boys for the possession of that coveted compound on its descent. Whoever catches it, and, having guarded it safely from the attacks of his fellows, conveys it to the Dean of Westminster entire, can claim a guinea from that functionary. On Shrove Tuesday the precious cake was caught (for once in a way) by a town boy named, as we heard, Hawshaw, who hid it in his clothes as the Spartan boy hid the fox, and courageously retained it in spite of the fierce assaults of which he was the object. He conveyed it at last to the Deanery, where Dr. Trench no doubt was sitting in full canonicals and breathless anxiety to await the issue of the cook's performance. Mr. Hawshaw was, however, refused payment of the guinea, on the plea that the cook had not thrown the pancake over the bar, and the affair was therefore null and void. Quick as had been Mr. Hawshaw's movements, it would seem that the Head Master's were not less so, for that gentleman, with a laudable regard for the economical distribution of the Abbey funds or of the Dean's