

relative to the normal school since its organization, of which I here give a summary.

From the commencement up to the 1st July, 1860, the school has been attended by 84 male pupil-teachers and by 107 female pupil-teachers;—in all 191. Of that number 22 boys and 26 girls—in all 48—left without diplomas; 22 boys and 18 girls—in all 40—are still at the school continuing their studies. Of the pupils who have left the school, 29 male and 53 female teachers, have engaged in tuition,—in all 82. The others were either rendered unable to do so through illness, or could not find employment. Of the number who engaged in teaching, 3 have abandoned it: 2 of them female teachers, who married. Among the pupils (male) who finished their course, 1 has been appointed a school inspector, 1 a teacher in the model-school (annexed), 1 professor in a college, 4 in academies, 13 are teaching in the model schools, and 6 in the elementary schools; 2 female pupil-teachers are teaching in academies, 17 in model schools, and 28 in elementary schools.

I may be permitted to recall, in connection with these results and what I have stated with reference to the other two schools, what I said in my first report in recommending the establishment of the normal schools. I expressed a hope of establishing, throughout the whole department of Public Instruction, a system of promotion,—of opening by that means a wider field to the body of teachers, and thus, of affording to the pupils of the normal schools advantages more in keeping with the studies and sacrifices required of them.

I pointed out at the same time the school inspectorships, professorships in the normal schools, colleges, academies, and model-schools, and the various offices under the department of Public Instruction, as so many resources and objects of emulation calculated to induce young persons of talent, having a vocation for teaching, to persevere therein, despite whatever obstacle or repugnance they may have to overcome.

In the following table will be found the number of diplomas granted by each institution since its establishment. It amounts on the whole to 4 for academies, 134 for model schools, and 181 for elementary schools.

Kind of diploma granted.	JACQUES CARTIER.			MCGILL.			LAVAL.			GRAND TOTAL.		
	Academy.	Model School.	Elementary School.	Male Pupil-teachers.	Female Pupil-teachers.	TOTAL.	Male Pupil-teachers.	Female Pupil-teachers.	TOTAL.	Total Male Pupil-teachers.	Total Female Pupil-teachers.	
Total	4	134	181	18	139	156	44	60	104	122	195	319

DIPLOMAS granted to pupils of the Normal Schools since their establishment:

It is right to mention, however, that the number of diplomas far exceeds the number of pupils who have received them, one and the same pupil, in following the courses for three years, having, in many instances, obtained the three diplomas successively. The total number of pupils who have attended the normal schools, and who have since engaged in tuition, was 140 at the date of my last report; it is now 212, namely: 41 for the Jacques Cartier school, 89 for the McGill school, and 82 for the Laval school.

Besides the pupils of the McGill School teaching in Upper Canada, and two pupils of the Jacques Cartier School teaching in Prince Edward's Island, another of the pupils of the latter institution has this year taken charge of a foreign school, with my consent, and consequently without incurring the fine imposed by the regulations on those who fail to teach during three years in one of the public schools of Lower Canada. The person referred to is Mr. Buteau, one of the ablest teachers trained at Montreal, who is now teaching at Bourbonnais, in the State of Illinois.

It would be more gratifying, no doubt, to see all the young persons who hold these diplomas engage in tuition in Lower Canada; but it is the business of the local school municipalities to secure their services by offering them suitable terms, and those who find such advantages in the Provinces, or neighbouring States, cannot be blamed for wishing to avail themselves of them.

I have reason to believe that fresh applications will be made to the Directors of the Normal Schools by the Acadian parishes of Nova Scotia, New Brunswick and Cape Breton, as well as by the Franco-Canadian parishes of Upper Canada. The eagerness thus displayed by these distant localities, having so many and such great obstacles to overcome in the education of their children, ought to engage the serious attention of the School Commissioners and ratepayers of certain parishes which are situated in far closer proximity to our great centres of population, and which are far from displaying the same zeal or the same liberality.

The Committee of the Legislative Assembly appointed to superintend the printing of Sessional documents, decided, last year, to publish the statistics accompanying my Report only once in three years, and in the two intervening years only those tables which I pointed out as being the most important. Although this curtailment produces hardly any diminution in the labors of the offices of this department, inasmuch as the same information must be gathered, and the same calculations made, in order to arrive at the general results, while the public will be deprived of many details of interest, and even, at times, of great utility; yet I must not complain of a step having for its object to diminish the expenditure of the Province; and it may be, also, that when these details are given only at longer intervals of time, the public will bestow more attention upon them.

In pursuance of the decision of the same Committee, the Inspectors' reports will also be published, hereafter, only once in three years. Extracts therefrom will, nevertheless, appear in the *Journal de l'Instruction Publique* and the *Lower Canada Journal of Education*.

(To be Continued.)

Notices of Books and Publications.

CALKINS: Primary Object Lessons; a Manual for Teachers and Parents, with lessons for the proper training of the faculties of children. Harper & Brothers, New York; 1861.—8vo. 362 pages. Illustrated with numerous diagrams and one colored plate.

This Manual will prove very serviceable to the elementary teacher, being in every sense of the word a *practical* guide in primary teaching by *object lessons*. The importance of this system as a means of imparting instruction to the young is now too generally recognized to need advocacy here. The aim of the author has been to present a plan for progressively developing the minds of children, while awakening in them a legitimate curiosity and keeping alive their interest in the lesson; full directions are given in the mode of proceeding, accompanied by illustrative examples, besides many useful suggestions on divers subjects connected with the school, including physical training. We make the following extracts:—

Lessons on "common things" are quite frequently confounded with "object lessons." Some teachers who are in the habit of giving occasional instruction about the things of every-day life suppose that they are practicing the latter system. This misunderstanding of the true principles of object-teaching is one of the most serious obstacles to its successful introduction into schools. Their predominant use is the development of the perceptive faculties and the cultivation of habits of accurate observation, not an exercise of the memory. The information