

does not lack capacity, but the want of regular assessment produces there, as elsewhere, fatal consequences.

*Isle aux Coudres.*—There are four open school in this municipality; three of them are well conducted. Two new schoolhouses are being built this year, and the ratepayers deserve the greatest praise for the eagerness with which they have responded to the appeal of the commissioners in this instance. The finances of the municipality are in good order.

*Callières.*—A school is to be opened next spring in this municipality.

In the municipality of Tadousac there is but one school, which I found closed at the period of my visit. When a compulsory assessment is established—and an effort is being made in that direction—better results may certainly be expected.

*Bergeronnes.*—Two schools are to be opened next spring in this municipality.

*Escoumains.*—The Escoumains school, conducted by Miss Vallée, is well managed. From 70 to 80 pupils attend with great regularity.

The above is a summary and impartial account of the state of education in each of the parishes in the district subject to my inspection.

Extracts from Mr. CRÉPAULT'S Reports.

COUNTIES OF BELLECHASSE, MONTMAGNY AND L'ISLET.

The schools in the district subject to my inspection have undergone no change whatever in the course of the present year; I have hardly any improvement to mention, notwithstanding that the school law works as well as we have a right to expect, in view of the means at the disposal of the local and central authorities.

Not a single municipality, however poor and however recently established, but desires to possess good schools, conducted on the best possible footing, by persons of talent and experience. It sometimes happens, despite the anxiety of the commissioners to satisfy this laudable desire, that the municipalities have reason to complain of their teachers. But while doing justice to the good-will of the commissioners, I am constrained to attribute these errors, in selection of teachers, to their over facility in selecting.

However, I must say that there is still room for improvement in some of the schools; nevertheless I gladly testify that there has been great progress in the working of the schools within the past few years. The excessive diminution of the legislative grant, the result of fresh distributions to new municipalities daily springing up, helped to retard our advancement. The old municipalities murmur at the unavoidable increase of their rates, and there is every reason to fear that they will become discouraged, and exhibit a daily increasing indifference to the interests of education unless the government apply a prompt remedy to this evil, by increasing, by one-half, the annual amount hitherto granted.

The fact that in the country parts, parents require the services of their children to aid them in the seasons of sowing and harvest, is also naturally an impediment to our progress. I am inclined, from my observation, to think, that the rewards distributed amongst the pupils, by the inspector, are the most effectual means of obviating this difficulty. By this means you stimulate the zeal of the parents, and impart fresh courage to the children.

All the school teachers in my district hold diplomas, either from the Normal School or from the Board of Examiners. The school municipalities now engage no teachers but those holding diplomas.

It gives me pleasure to state that the most important schools in the district are conducted by students from the Normal Schools. They all discharge their duties successfully and creditably. They are universally sought after and receive a salary proportioned to their capacity. They are held generally in high esteem. They possess unequalled skill in maintaining order in school, and in using, to good purpose, the stimulus of rewards and decorations, so often efficacious.

My district consists of 22 municipalities, containing 135 institutions of all classes, namely: two industrial colleges, three convents, two academies, eight model schools for boys, three superior schools for girls, four independent schools and 118 elementary schools. These various institutions are attended by 6,932 pupils; 1,704 are learning the alphabet and spelling, 2,973 read fluently, and 2,235 read very well. There are 3,586 pupils able to write, 2,445 learning simple arithmetic, and 1,546 learning compound arithmetic. Two hundred and seventy-one scholars are studying the art of letter-writing; 175 vocal music, and 84 instrumental music.

In my district of inspection there are no more than 10 lay teachers, besides 107 schools under female teachers. The highest salary of male teachers is \$200, the lowest \$80. The highest paid to female teachers is \$200, the lowest 60. It is to be regretted that the salaries of both male and female teachers instead of being increased, as they well deserve that they should be, are on the contrary undergoing a process of diminution, very perceptible in certain municipalities, more especially in those where the commissioners are men of no education.

I shall now add a few words relative to each particular municipality:—

*Beaumont.*—This municipality supports three schools; two of them elementary, one model. The latter is taught with much success by Miss Martin, a pupil from the Laval Normal School, assisted by Miss C. Tanguay, a teacher of long standing and highly respected. Miss Turgeon, who is at the head of the school of Ville-Marie, is also entitled to great praise. The commissioners are well disposed to accept all improvements, but are seriously hampered by the want of pecuniary means. Their embarrassments are the consequence of a great many lawsuits to which they were subjected 14 or 15 years ago; with their strenuous determination, however, they cannot fail to recover themselves.

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

—It will be seen from the following paragraph, taken from the *Irish Times* of the 18th June, that Mr. Arthur Palmer, son of Archdeacon Palmer, of Guelph, was elected on Trinity Monday, a Fellow of Trinity College, Dublin:

“The examination for the vacant Fellowship, which has for some months past been looked forward to with great interest, both within and without the college walls, owing to the reputed superiority of the candidates, terminated as usual yesterday, Trinity Monday, in the election of Mr. Arthur Palmer, a classical scholar, Bachelor of Arts, and winner of the Madden Prize last year. This gentleman, a young Canadian, has very successfully reaped the laurels of our University. Mr. William S. Burnside M. A., science scholar, and winner of £60 prize last year, has obtained the Madden Prize of £300, and a premium of £61 in addition, being the next man to the fellow. Mr. Tyrrell won a prize of £60, Mr. Cathcart a prize of £40, and Messrs. Mill and Monck, £20 respectively. The following is the table of marks:

Mr. Palmer.....	877
Mr. Burnside.....	812
Mr. Tyrrell.....	811
Mr. Cathcart.....	627
Mr. Mill.....	575
Mr. Monck.....	535

It will be seen by this that Mr. Tyrrell, a very young man, was within a mark of being equal with Mr. Burnside for the Madden Prize. The declaration of the Fellowship and scholarships was made known from the chapel steps by Dr. Carson, S. F. T. C. D.

—Whipping has been generally abolished in the schools of France, Prussia, Holland and Germany.

—It is related of Michael Angelo, that while walking with some friends through an obscure street of Florence, he discovered a fine block of marble, lying neglected in a yard, and half buried in dirt and rubbish. Regardless of his holiday attire he at once fell to work upon it, clearing away its filth, and striving to lift it from the slime and mire in which it lay.

His companions asked him, in astonishment, what he was doing, and what he wanted with that worthless piece of rock?

“Oh, there's an angel in this stone,” was the answer, “and I must get it out.”

He had it removed to his studio, and, with patient toil, with mallet and chisel, let the angel out. What to others was but a rude, unsightly stone, to his educated eye was a buried glory of art, and he discovered at a glance what might be made of it. A mason would have put it into a stone wall; a cartman would have used it in filling in, or to grade the streets; but he transformed it into a creation of genius, and gave it a value for ages to come.

And so it is with time. Some see it only as rubbish to be disposed of. Others know no use for it, but to fill up gaps of toil or pleasure; but the trained eye of the student of Providence, sees in it the sleeping or buried angel and knows that if, by the grace of God, he handles it right, he can bring that angel out. He can carve it into the forms of angelic service—he can shape it into a life of holy devotion, till, like that which Theo. Parker admired in the missionary Judson, it is worth more than “a temple like the Parthenon.”

Without religion it is almost inevitable that one should be constrained to exclaim at last, like one of the great Marshals of France, “my life has been a failure.” But with it, time will be transmuted from the rough block into the glorious statue, or rather the living form. Concentrated aims will make it at once useful and blessed—a patch of light, but a pathway, too, to angelic glories in a higher sphere.—*Pennsylvania School Journal.*

*St. Francis College and Grammar School.*—Abridged from the reports of the Principal and the several Professors:—There have been one hundred