

must afterwards perfect themselves in the *Gymnasium* (classical college), or in either of the other two institutions hereafter mentioned; 2nd. the *Gewerbe Schule*, or Schools of arts and trades whose pupils, if they wish to apply themselves to the higher industrial pursuits, pass to the *Polytechnic Institutes or Superior Schools of Arts and Trades*; 3rd. *Handel Schule or Commercial Schools*.

Everywhere in Europe, as in America, the establishment of Normal Schools, the regular inspection of schools by salaried functionaries of the State, the examination of candidates for teaching, by commissioners or school inspectors, are the principal means to which recourse is had to raise the standard of education and maintain it at the desired status.

The British Government has made great sacrifices in the three kingdoms for all that concerns these important objects. The inspection of schools, particularly for some years past, has been carried out with great regularity, and the system of examination, according to the new regulations, has produced remarkable results. This system is very detailed and very effective; it constitutes, in itself, so to speak, all the mechanism of governmental action in public instruction in England and Scotland. Large sums are every year paid by the government, in the three kingdoms, for the inspection of schools; in fact, they form a large proportion of the budget for public instruction.

In Ireland, the Normal, or Central Training School of Dublin has no less than twenty-eight succursales, branch establishments, or feeders, under the name of Model Schools, in all the great centres of population, which perform a task similar to its own. To each Model School is attached a model farm, or more truly an Agricultural School with theory and practice, where the pupils of the Model School receive instruction, the advantages of which they can afterwards give to the country, and where they, moreover, contract tastes in harmony with their profession and acquire a particular aptitude for rendering themselves useful to the inhabitants in the midst of whom they live. In the maritime Towns there are also attached to these Model Schools, schools for navigation, and the Pupil-Teachers of these Schools, who in their turn will give nautical instruction to a certain number of young men, receive, from the Chamber of Commerce, a grant proportioned to their success. To all these Model Schools are attached Infant Schools where the Female Pupil-Teachers are trained, by means of the methods pursued in these institutions, to be of essential service to the poorer classes in the large Towns. In the founding of the Queen's Colleges, the English Government had in view the decentralization of Superior Education, and the advancement or development of Scientific teaching conjointly with literary teaching. The collections, the laboratories and all the necessary apparatus for scientific teaching in these institutions, of even recent organization, appear to me to leave little to be desired. On the other hand, the new University of Dublin, so ably directed, under the auspices of His Eminence the Cardinal Archbishop of Dublin, by Monsignor Woodlock, is probably destined at no very distant period to become a rival of the ancient University of Dublin. Apart from the religious question which is so important and so bitter in this country, the organization of Public Instruction here is as complete, if not more complete than in any other country, and many of the measures adopted here are worthy of imitation. The mode of remunerating Teachers, the organization of inspection of schools, of which I shall take another occasion to speak, and lastly the establishment in Dublin of a vast *dépôt* of works and objects necessary to Schools, and the distribution from this central point, precisely as in Upper Canada, are measures well worthy our attention. In Ireland as well as in France, Belgium, Prussia, and indeed throughout Europe, the greatest importance is attached to instruction in linear and architectural drawing. It is said, and with reason, that this species of instruction is a powerful stimulus to industry and the culture of the useful arts. It is well known that in England the culture of the Fine Arts by the operative classes and the diffusion of knowledge and artistic tastes among all classes of society, were greatly furthered by the first London Exhibition. It has been considered as one of the most effective means of developing national industry and rendering it capable of competing, under the head of elegance and beauty of form, with continental industry. His Royal Highness Prince Albert bestowed great attention on this important subject, and under his auspices the founding of the Museum of Education at South Kensington, the affiliation of this Museum to other institutions of the same nature, the establishment of numerous schools of design, in different parts of the three Kingdoms, have contributed largely to infuse into all classes a taste for art.

On the continent, the same movement is felt, and several Universities, amongst others that of Bonn which I visited, have added to their establishments galleries of statues, paintings, and models of design,

as well as schools of design, similar to what is attached to the Normal School, Toronto, all of which have proved a success. It is doubly to be regretted that nothing similar exists in Lower Canada where there is so much natural talent for the fine arts, and where such a want is felt for new and honorable careers for its youth.

The work of the museums and schools of design is greatly developed by adult classes and evening schools where linear drawing, geometry, and architecture are generally taught. Those of Rome, which have been so long established and maintained by the Pontifical Government, and in which instruction is entirely gratuitous, appear to me to hold the first rank, if I might judge by the results. In these curt remarks, I cannot do more than glance at those matters which struck me as being of importance; but at a future period I will treat in detail the different systems of school organization, and methods employed in the primary schools which I visited.

For the present I will confine myself to merely giving a list of the institutions visited and to an expression of grateful thanks to the Governments and individuals who aided me in the accomplishment of my mission. Everywhere was I received with marks of cordiality and attention, and I must say all seemed to take a lively interest in the future of our country, as well as to show an evident desire of being informed, in detail, of our social, material and political condition.

I profited of the occasion to distribute, to Public Libraries and distinguished writers, works on Canada, in return for which I have already received, and count on receiving many more valuable donations to the library of the Department of Public Instruction.

I owe and hereby tender my special thanks to the Right Honorable Alex. Macdonell, Resident Commissioner of Education, Dublin, Ireland (an office equivalent to that of Superintendent of Public Instruction); to His Eminence the Cardinal Archbishop of Dublin; to Monsignor Woodlock, Rector of the Catholic University, Dublin; to Right Revd. Dr. Delaney, Bishop of Cork; to the Directors and Professors of the Queen's Colleges, Cork and Belfast; to Sir William Thompson, Professor in the University of Glasgow; to Mr. Brown, Trustee of the Free Church Schools, Glasgow; to the Principal and Directors of the High School, Edinburgh; to Mr. Cummin, Secretary of the Education Commission; to the Revd. Pastor of St. Patrick's Congregation, Edinburgh; to His Excellency M. Duruy, Minister of Public Instruction in France; to M. de La Saussaye, Rector of Lyon's Academy; to M. Nisard, Principal of *l'Ecole Normale Supérieure*; to M. Eugène Rendu, Inspector General of Public Instruction; to M. Rameau, already so favorably known in Canada; to His Eminence Cardinal Reisach, Prefect of the Congregation of Studies at Rome; to Monsignor Persichelli, Secretary to the same Congregation; to His Excellency the Minister of Public Instruction for the Kingdom of Italy; to Chevalier Corsini, Chief of the direction of the Municipal Schools of Florence; to our Canadian artist, Chevalier Falardeau; to Mr. Vandenpeerboom, Minister of the Interior and of Public Instruction in Belgium; to Mr. Romberg, Ex-Director General of Science and Arts in Brussels; to Monsignor Laforêt, Rector of the University of Louvain; to Mr. Alphonse LeRoy, Professor in the University of Liege, and to the Directors and Professors of this University; to Mr. Gillon, Superintendent of Public Instruction at Liege; to His Excellency Dr. de Muhler, Minister of Public Instruction at Berlin; to Mr. Imelmann, Professor in the College of Frederic William; to Mr. Huffer, Professor in the University of Bonn, and to Mr. Schmidt, Editor in Chief of the *Encyclopædia of Public Instruction* at Stuttgart. There are many other functionaries, men of letters, and friends of education to whom I am largely indebted, but those named took such a special interest in my mission and all that concerned Canada, besides showing me so much personal attention, that I have singled out their names, from among many, for the grateful remembrance of my fellow-country men.

The circumstances in which our country is placed—circumstances new and exceptional—render still more important the object of this mission,—for as the work of public instruction is henceforward to form part of the functions of the local government, it can, without any outside control, make provision for the expenses necessary to overcome the great difficulties which retard its progress, and which, for several reasons, are much more serious than in Upper Canada. I have therefore no doubt, but that as soon as possible after the arrangement of the finances of the future Province of Quebec, the government of this Province will give its serious attention to the different suggestions that I shall have the honor to make, and will adopt them according to the full measure of the means that it may find at its disposal.

It is only just to remark that on my arrival in England, the public schools were closed on account of the Christmas Holidays, which explains the small number of institutions visited in this country.