

ability as artists but by their talent for imparting instruction. If these do not themselves, on account of age or other causes, acquire the power to execute figures with elegance on the black board, the scholars will not, for that reason, fail to become apt and expert, seeing that they will always have before their eyes perfect copies in the drawing-cards which will be put into their hands.

I recapitulate on this subject; 1o. The teaching of Drawing in the elementary schools is necessary, from a national point of view; 2o. Drawing is an excellent instrument for the exercise of the Art of teaching; 3o. This branch can, and ought to be, taught by the ordinary staff of School teachers.

As a first step, I request you to recommend all your teachers, male and female, to apply to me for copies of "*The Teachers' Manual for Free-hand Drawing*". The price of it is \$0.75.

I would remark that the introduction of this new branch of instruction will not expose you to any heavy expense. The Scholars are not obliged to purchase the Manual, but merely a series of "*Drawing Cards*" specially prepared for their use, and whose cost is not more than \$0.15 cents. You will, without fail, in the course of next July and August transmit to me your requisition or as many series of Drawing Cards as you have Scholars in your Schools.

SCHOOL EXHIBITIONS.

Section 52 of the recent enactment authorizes the Government to establish School Exhibitions. The Universal Exhibitions have shewn how the less advanced nations can benefit by a study of what is done in foreign Schools. At the grand international concourse held at Philadelphia the chief prominence, as to the classification and the grouping of objects, was accorded to the Educational Department.

I cite from my last report, on this subject: "This innovation has brought out afresh one of the chief traits of the physiognomy of the contemporaneous world; instruction has become a popular force, a common instrument, a generating power with respect to every human work. In effect, if the art of printing has changed the face of Society in placing the means of reading within the reach of the multitude, steam and electricity have completed this revolution in converting the ideas of a single person into the property of all, diffusing almost instantaneously, over the whole world, the light emanating from an isolated spot. The members of the vast human family are no longer strangers to each other; they continually interchange thought, and compare progress in civilization; there is less room left for antagonism but more for emulation. Each one seeks to know how others attained to wealth or reputation, and desires, after admiring their works, to realize the same for himself; it is soon recognized that the foundation is instructed intelligence. That is the source of the perpetual loan which nations make to each other from their methods of instruction. As soon as one becomes convinced that the diffusion of the benefits of instruction is the surest mode of arousing the talents of all, and of preventing the loss or extinction of latent intelligence through the absence of suitable nourishment, the natural consequence is to inquire into the most advantageous methods of intellectual culture. Then it also happens that, whenever there is a concourse of the nations in a general exhibition, we recognize the existence of a veritable relationship of mental intelligence, a certain community of methods of thought and of execution, and if we go to the source of their works, that is to say, to the School, we ascertain

that each one of the nations has its system of instruction adapted to the conditions of climate, natural productions, language, religion and public life, but that all the systems present resemblances and suggest methods and processes which are the common inheritance of all nations."

In short, international educational expositions have been advantageous to nations in the same way that local agricultural exhibitions have proved beneficial to individuals, and Provincial Shows to counties.

In the present instance the object of the law is to apply to the domain of Public Instruction a practice which has contributed so much to the advancement of agriculture; if, in our Province, Agriculture has thus profited, so would our schools; for, by this means, every advance made in one part would become promptly known every where and would soon become general.

This year, it is hoped that we may have an educational exhibition in connection with the ensuing Provincial Show. I am desirous of securing your co-operation and participation. What will be requisite for this purpose?

Simply cause the performances of your scholars, as already explained in this circular, to be preserved in your schools; to have taken photographic views of your school houses, of a size about 10 inches by 12, if there be anything remarkable in respect of situation or proportions; to send samples of your equipments for classes, seats, desks, maps, &c. Your Secretary-treasurers might study, to your great advantage, such a collection, which would offer to their view much that would be worthy of their notice.

CONCLUSION.

Such are the explanations and counsels which I have felt it my duty to address to you, and you will, I trust, receive them in the same spirit which animates me—that is to say, with a sincere desire to bring about a full and complete application of the law in behalf of the highest interest of our country. The instruction of the people is a work of essential necessity, a work, moreover in which you are my principal fellow labourers. Upon you as its foundation rests our whole school organization: and you are well aware that upon your co-operation or indifference the success or failure of that organization depends.

Extend your active support to the laws, and they will be seen to be good and to promote the country's welfare; oppose them, and they will seem bad, and remain a dead letter. Hence, your responsibility is great. The future of your country is, literally speaking, in your hands, for it rests with you whether the people be instructed or ignorant.

Relying on you, gentlemen, and aware before hand that your good will is gained, I have pointed out the faults of the past with entire frankness, and I have endeavoured to shew you clearly the spirit of our present educational laws.

The grand defect of the past has been the desire to obtain instruction *too cheaply*. The spirit of economy is, in itself, laudable, and it is through frugality that the most substantial fortunes are acquired. But frugality is a word whose signification should be considered, since there is such a thing as ruinous economy. Thus, a farmer, who is sparing in the application of manures to the land, impoverishes himself; on the contrary, one who is liberal in that way, augments his productive capital, practises true economy, and enriches himself. It is the same in respect of instruction. To be sparing in this, is to *lose* the means of intellectual moral and