

prescribed, that is to say, before the first day of August next. No exception will be made under any pretence whatsoever.

2nd. Acknowledgment of the receipt of such return and demand will be made immediately to the party forwarding same.

3rd. Any party not receiving such acknowledgment within eight days after mailing the documents should make enquiries at the post office and also at this office, failing which, such demand and return will be deemed, as not having been sent in.

4th. Blank forms will be transmitted during the first fortnight in June next, to all institutions now on the list, and institutions not receiving them during that period, must apply for them at the office of this department.

5th. Institutions not on the list, who may be desirous of making the necessary return and demand, can obtain the requisite blank forms by applying for them at this office between the 1st and 15th of June next.

PIERRE J. O. CHAUVEAU,
Superintendent of Education.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) MAY, 1859.

The School Law Amendment Act of 1859.

We publish in this number at full length a short statute passed during the last session of parliament. We particularly call the attention of school commissioners and trustees to the power which is given to them to raise to any amount the tax on immoveable property for school purposes. This provision has for its object to relieve a certain number of school municipalities who having a very small share in the school grant, could not work the school law even with the assessment when twofold the amount of their share, which they were permitted to levy by the act of 1856. The school municipalities are also empowered to levy a larger sum than heretofore for the building of school houses. From the zeal which has been shewn of late in almost every municipality, we have no doubt that many will take advantage of these new provisions.

The other clauses of the act refer to the appointment of Boards of Examiners and to the powers of the Council of Public Instruction.

Normal Schools.

It is with much pleasure that we insert in our columns the following article on Normal Schools, which appeared in the *Abeille*, a publication written and published by the pupils of the Quebec Seminary. Our pleasure is the more lively because, besides the excellent effects it may produce on those who will read it, we consider the generous sympathies that the youth of our colleges express for the body of teachers. The writers of the following lines will, at no distant period be priests or influential citizens; perhaps many of them may wield our destinies as legislators or as ministers. In these positions, it will be in their power to raise the teacher to the level of his sublime calling, by obtaining for him that personal consideration, of which he has been so long deprived, and the increase of his material comfort. May they then recall to their minds the generous spirit breathed in this, their youthful effusion, and may their

conduct be conformable to the sentiments therein expressed, and which are, we doubt not, held by all the youth of our colleges. Their career moreover, though it may in many points differ from that of teachers, will it not have had the same starting place and shall it not have the same end? Religion, country, science are they not, for the one as well as for the other, at the outset to protect, at the close, to crown their noble efforts?

“Lower Canada has not been backward in the encouragement of material progress; railroads run from one end of the country to the other; electricity annihilates the distance between her towns and villages; innumerable steamers plough her waters; and the industry of man victorious, over the obstacles of nature opens her immense lakes to the vessels sailing on the ocean. But in paying to industry its just tribute, she shuns the fatal consequences which it often produces, as we ameliorate our means of existence, education, that bread of the intellect makes rapid progress. You need but open your eyes to perceive it. While the Laval University gave to superior education a powerful impulsion, the Normal Schools announced a new future to popular education. We can assure without hesitating that the Normal Schools are a precious acquisition to the country. Our gratitude is due both to the promoters of this institution and to the men, who by their prudent direction have succeeded in placing these schools in the way of progress, in which we now find them.

Without an institution of the kind the education of the people would have long remained stationary. A few districts might, by the sacrifices of a few devoted men, have received a more extensive instruction, but the radius of education would not have extended. To promote and spread education in a country, there must be unity in the method of instruction, and equal profit in the progress made. Moreover is not the success of the scholars dependant on the teachers? Are we to believe that this function is equally well filled by any person? It is certainly not so, though totally unqualified many think themselves capable of teaching. The art of teaching youth is a difficult art and but a few men possess it. It is as honorable as it is difficult, hence it should be worthily filled, so that it lose not of its dignity by the ignorance of those that practise it. A man is not permitted, no matter how learned he may be in other branches, to perform the duty of lawyer or of notary, without previous study and a satisfactory examination. The state would severely punish the temerity of him, who having followed no course of lectures in medicine, would practise the art. Indeed there is not a craft how humble soever, which does not require an apprenticeship. Is the art of instructing youth, an art so full of importance to the child, to the parent, and to society, is this the only one for which we are to suppose an intuitive science?

Such are the motives that gave rise to the establishment of Normal Schools. There our teachers will be prepared for their future duties. The Superintendent in his annual report, gives us an idea of the order and of the activity which reigns in those schools. We are surprised that in the short space of a scholastic year, the students could master so many different branches and yet make such rapid progress in each branch. Persuaded that science alone is not sufficient to form good teachers, the superiors keep a strict watch on the moral conduct of their pupils. And can there be anything more necessary to the teacher, who will one day be called to fill the place next in rank to the parish priest, than an instruction which shall enable him to supply the moral and intellectual wants of the children? Example is childhood's first book, and the one that leaves the deepest impression.

The teacher formed by the Normal School has, thus, two titles to our confidence: we are certain of his capacity and of his virtue. Truly this is a powerful recommendation. Already many have appreciated its value; they have understood the importance of the duty confided to the Normal School. From all parts, pupils full of zeal and of love for study, quitting their ease and liberty, have entered the school-room, resolutely determined to overcome the difficulties lying in their path, many of mature years to whom study presented many obstacles. Such was the eagerness that the directors of the Normal School were obliged to refuse many applicants, owing to want of place to receive them.

There remains however an obstacle which may impede the onward march of education, it is, false economy. We meet with some men, happily few in number, to whom science and the best recommendations are as nothing when compared with a small salary. Let two teachers come forward, one learned, rich in personal qualities, the other ignorant, unknown, but determined not to fix a high