

Mr. Tanguay having remarked that the difficulties against which the school system had still to contend were the same as those enumerated and commented upon in his previous reports, sums up with a recapitulation as follows:

Number of municipalities in which the law is carried out...	33
“ Elementary schools, good.....	80
“ “ “ , indifferent.....	42
“ “ “ , inferior.....	37
“ Model-schools.....	5
“ Girl's superior schools.....	3
“ Convent schools.....	5
“ Colleges.....	2
“ Independent schools.....	5
Total number of pupils.....	7281
Average cost of instruction to each pupil, exclusive of stationery, &c.....	\$2.90

(To be continued.)

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— The monies spent by the Quebec Seminary in the establishment of the Laval University, are thus given by the *Canadien*:

Cost of buildings.....	\$208,421 90
Expenditure on the Library.....	13,106 06
“ Medical Museum.....	8,120 00
“ Cabinet of Natural Philosophy.....	6,264 20
Visits of Professors to Europe, and journeys in connection with the University.....	19,066 25
Monies paid to Professors.....	41,346 10
	\$296,363 81

The current expenses and receipts for 1860-61 are as follows:—

EXPENSES.

Paid to Law Professors.....	\$ 3,600 00
“ Medical “.....	5,233 33
“ Arts “.....	873 33
“ Interest on sums borrowed.....	2,365 20
“ Employees, Servants.....	600 00
“ Insurance.....	138 00
“ Water Tax.....	400 00
“ Heating.....	1,181 97
“ Lighting.....	224 98

Receipts.....	\$14,626 81
Students' fees.....	2,693 33

Deficit.....	\$11,933 48
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“Divide this” says the author of the article in *Le Canadien*, “between the 71 students who have attended the University during 1860-1, and it will be found that each one cost the Seminary the sum of \$168 07.”—*Three Rivers Inquirer*.

— We see by the *Christian Messenger*, of Halifax, that the friends and supporters of Acadia College are anxious to place its finances on a more secure footing than they are at present, to elevate its literary standard, and to create four Professorships. With this object it is proposed to raise £15,000 in all, as an endowment fund. The amount already invested, pledged, and to be collected, is £5000, which leaves £10,000 still to be provided; half of that sum (£5000) a gentleman interested in the matter proposes to raise by appealing to the generosity, wealth, and intelligence of the Baptist body of the three Provinces, and calling on fifty persons to subscribe £100 each. The duty of collecting the other £5000 to devolve on the Governors and friends of the College. The proposer of the scheme is sanguine of success.—*ib*.

— The annual congress of the National Association for the Promotion of Social Science was opened on Thursday, 6th June. In the evening Lord Brougham, the President, delivered his inaugural address in Exeter Hall. The proceedings in the Educational section were inaugurated by an address from the Very Rev. Dr. Milman, Dean of St. Paul's. The opening address of the President of the Educational section, passed in review every phase of the subject to the consideration of which the labours of the section were to be devoted. After dwelling on the importance and necessity of national education, which he observed could not be too extensively afforded, he referred to the different systems of imparting instruction which are adopted throughout the various schools in the kingdom:—

With regard to the system of “cramming” for show purposes, he pointed out that the ostentatious exhibitions of schools, however necessary to keep up public interest—which, after all, was the most vigilant inspection—seemed to have a tendency to become mischievous. If a school examination was made a spectacle to the neighbourhood, which was to be excited and astonished in order that its support might be gained, it was too much to expect that the innate vanity of the best of men would not be sorely tempted to sacrifice to the brilliant proficiency of a few the less effective progress of the many. It inevitably became a kind of flower-show. The rare and beautiful plants would be selected for exhibition, put in the best light, and watered up to the highest perfection, while the rest were left to pine and dwindle, and grow downwards into skillfully-managed obscurity. There was, however, an education anterior to that of school—the education at the mother's breast; and as to that, they might depend upon it that the best educated female would in general be the best mother, and do her duty best to her infant children. But this, above all, should be recollected, that the first duty of national education was the health of the children. A sickly child might be very intelligent, over-intelligent, but in general, quickness of intelligence would be much affected by animal spirits, and animal spirits rested on healthfulness.

Touching the character of the education which ought to be imparted in the schools for the people, he urged that regard should be had for the future course of life which the children were likely to pursue, and that the facts impressed upon their memory should be facts which would be applicable to the whole course of that future life. Whether and how they could blend industrial with ordinary education might well occupy the thoughts of reflective men; but in the lower female schools this was especially worthy of consideration.

He was, also, well aware that many portions of teaching, in themselves appeared to teach little with regard to future usefulness, and which yet might be of great importance as exercises for the faculties; but he was at a loss to see why the two might not be combined. The memory might as well be stored with facts likely to be produced on future occasions, as with those for the application of which they might never stand in need. The subject of religion in combination with secular education, was next referred to, and here also the very rev. gentleman condemned the process of “cramming” in the matter of scriptural and controversial texts and scriptural history. He did not think that that was the way to imbue the mind with a true and deep sense of religion. Let the Bible be in their schools, but let them keep it in its proper place. Let them not make it at the same time a spelling-book and a prayer-book. They should try to make the child a Christian, not a theologian, and should remember that to repeat religious words by rote was not to become religious. In conclusion, the very rev. president congratulated the section on the decided progress which education had made and was making throughout the country.—*London Educational Times*.

— The annual examination of the young ladies attending the Loretto Convent School took place yesterday, in the class-rooms of the institution, Bond Street. The exercises, especially those in the afternoon, were exceedingly interesting, and showed in a very prominent manner the great advantages enjoyed by the pupils. In the afternoon there was a large number of visitors, the rooms being crowded with ladies and gentlemen, relatives and friends of the pupils. After the music and dramatic representations the pupils, numbering about fifty, assembled on the platform, for the purpose of receiving the prizes which had been awarded to them. Vicar General Walsh, before distributing the prizes, briefly addressed the young ladies, congratulating them upon the progress they had evidently made in their studies, and complimenting them upon the very creditable examination through which they had that day passed, which he said was but a just and appropriate conclusion to the year of literary toil and labour they had undergone. He felt convinced that he but uttered the sentiments of all present when he assured them that their examination had been eminently successful and satisfactory, and that it reflected the greatest credit upon all concerned. This was as it should be. One of the highest duties of rational beings was to improve the intellectual faculties with which a beneficent Providence had endowed them. They were told by Clement that ignorance was the famine of the soul, but knowledge its best food; and of this they seem to have been convinced because of the great effort made during the past year to advance themselves in their education. (Applause.) Of the various and many branches of learning pursued in that institution he felt that he spoke but the truth when he said that in all they had manifested application and industry as well as talent. In history, geography, French, Italian, and other branches, they had shown much proficiency; but there was one department in which they had given the greatest possible satisfaction and pleasure, and that was their splendid examination in music. It should be to every refined mind a source of gratification to see the attention which had evidently been paid to this fine accomplishment. He remarked that in all ages and among all people music was considered as something divine. Even in those ages in which the light of christianity had not broken forth and illuminated the world, it had its charms. Ovid said it bent the forest trees to its sweet sounds, and Strabo believed there was something divine in its influence, while Pythagoras was a passionate lover of it, and interrupted his philosophical pursuit to play both in the morning and in the evening. Even in Holy Scripture they found Paul calling