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Honor to the Profession.

It is with unfeigned pleasure that we transfer to our columns the following extracts from the Dublin press, regarding the distinction of C. B., recently conferred on Mr. Keenan, Chief of Inspection of the National Schools of Ireland, under whose able direction the Sub-editor of this journal had the privilege and advantage of studying and practising in the Central Model School, Dublin, when a student in training in the Normal School. In all his relations with the Students in training, Mr. Keenan's intercourse was characterised by courtesy and firmness, and his tact and ability in the management of 400 boys of all ages and grades in a large city was the theme of admiration, expressed by both practical teachers and spectators who visited the Central Model School.

We sincerely congratulate our old Professor, on his well-won honours, and trust he may live many long years not only to enjoy the present, but to merit still higher ones at the hands of Her Majesty:—

It would be absurd to expect that all the actions and decisions, of Mr. Keenan, during his long and honourable public career, have given universal satisfaction; and we ourselves have felt obliged in the interests of the teachers and of education, to criticise unfavorably some of his plans for the improvement of both. But we believe every one will readily admit his eminent claims to still higher honours than that which he has lately received. His courtesy and urbanity, combined with firmness in the discharge of his duties; his tact, almost amounting to genius in dealing with the delicate cases submitted daily to his decision; his general acquirements, and his varied, yet exact, knowledge of all educational subjects—are matters universally known, and as universally acknowledged. We may reasonably expect that these high qualifications will, during the long career which we trust is before him, and in the higher positions which, in the natural order of events, he is destined to occupy, continue to be exerted in the furtherance of the great work of Irish Education and in the amelioration, both socially and intellectually, of the Irish National teachers.—*Irish Teachers' Journal.*

Companionship of the Bath Conferred on P. J. Keenan, Esq., Chief of Inspection.

We are happy to take note of the distinction (C.B.) conferred by Her Majesty upon Mr. Keenan, Chief of Inspection under the National Board, as a graceful recognition of genuine desert. The office filled by Mr. Keenan is one requiring in the incumbent not merely such qualities of high intelligence and large capacity for business as tact, judgment, and courtesy, but a special standard of character, in the absence of which the Chief of Inspection would necessarily be a failure. The National System of Education is endured, we should remember, not trusted, by the people of Ireland; and when we say that Mr. Keenan is personally trusted in even a higher degree than the system which he so largely administers is mistrusted, we award him high praise indeed, but only do him simple justice. The successful oversight and control of so vast a scheme of inspection as keeps the National system working might easily qualify Mr. Keenan to be the recipient of such a distinction as has been bestowed upon him; but we cannot help thinking that his recent services as Commissioner to report upon the state of education

in Trinidad have been comprised in the inducements which determined the Premier to mark his sense of Mr. Keenan's merit by the compliment to which we have adverted. Mr. Keenan's labours in Trinidad, the report in which they are presented, and the result in which they fructified, have not been unnoticed in this journal. The recommendations in Mr. Keenan's report have formed the basis of a system of public instruction for the Island of Trinidad, upon the principle of religious equality, which has been hailed with equal satisfaction by the heads of the Catholic and Protestant Churches—a consummation in which the 'Special Commissioner' finds, no doubt, his best reward. It is not the frugality of a Government, but its judgment in the dispensing of honours like that bestowed upon Mr. Keenan, that preserves their value. It is not because a Government is chary in the bestowal of distinctions, that it may not degrade and vulgarize them by mis-bestowal. Mr. Gladstone has not erred in this respect—certainly, not in the instance under notice—and our acknowledgment of his discrimination, we are convinced, will be ratified by public opinion.—*Dublin Freeman.*

Report of the United States Commissioner of Education for 1870.

(Continued from our last.)

The article in our last on the analysis of the above-named Report, brings us to that portion of it which treats of "Education and Labor." Under this heading, the Commissioner says:—

Reason cannot exercise its sway without knowledge, nor knowledge be possessed without the means of its acquisition. Capital and labour, must be both able and willing to see and consider each others interests. Education in its wide sense, the development of all powers of man for the best uses, offers for each interest the grand instrument for the solution of its difficulties.

With this belief, strengthened by the conviction that no question could be more thoroughly national or pertinent, I addressed, says the Commissioner, a series of inquiries, first, to observers; second, to workingmen; third, to employers, calling for an expression of opinion upon the relation of education to the productiveness of labour. Three thousand copies of these inquiries were prepared and sent to every class in every section of the country. Only an attempt to open the investigation is made in this report.

The first question of the series related to the opportunity of the person interrogated to judge correctly, so as to be able to answer the remaining questions; being as to whether he had employed any number of labourers, how many, and in what kind of labour, and where; with appropriate variations when addressed to workingmen and observers.

The other questions were as follows:

2. Have you observed a difference in skill, aptitude, or amount of work executed by persons you have employed, arising from a difference in their education and independent of their natural abilities?
3. Do those who can read and write, and who merely possess the rudiments of an education other things being equal, show any greater skill and fidelity as laborers, skilled or unskilled, or as artisans, than do those who are not able to read and write; and, if so, how much would such additional skill, &c., tend to increase the productiveness of their services, and, consequently their wages?
4. What increase of ability would a still higher degree of education—a knowledge of the arts and sciences that underlie his occupation, such as a good practical knowledge of arithmetic, book-keeping, algebra, drawing, &c.—give the laborer in the power of producing wealth, and how much would it increase his wages?
5. Does this and still further acquisition of knowledge increase the capacity of the workingman to meet the exigency of his labor by new methods, or in improvement in implements or machinery; and if so, how much does this inventive skill add to his power of producing wealth?
6. Would you or would you not generally prefer a person who has