

# JOURNAL OF EDUCATION.

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**SUMMARY.**—**EDUCATION:** The Colleges of Canada.—The McGill University. by Hon. Pierre Chauveau, (continued from our last).—Infants' schools. a lecture by professor Hicks.—Remarks on penmanship.—Catechism on methods of teaching. (to be continued).—Lessons in arithmetic: Fractions.—**SCIENCE:** Things to be observed in the vicinity of Montreal, a lecture by professor Dawson.—**LITERATURE:** Anglo-Canadian literature.—A review of several canadian poems by professor Wilson.—**OFFICIAL NOTICES:** Appointment of school inspectors.—Diplomas granted by boards of examiners.—Quebec and Montreal, (catholic); & terbrooke and Stanstead.—Erec-

tion of a school municipality.—Library of the department.—Teachers wanting situations.—**MONTHLY SUMMARY:** Educational intelligence.—Scientific intelligence.—Literary intelligence.—Artistical intelligence.—**OFFICIAL DOCUMENTS:** List of teachers inscribed on teacher's pension fund (continued).—Statement of monies paid by the department since the 1st January to the 31st March.—**ADVERTISEMENTS:**—Wood Cuts: View of McGill College near the mountain.—View of Burnside Hall.

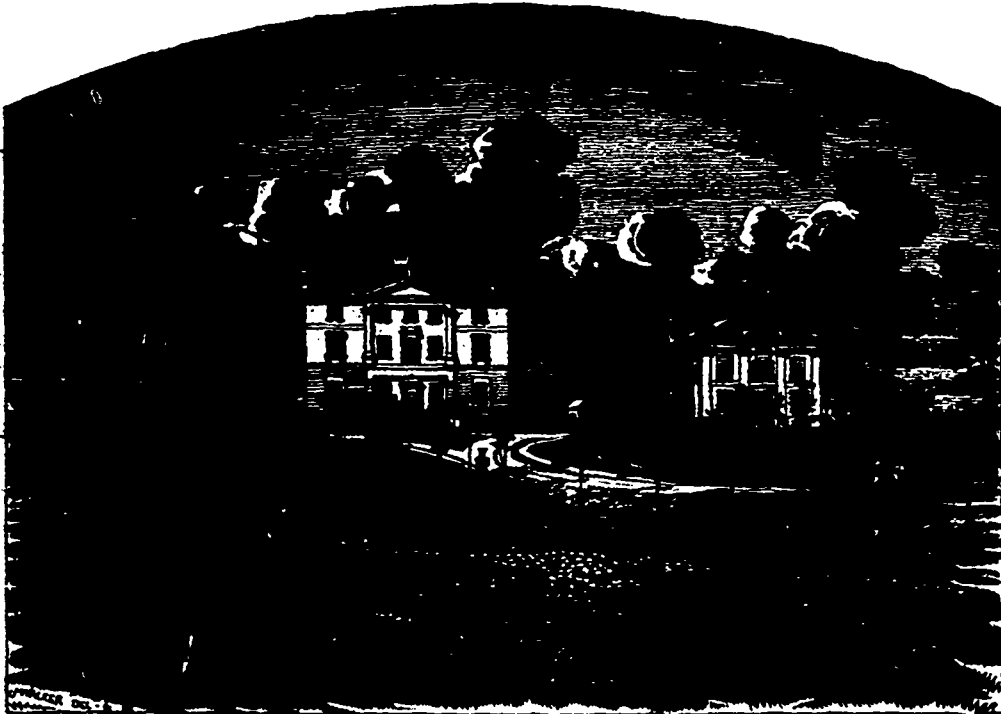
## THE COLLEGES OF CANADA.

### II.

#### The McGill University.

(Continued from our last.)

Other causes will also account for the slow progress of the institution. The distance from town of the site selected for the erection of the buildings was a serious impediment to the attendance of days scholars, and the unsuccessful attempt at a boarding house which was then made, was equally injurious to the whole undertaking. But probably the greatest obsta-



cle in its way, was the want of a junior department or preparatory school connected with it. All our other institutions have gradually raised from the teaching of almost

purely elementary instruction to that of the highest branches; and it is obvious that in a country like ours, it is difficult to start otherwise. For many years back (and it will be the same perhaps for many years to come) few parents could be induced to follow the more regular course of sending

their children first to a primary school, and next to the higher classes of institutions. The school to which they had first been sent, had every chance of being their first and last station; and if the parents changed the child from one place to another, they little dreamt of allowing him to remain to enter a university immediately after. The second school they went to, was sure to be the last however limited