

that attention they deserve, such attention as they receive in France and England. Some institutions, and those more particularly which are at the head of education, have endeavoured to raise the standard of study in this particular, and their efforts ought to be appreciated by those who desire to see the literary element developed throughout the country. The evil does not consist in the great number of those who receive a complete classical education; on the contrary, as I have already urged in my foregoing report, it consists in the great number of young men who only proceed as far as the mere elements of a classical education, and who leaving college after having completed but a small part of their course of study, have learned a little Latin, less Greek, and hardly general information, not even as much as they would obtain in a good primary superior school, such as those which now exist in Prussia, France, the United States, in Upper Canada, and as some of those already existing in Lower Canada, and which will increase in numbers when our normal schools have qualified an adequate number of teachers.

The course of study in the classical colleges differs essentially from that pursued in other institutions. The first years are devoted entirely to the study of the dead languages, and if the study of mathematics and the natural sciences is provided for at a later period, they are generally set aside until the end of the course. Much has already been done in most of our institutions to combine the studies requisite for commercial and industrial pursuits with those specially required for the practice of the liberal professions. Thus the teaching of linear drawing and bookkeeping has been almost everywhere introduced; and algebra has been commenced in the 4th or 3rd year of the course, where formerly it was introduced only in the last year but one.

Despite every effort, a classical course can never be so framed as to provide during the first years an education, thoroughly adapted for all the requirements of a society like ours: it is then for the people to decide first, what sort of education they wish to give their children, and then to choose an institution in view of that education. The choice once made, they ought not to look back; but, unless the professors themselves warn them that their children want aptitude, and are losing their time, they should persist in making them go through a complete course.

A most erroneous and fatal idea is, the belief that a young man who has gone through a course of study in a superior educational institution thereby becomes unfit for commercial, industrial or agricultural pursuits, and that, if not intended for the church, he must of necessity enter a liberal profession or a government office. Hitherto a belief seemed to prevail, that commerce, mechanical art, and farming were derogatory to the position attained by a young man of classical education; but the independent fortunes acquired in trade by a considerable number of our fellow citizens, and the deplorable situation of some estimable individuals belonging to the liberal professions, from the excessive numbers engaged in them, have recently produced a change in this view of the subject; the cry now is, against the uselessness of the education received; and the excess of knowledge with which the mind is crammed is considered to be a hindrance in the pursuit of fortune. But the derangement of the social machine, among the younger portion of it, is a result rather of social error than of the education received in the colleges. Nevertheless, the neglect up to a recent period of certain ordinary branches of study which are perfectly consistent with the acquirement of a classical education, may have contributed to it.

Something yet remains to be done, particularly with respect to penmanship, to which so little attention has been paid and on which, in truth, it is so difficult to bestow the needful attention, considering the long exercises necessarily written in haste, and in writing which, the subject matter is accounted more important than the form. Judging, however, by certain parts of the returns already, it is evident that shortly, the taste, and the ambition generated by the higher branches of study, not the absence of certain acquirements, will be the real causes of the evil so reasonably complained of. Now opinion and experience, which bear sway in all things, should be powerful to modify these tastes, and this ambition also. It is especially when directed against agriculture, that such antipathies seem most absurd. This art, having become a science, now engages the attention of a great number of distinguished, and highly educated individuals, both in Europe and the United States. With regard to trade, the fact was mentioned with pride at Boston very recently, that all the principal merchants and manufacturers of the city have studied either at Harvard or Cambridge.

Among those studies, which we are glad to see, taking larger dimensions in our colleges, is that of history, particularly the history of Canada, which, I regret to say, has only been lately intro-

duced, and in some establishments has not yet been introduced at all. It was taught in 1857, to 1032 students in the classical colleges; to 401 in the industrial colleges; to 811 in the schools for boys or mixed schools; to 1938 in the academies for girls; and to 121 in the normal schools; in all 4303. We may say that nearly all the pupils, noted as studying history in the small table, shewing the statistics of the most important branches taught in the educational institutions and the primary schools collectively, study that of our own country, either in Mr. Garneau's abridgment, or in a smaller elementary work, containing the principal events of sacred history, the history of France, and that of Canada.

Sacred history is taught to 5400 pupils; ancient history, to 1297; and general history, to 962. The history of England is taught to 754 students in the classical colleges; to 61 in the industrial colleges; to 251 in the academies for boys or mixed; to 210 in the academies for girls; and to 26 in the normal schools; in all to 1994. The history of France is taught to 457 students in the classical colleges; to 207 in the industrial colleges; to 330 in the academies for boys or mixed; to 1072 in the female academies, and to 28 in the normal schools; making in all, 1994. Finally, the history of the United States is taught to 373 students in the classical colleges; to 37 in the industrial colleges; to 78 in the academies for boys or mixed; and to 30 in the academies for girls; in all to 518.

The belles-lettres, rhetoric, intellectual and moral philosophy are taught in the classical colleges, only to the students of the classes which are designated by those names, and only to the most advanced pupils of the industrial colleges and academies. Constitutional law and notions of ordinary jurisprudence are taught out of Mr. Crémazie's book entitled *Useful Notions (Notions Utiles)* in a certain number of institutions. Theoretical agriculture is taught to 452 pupils, practical agriculture to 204, and horticulture to 620.

As far as I can learn, the instruction given in these sciences is very limited; but although incomplete, it cannot fail to be productive of great benefit. Had it no other effect, than that of leading the pupils, who are nearly all sons of farmers, to appreciate the noble profession of their parents, of shewing them that no other pursuit is so certain in its results, or presents so sure a prospect of independence and comfort, particularly to a man who is able to combine the discoveries of modern science with the wise teachings of traditional knowledge, it appears capable of bringing about, throughout our country, a state of things very different from that which now prevails; and by its means, the emigration to the United States, which we cannot hope to check entirely, would be diminished, and shortly be limited to that class of restless and adventurous men, who are found in every community, especially in such as possess a certain degree of vitality; and the inordinate desire to study the learned professions, so general among our youth, an evil more to be feared, perhaps, than emigration itself, would be in some degree repressed.

It is satisfactory therefore to know that not only are lectures on the theory of agriculture given in some of our colleges and academies, but that at those of L'Assomption, St. Thérèse and St. Anne, lands have been purchased for the express purpose of shewing the students, by example, the results attainable by high and ordinary cultivation, and initiating those who desire it into the practice of the art. I am well aware that the establishment of schools, specially for the study of agriculture, would be a means still more active and efficacious of attaining our end; but in that noble cause, any aid however imperfect must be thankfully received.

The same may be said of the other arts both industrial and ornamental. Special schools for the study of the arts and manufacturing processes, and of painting and design, will probably be instituted for the people. Their work will have been cut out for them, and suitable subjects for their operations will have been prepared, by the instruction afforded in some of the branches connected with them, in our classical and industrial colleges, and even in our superior primary schools. The number of pupils studying linear drawing in the classical colleges is 162; in the industrial colleges 137; in the schools for boys 201; in the academies for girls 97; and in the normal schools 142; in all 739; the increase over the number reported last year is only 9; and as it includes the newly established normal schools, it betokens a considerable diminution in the other institutions. Architecture is taught to 290 pupils; drawing and painting in water-colors, to 762. Instrumental music is taught to 1366 pupils, heretofore to 1225; increase 141.

It is gratifying to be able to state, that a larger number of institutions, than last year, have afforded us information, which may be termed voluntary: this must be borne in mind in considering the results of two heads of statistics which still remain to be noticed, in reviewing the recapitulation of Table C: namely, the professions