

report as they will be amply repaid for its perusal, by the general information it contains, as well as by the suggestions it offers for the better government of school municipalities.

Mr. Tanguay, who was formerly a teacher, and whose articles on Education have been read with much interest, has the charge of a very extensive district, comprising the populous counties of Kamouraska, Temiscouata and Rimouski, situated on the south side of the St. Lawrence, below Quebec.

The progress made in this district, compared with other localities of much older date, is truly remarkable, and its present state of advancement is principally to be attributed to the zeal and unabated attention given by Mr. Tanguay to the arduous duties of his office.

This gentleman has also given a short account of the state of Education in each of the municipalities under his Inspection, and we regret that we have not space to give his report in full; we must therefore confine ourselves to his general remarks on the progress made within his district of Inspection.

In the district of Kamouraska I have observed a certain degree of progress, but one of a nature still so remote from what I would wish to see realized, that I am perhaps liable to underrate what has been gained so far. I must also remark the many painful considerations that obstruct our path. Grave obstacles to be removed, reforms to be effected, gross prejudices to be overcome. Then there are so few friends heartily devoted to the cause. Added to this, the slenderness of our pecuniary resources, and to crown everything the irresolution of those who, if but assuming a bold stand, might more effectually than all else, still prejudice and silence ignorance. A great number of our instructors of youth are young females well qualified of course, and no doubt possessed of the best intentions but, too weak to contend with those difficulties that will sometimes arise between the teacher; and obstreperous scholars, particularly when these are the children of parents who join prejudice to ignorance and are therefore supported by these against the teacher; many gains the whole school, who soon rebel, discipline entirely disappears and the poor teacher unsupported even by the rightful authorities, uses all energy and becomes totally discouraged and strange to say, the guilty parties are most often the first to complain of the disorder, they, themselves have created.

In the above brief recapitulation, lies the true history of the unsuccess and disappointment of many an able and skilful teacher.

Education progresses slowly even where these acts of insubordination have no existence but on the other hand the fault greatly lies in the irregularity with which the children are made to attend school particularly, at the very age in which they would most benefit by the lessons of a master.

With myself I have no doubt that you will be greatly disappointed to note in my review the great number of schools in each municipality which I have set down as unprovided with the necessary desks, books, black-boards, &c.

The smallness of the school-houses is in many cases a source of very great inconvenience not only as regards the classing of the pupils, thereby impeding their proper advancement, but also the impossibility of following out the monitorial system, one of the greatest advantages in a numerous school. Besides, how can 40 or 50 children crowded together in a room 15 to 18 feet square, breathe a healthy atmosphere?

Notwithstanding these objections, common to all the districts of Inspection, I am happy to observe a greater degree of good-will and zealous assistance on the part of the Commissioners towards furthering as much as in their power lies, the strenuous efforts made by Government and the Department of Education in favor of the inhabitants of these districts and of the country.

The school-rates are also paid with more readiness, though bearing a great increase upon former years. The commercial education which is at present found in colleges, academies, &c., is held in high esteem. As soon as the college of St. Anne opened these classes, the demand for admittance augmented to such a degree, that a third upon the original number of pupils were received in the course of the first year. The new Academy of Rimouski under the same plan received immediate and remarkable encouragement. I

may also mention the Academy at Kamouraska as another of our most flourishing Institutions and one which will soon be classed with the first of the kind under the direction of the popular order of the Congregation of Notre-Dame.

Many more houses for the purpose of Education will be opened in the course of next year, such as, the Female Academy at Kamouraska, that at Green Island, as also an Academy for boys at Trois Pistoles. These establishments are intended to be raised in such outward proportions as will not only prove advantageous in other respects, but will also make them ornaments to the parish in which they shall be erected.

At the end of his report, Mr. Tanguay gives what may be termed a balance sheet of the state of his district of Inspection.

To recapitulate, number of schools, 154, of which 18 are excellent, 51 good, 61 middling, and 24 in very bad order. Number of pupils in the whole district in attendance upon different styles of education, whether academical, collegiate, normal, or primary schools 6,917. School-rooms properly furnished with desks, benches, charts, &c., 62, wanting these, 92. Number of Municipalities in the district: 26, number of Municipalities in which the Educational Laws are strictly put in force, 15. Number of same in which the Laws is not strictly followed, 8. Proportion on the total of child population visiting schools 1 to 657, proportion on those of from 5 to 16 years, according to the report of the Superintendent for 1855, 52½ per cent. Probable cost of instruction to each child attending school, comprising books, &c., 14s. 0½. Number of children who I believe receive an education fitted to their wants, and those of the country 4221, probable number who receive an insufficient education in these respects 2,696.

(To be continued.)

MONTHLY SUMMARY.

SCIENTIFIC INTELLIGENCE.

The *English Journal of Education* states that the desire of the public to use the facilities offered by the State for the study of science and art, is greatly on the increase; and that the various Metropolitan Museums and Exhibitions in London, Dublin and Edinburgh have been visited by 553,853 persons, being an increase of as many as 186,915 over 1856. The visitors to the Botanical and Zoological Gardens in Dublin have been 168,098, showing an increase of 10,222 persons on 1856. The circulating art-museum has been sent to Stourbridge, Worcester, Liverpool, Glasgow, Paisley, and Dundee, and 36,024 persons have consulted it. The various Schools of Science and courses of public scientific lectures have been attended by 10,372 students. The total number of students connected with the Schools of Art, or under inspection, has been 43,212, being an increase of 25 per cent on the numbers returned in June, 1856; whilst the cost of the State assistance, from being an average of £3 2s. 4d. per student in 1851, before the reform of the Schools of Design, has been reduced to an average of 13s. 1½d. per student, the instruction at the same time having greatly improved, and the means for study largely increased.

The visitors to the Museum in less than ten months have amounted to 453,997 persons, being nearly five times the average numbers annually that attended Southborough House. (The numbers for twelve months have been 188,361.) The experiment of opening the Museum in the evening has shown that that is the time most convenient to the working classes to attend public museums. Comparing time with time, the numbers have been five times as great in the evening as in the morning. The provision of somewhat increased space has enabled the Department to be useful to all the local Schools of Art, in the circulation and lending of the articles in the Museum, and the books and prints in the Library. These are no longer metropolitan institutions, but are essentially national in their influence. The South Kensington Museum is the storehouse of the United Kingdom, and every School of Art is privileged to borrow from it any article that is safely portable.

We extract the following scientific facts from *The New-York Teacher*:—There are five pounds of pure sulphur in every 100 pounds of wool. Carrots consume 197 pounds of lime to the acre; turnips but 79 pounds. A cubic foot of common arable land will hold 49 pounds of water. It takes 5 pounds of corn to form one of bushel. Three and a half pounds of corn meal will form one of pork. To add one per cent of lime to a soil that is destitute of it, requires 10 pounds of slacked lime, or 6 of caustic, to the acre. Clay will permanently improve any soil that is sandy or leachy. Lime and leached ashes will benefit leachy land.