



# JOURNAL OF EDUCATION.

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**SUMMARY.**—**EDUCATION:** Education in Norway, from the "New York Tribune."—Education in Ireland, extract from a speech by M. Ryan Esquire.—"Shall and Will," by Sir Edmund Head, from the "Montreal Gazette."—**OFFICIAL NOTICES:** Teachers who have obtained Diplomas.—Acknowledgment of Donations.—Appointments of Deputies.—Notices of meetings of Boards of Examiners.—Inauguration of the Laval Normal School.—Conference of Teachers of the Laval Normal School Circuit.—Second Conference of Teachers of the Jacques Cartier Normal School Circuit.—Wood cut.—Inauguration of the McGill Normal School, in the Hall of the School, on the 3rd March of 1857.—**EDITORIAL:** Inauguration of the McGill and Jacques Cartier Normal Schools.—Account of the Inauguration of the Jacques Cartier Normal School.—Account of the Inauguration of the McGill Normal School.—Teachers Festival at the McGill Normal School.—Teachers Conference at the Jacques Cartier Normal School.—Teachers Festival at the Jacques Cartier Normal School.—**MONTHLY SUMMARY:** Statement of monies paid by the Department.—Prospectus of the Jacques Cartier Normal School.—Prospectus of the Laval Normal School.—**ADVERTISEMENT.**

## EDUCATION.

### Education in Norway.

Norway, with respect to education, labors under the difficulty of a scattered population, even more than Sweden.

Out of her 1,400,000 inhabitants, only about 180,000 dwell in towns, the remaining 1,220,000 being sprinkled here and there over an area of 5,750 square miles. As a consequence, stationary village-schools are hardly possible in any great number. The law, from which the present school system of Norway dates its origin, which was passed in 1739, did not require, very wisely, an education in any particular place; it simply demanded that the parents or guardians should instruct every child, or cause it to be instructed, in the branches usually taught in the district schools—the list of such instruction being the catechetical examinations by the clergyman, and the examination—previous to the confirmation—which last, the American reader must remember, is a necessary condition for all civil rights in Norway and Sweden.

To meet the difficulty of the separation of the population, the law also required Circulating Schools in every parish, as well as stationary. The parish is divided into a certain number of districts, and the teacher travels from one district to another—the children of each forming for the time his school. As an average, the term of each school is only eight weeks during the year. The lessons are given in the farm-houses, in the rooms where the peasants have been sleeping and eating—often uncomfortable and ill-ventilated apartments. The branches required to be taught by law are religion, reading, writing, singing and arithmetic; in point

of fact they limit themselves to reading and "religion" (i. e., very dry theology), with a little of writing and arithmetic. The teacher's salary is from \$12 to \$40 for thirty weeks' teaching, with his board. The whole number of these itinerating teachers is about 2,000, and of the schools about 7,000.

Stationary schools stand somewhat higher than the class of schools first mentioned in the quality of their instruction. The teachers also are better paid, the salary being about \$90 per annum, with board and a piece of land for free use. They number about 380, with 24,000 pupils in attendance, and their terms are from 16 to 40 weeks in the year. The whole number of children attending both the circulating and stationary schools is estimated at about 213,000.

Upper district schools are a small class of pay schools, corresponding somewhat to our High Schools in America. The branches taught are those already mentioned as taught in the other schools, together with history, mensuration, natural history, and a foreign language—generally English.

These schools require a slight payment from the pupils, but are supported by the parishes and by occasional grants from the Storting or National Assembly.

All the schools established by law are managed by the Town or Parish Council and the clergyman. No tax can be laid for their support except by a grant of the Council. The head management in each province is in the hands of the High Sheriff and the Bishop of the diocese, who report again to the "Governmental Department of Church and Education."

The total expenses of all these schools in the towns and country, together with that of five Normal Schools for teachers, and including the expenses of boarding teachers, are estimated by Councillor Nisson at about \$195,000 per annum.

Citizen's schools are a higher class of schools, both public and private, belonging to the towns. The pupils are taught in common branches, in drawing, natural history, and German, French and English. The number of these is more than twenty; the pupils about 3,000; expenses, about \$30,000 per annum.

A still higher rank of these schools is called real schools. These have been established by the Government in eleven towns, and are associated with the "Latin Schools." The latter prepare for the University with a five years' course; the other, after their pupils are fourteen or fifteen, send