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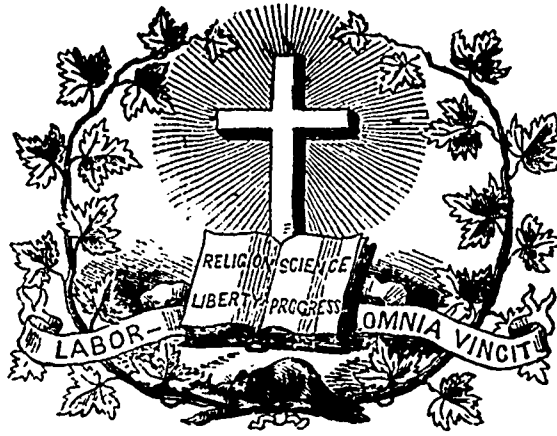
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JOURNAL OF EDUCATION.

Volume II.

Montreal, (Lower-Canada) April, 1858.

No. 4.

SUMMARY.—**EDUCATION:** The Colleges of Canada.—The McGill University, by Hon. Pierre Chauveau, (continued from our last).—National Education in England: Speeches of Sir John Packington, Lord John Russell and other members of the House of Commons on the subject.—The Lord advocate of Scotland on education.—The study of common things: Object lessons.—Catechism on method of teaching (continued from our last).—Teachers characteristics.—Plant flowers.—**LITERATURE:** Poetry, Little children, by Mrs. Howitt.—Little at first, mighty at last, by Charles McKay.—**MISCELLANEOUS:** Impatience the vice of the age.—Curious inscription.—**OFFICIAL NOTICES:** Appointment of school commissioners.—Diplomas granted by the board of School examiners at Three Rivers.—Fifth conference of the teachers association in connexion with the Jacques-Cartier Normal School.—Fourth conference of the association of teachers in connexion with the Laval Normal School.—Donations made to the Department of public instruction.—Important notice to the directors of colleges and academies.—**EDITORIAL:** Normal School teachers.—Grants under the Act for the encouragement of Superior Education.—Report of the Chief Superintendent of public instruction in Lower Canada for 1856.—**OBITUARY.**—**MONTHLY SUMMARY:** Educational intelligence.—Wood Cut: View of the McGill School of Medicine.

EDUCATION.

THE COLLEGES OF CANADA.

II.

The McGill University.

(Continued from our last.)

In addition to the buildings we have described, the members of the Faculty of Medicine hold a two story brick house of plain exterior situated in Côté street. On the ground floor there are two large rooms occupied as a library, museum and lecture room. Above, are dissecting rooms and anatomical lecture rooms. It is intended by the University to acquire this building and to enlarge and improve it to meet the increasing demands of the Faculty for additional accommodation."

There is no accommodation at present for the Faculty of Law in any of the buildings belonging to the University; but its lectures are given in the court house. There is at present no Faculty of Theology in existence.

The Faculty of Law consists of five professors. The present Dean is professor Abbott. The annuary of the University thus states the principles on which the courses are framed: "The officers of this Faculty have felt that the Law of Lower Canada though in many of its details purely

local, retains as its leading characteristics the noble and imposing features of the civil law, and that the principles established in the Roman jurisprudence, still form the groundwork of many of its departments. The lectures therefore though prepared with especial reference to the Law of Lower Canada have been as far as consistent with their primary object divested of any purely sectional character, and are made to inculcate such comprehensive principles as form to a great extent the basis of every system of jurisprudence. It is considered that this system will afford students of the Laws of Lower Canada a better foundation for their subsequent studies, and tend to give them a more extended and comprehensive grasp of legal subjects, than a course of instruction conducted solely with reference to local Law; while it is hoped, in view of the increased importance which the study of the civil Law is every where assuming, that the advantages offered, and the mode of education adopted by this Faculty will open to it an extensive field of usefulness.

The complete course of study in this Faculty extends over three years, but may be shortened to two years when the student graduates in the fourth year of his indentures.

Professor Aylwin lectures on public and constitutional Law, and on criminal Law, the latter only to the students of the third year. Professor Abbott lectures on obligations and on the general principles of the Law of contracts, to the students of the first year, on commercial contracts, agency, bailments, partnerships, bills and notes and insurances, to the students of the second year; on the Law of shipping, on pleading and on practice, to the students of the third year. Professor Torrance lectures on the rights of persons under the Roman Law, to the students of the first year, on actions, to those of the second year, and on international Law, conflict of Laws, corporations and evidence, to those of the third year; Professor Lafrenaye lectures on the origin and history of the Laws of France, of England, and of Lower Canada, to the students of the first year; on the bibliography of

English Law, of French Law and of Canadian Law, to those of the second year; on leases, deposits, suretyships, &c., to those of the third year; and professor Laflamme on the Law of real estate and customary Law, divided into three courses for the three classes of students.

We believe that the whole of these courses have not as yet been completed and that the lectures have not been hitherto so regularly given in the Faculty of Law as in the Faculty of Medicine. The same thing may be said of the Laval University, and it will always be the case, more or less, so long as these institutions will have to depend chiefly on judges or gentlemen with a large practice at the bar for filling their chairs.

Mr. Abbott, the Dean of the Faculty, is a gentleman of great professional attainments and hitherto a partner of the present Judge Badgley. The Honorable T. C. Aylwin besides having been one of the most brilliant members of the Canadian bar, has been most conspicuous as a politician. He was, as Solicitor General a member of the two Lafontaine - Baldwin cabinets; and during several years while he represented successively the county of Portneuf and the city of Quebec in the Provincial Parliament, he stood there as one of the most eloquent and indomitable members of Her Majesty's opposition. He was appointed to the bench in 1848 and was called subsequently to the Court of Appeals.

MM. Torrance, Laflamme and Lafrenaye are young men of great talent and the latter is said to be one of the best read persons in his profession, and peculiarly fitted for the lectures on legal bibliography. Mr. Laflamme and Mr. Lafrenaye are French Canadians, and give most of their lectures in French. About one half of the students in the Faculty of Law are of French origin.

The reader must have already noticed that several of the professors in the Faculties of Law and of Medicine in the

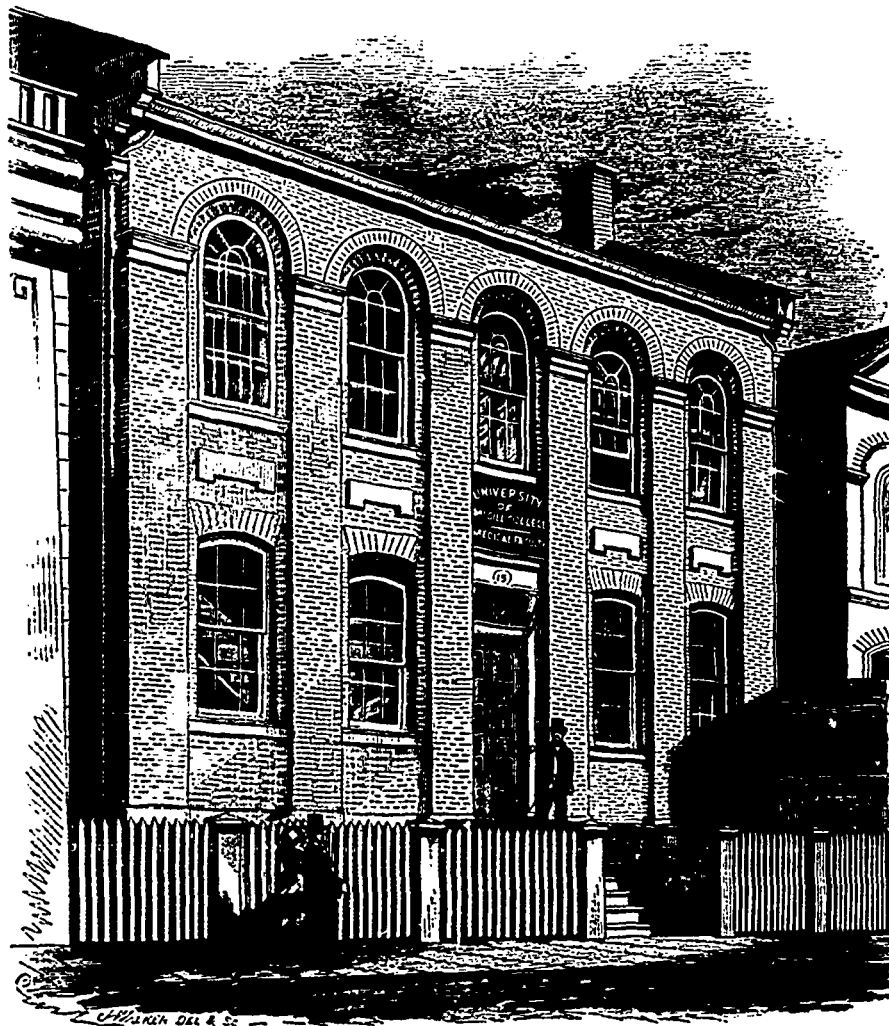
Laval University are protestants, and of British origin: these facts show that notwithstanding the desire which exists on both sides to keep the higher education separate, men of different races and creeds, are to a certain extent indispensable to each others; and such occurrences, which are numerous in our Community, ought to be an additional reason for all parties to cultivate feelings of tolerance and of mutual forbearance, if not from better motives, at all events, as a lawyer would say, *ex necessitate rei*.

As we have already stated, the faculty of Medicine has from its commencement been a prosperous and important department of the University. The thoroughness of its course of studies has given it a high reputation, and so established

the value of its degrees that its certificates are received by the University of London and other British Colleges. In its last annual announcement, the Faculty made the following statement:

"In taking a retrospective view of its past and present condition, the Faculty of medicine of McGill College is reminded that twenty-eight years have elapsed since it was first established. Its lecturers were then the only authorized teachers of medicine in British North America. Previously to incorporation with the University they had lent their services to similar pursuits and were associated together in 'The Montreal Medical Institution,' of which they were founders, and thus, as an independent school was continued for five years after the date of its commencement in 1821. At this interesting period, it counted but four chairs and these were limited to

Practice of Medicine, Chemistry and Materia Medica, Midwifery, Anatomy and Surgery. The two last named were subsequently divided, and soon Chemistry and Materia Medica were taught separately, as also Anatomy, while Surgery was united to Midwifery. In 1842 the latter connexion was severed, and each constituted an independent department. Three years afterwards, Clinical Medicine and Surgery, Institutes of Medicine, Medical Jurisprudence, and Botany were superadded; and in the next session Clinical Medicine was separated from Clinical Surgery. And in this position it is now, with a curriculum so adapted, that it can afford a complete education in medicine to its matriculants. Beginning as the pioneer school in this province, various adverse circumstances have had to be contended against; but, notwithstanding these objectionable influences, increasing encouragement has continued to mark its progress."



The Dean of the Faculty is professor A. F. Holmes, who has held that position for many years, and was connected with the University since its first establishment in 1823. He is now the senior professor of the whole University, and consequently the senior professor of the Universities of Canada. He was also, when few men gave attention to these subjects, most influential in founding the Natural History Society and promoting the study of that science.

Professor Holmes lectures on the theory and practice of Medicine, including a full course of pathology. The other professors of the Faculty are: Dr. Campbell on surgery, Dr. Hall on midwifery and the diseases of women and children, Dr. Frazer on the institutes of Medicine, Dr. Sutherland on chemistry, Drs. Scott and Craik on anatomy, Dr. Wright on materia medica, Dr. Howard on medical jurisprudence, including toxicology, insanity and medical police, and clinical medicine, Dr. McCallum on clinical surgery. Students are also required to follow one course of the classes of botany and of zoology in the Faculty of Arts. The lectures of Drs. McCallum and Howard are given at the Montreal General Hospital twice in each week, and visits are made daily to the Hospital by the students.

The professors are all gentlemen well known in the Community and some of them are known by their contributions to science. Dr. Hall has been for several years the editor of a medical periodical and Drs. Wright and McCallum are now publishing the Medical Chronicle a valuable review, the sphere of utility of which is about to be extended by the insertion of articles in the French language.

The tickets of the Faculty of Medicine are received by the British Colleges and by those of the United States, whose tickets under similar regulations, are likewise received by McGill College.

The library consist of nearly 3,000 volumes, among which are found not only the most valuable works for reference, but recent standard works on all the departments of medical literature, and moreover those elementary works which are chiefly adapted for pupils, the use of which they are allowed without charge.

The museum, besides the preparations (dry and wet) of healthy and diseased structures, contains a considerable number of artificial preparations in wax and composition from the manufactories of Guy and Thibert of Paris. The institution is also provided with an ice house and large and well ventilated dissecting rooms.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

National Education in England.

A subject of great social importance has lately occupied the attention of the British Parliament. On the night of the 14th of February, Sir J. Pakington moved in the House of Commons an address to the Queen for the issue of a commission "to enquire into the present state of popular education in England, whether the present system worked efficiently," and to "report what changes are necessary, if any, to extend sound and cheap elementary instruction to all classes of the people." In making this motion Sir J. Pakington drew a sad picture of the ignorance prevalent among the

lower classes of England's population. Some of the facts mentioned in evidence of this were remarkable. The chaplain of the goal at Preston, Lancashire, reported that forty per cent of the inmates of that place, not all criminals, were ignorant of the name of the world's Redeemer, and from sixty to seventy per cent, did not know the name of England's present sovereign. The result of all his inquiries had convinced the speaker, "first, that there were large masses in this country in a state of general ignorance, which was deeply to be lamented: and secondly, that in a considerable portion of the country, whether rural districts or towns, there were either no schools at all, or schools so ineffectual and so inefficient as to be totally inadequate for the purpose of national education."

By a statement drawn up by the Secretary of the Educational Board it appears that the per centage of children under ten years of age attending school in England, which in 1850 was 37 and a fraction, in 1857 had fallen to 27 and a fraction, a decrease occurring every year, except in 1852. A school atlas, recently officially prepared, contains a diagram showing the estimated per centage of children between seven and fourteen years of age attending school in seventeen different countries, and England stands tenth upon the list. The per cent. in Saxony was within a fraction of 100; in New England, 95; in Holland, 92. Next came Prussia, Switzerland, Denmark, Sweden and Norway, Belgium, Austria, Scotland and England, with a per centage of only 45. These were facts which justified him (Sir J. Pakington) in asking for an inquiry into the causes of our backwardness, and the remedies which ought to be applied. As representatives of the people they were bound to address themselves to a state of things so little creditable to England, and to endeavour to raise her in this respect, not merely to a par with other countries, but with other parts of Her Majesty's dominions. Scotland stood far above England in this respect. He recollected the noble lord the member for London stating in a former debate that a Scotch clergyman had told him that there was not a child in his parish seven years old who could not read. *In Canada there was an admirable system of education in existence, and the Australian colonies were most anxiously endeavouring to establish a sound system which should reach all parts of the population.* He was sorry to be obliged to think that Parliament took less interest in this question than any other part of the community. Out of doors the promoters of education, though not noisy agitators, were a numerous and zealous body, and the subject excited great interest among extensive and important classes of the community. In proof of this he might refer to the conference which was held in London last summer, under the presidency of the Prince Consort. That conference was held specially to consider the early age at which children left school, and the remedies that were to be devised. For three days, during which that conference lasted, he never saw a greater display of interest than was evinced by the intelligent men from all parts of the country who attended it. As another proof of the large and extended interest which was taken in the matter, he might refer to the large and important meeting which was held a few months since in Birmingham, under the presidency of Lord Brougham, for the establishment of an association for the advancement of social science. He begged to remind the House that a very long time had elapsed since an extensive inquiry of that nature had been made. In 1818 Lord Brougham, whose zealous services in this cause they all honoured (cheers), and none more heartily than himself, obtained the appointment of a committee, which was the foundation of a commission on the subject. The next inquiry was in 1834-5, and that was followed by another inquiry in 1838, on the motion of the hon. member for Shrewsbury. But that last inquiry was of a very limited character, as it related merely to the state of education among the laboring classes of our large towns. It was followed by the establishment in the year 1830, of the Committee of Council, in which his noble friend the member for London had so large a share. That was 20 years ago. Since then there had been no inquiry, with the exception of that which was made on the subject of the Manchester and Salford Education Bill, and which was limited to the state of education among the laboring classes in those towns. (Lord Stanley seconded the motion.) Mr. W. J. Fox in the course of his remarks said it had been assumed that education in this country was in a very progressive and satisfactory state. In that opinion he could not agree. (Cheers.) The facts were, indeed, very strong the other way. It was said that one child in nine was being educated, while 30 years ago the proportion was 1 in 17. But in this calculation the growth of the population and the proportion of the educated to the non-educated of the school age were entirely left out. The question was how many persons there were of the school age, how many were receiving education, and how many were uneducated. He found, upon examination of the latest statistical returns, that there was a larger

number of children of the school age who were neither at school nor at work than in any previous returns. (Hear.) It was taken for granted that the secular system precluded the religious training of the pupils, but he challenged any hon. member to name any secular school of which this assertion could truly be made. The present educational machinery was a mongrel system of State interference and voluntary subscription. They were told they must not be in a hurry, but he thought that the friends of education had shown considerable patience. *In the colony of Canada, schools of recent establishment had been scattered over the country, in which the use of Scripture was voluntary, and it was now the boast of the Canadians that Education in that country was more extensive than in some of the American States that were foremost in the possession of a system of education.* (Hear, hear.) He knew of no one to whom the friends of education were more indebted than to the right hon. gentleman (Sir J. Pakington) who had brought this subject forward to night (cheers)—whose Bill, introduced two or three years ago, was one of the most acceptable ever produced, and who had distinguished himself by his attendance at various societies with the view of enlightening the public on this subject. (Cheers.) The right hon. gentleman had proposed this commission, not to recommend his own theories or to endorse his own opinions, but to investigate the whole subject with calmness, to say what was being done, what was wanting, and what means would be best adapted to supply those wants (cheers.)

Mr. Adderley thought they asked what it was which hindered the spread of education among the poorer classes? Why it was that their employers did not appreciate education. If public money had been given to the employers, to induce them to encourage education, then all that the right hon. gentleman desired would have followed. If employers could be got to demand educated labourers, then the grave difficulty in the way of the spread of education would be got rid of.

Mr. Cowper, vice-president of the committee of education, thought the great hindrance to the spread of education appeared to be, not in the deficiency of educational supply, but in the unwillingness of persons to make use of it; and he thought, therefore, that an inquiry into the habits, the circumstances, and the characters of the children of the working classes, and into the causes which prevented them from using to the full those advantages which were provided for them, would be most useful. He would ask what was meant by the present system of education? It meant that old system of elementary instruction which had been founded by the wisdom of our forefathers, which had sprung out of the opinions, habits, and feelings of the English people, which had received a vigorous impulse in the present century from our various religious denominations, and which had attained its newest development from the minutes of council instituted by lord John Russell—a system based on the long-established principle that an elementary school for the children of the poorer classes was a necessary part of the machinery of a parish or of a religious congregation, combined with the further principle which had more recently gained ground—that it was the duty of the State to provide the means of educating those children in all that would be useful to them in ordinary life, and of teaching them their duty alike to God and man. (Hear, hear.) That system had many defects. In some respects it was inferior to the continental systems. But there could be little doubt that it was better suited to the English people than the German system; that it was in fact, as well suited to the English people as the German system was to the German people. (Hear, hear.) At present the rights of English parents were so scrupulously respected that they were allowed not only to choose the school to which they would send their children, but to refuse, if they pleased, to send them anywhere. He did not believe, therefore, that there would be any utility in the commissioners inquiring into the question whether there should be a power given, as in Germany, to compel parents to send their children to school. The proposed inquiry was to be directed to the question whether the present system was sufficient for its object. That might be construed to mean, whether the Parliamentary grants distributed under the minutes of council had attained their object. Now, the first set of minutes stated that the grants were intended to promote the general improvement of education—first, by improving the buildings; second, by raising the standard of the masters; third, by the employment of pupil teachers; and fourth, by the improvement of the books. Investigation into those points could hardly now be required. The regulations under which the grants were applied, secured that for every shilling given from the public purse 2s. must be subscribed by voluntary agency. Those who complained of the red-tapeism and rigidity with which the grants were distributed should remember that a relaxation of the conditions would weaken the stimulus now afforded to private ex-

ertions. The grants were not designed to supersede those private exertions, but to supplement and to encourage them, as well as to obtain a marked improvement in the quality of the teaching. The two great hindrances to the general spread of education were the early age at which the children now left the schools and the irregularity of their attendance—evils attributable to the indifference of their parents. These impediments existed not in this country only, but in France, where, the attendance not being compulsory, there were 350,000 children who did not go to school at all, and a vast number who went only two or three days a week, or for only half the year. So urgent and permanent were the demands for children's labour that he despaired of seeing any measure adopted that would induce the working classes to keep their children at school long enough to acquire a complete education. Attention ought not to be too much concentrated on the primary schools. It would be sad to think that the beginning and end of the education of the children of the working classes must take place in those schools. A foundation only could be laid there. The children of the poor would never be properly instructed until the schools were adapted to their circumstances. It was while these young persons were earning their daily bread that they could hope to enable them to follow up the commencement they had made in the elementary schools. Happily, in various parts of the country great efforts were being made to establish evening schools, and the Privy Council had not neglected that important subject. They now gave gratuities to teachers employed only in the evening, and who did not adopt education generally as a profession. They had also been extending grants for giving aid to schoolmasters who devoted themselves to the visiting of night schools and other seminaries connected with mechanics' institutions and similar organizations. There was not, in his opinion, a nobler field for the exertions of benevolent and philanthropic individuals at the present time than that in which they could render services as volunteers in opening schools for adult persons. (Hear.) They had in the metropolis some remarkable instances of the success of schools of that kind, and in those schools in which the success had been greatest it had depended on two conditions—first, a careful classification of the students, so that the young should not be mixed with the old, or the more advanced with the less advanced; and, secondly, a proper selection of the topics of instruction which were those that the class of persons frequenting the schools were the most desirous of being instructed in. In connexion with King's College, London, there were some evening schools, and there the professors left it to the students to select the subjects of instruction for themselves. A class so constituted had been formed, and it had answered admirably. The subjects most in request among the students in it had been French, Latin, and others in which the House would scarcely at first have supposed the class of persons in attendance would have any great desire to be instructed. The Working Men's College, in London, had also met with great success. That, indeed, was a means of instruction from which he hoped great things. (Hear, hear.) The Privy Council had not neglected another point—namely, industrial training both for boys and girls, which had met with every encouragement. A complaint which was frequently made, that girls in schools were not sufficiently taught needlework and domestic economy, the Privy Council had endeavoured to remedy by requiring that every girl before becoming a pupil teacher should be examined in those branches. He (Mr. Cowper) found the returns for last year showed that while there was school accommodation for 870,000, the average attendance did not exceed 570,000. He believed education owed almost all its force and support to the religious bodies and to the Government of the country. The great bulk of the owners of property and of the middle classes, he feared, did not appreciate education to the extent that those persons did who were actively employed in carrying it on.

Mr. Henley said he had privately asked his right hon. friend (Sir J. Pakington) if he would consent to limit his inquiry to the two great matters which most pressed upon the House, about which all wanted to obtain information, and to which all desired to apply a remedy. What were those two questions? One had been stated very fairly by the opposite name of "the half-time system." The larger view of it was to ascertain why children left school at so early an age, and to endeavour to apply the best remedy to the evil. He (Mr. Henley) would agree to inquire into that, for it was a most important subject, and one of great difficulty. The other point was of still greater consequence. They all knew—take this town for example, with its vast population—that an immense number of children never went to school, and never went to work. These were the most destitute part of the juvenile population, and they required the attention of the House in the first instance. No inquiry had yet been able to find out the cause of a fact which everybody knew and everybody lamented. The object of the right

hon. baronet and also of the noble lord (J. Russell) was to get a rate for education. It was due to the noble lord (J. Russell,) whose efforts in the cause every one must appreciate, to say that in every one of his motions upon the subject, whether bill or resolution, he had always adopted the principle of at least requiring the Bible to be read in schools. The schoolmaster ought to be an earnest man, who would omit no opportunity of enforcing and illustrating the principles and doctrines which he taught. If children did lie; if they stole, and children would steal; if they were crabbed and ill-natured one towards another, they ought to be told that they should not do these things, because the first two were against the commands of their God, and to be kindly, affectionate, and forbearing one to another, to do unto others as they would be done by, was the command of their Saviour. (Hear.) These were things which might occur in a school every hour and every minute, and you could not enforce what you taught without putting this moral teaching on its proper foundation, without bringing them and there before the children the great truths of the Bible.

Lord J. Russell.—I have, however, been so often disappointed in expectations that this House, and people generally, would agree to proposals for the promotion of education that, although disappointed, I am not surprised at the opposition which has been raised. When a proposal was made by lord Brougham, who has always been active and zealous in the cause of education, to inquire into the charitable trusts, there was an immense quantity of political opposition, and every sort of imputation was cast upon him as if he was going to rob those trusts of their property. Again, when in 1839, I, in concert with Lord Lansdowne, proposed the scheme of the Committee of Council, we were met with the greatest opposition in this House, and the first grant was only carried, after a long debate, by a majority of two. I now find the hon. gentleman who spoke with much ability at the commencement of this discussion founding himself upon the minutes of Council, declaring how excellent that system is, and begging us not to disturb its progress, but to rely upon its efficacy. It is a consolation to those who make advances in the face of much opposition to find many years afterwards that what was at first denounced as perilous and injurious becomes very soon an established part of our system, which it is reckoned the duty of every true Conservative to support and maintain. (Hear, hear.) Again, the minutes of 1846, when first promulgated, met with great opposition throughout the country, and petitions in great numbers were presented against them. (Hear, hear.) The last change which I had the pleasure of making in conjunction with my right hon. friend the member for Oxford University, (Mr. Gladstone) then Chancellor of the Exchequer—viz, that which established capitation grants—was not so much opposed, but it has not hitherto been carried to the extent that is necessary in order to promote generally the cause of education. (Hear, hear.) Let me remark, as the foundation of the motion of the right hon. baronet, that some gentlemen have entirely mistaken the present system. They seem to suppose that the inspectors are persons who inspect the whole education of the country. The Vice-President of the Committee of Council has told you that there are about 570,000 children receiving education in these schools, while, according to the report of Mr. Horace Mann, which is the latest we have on the subject, but which is at the same time very general, there are 2,000,000 of persons between 5 and 15 receiving education at school. But, besides that, Mr. Mann states that there are about 1,000,000 who are at work and who do not go to school. He makes another allowance for a certain number of children who are out picking pockets and thieving in the streets, and who, he says, cannot be expected to attend school while thus engaged. (A laugh.) Again, he reckons a number who are neither at work or at school; making altogether somewhere about 4,000,000 children, of whom, as far as the reports of the inspectors are concerned, we know nothing. (Hear, hear.) The right hon. gentleman who spoke last objects, as it seems to me somewhat inconsistently, to the proposed inquiry. He said in the latter part of his speech that children are apt to lie and steal, and that they should be taught not to lie or steal because it is contrary to the commands of God. I quite agree with him, but why? If that is to be taught to the children who attend school, is it not to be taught to those who are running about the streets and who do not go to school? (Hear.) Is it an advantage or is it not, that the children of this country should receive a religious, a moral, and a secular education? I believe it is an advantage. Some gentlemen deny that it is an advantage. With regard to them there is an end of the question, and I cannot dispute it. There are 4,000,000 or 5,000,000 children in want of education. The present system extends to only 570,000. Why is it restricted to that number? The answer is easy. It was proposed to assist by grants the means of those who were willing to build schools and carry them on, but who could not themselves provide all the resources

necessary for that purpose. The hope was that the establishment of these schools would lead by example to the establishment of others, and that thus the system might spread. It was very much in the nature of an experiment, and it remained to be seen whether that extension of education took place rapidly and generally, or whether it was a slow and partial process. The system has been now in operation for about 18 years, and I must say that, though with regard to those children who are under education it has been very successful, it has not spread so rapidly or so extensively as could have been wished. Let me ask, then, what is to be done? You are not making any very great progress, because, I believe, if any one will look at the amount and increase of the grants, and then look at the increase of the number of children, he will find that at least the 70,000 who have been added recently to the list of scholars are receiving grants from the State to a much larger proportionate amount in money than the 500,000 who first received the benefits of the system. (Hear, hear.) If that is the case, I think it is deserving of inquiry how the system can be beneficially extended. I can conceive many ways in which it might be beneficially extended. For example, I believe that in many cases the clergy of the established church, as well as the ministers of dissenting denominations, would be willing with their congregations to contribute to a certain amount, not, perhaps, complying with all the conditions of the committee of Privy Council, but yet making better schools than now exist. Would not that be a desirable object? (Hear, hear.) I believe we have greatly improved the quality of education, but we ought not to lose sight of quantity, and if we find in certain districts educators making no progress, is it not desirable to examine whether, by restricted grants and less stringent conditions, we may not be able to extend the present system? (Hear, hear.) A bishop of the established church has told me that he thinks much might be done, and he pointed out to me that there were whole districts in his diocese in which there were no schools of any value whatever. (Hear, hear.) I have heard others who have great practical experience say that while in their own places there were schools very well conducted, that the grants of the Privy Council were not only sufficient but were munificent, you might go for 10 or 12 miles from their parishes and not find a single locality in which a valuable school existed. You cannot at present inquire into these facts; your inspectors cannot tell you anything about them. Is it not worth while then to have an investigation which shall inform you as to the actual state of things? (Hear, hear.) The right hon. Mr. Henley has truly said that in any plan of education which I have proposed I have always insisted upon at least a knowledge of the Bible being communicated to the children. I think it would be a very great misfortune it, in order to smooth over difficulties and put an end to jarring among different sectaries, any system of secular education were established by which religion should not be made the foundation of the instruction to be imparted in the schools. (Hear, hear.) I cannot but think that mere secular education would be regarded in this country in no other light than as being adverse to the Bible. (Hear, hear.) The people of England may, however, in my opinion, without adopting any such scheme, or indeed any very general scheme, be induced to extend that system of education which is already in force. It is said that the appointment of a commission would be productive of considerable expense. I may, however, remark that, as we have been told this evening 600,000L. are annually spent for educational purposes, we may very legitimately endeavour, by means of the labour of the proposed commission, to ascertain whether that sum might not be so managed as to go further than it now does in the extension of education in this country. (Hear, hear.) I am, then, of opinion that if this motion be carried a very considerable object will be effected. It binds us to no particular system of education, while it lays the groundwork of future improvement. We possess in this country the inestimable advantage which the people enjoy in being at liberty to read at their schools the great works of our English authors. They are brought up in habits of liberty suitable to our constitution. No compulsory action could produce anything like the advantages which result from that freedom, and I for one cannot give my assent to any scheme which would tend to deprive them of its happy influence. (Cheers.)

Sir J. Pakington, with the leave of the House, then withdrew his original motion, and proposed another in the following terms:—“That an humble address be presented to Her Majesty, that she will be graciously pleased to issue a commission to inquire into the present state of popular education in England, and to consider and report what measures, if any, are required for the extension of sound and cheap elementary instruction in all classes of the community.” The House divided, when there were—Ayes, 110. Noes, 49. Majority for the motion, 61.

The Lord Advocate on Education.

On Thursday night an educational soiree was held in the Assembly Rooms, Leith, in connection with the completion of an infant school, and other additions to the school, Duncan Place, Links. The Rev. Mr. Thorburn, presided.

The Lord Advocate, said—I felt when requested to attend this meeting that although it did present some topics of a controversial nature which perhaps would not be altogether suited to the position which I hold, it was impossible for me to refuse an invitation to a meeting of my constituents in Leith which had for its object the progress of education, and to discuss and, if possible, come to harmony on those great principles upon which national education should be founded. I have taken a small share of the burden of these controversies. The path, unquestionably, is not one without its thorns. The labour no doubt of breaking up the untrodden ground has been considerable, and will be so; but I am quite satisfied that whether it is to be brought at once under the husbandry of useful efforts, or whether it is to lie fallow for a while, the time is not far distant when it will bring forth goodly fruit. On that subject, however, it is not my task to address you to-night. The subject that has been placed in my hands is one removed from controversy. It is not to propose anything for the future. It is to propose prosperity to existing institutions; and I have to propose “The educational Institutions of Leith.” All prosperity and all progress to them—all success in the high interests which they have in their hands, all sympathy for them among their fellow townsmen and the community! And when we talk of schools we are very apt to treat the matter in a generalising spirit. We think of schools in the abstract, education in the abstract, a rising generation being brought up in that nurture and admonition by which alone they can thrive, and a generation growing up to manhood ready to do their duty maintain their country’s rights, and walk in the social life with decorum and propriety. But it would be very well for the progress of educational institutions if we did not always generalise quite so much—if we looked a little closer at home, paid a little more attention to the schools immediately within our own reach and to a greater or less extent under our own influence, and lent a hearty hand of sympathy and help to those who there have the labour of training up the young. (Cheers.) And let me, therefore, in the few observations that I shall make this evening, say a word or two on behalf of the schoolmasters. The educational institutions of Leith I believe to be in a very flourishing condition. I believe that those who labour in them are most qualified for their task, and I believe, also, that the attendance upon them is very considerable. I had a list furnished to me of those institutions, but I am not going to detain you with speaking of them in detail, in fact, I think I had better omit special allusion, as that might be invidious. But what I rather want to direct your attention to is, that the position of the schoolmaster among us has never been properly recognised, to my mind, at all events, to this day. There is no man who has so great a charge on his hands. There is no profession to which the country owes so much which is so poorly remunerated, not only on the score of money, but in social position or social advantage. I think it would be well if we were to regard the schoolmaster a little more as a man who is entitled to all the sympathy and all the encouragement that his fellow-men can afford him. No doubt there is a great deal in the profession to raise the enthusiasm of those who at first enter upon it. The great success—the great interest—in the profession itself may no doubt carry on, and does carry on, many a man even to extreme age with interest, with excitement, and with power. But nobody can look at a schoolmaster’s task, without seeing that, if he has a good deal to excite him, he has also a good deal to depress him. The poet says it is a delightful task to train the infant mind, to teach the young idea how to shoot—and no doubt in the abstract it is; but when you come to teach the young idea, the young idea is inclined to shoot in so many other directions than those which the schoolmaster wishes it, that it is by no means a sinecure that he has, that it is by no means that delightful task at all times, and that the wearisome contention with dullness and with temper, with waywardness of spirit, with ingratitude, which is their lot would in many instances be quite enough to subdue the strongest heart and unnerve the firmest energy. And then again, all of us who have been at school may recollect the kind of regard with which we viewed our master; it was not exactly as a friend; it was as something rather removed above us; we were accustomed, as Goldsmith says,

“To mark
The day’s disaster in his morning face.”

He was looked upon as being of a different mould and constitution from ourselves, without feeling, without tender emotions that might

be lost, without sensations that might feel from being vexed too roughly; but an automaton put there to discharge a duty for which we might respect him or might dislike him, exactly as we did our own duty in the place where he presided; forgetting all that time that the schoolmaster was probably a man of as tender a heart as stepped—for a schoolmaster’s heart is proverbially tender, whatever schoolboys may think—and that in his calling, the interest which he takes in the young faces that sit in the benches before him, his efforts for their future benefit, his speculations as to how those labours of his would bear fruit in future life, were the things that were occupying his heart, and that our welfare was as near and dear to him as if he had been a relative of our own. Now, I say there is much encouragement that one may give to men so placed other entirely from the mere putting him in a position of pecuniary ease; and I wish very much that in our present social state the schoolmasters of Scotland were more treated on the social footing and level in which they ought to move. I have done what I could to raise their social position by raising them in the scale of pecuniary emoluments; and, no doubt, nothing will ever be sufficiently done in order to give them the influence which they deserve until we cease to pay them at a rate which, I think, is utterly unbecoming a great and free State like this. (Cheers.) But, meanwhile, in proposing the Educational Institutions of Leith, I wish also to propose the schoolmasters of Leith, as belonging to a body to whom Scotland owes so much, upon whom so much of our social and domestic comfort depends, from whom we have derived so much, and to whom as yet, I fear, we have given too little. (Loud cheers.)—*North British Mail.*

The Study of Common Things.

OBJECT LESSONS.

The complaint has been often and well urged against our system of education that it deals too exclusively with remote, scientific truth, and cares too little for common every day things. Pupils study long and diligently the laws of language, while they remain unable to use correctly the idioms of common speech; they are busy with the propositions of higher mathematics or philosophy while they are shamefully ignorant of the commonest facts and business of life. The world revealed in their books, and the world of their every day life are not one and the same, but widely different worlds in their apprehension, and so it comes to pass that many who are wise in book lore, are quite otherwise in practical affairs.

It is true that this complaint is oftenest made by those who, in their blind zeal for the practical in education, would banish all disciplinary studies from the schools, and would replace the volumes of classical learning with treatises on bread making, and farming or mechanic arts. To avoid Scylla, they would rush on Charybdis, and for fear that the generalizations of science should make pupils mere theorists, would condemn them to the endless study of chaotic facts. But we may well give heed to the complaint itself notwithstanding the false conclusions of many that make it. They are not alone in their charge: many of our leading writers on education, and practical teachers, have noticed this too exclusive study of books and the consequent lack of cultivation of the powers of observation.

It should be remarked that the fault of this thing is not wholly the teacher’s. The trouble arises from the lack of home instruction. No sufficient effort is made at home to teach children the names and uses of common things. The teacher, too readily, perhaps, takes it for granted that the child knows or will readily learn of itself many things which it does not know, and which should be taught it. He accordingly puts his pupils at once into books, and regards it as the sum total of his duties, to teach them the text books. Thus it happens that our children are engaged, at once, in efforts to comprehend, or, at least, to commit to memory the terms and formulas of abstract science, whilst they are left in pitiable ignorance of thousands of significant and useful facts around them; and thus too it happens that the long and weary years of school study so generally fail to give that ready practical wisdom which alone stands us in stead in the business of life.

An effort has been made to remedy this evil by the introduction, into primary schools, of OBJECT LESSONS, as they have been termed, or exercises for the cultivation of the powers of observation and expression. In the Prussian Schools these lessons constitute the main part of the earlier instruction of the pupils. Says Prof. Stowe, who

was sent to Europe, by the State of Ohio, to observe the European systems of instruction :

" *Before the child is even permitted to learn his letters, he is under conversational instruction, frequently for six months or a year, and then a single week is sufficient to introduce him into intelligent and accurate plain reading.*

The teacher brings the children around him, and engages them in familiar conversation with himself. He generally addresses them altogether, and they all reply simultaneously; but whenever necessary, he addresses an individual, and requires the individual to answer alone. He first directs their attention to the different objects in the schoolroom, their position, form, color, size, materials of which they are made, etc., and requires precise and accurate descriptions. He then requires them to notice the various objects that meet their eye in the way to their respective houses; and a description of these objects, and the circumstances under which they saw them, will form the subject of the next morning's lesson. Then the house in which they live, the shop in which their father works, the garden in which they walk, etc., will be the subject of the successive lessons; and in this way, for six months or a year, the children are taught to study *things*, to use their own powers of observation, and speak with readiness and accuracy, before books are put into their hands at all. A few specimens will make the nature and utility of this mode of teaching perfectly obvious.

In a school in Berlin, a boy has assigned him for a lesson, a description of the remarkable objects in certain directions from the school-house, which is situated in Little Cathedral street. He proceeds as follows: "When I come out of the school-house into Little Cathedral street and turn to the right, I soon pass on my left hand the Maria place, the Gymnasium, and the Anklam gate.—When I come out of Little Cathedral street, I see on my left hand the White Parade Place, and within that, at a little distance, the beautiful statue of Frederick the Great, King of Prussia. It is made of white marble, and stands on a pedestal of variegated marble, and is fenced in with an iron railing. From here, I have on my right a small space, which is a continuation of the Parade Place; and at the end of this, near the wall, I see St. Peter's Church, or the Wall street Church, as it is sometimes called. This church has a green yard before it, planted with trees, which is called the Wall Church-yard. St. Peter's Church is the oldest church in the city; it has a little round tower, which looks green, because it is mostly covered with copper, which is made green by exposure to the weather. When I go out of the school-house to the lower part of Little Cathedral street, by the Coal Market, through Shoe street and Carriage street, I come to the Castle," etc.

Professor Bache says: "exercises of speech and thought, the first subject on the above list, constitute the breathing in as it were of the child, and being at the very threshold of instruction, try the teacher's skill more than many a learned branch. He must teach the pupil to think, taking care that his thoughts are expressed in appropriate words. Pestalozzi, who first practiced upon this idea, drew the child's attention to the human frame, as the subject of contemplation; others have preferred to bring him in contact with nature in general, by making simple natural phenomena the basis of the inductive lessons; others not surrounded by nature, make man and his dwelling their theme; others introduce simple lessons on objects of nature and art, which can readily be presented to the child for his examination, and on which, as a basis he rears the superstructure of natural history, physics and technology in his advanced course. All these are good in their way, but such as I saw tried seemed to depend for their efficacy upon the circumstances of the school, and to be better or worse as the child found means to apply his newly acquired powers of perception to observe for himself. Of all the plans, when the school is rightly situated for it, a reference to nature produces the best training of the heart as well as the mind of the child."

Mr. Sears, successor to Mr. Mann a Secretary of the Board of Education of the State of Massachusetts, now President of Brown University, so long ago as 1851, insisted that more precision should be given to the knowledge of children in regard to forms, colors, proportions, measures, distances," etc. After the earliest lessons in objects, he says "that language (oral, of course), in connection with things, will begin to receive particular attention. Not only the name of things, and of their properties, relations and uses, but the proper conversational forms of expression, the easy and natural use of language as an instrument of thought, in describing what has been observed or conceived of, become more and more an object of attention."

The main obstacles to the introduction of these *object lessons* will be found in the fancied want of time, and in the real want of competency in teachers. It is a common fault for teachers to condemn

themselves to a set routine of recitations so numerous and long as absolutely to preclude all chance for teaching. Strange as it may sound, it is nevertheless true that multitudes of teachers have so many lessons to hear that they get no time to teach, and thus fail to do the very thing they are employed to do. Any proposition to introduce a new exercise they will at once dissent from, since it would break in upon the lessons which they feel themselves compelled to hear.

But should they be convinced of the folly of allowing recitations to banish entirely the higher business of teaching, many, it is feared, would be found lacking both in the knowledge and experience necessary to conduct these exercises successfully. The art of *Pedagogy* as taught in the celebrated normal or training schools of Germany, consists mainly in the ability to bring the principles of science down to the explanation of common things and lead the mind from common things up to the comprehension of abstract science. Let any one, for instance, attempt to tell a class of little children all he knows about the human eye or ear or hand—about a leaf or an ear of corn, and see how quick he will expend his stock of information, and how soon his little auditors will silence him with their eager questions for information he cannot give. Says, Hon. A. J. Rickoff, Supt. of Public Schools in Cincinnati, from whose Report we culled the preceding extracts:

To give instruction in common things in such a way as to interest and improve those who most need it—those children who have the least home culture—requires no little study and skill upon the part of the teacher. Perhaps no branch now pursued in the schools will require so much. Industry of research, taste and judgment in the selection of materials, and tact in imparting the instruction, can here have the fullest exercise. No one, however experienced or learned he may be is qualified to take up for the first time any subject, though the most common place, and give a lesson upon it to a class of children, without special study. It should only descend to such particulars as, by their simplicity, may be easily apprehended by the child's mind, and yet the essential elements should all be embraced. The process must be a regular one; that is, it must not pass at random from one part to another, but follow the order pointed out by the natural connection of things. It must be clear and precise, yet not prolix; it must be simple, playful and conversational, but it must have its definite philosophic end in view; it must aim not only to inform the mind and develop its faculties, but to train children in the correct and ready use of language.

We translate from the Lower Canada Journal of Public Instruction (French) the following specimen of an *object lesson*.

The design of these lessons is to cultivate the powers of observation and expression. The thing chosen as the subject of the lesson should be held before the class. Care must be taken to begin with questions that every pupil can easily answer. The attention of all is thus engaged and the little pupils, delighted that they are able to answer some of the questions, will strive hard to answer all. It is best also that each answer shall be a perfect sentence. For example if the question be What are houses made of? The answer should be, "Houses are made of wood, or brick, or stone," not merely "of wood, or brick, or stone." This rule is violated in the following lesson:

A FEATHER.

What is this that I have here?—A feather.

Whence did it come?—From a bird.

Can you tell how a bird would feel without its feathers?—It would be very cold.

What do we put on us to keep ourselves warm?—Coats, blouses and vests.

What do you call all these?—They are clothes, and feathers are the birds' clothes.—I gave you a lesson the other day upon the clothing of another animal; What was it?—Wool.—From what animal did it come? A sheep.—Wool is the clothing of the sheep and feathers are the clothing of the birds. Now look at this feather. (The teacher tosses it into the air.)

What do you see?—It flies.

If I toss this penny into the air will it fly the same way?—No it will tumble to the ground.

Why does the feather fly and the penny fall down?—Because the feather is light and the penny is heavy.

I wish one of the largest of you to tell me why a light clothing like feathers answers best for birds?—Not to hinder their flying in the air.

Yes; if they had heavy clothing they would soon fall down. You see then that the good God, our heavenly Father, takes care also of the little birds. He has said in the Bible that a little bird shall not fall to the ground without his notice. If he sees all the little birds; if he takes care of each of them; tell me, if you think

he will forget any of us. No, no, my dear children, God knows all that we do, He knows all that happens to us. In the same passage in the Gospel which tells of the care he takes of the little birds, it says he takes still greater care of his children. You shall learn that verse and then, I hope, when you see the little birds flying so merrily, you will remember that God who takes so good care of the little birds will never forget you.

Now examine this feather. It is partly white and partly brown, there is another which is green, What then is the color of feathers?—They have different colors.

Take the feather; touch it. What do you find?—It is soft.

Are all parts of the feather soft?—No the middle part is not soft.

What is that, then?—It is hard.

That part of the feather is called the stem.

All repeat: The stem of the feather is hard.

What other difference is there between the stem and the down of the feather you have there?—The stem is bright or shining: the rest of the feather is not.

How do you call those things that shine?—Brilliant.

The things that do not shine?—Dull.

So the stem of the feather is brilliant; the down is not.

What other difference do you find?—Can you bend the stem easily?—Does any one of you know how they call the things which do not bend easily?—When a thing does not bend easily they say it is stiff.

Name me some things which are stiff.—Wood, Slate.

What do you say of the stem of the feather?—It is stiff.

What use do they make of Feathers?—They make beds and pillows of feathers.

Why do feathers make good beds?—Because they are soft.

Why are they good clothing for birds?—Because they are light.

Have you ever seen a feather attached to a piece of wood?—Yes.

For what purpose?—To make an arrow.

Of what use was the feather?—To make it fly in the air.

You may now repeat all you have said about feathers.

Feathers are the clothing of birds. God has given them light clothes so that they may fly in the air. God takes care of the little birds, and takes still more care of us. Feathers are of different colors. The stem of the feather is hard and shining; the down is soft and dull, and we can easily bend it. We cannot see through a feather. They make good beds, because they are soft. They trim arrows with them.—*Michigan Journal of Education.*

Catechism on Methods of Teaching.

TRANSLATED FROM DIESTERWEG'S "ALMANAC," (*Jahrbuch*), FOR 1855 AND 1856,

BY DR. HERMANN WIMMER.

(Continued from our last.)

V. NATURAL HISTORY, BY ED. HINTZE.

1. What method should be used in teaching natural history?

The method of instruction is the mental development of the pupil by means of the material development of the object. The method is, therefore, essentially a *process* made by the teacher. Since there can be but one such development, there can be but one method.

2. Which is that true method?

The one true method is named from the principle contained in it; it is the developing method.

3. Wherein consists this developing method?

In development there are three steps; observation, (*anschauung*), conception, (*vorstellung*), and generalization, (*begriff*). Such is the progress of the method. Every where teaching begins with facts, and therefore in this case with the observation of natural objects. Of these, individual action and growth must be shown, and the general law of nature thence inferred. In this way and only in this, the pupil is taught according to nature, since he proceeds from immediate observing and knowing to perceiving and understanding.

4. What mode of teaching is to be used?

That one which develops by questioning, (*die fragent-entwickelnde*.)

5. Is this mode practicable in all three courses, (set down by Hintze elsewhere with regard to the capability of the scholars)?

In the first course, questioning is predominant; on the second, "der Vortrag," i. e., proper teaching and explaining must be joined with it; on the third again, questioning predominates. In all good

instruction questioning is predominant, and with it conversation with the whole class.

6. What have we to think of lecturing?

Lecturing is no form of instruction at all; it is a rocking chair for teacher and pupils; the former has easy work, whilst the latter stare and dream.

7. What ought to be required of the pupils?

Their first and chief object must be to learn to see right; then follows right reproduction; and the necessary result is right understanding.

8. What is the value of learning by heart?

In all instruction nothing must occur which is not understood, and merely learnt by words. One fact well understood by observation, and well guided development, is worth a thousand times more than a thousand words and sentences learnt by heart without understanding. A well guided pupil has nothing to learn by heart particularly; what is understood, is remembered for life.

9. Shall the pupil use a text-book?

For natural history it is useless. The good teacher does not depend on it, the bad one has a good means to cover his inability, and the scholar has nothing but a dry skeleton.

The teacher must have mineralogical, botanical, and zoological collections, and, if possible, a microscope.

10. What must the pupil do at home?

Write out and draw what has been treated in school—in proportion to his time—in a brief, concise and neat manner. Besides, the well directed pupil will voluntarily and eagerly occupy himself with nature, look with interest and intelligence at plants, stones, etc., and collect them.

11. How does an able teacher distinguish himself in this study?

The able teacher takes pains with his school every where, and particularly in this branch; his energy, punctuality and vivacity, must be applied here, if instruction is not to be a dead and dry mechanism.

12. What distinguishes a painstaking (*strebsamen*) teacher?

The able teacher is found out at school, the painstaking one at home. There are certain branches which are soon done with. But this is not the case with natural history; he who is devoted to it, must follow its own path of progress. The teacher must never cease to study, to make excursions, experiments, collections, etc., to search, to listen, to observe and investigate.

13. What characterizes the inspiring (*geistanregende*) teacher?

He is distinguished by a happy development of sound talents, love of study, and devotion to his vocation. By force of application every one may acquire the necessary knowledge, for nature is every where. If the able teacher shows himself at school, the painstaking teacher principally at home,—there flows from the inspiring teacher every where something that indeed can not be completely gained by study and application; but an earnest will accomplishes a great deal. Besides, it is true, that as under the hands of Midas every thing was changed into gold, so in the hands of an inspiring teacher every thing becomes enlivened. As the creative mind every where works attractively, so particularly in natural history; zeal, application, love and devotion, spring up spontaneously in the pupils.

VI. NATURAL PHILOSOPHY, BY A. DIESTERWEG.

1. Should natural philosophy be studied in the common school?

Certainly. Shall the children in the common school learn nothing of weather and wind, of thermometer and barometer, of the phenomena of light and air, of rain and snow, dew and hoar-frost, fog and clouds, lightning and thunder? shall they see the aeronaut, travel by steam, and read telegraphic news, without knowing the how and the why? Shall they remain ignorant of the constituents of food, and of the process of their stomachs and their lungs? Or is it sufficient to read of all this in the Reader? He who answers these questions in the affirmative, is either himself an ignoramus or a misanthrope, and he who affirms the last, knows nothing of the way in which real knowledge is acquired.

2. What do we begin with? and when does the proper instruction in natural philosophy commence.

As every where, with showing single phenomena, with intuitive contemplation, with oral representation of what has been observed, and reflection thereupon.

We begin with it in the intuitional instruction of the lowest class. The instruction in geography and natural history develops further the faculty of intuition, and in the highest class the proper instruction in this branch commences.

3. On what portions of natural philosophy are we to lay stress?

On all such as belong to the knowledge of phenomena, within the pupil's sphere; the knowledge of the most common things is the chief point.

By this principle we make our choice; we omit, therefore, all that is remote, invisible, and incapable of being made visible; all that can be demonstrated only by mathematical proofs; and keep within the field of immediate observation, stops with those things which every one may know by observation and experience, and show such things, as are not obvious, by experiments with simple and cheap apparatus.

4. What method is to be used?

To say nothing of the regard for the individual quality of the pupil, the method depends on the nature of the subject, and on the way in which man naturally acquires his knowledge. Every where man is surrounded by natural phenomena; they happen before his eyes. These, therefore, must be opened, in order to observe apprehendingly, to remember what has been observed, to fix the succession of phenomena, and what is common in a series of similar ones; not only to learn the facts, but also the laws by which they happen, and finally, by reflection, to discover the hidden causes.

Natural philosophy belongs to the inductive sciences, i. e., to those which begin with the knowledge of single facts, abstract from them the law of the process, and then in inverse order, deduce the phenomena from the causes.

The way, therefore, prescribed by the nature, as well as the history of natural philosophy, is, that which proceeds from observation and experience to rule and law, if possible, advancing to the cause, (the so-called regressive method.)

5. What is the aim of this instruction?

The knowledge of the most essential phenomena, by which man is surrounded, and the ability to explain them, that is, to state in a simple way their causes.

Most important is the knowledge of all that refers to weather, and we expect, therefore, from a graduating pupil, correct answers to the following questions:

What is the temperature of the air in the different months of the year? Which is the maximum of heat in our country, and when do they usually occur? What is the corresponding state of temperature in other countries? What are its causes? How do the winds originate, where do they come from, and go to? What are the principal currents of air on the globe? Their cause? What weather is caused by the winds in our country? To which winds is our country chiefly exposed, and why? Origin of fogs and clouds? What is dampness? What causes rain? These and similar questions come so near home to man, that it would prove enormous dullness, if he did not ask them himself, and reflect, on answering them. No doubt that such stupidity is still frequent; but no one will doubt what is the indispensable duty of the common school in the premises.—(Barnard's, *American Journal of Education*.)

(To be continued.)

Teacher's Characteristics.

An interesting paper, lately read before the United Association of Schoolmasters of Great Britain, contains the following generalizations:

1. Teachers of limited capacity, or whose command of language is limited, invariably teach best with text books, or by the individual system of instruction.

2. Men of fervid imagination, having great command of language and enthusiasm of character, almost invariably become superior teachers.

3. Decision of character almost invariably forms an element in the qualifications of a superior teacher.

4. Men who are deficient in general knowledge and enthusiasm of character, are generally bad teachers, even though they may possess great technical acquirements.

5. An earnest man, imbued with the love of children, is rarely a bad teacher.

6. The love of teaching is generally associated with the capacity for it, but the converse does not generally hold true.

7. A man of superior teaching powers teaches well by the national method. But he will always teach best by that method which is suited to his peculiar capabilities.

8. Men generally teach badly when they attempt to teach too much, or when they do not duly prepare their lessons.

9. Presence of mind and that self-confidence which is based on self-knowledge, are essential elements in a good teacher's character.

10. Success in teaching is more dependent upon the capabilities of the master for teaching than upon his technical acquirements.

Teaching power is not always associated with superior talents or acquirements.

Plant Flowers.

"Well, that school-house looks twenty-five dollars better—altogether a more cheerful and comfortable house for our children." And what has wrought the transformation? What has added to its intrinsic worth? It is the same in its construction; no addition has been made to its physical proportions. It looks very much internally as it did many years since. That same two-paned window over the door, with a crevice in one corner, the work of some truant snowball. The same gray fence in front, upon which are some hieroglyphic characters whose language is the genius and indefinite emanations of some crude youthful intellect. The old step, with a piece split from one side and worn by the "droppings" of many a merry fall, is still in its place. If you enter the house, you will find things very much as of yore. The same rows of desks, with here and there the carvings of some "yankee blade;" the stove-pipe running the entire length of the room, suspended by a dozen stout wires; and the *master's desk*, in its silent eloquence, standing beneath the old white faced clock. But there is an air of cheerfulness about the room, unknown to its earlier days. In front of the *master's desk* are two white shelves, upon which are vases, filled with the most beautiful flowers. The *morning glory*, peeping out amid the smiling family of Flora's household. The *daffodil* and *daisy*, the *tulip* and the *buttercup*, the bold crimson *peony* and the modest *violet*, blending their variegated colors, make altogether an object of peculiar interest to the lovers of the beautiful. But where is the extra twenty-five dollars? Whence this additional value? Why, about one year since the teacher planted a *morning glory* by the doorway. A few rose bushes were brought from a neighbor's garden and planted beneath the window. A row of pinks and daisies were set beside the walk. In a neglected corner was a circle of daffodils and buttercups, and the spirit of beauty seemed whispering amid a happy, joyous group of children. The *morning glory* sprang up at the touch of the first spring shower, and soon was seen winding its tender vine around a string leading up beside the window. Some red, white and purple flowers made their appearance, and attracted the attention of many a happy girl and boy. The daisies and pinks were soon in blossom, and the great peony, that Mrs. A. gave the teacher was soon seen in broad luxuriant bloom by the gateway.

Before June had clothed the meadows in their thick, green vesture, the rose tree under the window, bore more than a score of bright beautiful blossoms. Indeed, the inspiring breath of nature seemed to whisper encouraging words to the teacher's care for flowers. The rough, impetuous boy would stop and drop a word of admiration, as his eyes caught the phenomenon, and then stoop to tear up the weed that was choking the growth of the flower. What a beautiful text for a moral lesson. How simple and how plainly similar the weeds of passion and lust are forever intercepting the growth of virtue. Every little girl had her own favorite flower. Some admired the daisy for its proverbial, its beautiful modesty, and almost stooped to listen to the sweet low words of "innocence" it seemed to breathe. Others delighted to gaze upon the sweet-scented pink, while the purity of affection seemed to glow still brighter.

Old Mrs. B. had frequently told the teacher, that the children were such careless creatures they would tear up all the flowers that might be planted around the school-house. "Twas no use to try—only a waste of time." But the sequel proved that Mrs. B. misjudged for once. Not a flower was despoiled. New passions seemed awakened. The beautiful things of nature began to exercise a controlling influence over many a rough spirit. You would see a group of girls or boys out amid the flowers, after their lessons were repeated, searching for truant weeds, or watering the thirsty plants. And the privilege of doing thus, proved a profitable incentive to study. Not unfrequently would the passer by stop and lean against the fence and admire, for a moment, the beauty of these stranger flowers which had sprung up, as if by magic, in that barren place, the school-house yard. This was then not an unprofitable investment. It yielded more than a "hundred fold." Fellow teacher, is there not a neglected waste corner in your school-house yard, where a flower would grow? Would not a *morning glory* flourish beside your door? Have you not a spare moment, in which it would be pleasant to turn your attention to the cultivation of flowers? Would it not be an agreeable manner in which to spend a recess, now and then, with your pupils? Communion with the beautiful is indeed desirable for our children. It refines the feelings, cultivates the affections, and reflects bright images upon the heart.

A child taught to love the beautiful things of nature, will earnestly inquire after nature's God. And to promote and direct this important inquiry, is the crowning work of education.

All systems of education, that do not regard *moral obligation* and *moral responsibility* as the corner stone, are most sadly deficient.

A *flower* will do what the *rod* can not accomplish. It may soften the obduracy of the heart, refine the dull mass of human affections. Then *plant flowers*. Plant them in early spring time. Plant them in every waste corner. Cultivate them with care, and you will soon hear their beautiful language echoed from youthful lips, their bright images glowing in youthful countenances, and an atmosphere of purity reigning all around.—*New-York Teacher*.

LITERATURE.

POETRY.

LITTLE CHILDREN.

Sporting through the forest wide,
Playing by the water-side,
Wandering o'er the heathy fells,
Down within the woodland dells,
All among the mountains wild,
Dwelleth many a little child!

In the Baron's hall of pride;
By the poor man's dull fireside;
'Mid the mighty, 'mid the mean,
Little children may be seen,
Like the flowers that spring up fair
Bright and countless everywhere!

In the fair isles of the main;
In the desert's lone domain;
In the savage mountain glen,
'Mong the tribes of swarthy men;
Whereso'er a foot hath gone,
Whereso'er the sun hath shone
On a league of peopled ground,
Little children may be found!

Blessings on them! they in me
Move a kindly sympathy.
With their wishes, hopes, and fears;
With their laughter and their tears,
With their wonder-so intense,
And their small experience!

Little children, not alone
On the wide Earth are ye known,
'Mid its labours and its cares,
'Mid its sufferings and its snares,
Free from sorrow, free from strife,
In the world of love and life,
Where no sinful thing hath trod
In the presence of your God,
Spotless, blameless, glorified,
Little children, ye abide!

Mrs. HOWITT.

Little at First,—Mighty at Last.

BY CHARLES MACKAY, L. L. D.

A traveller through a dusty road
Strewed acorns on the lea,
And one took root, and sprouted up,
And grew into a tree;
Love sought its shade at evening time,
To breathe its early vows,
And Age was pleased, in hearts of noon,
To bask beneath its boughs;
The dormouse loved its dangling twigs,
The birds sweet music bore,
It stood a glory in its place,
A blessing evermore!

A little spring had lost its way
Among the grass and fern;
A passing stranger scooped a well,
Where weary men might turn.
He walled it in, and hung with care
A ladle at the brink—
He thought not of the deed he did,
But judged that toil might drink.
He passed again—and lo! the well,
By summers never dried,
Had cooled ten thousand parching tongues,
And saved a life beside!

A dreamer dropped a random thought;
'Twas old, and yet 'twas new—
A simple fancy of the brain,
But strong in being true;
It shone upon a genial mind,
And lo! its light became
A lamp of life, a beacon ray,
A monitory flame.
The thought was small—its issue great;
A watch-fire on the hill,
It sheds its radiance far adown,
And cheers the valley still!

A nameless man amid a crowd,
That thronged the daily mart,
Let fall the word of hope and love,
Unstudied from the heart;
A whisper on the tumult thrown—
A transitory breath—
It raised a brother from the dust,
It saved a soul from death.
O germ! O fount! O word of Love!
O thought at random cast!
Ye were but little at the first,
But mighty at the last!

MISCELLANEOUS.

Impatience the vice of the age.

The eager desire to press forward, not so much to conquer obstacles as to elude them; that gambling with the solemn destinies of life, seeking ever to set success upon the chances of a die; that hastening from the wish conceived to the end accomplished; that thirst after quick returns to ingenious toil, and breathless spurrs along short cuts to the goal, which we see every where around us, from the Mechanic's Institute to the stock market—beginning in education with the primers of infancy, deluging us with "Philosophies for the million," and "Sciences made easy;" characterizing the books of our writers, the speeches of our statesmen, no less than the dealings of our speculators, seem, I confess, to me, to constitute a very diseased and very general symptom of the times. I hold that the greatest friend to man is labor; that knowledge without toil, if possible, were worthless; that toil in pursuit of knowledge is the best knowledge we can attain; that the continued effort for fame is nobler than fame itself; that it is not wealth suddenly acquired which is deserving of homage, but the virtues which a man exercises in the slow pursuit of wealth—the abilities so called forth, the self-denials so imposed: in a word, that Labor and Patience are the true schoolmasters on earth.—*Bulwer*.

Curious Inscription.

In an old church, in Europe, built several hundred years ago, it is related that under the ten commandments were inscribed in capital letters the following:

PRSVRYPRFCTMN,
VRKPTHSPRCPTSTN.

For a long time no one could decipher the meaning, which had been lost, so ancient was the venerable edifice. At length a gentleman told his friends that he had solved the riddle, and insisted that they also could do the same thing.

To assist them, he informed them that, in order to read the inscription, they must insert a certain vowel, and *only one* vowel, in its proper places, and, this done, the inscription would make two

lines of poetry, and would form an important injunction in reference to the commandments engraved above.

Will the readers of the *Schoolmaster* inform us which of the vowels is to be used, and in what places?—*Rhode Island Schoolmaster*.

OFFICIAL NOTICES.



APPOINTMENTS.

His Excellency, the Governor General, has been pleased to approve of the following appointments:

SCHOOL COMMISSIONERS.

County of Bonaventure.—Mann: Messrs Thomas Wilson, William Harper, Alexander Busted, Joseph Olscamp, and Haralib Chamberlin.

County of Chateauguy.—Chateauguy: Messrs Joachim Duquette, and Louis Bourrassa.

BOARD OF EXAMINERS, DISTRICT OF THREE-RIVERS.

Misses Jessi Carpentier, Emilie Cossette, Eleonora Maria Leonard, Philomène Lessard, Leocadie Plante, Eulalie Vallée, Marie Caroline Agnès Bellefeuille, and Agathe Paquin, have obtained diplomas authorising them to teach in elementary schools.

Miss Marguerite Eutichiane Lavergue, has obtained a diploma authorising her to teach in model, or primary superior schools.

J. HEDERT,
Secretary.

FIFTH CONFERENCE OF THE TEACHERS' ASSOCIATION WITHIN THE LIMITS OF THE JACQUES CARTIER NORMAL SCHOOL.

The fifth conference will be held at the Jacques Cartier Normal School (old Government House), on Friday, the 28th day of May next, at 10 o'clock in the forenoon,

By order

D. BODRIAS,
Secretary.

FOURTH CONFERENCE OF THE TEACHERS' ASSOCIATION WITHIN THE LIMITS OF THE LAVAL NORMAL SCHOOL.

The fourth conference of the teachers within the limits of this school, will be held at the Normal School, on Friday, the 28th May next, at 10 o'clock in the forenoon.

By order

C. J. LEVEQUE-LAFRANCE,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges, with many thanks, the receipt of the following donations to the library of the department:

From Mr. H. Dessain, bookseller, printer, and publisher, at Liège (Belgium): "Bible de l'Enfance," 1 vol. in-12; "Leçons Élémentaires du Saint Evangile," 1 vol. in-18; "L'Ecole des Mœurs," by M. Blanchard, 2 vols. in-12; "Le Dessin des Ecoles, cours élémentaire de dessin linéaire," by J. B. Henry (Des Vosges), 1 vol. in-12.

From Mr. Frederick Blake, teacher, at Rawdon: "A Treatise of English Particles," by William Walker, B. V., edition of 1688, 1 vol. in-12; "Exercises to the Rules and Construction of French Speech," by Lewis Chambaud, 1 vol. in-12, and a pamphlet.

From Henry Barnard, Esq., of Hartford: "Barnard's American Journal of Education," 1st, 2nd, 3rd and 4th vols., in-8, and "Reformatory Education," 1 vol. in-8.

From B. Dawson, Esq., Montreal: "The Oxford translation of Tacitus," 2 vols. in-8.

From Madame Faure, Berthier: "A portfolio of preserved marine plants collected on the coast of Brittany," presented to the Jacques Cartier Normal School.

From His Excellency, the Minister of Public Instruction, Belgium: "Etat de l'instruction primaire en Belgique de 1830 à 1840," 1 vol. in-8; "Rapport triennal sur l'instruction publique en Belgique," 1843, 1844, 1845, première période triennale," 2 vol. in-8; "Rapport sur l'instruction

primaire en Belgique, 1846, 1847, 1848, seconde période triennale," 1 vol. petit in-fo.; "Etat de l'instruction supérieure en Belgique, 1849 à 1852," 1 vol. in-8; "Rapport triennal sur l'instruction primaire en Belgique, de 1849 à 1854," 2 vols. in-fo.; "Discussion de la loi sur l'enseignement moyen en Belgique, du 12 juin 1850," 2 vols. in-8; "Rapport triennal sur l'enseignement moyen en Belgique, de 1851 à 1853," 1 vol. in-fo.

LIBRARY OF THE DEPARTMENT OF EDUCATION.

All persons having books in their possession, belonging to this library, will please return them at as early a date as possible. It being intended to prepare a detailed and classified catalogue, the library will be closed until it is completed.

J. LENOIR,
Librarian.

SITUATION AS TEACHER WANTED.

Mr. John Keys, a teacher possessing a diploma permitting him to teach in an elementary school, and prepared to apply for a model school diploma. He is married, and a protestant.

Notice to the directors of Institutions

CLAIMING AID ON THE GRANT FOR SUPERIOR EDUCATION UNDER THE ACT. 19 VICTORIA, CHAPTER, 51.

The distribution of the fund, granted for superior education having been much delayed in consequence of several institutions having alleged, that they had not been supplied with blank forms of demand and returns, within the usual time, or, that their returns had been duly mailed during the prescribed term, although they had never been received at the education office:

NOTICE IS HEREBY GIVEN.

1st. That this year, no institution shall be entitled to or receive any aid unless the return, and demand therefor, be filed within the period prescribed, that is to say, before the first day of August next. No exception will be made under any pretence whatsoever.

2nd. Acknowledgment of the receipt of such return and demand will be made immediately to the party forwarding same.

3rd. Any party not receiving such acknowledgment within eight days after mailing the documents should make enquiries at the post office and also at this office, failing which, such demand and return will be deemed, as not having been sent in.

4th. Blank forms will be transmitted during the first fortnight in June next, to all institutions now on the list, and institutions not receiving them during that period, must apply for them at the office of this department.

5th. Institutions not on the list, who may be desirous of making the necessary return and demand, can obtain the requisite blank forms by applying for them at this office between the 1st. and 15th of June next.

Education office,
Montreal, 15 may 1858. }

PIERRE J. O. CHAUVEAU.

JOURNAL OF EDUCATION.

MONTREAL, (LOWER CANADA) APRIL, 1858.

Normal School Teachers.

We beg to call the attention of School Commissioners and Trustees to the fact that several pupil teachers in each of the Normal Schools, will be prepared to take charge of their schools at the expiration of the present session on the 15th of July next. Parties desirous of securing their services, had better apply promptly to the Chief Superintendent or to the Principal of each school.

Grants under the Act for the Encouragement of Superior Education.

We beg leave to call the attention of the directors of Colleges and Academies to the notice contained in another part of our columns; as it is the settled intention of the government to insist on strictly enforcing the provisions of the Law in the next distribution to be made.

Report of the Chief Superintendent of Public Instruction for Lower Canada for 1856.

In one of our recent issues we published an abstract of the Report of Dr. Ryerson, on Public Instruction in Upper Canada. We have now before us the English version of the Report for Lower Canada, for the same year, which has been published for some time in French. As it must naturally be of great interest to most of our readers, we will quote at length from this document.

The Report is divided in three sections; the first contains remarks on the operation of the new educational laws, the second contains suggestions of new reforms to be introduced and the third is devoted to a review of the statistics collected during the past year. It is followed by three appendices—the first, contains the statistical tables; the second, the circulars, regulations and reports made by the Superintendent to the date of the Report (2d May 1856), and in the third, are to be found extracts from the reports of the several school inspectors. The whole forms a pamphlet of 244 pages in-So.

In the first part, the Superintendent congratulates Lower Canada on the results obtained by the recent legislation on school affairs, and more particularly with regard to the increase in the assessment and the more regular collection of the monthly fees.

One of the most important clauses of the laws on education passed last year, says the Superintendent, is, without doubt that which grants to school municipalities the power of doubling the amount of their assessments, and the obligation imposed upon them to collect regularly the monthly fees, for all children of age to attend school: I considered it necessary however to interpret these two requirements of the law, the one by the other, and therefore, in some municipalities in which it would seem difficult to insist upon the collection of the monthly fees, and where the people appeared to prefer the levying an additional amount of assessment equivalent to these fees, I thought it would be better, for this year, to allow them their share of the grant, as by law I am empowered to do.

Besides this, the advantage of a system of which, the value of property and the number of children to be taught, form the basis, appears to be generally felt. Out of 490 school municipalities, only 65 have not, this year, collected their monthly fees; of this number, 51 have furnished an amount of additional assessment, equal to the minimum amount of the fees. The 14 other municipalities are almost all poor, exempt even from assessment. The few municipalities who still refuse to obey the law in this respect, have received due warning to conform to its requirements, and their share in the next half years grant, will be withheld until they have levied, at least, the *minimum* amount of the monthly fees.

When this law was passed, it appeared to me to be the general impression that the clause permitting municipalities to increase the amount of their assessments would prove a dead letter, or that very few of them would take advantage of it. Those who entertained such an opinion, will be astonished to learn, that more than one half of them have raised their annual assessment. Three, have actually increased it four-fold, 16 have tripled the usual annual tax, 101 have doubled it, 22 have increased it a half, 39 a third, 34 a quarter, and 14 a fifth. Forty others have also raised their assess-

ment, in a small amount, so that out of a total of 490 municipalities, 271 have already taken advantage of the enactments of the new Law.

Besides the increase in the annual assessment, the new blank returns which I caused to be printed for the use of the school Commissioners, contain columns in which the amount of additional assessment for the payment of debts, imposed by virtue of a clause in the new law, voluntary contributions, fuel wood, &c., furnished are to be specified. Under the head of "assessments over and above the amount of the grant and special assessments," the third column in statement B, indicates as well the amount of the increase of the assessment as also all extraordinary contributions, and it is this amount which I shall hereafter designate as "*additional contributions.*"

From this statement it appears that 457 municipalities have by "*additional contributions*" exceeded the amount of their share of the grant; which will only leave 33 municipalities that have not furnished by assessment or voluntary contributions (independently of the monthly fees and taxes for the erection of school houses,) a sum more than equal to that granted by the Government.

In 120 municipalities the amount of additional contributions, equals the ordinary assessment, in some even, it far exceeds it, in 105 others it exceeds the half.

I shall return to this subject, when comparing the statistics of this, with those of preceding years; but I think that I should here point out certain districts of Inspection and certain Municipalities that have distinguished themselves above the others by their noble efforts in the cause of Education.

The districts of Inspection which I consider it my duty to mention are:

1stly. That under the charge of Mr. Inspector Bourgeois. The share in the government grant awarded to this district of Inspection is only £302, and besides the like amount under the requirements of the law, there has been levied £428 additional contribution, £188 monthly fees, and £401 special assessment for the erection of school houses, making in all £1320, that is to say, more than four times the amount of the sum allowed by the government.

2ndly. The district of Inspection under the charge of Mr. Inspector Parmelee, the annual grant to which is only £1635: this district has furnished, besides £1599, amount of the ordinary assessment, £1406 additional contributions; £1576 monthly fees and £1115 assessment for the erection of school houses, forming in all £5720.

3rdly. In the district confided to the care of Mr. Chûts, for which the amount of the grant is £1258, there was raised £1258 of ordinary assessment £1257 additional contributions, £1650 monthly fees, and £566 for assessment for building school houses: in all £4773.

4thly. In Mr. Roney's district of inspection, the total sum levied amounts to £3041, viz: besides ordinary assessments, £666 additional assessment; £1019 for monthly fees; and £560 for the erection of school houses; whereas the amount allowed to this district as its share of the grant only amounts to £608.

5thly. Finally, the district under the inspection of Mr. C. Gernain exhibits a total of £4488, viz: £1591, ordinary assessment equal to amount granted; £2912 additional assessment; £690 monthly fees, and £1094 special assessment for the erection of school houses. With the exception of two districts situated at the eastern extremity of the province and in such a position that it is astonishing that the main requirements of the law could possibly be carried into effect, all the other districts of inspection have more than doubled the amount of their respective shares of the government grant by additional assessments and monthly fees.

I would particularly point out, for the special attention of the reader the contents of statement B of the appendix, which shows the generous contributions given, and the privations submitted to, by municipalities, of which I can only name a few, which I select, in a general manner, from the poorest, and most recently established among them.

Thus, almost all the municipalities in the district of Gaspé have raised very considerable sums, when compared with their respective shares in the government grant; in the County of Rimouski, St. Germain (or Rimouski,) Lessard, St. Octave de Metis and St. Simon increased their assessments, while they collected at the same time, their monthly fees:

In the County of Charlevoix, the parish of "Les Eboulements" raised £71 by additional assessment and £50 by monthly fees. In the County of Megantic, the municipalities of Aylmer, St. Calixte de Somerset, and St. Ferdinand at Halifax have raised sums, which are really surprising when compared with their respective shares in the government grant. The parishes of St. Nicolas, St. Jean

Chrysostôme and St. Joseph in the County of Levi; Ste. Claire and St. Lambert in the County of Dorchester;—of St. Frederic and Ste. Marie in the County of Beauce;—of Lotbinière, Ste. Croix, and St. Antoine in the County of Lotbinière deserve the greatest praise for their liberality, as will be seen on reference to the statement B above mentioned.

The municipality of St. Raphael in the County of Bellechasse deserves especial notice. Their share of the grant only amounts to £29, and yet they have raised £47 additional assessment, £26 monthly fees and £50 special assessment for the erection of school houses, in all £153. The municipalities of Beauport, in the County of Quebec, of Cap Santé in the County of Portneuf, of St. Jean de l'Île d'Orléans, and of l'Ange Gardien in the County of Montmorency, may be noticed as the municipalities, within the district of inspection of Mr. Inspector Bardy, that have contributed the largest additional contributions, when compared with the shares of the grant received by them respectively. The municipalities of Dumontier and Maskinongé, in Mr. Hubert's district of Inspection, and those of La-Baie-du-Fevre and St. David d'Yamaska, in Mr. Maurault's district, have also made large additional contributions besides paying the monthly fees. In Mr. Bourgeois' district of inspection, which shows a greater amount of general increase with reference to the additional contribution than any other, there are some municipalities that deserve the greatest praise. For instance, Grantham has contributed £143 additional, £21 monthly fees, and £123 special assessment for building school houses, &c., making in all £311, whereas their share in the Government grant only amounts to £56. Wickham also, that has contributed £241, while its share in the grant is only £20. Bulstrode and Warwick £254, their share of the Government allowance being only £32. Upton £116, with only £18 grant, and St. Norbert £103, the share awarded to them being only £11.

In the district of Inspection under the charge of Mr. Childs, the results of the operations of the new law are really surprising. Stanstead which only receives as its share out of the general fund £158, raises altogether £697, that is to say, besides £158, the legal amount of assessment, it levies £260 by additional assessment, £232 for monthly fees, and £15 for building purposes. Compton raises £515, its share in the grant being £91. Tingwick £210, its share being £31. Bury £125, its share being £27; and many others, all showing considerable increase. There are, however, several municipalities within the district not yet organised, and some do not receive their shares in the grant at all in consequence of their having neglected to follow the instructions published for their guidance. Sheffield contributes £124, with an allowance of only £87. Brome £266, with an allowance of only £72. Granby £186, with an allowance of £79. Milton, Roxton, Farnham, St. Romuald, Henryville and many other municipalities, situated within the district of Inspection of Mr. Inspector Parmelee, have bestirred themselves so effectually, that they merit notice as deserving public approbation. The older establishments situated within the district of Montréal, would not allow themselves to be behind their brethren in the Eastern Townships and other districts in that portion of the province, in the furtherance of Public Instruction. The parish and village of Longueuil, Boucherville, the village of Varennes, the parish of St. Ours, and many other municipalities in the counties of Verchères and Richelieu, under the Inspection of Mr. Inspector Archambault, the town and parish of St. Hyacinthe, Abbotsford (£155 raised, with only £51 allowed), St. Césaire, Christeville within the district under the Inspection of Mr. Consigny, have also materially improved under the operation of the new law. In Mr. Lacroix's district of Inspection, Laprairie, St. Constant (£309 levied, £93 only allowed), St. Cyprien, St. Valentin, Lacolle (£168 levied, £121 allowed), Châteauguay (£226 levied, only £82 granted), St. Louis de Gonzague and St. Timothée, making almost the half of the municipalities, have a right to be distinguished in this statement of honorable mention, which I have extended far beyond the limits I originally intended to devote to it.

I cannot refrain, however, from making particular mention of the efforts made by the municipalities of Mascouche, St. Gabriel de Brandon, in the district under charge of Mr. Inspector Dorval, also of several small municipalities in the parish of Montreal, situated out of the limits of the City, that have always been authorised to levy an amount exceeding their share in the grant, and who are willing, should they be permitted by the legislature to do so, to double the amount now actually paid by them. St. Laurent and Nouvelle Longueuil in Mr. Valade's district of Inspection, Notre-Dame de Bonsecours, Buckingham, Onslow, Litchfield, Allumettes and Earldley, in the district under the Inspection of Mr. Roney; St. François de Sales, St. Eustache, and Ste. Scholastique, in Mr. Germain's district, and finally, St. Anicet, Godmanchester, Hinch-

inbrooke and St. Jean Chrysostôme No. 2. Ormstown and Chatham, in the district under the charge of Mr. Inspector Bruce.

It is evident, therefore, that throughout the whole extent of the country, the most generous efforts have been made; and there is not a municipality of Lower Canada, however remote or poor, in which an appeal has been made to the ratepayers, that has not most nobly responded to it, thus giving hope of a most prosperous future for the cause of Public Instruction.

In contrast with all the generous efforts I have just noticed, one fact, I cannot avoid mentioning, however high the respect I may entertain for the municipal body to which I feel obliged to allude, for I should consider myself as neglecting the duty I owe to the country, were I to refrain from expressing the disappointment I experienced.

The Superintendent then quotes at length the correspondence which has taken place between the Department of Public Instruction and the City Councils of Quebec and of Montreal, on the subject of a proposed increase of their respective contributions to the school fund. That correspondence as far as Quebec is concerned, has ended in a vote of £276, in addition to the amount required by law, bringing the whole contribution to £1250. As to the City Corporation of Montreal, the Superintendent makes the following remarks:

This effort on the part of the municipal council of Quebec, together with the good wishes towards the furtherance of Public Instruction, indicated by this additional grant, are the more praiseworthy, inasmuch as the council has now on hands a most gigantic enterprise, that of constructing an aqueduct, which, in a City built upon the solid rock must entail an enormous expense.

I have much regret however in stating, that the steps taken by me to obtain the same object from the municipal council of the City of Montreal, did not meet with the same happy results. A statement of the expenses incurred by the two boards of Commissioners, catholic and protestant, was asked for. This statement was forwarded with as little delay as possible, in my opinion, it fully proved the good management and economy of the Commissioners in the disposal of the funds intrusted to them, it should have ensured a prompt answer, fully entertaining my request.

Having afterwards conferred with some of the members of the Corporation to whom the consideration of my demand had been referred, I was given to understand that, they did not consider the financial state of the City sufficiently flourishing, to permit them to comply with my request, and that the consideration of it, would be postponed indefinitely.

I can scarcely believe, however, that a City, which holds the first rank in the country for population and wealth, whose proceedings on all other occasions, are on such a magnificent scale; that a City whose inhabitants individually, give daily proofs of their zeal, their intelligence, and of their charity, would wish to remain behindhand in this good work, while other Cities and Municipalities in Lower Canada, and among the latter, poor and remote settlements whose names were probably never heard of by the wealthy citizens of Montreal, have so generously aided the cause, and I therefore feel confident that Montreal will shortly distinguish itself by a liberality in the amount granted, worthy of its high position.

The Superintendent's expectations, we are sorry to say, have not as yet been realized, and the City Council of Montreal have acted taken no action in the matter since the date of the report.

The Superintendent then proceeds to the consideration of a subject of great importance, as it affects the professional standard of the teacher.

One of the most essential enactments of the new law after those I have above alluded to, is the obligation imposed upon all teachers, whether male or female, to undergo an examination before their respective boards of examiners, and the prohibition to school commissioners to employ teachers who have not received a diploma.

This clause of the law has been strictly put in force, and the consequence has been that, the labours of the different boards of Examiners have been considerably increased, by the number of candidates presenting themselves for examination, not only at their

regular, but also at the special meetings which I recommended them to hold for this purpose.

The following statement shows the number and class of the diplomas granted by the several boards during the year 1856:

Class of Diplomas.	Montreal, catholic.	Montreal, protestant.	Quebec, catholic.	Quebec, protestant.	Three-Rivers.	Sherbrooke.	Stanstead.	Ottawa.	Kanouaska.	Gaspé.	Total.
Diplomas for academies.....					2						2
Diplomas for Model Schools.....	13	3	14		16	2	1		12		61
Diplomas for Elementary Schools.	532	2	176	1	133	46	73	1	77		1041
Total.....	545	5	190	1	151	48	74	1	89		1104

I would be failing in my duty, were I to omit to mention the opinion expressed by the school teachers at their convocations; and which appears to be generally entertained by the School Inspectors; they both find that diplomas are obtained with too much facility. It is not my intention to cast any blame on the respectable and enlightened citizens who now constitute the different Boards of Examiners, for I believe that they are all actuated by the desire to advance the cause of Public Instruction, the only inducement indeed which could have led them to accept a gratuitous and troublesome office; but I beg to observe, that the very reasons which heretofore caused their indulgence, are daily becoming weaker or disappearing altogether under the natural and general progress of things. Besides, should any fear be entertained, lest the poorer and more remote municipalities might by too strict an adherence to the regulations for granting diplomas for elementary schools be deprived of teachers, the same excuse cannot hold good with respect to diplomas granted for superior primary, or model schools, and much less, when granted for academies. I have been assured that on several occasions, the examiners have exercised the same indulgence in granting their certificates in the latter case, and that in consequence, several teachers have received first class diplomas, although scarcely worthy of being admitted to teach in elementary schools. Even with respect to these, the examiners should bear in mind, that under particular circumstances, requiring such indulgence, the Superintendent can permit teachers of both sexes, to teach, although they may not be provided with diplomas; and it will be far better to leave it to his discretion and responsibility than to allow, persons, totally unfit for the profession, to go into any part of the country provided with a certificate that they do not deserve, by means of which they may impose upon Commissioners desirous of performing the duties of their office, independently of those who would be glad of such a plausible excuse to screen their parsimony.

It is evident that the newly established Normal Schools, and in fact all other schools must suffer materially from such a state of things. The competition to be encountered with teachers, who should never have received diplomas, will prevent many young men from submitting to the privations they must undergo, in order to prepare themselves for the profession of teachers.

I am far from being convinced that the provisions of the new law which permits the appointment of a Board of Examiners for each County, is calculated to redress the grievance complained of. In these new boards, many other reasons for indulging applicants will be added to those which already exist, and that have influenced to such a degree the present examiners.

I am perfectly aware of the inconvenience to which teachers residing in the remote parts of the province are submitted while they have to travel such distances in order to present themselves for examination before the board established in the great judicial districts, but as, on the other hand, the principal disadvantages to be feared from the increase in the number of boards will, in my opinion be the universality and the lasting character of the diplomas which they will be permitted to grant, I think that the abuses, might be averted, and the inhabitants of the more remote districts satisfied by limiting the power granted to these county boards. In

the first place the permission to teach, granted by their diplomas should not extend beyond their county, and they should be renewed every three or four years; further, these boards should only be allowed to grant elementary school diplomas. As however for a few years to come, there might be some objection to the Normal Schools being alone empowered to grant diplomas authorising teaching in academies and model schools, and permanent diplomas for elementary schools, having a general effect throughout the Province, one or more boards should be established invested with like powers. A very strict and detailed program should be enjoined by the Council of Public Instruction, as also a system of points or notes as followed in the universities, and the examination should be assimilated as much as possible, to that undergone by the students of the Normal Schools.

The municipal council should be bound to provide for the salary of the Secretary Treasurer of the County Board, as well as for its contingent expenses; and to furnish a proper place for its meetings; no fee should be exacted from any candidate for diploma or certificate. The warden, of the county should be, a member *ex officio*, of the Board of Examiners.

The central board, (or the district board, should it be deemed expedient to establish several) should be composed of persons who have devoted themselves to some branch of science, and who have severally attained pre-eminence in the favorite subject of their studies. An amount, sufficient, partially to indemnify them for the time devoted to the duties of their office, should be placed at their disposal, and divided among them in proportion to their punctuality in attending the meetings of the board.

Notwithstanding the too great readiness in granting diplomas, with which the present examiners are reproached, I must, however, admit, that the clause of the last law rendering the obtaining diplomas obligatory as well on the part of female as of male teachers has had a most excellent effect. The diploma has become an institution, and that is a great point gained.

It is besides evident that so many candidates of both sexes would never have presented themselves for examination, unless a great portion of them, at least, had previously prepared themselves, and gained that knowledge which they certainly would never have acquired without such preparation. Several teachers now studying in the Normal Schools have admitted to me that, unless they had been obliged to obtain diplomas, they never would have dreamt of making so great a sacrifice of either time or money, but as they had to submit to an examination, they preferred preparing themselves by a course of study, to obtain a Normal School diploma.

These remarks lead me to speak of the Normal Schools, as connected with the most important of all the provisions contained in the laws lately passed for the promotion of education. I have spared no pains suitably to put in force the praiseworthy intentions of the Legislature, and I am bound to express the most lively feelings of gratitude in acknowledging its promptitude and liberality, whereby I was enabled to carry out several of the reforms suggested by me in my first report, and more especially the establishment of these institutions. I also consider it due to the Executive Government to state that all the suggestions which I deemed it my duty to submit relative to the establishment of the Normal Schools, as well as to all the other measures to which I shall have to refer in this report, invariably met with the most prompt and kind attention.

All that part of the Report which relates to the organisation of the Normal Schools, contains nothing which is not already known to our readers. Teachers will be gratified at the following suggestions:

I considered it my duty to take advantage of the inauguration of the Normal Schools for the purpose of establishing Teachers' Associations in connection with each of them. At a time when a formidable competition was about to be entered into with the actual teachers, it appeared to be nothing more than just, that the advantage of conferences at which they could discuss among themselves, or hear discussed by the Professors of each school, pedagogical questions, in which they are so especially interested, should be procured for those among them who could not attend regularly at the Normal Schools.

These associations will be hereafter divided into sections, and it is very desirable that a good library should be established at the chef-lieu of each section. I would beg to suggest that a certain sum be appropriated by the Legislature for this object, and I have no hesitation in stating that such a grant would be as beneficial in its effects, if not more so, than the grants annually made in favor of literary societies and Mechanics' Institutes. The establishment of Teachers' Associations, has been attended with the most happy

results in France, in Belgium, and in the United States; but in this country, where the salaries generally paid to teachers are so unremunerative, it would not be just that they should be taxed with the expense of the establishment and organisation of these useful societies, all the benefits they derive from them, being returned to our children a hundredfold. The Government should in justice contribute towards their support, with the same liberality that it evinces towards all branches of the public service.

The Superintendent then alludes to the provisions of the *Act for the encouragement of Superior Education*, by which he is intrusted with the task of preparing a Report to be submitted to the executive government yearly on the apportionment to be made of the grant to the several institutions. This he says has considerably increased the duties, and responsibility of his office.

The sums granted every year by the Legislature were gradually increasing, and this budget, in consequence of some misunderstanding between my predecessor and the Inspector General, caused a deficit in the finances of this Department. It is probable, inasmuch as a like cause would produce a like effect, that the continual increase of this particular budget would in the end have completely absorbed the share granted for Elementary Education, had not a law been passed for restraining this excessive liberality. By obliging every Institution desirous of obtaining Government aid, to transmit to the Education Office a detailed report shewing, as far as figures will permit, a correct statement of its resources and of its usefulness, and by requiring that the grant should be apportioned by the Executive, the Legislature had no doubt in view the obtaining a more correct classification of these Institutions, and a distribution of the grant more conformable to the exigencies of public instruction. But such a classification could not be firmly established, or rigorously acted upon, all at once; and the budget of last year, therefore, to a certain extent, became the basis of the first apportionment under the new system. For the first year they might even have urged a species of acquired right, and alleged that the expenses incurred by them were incurred on the faith of the ordinary annual aid being granted to them. It is only gradually and after much discussion and explanation that a complete system of distribution can be framed which will not interfere with any legitimate right or injure any new Institution susceptible of development.

If the Legislature or the Government had taken the initiative in the foundation of Institutions of Superior Education, it would have been easy to establish a program in the first place, and then distribute them over the whole face of the country according to the number and wants of the population. But it was otherwise; these institutions are, in many parts of the country the spontaneous fruit of the zeal of an intelligent people; they sprung up as it were by chance, and they expanded and improved, in proportion to the assistance they were enabled to procure from time to time, under the old order of things. Institutions which were originally nothing more than good elementary schools, have become academies and commercial colleges in which almost every branch of Education is successfully taught. They would certainly never have attained their present state of usefulness, without the assistance that they received when first established, and which might have been refused them, either, under the pretext, that they were not then of sufficient importance, or by representing the wants of other localities better entitled to receive it. It is however, to the assistance of the impulse thus given to that which is understood by "Superior Education," that we are indebted for the desire for learning now become so general throughout the country parts of this Province, for having awakened them out of their state of moral lethargy, and for the whole system of education itself, being enabled to overcome the many obstacles, which, for such a length of time opposed its progress. It is not my intention here to extol the system heretofore followed, or rather a state of things, which, if I may so term it was self-created, I merely compare the benefits derived on the one hand, with the difficulties resulting from it on the other; but I wish, above all, to show its position just as it is found now that for the first time the head of this department has to deal with this new and difficult task.

There never was then, from the very outset, any regular classification of the institutions, nor any proportion established between the amount of aid granted, and their real value, or the number of scholars, neither was there any territorial boundaries assigned to any of them, nor did the figures representing the population of the several great districts of Lower Canada correspond at all with the amount

of the grant distributed within each of them. The names even of the Institutions are generally speaking, those which their founders thought fit to give them, and unfortunately, notwithstanding that they were, in certain cases, undeserved, these names did not fail to exercise a certain influence in the apportionment of the grant.

Would it, however, be expedient to adopt rigorous measures at once, which, if based on the exact proportion to be given to each district, would ruin several institutions well worthy of support? Ought we not rather to take into account the efforts and the sacrifices, made and submitted to by the inhabitants of those localities that are better provided for, than to allow, what actually exists, to go to decay, merely for the purpose of establishing institutions which, as yet have no existence? Will it not happen that what may have been prematurely done or undertaken, will, by reason of the increase of the population and the clearing of the land, become insufficient, instead of being superfluous, and would we not, at a latter period be exposed, in many instances, to re-establish at great cost, the institutions which we had allowed to go to ruin after having spent so much money and care upon them?

It is my opinion, that it would be better, in all cases which do not surpass the bounds of Justice and all reasonable proportion, to allow the several institutions now on the list, the benefit of the *fait accompli* and to confine ourselves to prevent the establishment of new institutions whenever they would come unjustly into competition with those of an earlier date. Beside which, this restriction, altogether a negative one, and which only consists in abstaining from granting any aid, is the more strictly enjoined by the insufficiency in the amount of the grant, increasing yearly, while, made by the Legislature, but which, under the new arrangement even the first year was considerably diminished.

With few exceptions I have therefore limited myself this year, to the making of a general proportionate reduction. This reduction affected principally the extraordinary grants, which had almost become ordinary ones. Unless a special fund be appropriated for this object, it will be impossible in future to grant any sum as an aid for the erection of buildings. If any such aid be granted, it should only be allowed to institutions newly established in the remote districts of the Province, where, as yet, none have ever been founded. By one of the most judicious requirements of the new law, colleges and academies can only be aided by the government when they are actually in full operation. Before asking for support for new establishments the friends of education in each locality will have to give evidence of their earnestness by making themselves the necessary outlay. The danger of demands being made in each locality through a reckless spirit of imitation or in order merely to secure to the place, what is considered its fair share of the grant, will thus be greatly diminished.

I found it necessary to make alterations in the amounts granted to some institutions. They are specified in the statements, and my reason for doing so, given at length in my special report to the Executive Council, forming part of Appendix B. These alterations were generally made for the purpose of repairing errors which appeared to me to be equivalent in fact to relative injustice in the previous grants, and it is my intention next year to make many more alterations for the purpose of attaining a more equitable distribution, founded on the class of the Institution on the one hand, on the number of scholars attending it, on the other.

This classification, so much required will be very difficult to make, under the circumstances which I have explained. The Legislature has given the name of College, (either by special statute which, it may be said, confers it more formally, or in the annual budget to institutions whose program did not comprehend all the branches of Education generally taught in Establishments bearing that name.

(To be continued.)

OBITUARY.

Died, on Sunday, the 25th of April last, Dame Marie-Opportune-Adeline Roy, wife of Alexandre de Lusignan, Esq., of the Department of Education, aged 24 years. Madame de Lusignan was the daughter of Mr. Justice Roy, of Chicoutimi, and niece of the hon. P. J. O. Chauveau, Chief Superintendent of Education for Lower Canada. From the advantages with which nature had endowed her, from those acquired by education, from her affability and her kindness of disposition which endeared her to all who knew her, her loss is severely felt by her relations and by a large circle of friends.

The funeral service took place at the parish church, in Montreal, and the interment in the vaults of the church of *Notre-Dame de Toutes-Grâces*. The number of persons who followed her to the grave, composed of the elite of the society of Montreal, is a sufficient proof of the general sympathy for her afflicted family and relations.—*Patrie*.

— On the 4th April last, aged 14 years, Miss Eliza Letourneau, of the parish of Rivière du Sud, one of the pupil teachers in the Laval Normal School. Gifted by nature with a pleasing exterior, the qualities of the mind even excelled it, and she was equally beloved by her teachers and fellow pupils. At the examination which took place in January last, she distinguished herself in a most creditable manner, and received one of the first prizes.

— Dr. Consigny, one of the School Inspectors, died lately at St. Hyacinthe. He leaves behind him many friends, who can never forget either his integrity nor his many social qualifications. In consequence of his sufferings from the effects of the disease which finally took him to the grave, he had, for some time previous to his death, resigned his situation as School Inspector.

MONTHLY SUMMARY.

EDUCATIONAL INTELLIGENCE.

— The *American Educator* relates the following ludicrous anecdote, in illustration of the lavish facility with which doctor's degrees are dispensed by educational institutions in Britain and America:

"Some years ago the University of St. Andrews, one of the most famous in Scotland, having rather a lean treasury, determined to replenish it by a new branch of commerce, and announced that it would sell its doctors' degrees at \$20 a piece. Many took advantage of this liberal offer, and among the rest a certain minister, who thought his services would be more acceptable to his flock were he possessed of a handle to his name, put the required sum in his purse, and went up to St. Andrews to purchase the coveted honor. A man-servant accompanied him, and was present when his master, having previously footed the bill, was formally presented with the official parchment.

"On his return home the Doctor sent for his servant, and addressed him as follows:

"Noo, Sandy, ye'll aye be sure to ca' me the Doctor; and gin ony body spiers at ye about me ye'll be aye sure to say 'The Doctor's in his study;' or, 'The Doctor's engaged;'" or, "The Doctor will see you in a crack," as the case may be.

"That a' depends," replies Sandy, 'on whether ye ca' me the Doctor too.'" The reverend Doctor stared. 'Aye, its just so,' continued the other, 'for when I found it cost sae little, I e'en got a diploma myself. Sea ye'll just be good enough to say, "Doctor put on some coals," or "Doctor bring me the whiskey." And gin ony body spiers at ye about me, ye'll aye be sure to say, "The Doctor's in the pantry;" or, "The Doctor's digging potatoes," as the case may be.'"

— The late Charles McMichen, of Cincinnati, has bequeathed by his will \$900,000 to the city of Cincinnati to establish a free university, educational and charitable. All branches of education are to be taught free, and orphans from the age of five to fourteen years are to be supported out of the endowment; those capable, to be thoroughly and classically educated; and those incapable to be taught trades out of the same. The university was the theme of the deceased all his life and he accumulated property for the purpose of endowing it. He based his ideas of its regulations upon the Girard College, at Philadelphia.—*New York Teacher*.

— Mr. Chapuis, author of an excellent french grammar, died at his castle of Polongis at Joinville-le-Port. His death coincides with the measures now adopted by the town of Amiens, to commemorate the labors of Lhomond by the erection of a statue. The subscription for that object is getting rapidly filled up, which is no wonder, it being merely a debt of gratitude. There are few educated men in France who have not been taught in their childhood by some of the educational books of the modest and pious professor.

— Dr. Charles McKay has been giving three lectures in the Hall of the McGill Normal School, on English, Irish and Scotch, songs before large audiences. Before leaving Montreal for Ottawa, he visited the two Normal Schools and the Education Office. We publish this day, one of his prettiest pieces of poetry and the forthcoming numbers of the *Journal de l'Instruction Publique* will contain translations in verse by Mr. Lenoir, of several songs the gifted author of "Cheer, boys, cheer!" Mr. McKay's countrymen by invited him to a *déjeuner*, and we may add that independently of the *chans* all those with whom he has come into contact will regret his departure. Since a few years, several european writers of note have visited Canada, and we hear of others, who are preparing for a trip across the Atlantic. There is certainly a *good time coming*.

— Mr Bruce, Inspector of Schools, speaks highly of the results of his last visit to the Huntingdon Academy. He states that the institution under its present principal, the Revd. Mr. Bell and his able assistant Mr. McKewin, has lately received a very material impulse. "The progress

of the pupils in grammar and geography exceeded all expectations. penmanship, arithmetic, and algebra gave also very satisfactory results. Latin and French appeared to be well taught and the few studying the natural sciences gave evidence of remarkable proficiency."

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