

slightest claim to be considered an organ of the Department, or to be inspired more or less clandestinely by some of those eminent artists in the noble science of book-adaptation who used to control the Central Committee, yet our readers have appreciated the value of an independent serial, able and willing to criticize without fear or favour, and with no other object in its existence than to serve the interests, pure and simple, of education, and of those honourably engaged in it. Considering that such are the facts of the case, it might have shewn wisdom, to say nothing of courtesy, had the Minister of Education evinced some desire to supplement our efforts. An organ of the profession, conducted on the principles which have guided us, might have been supposed to merit some sign of appreciation, or even of recognition, from those whose official duty it is to befriend the interests of education. Such has not been the case in our past experience; but it has made, and shall make, no difference in the independent course which the teaching profession of the country have shewn a steadily increasing willingness to support, in the CANADA EDUCATIONAL MONTHLY.

SECONDARY EDUCATION IN ENGLAND:

MR. BARING GOULD'S *Germany Past and Present* throws some remarkable light on the backward condition of Secondary Education in England, where, while the great aristocratic schools flourish, and the primary schools are being slowly but surely rescued from ecclesiasticism, the purely middle class Collegiate Institutes seem to be in a condition much behind the *lycees* in France or the Collegiate Institutes of this country and of the United States. The following extract gives a portion of the experiences of a German gentleman engaged as teacher in several of the English Secondary Schools:—

In Germany we look up to the schoolmaster, in England they look down upon him.

When I made the acquaintance of my fellow-teachers I felt that the prejudice was not without foundation. There was not one of them that could be introduced into a

gentleman's drawing-room. The second master had been a carpenter, but had failed, and had taken up the scholastic profession. He was wholly self-taught. The other ushers were boys or old young men with glossy coat-sleeves, patched small-clothes, and very dirty linen. As I entered the room with the principal one was engaged inking his stocking where a hole in his boot revealed it.

There were four masters in this school, besides the second son of the principal, who taught drawing, and the daughter, who gave lessons on the piano. I received the highest salary. The carpenter received £25 per annum. Next came the son of the curate, aged sixteen, who received £20, and assisted the carpenter in taking Latin classes. The fourth usher was a poor wretch, whose salary amounted to £15 per annum, who taught reading, writing, and arithmetic. There were from fifty to sixty boarders in this collegiate menagerie, each paying on an average £40 per annum.

The second master received me with urbanity. "Give us a flapper," was his genial salutation. I was not then very proficient in my English, and his pronunciation somewhat puzzled me. "How is it that you call horse *oss*?" I once asked him in my eagerness to acquire knowledge. "The $\frac{1}{2}$ is arbitrary in *Hinglish*," he replied; "you chuck it in or drop it promiscuous-like." The headmaster took the first class. He managed translations with a crib. Parsing was as unknown as prosody in that school. Yet it was called a "collegiate school." Just as the worst alehouses with us bear the grandest signs, so in England the most abysmal educational establishments are collegiate schools and academies.

One cause of this seems to be the "utterly utter" snobbishness with which every part of the English social system is saturated. In one of our English exchanges, we notice a letter from a Governor of the Blue Coat School, which was originally instituted for the sons of London tradesmen, to the mother of an applicant for admission to the school, rejecting her child's claims on the ground that the school is for the sons of *gentlemen*, and that the child's parent was a cloth-merchant of London! Our Collegiate Institutes in Canada are, we believe, in a far higher condition, both as to the education given and the benefit of free intermingling of all classes and ranks. It were to be regretted, should an obstacle be interposed to this healthy state of things by the foster-