

been awarded to the Colonial Committees, by whom these collections have been prepared, in Jamaica, in New Brunswick, in South Australia, and in British Guiana. But it has been especially gratifying to the Jury to notice that in several remarkable instances, public instruction has progressed *pari passu* with the development of commercial resources, and that in one or two of them, the amount of zeal and care devoted to the intellectual culture of a rising colony has greatly exceeded that which is exhibited in many older countries.

A notable example of this is to be found in the Colony of VICTORIA. In the court devoted to the display of the products of that Colony, there is a large volume, every page of which is of vellum, illuminated with singular taste and skill, and presenting almost as great a variety of design as is to be found in the most elaborate missals of the middle ages. This volume, the production of a number of colonial artists, contains the latest statistics of the colony; and from it, and the information kindly furnished by Sir Redmond Barry, the Commissioner for Victoria, it appears that the population amounted in 1836 only to 177 persons; in 1851 it had reached 77,445, and had increased in 1861 to the number of 540,322. Primary and secondary instruction is for the most part given under the denominational and national school boards. In 1851, the total number of schools was 129, and of scholars 7,060; in 1861, the schools were found to have increased to 886, and the scholars to 51,668. The cost of sustaining these schools is defrayed partly by the Government (which contributed, in 1860, no less a sum than £110,155), and partly by school fees and voluntary contributions, which amounted to £61,402. It is believed that there are a few of the Victorian children who do not acquire some degree of scholastic instruction; and very vigorous efforts are being made by the various denominations and others to secure a system, at once just, firm, and economical, that shall furnish for every child in the community capable of securing instruction, a good intellectual, moral, and religious education. All the religious denominations have Sunday-schools; and night schools have been established for adults in various parts of the colony. There are mechanics' institutions and philosophic and literary societies to the number of nearly fifty in Melbourne and its suburbs alone. A magnificent building, photographs of which are exhibited in the Victoria court, was erected in 1856 in Melbourne, at a cost of £36,000, and opened as a public library. In 1860, it contained 22,024 volumes, classified and arranged on a plan designed to promote systematic study, and it received no less than 162,115 readers. A University has also been founded, which in the course of six years has also made considerable progress. During the last year it had thirty-six matriculated students, fifty-three attending lectures in law, and fifteen in attendance at the civil engineering and surveying classes. The scheme of academical instruction prescribed to candidates for degrees is very comprehensive, and the examinations, as far as may be gathered from the papers and documents displayed at the Exhibition, are of a very high and severe character.

In Upper and Lower Canada, education, though carried out under social conditions of exceptional difficulty, receives a large share of public attention. The Jury have had great satisfaction in distinguishing by a medal the services of the Hon. P. J. O. Chauveau, to whose personal influence and energy much of the success of the methods of primary instruction in the colony is due. They have had before them copies of the *Monthly Journal of Education*, which is circulated from Montreal among the teachers and school managers, and which is filled with matter of a practical and professional kind. The colony produces many of its own school-books, among which may be mentioned *Lovell's General Geography*, a trustworthy and attractive manual, remarkable for its clear arrangement, and for the fulness of its illustrative and statistical contents.

Professor H. Miles, the Commissioner for Canada, furnishes the following interesting details respecting the state of education in that country:—

"Education in Canada is subsidised, inspected, and in a great part controlled, by the Government. A provincial superintendent of education, and a staff of clerks, &c., form an education bureau for each of the former provinces of Upper and Lower Canada. The school laws in both are the same in their more important features, but differ in details—differences being necessary to adapt them to the wants and usages of the two races which inhabit Canada. In Upper Canada, there are five Colleges with the rank and privileges of Universities. An effort is now being made to fuse them, or adopt a common curriculum and common standard of examination. Toronto University is under direct Government control, enjoys a large provincial endowment, and is not under the control of any religious body. The others are under the control of several Churches. In Lower Canada, there are three Colleges with University rank—viz.: McGill College, Montreal, under the control of no religious body; Bishop's College, Lennoxville, belonging to the

Church of England; and Laval University, Quebec, under the control of the Roman Catholic Church. The first of these had, in 1860, 213 students in the schools of art, medicine, and law; the second twenty-three in arts alone. Laval, not receiving any grant from the public exchequer, nor submitting to the control of the superintendent, furnishes no return. Next in grade in Lower Canada are ten classical colleges, or high schools, with 1,896 pupils; and fourteen industrial colleges, with 2,333 pupils. The Universities received in that year \$5,234, or a little over £1,000 *stg.*, from the provincial exchequer; the classical colleges, \$14,258, and the industrial, \$8,090. Besides these, more than 230 academies and model schools are returned, with a number of pupils in each ranging from 12 to 133, giving a very large aggregate attendance, and receiving \$41,816 in aid. In many of these latter, the education is mixed—classes being taught everything, from the elements proper to an infant school, up to the classics and mathematics necessary to matriculate at the University. In Upper Canada, the higher part of the work is more strictly apportioned to the grammar schools. For the common schools, the provinces vote annually a fixed sum to be distributed by the provincial superintendents, who annually report their proceedings to Government. The share of the grant falling to each municipality is handed over to it, subject to the condition that it will tax itself to an equal amount; and the perfect representative municipal institutions of the country make the levying of this rate upon the property a very simple matter. The same machinery is employed as that created to provide means for the making and support of roads and bridges, and other local improvements. In Lower Canada, the distribution is based on the annual census of the children between the ages of seven and fourteen years; in Upper Canada, upon the last decennial census of the total population. In Lower Canada, each school of fifteen scholars, kept open for eight months, receives its allowance. In Upper Canada, each receives in proportion to the length of time it is kept open. But the people in neither province have been content with raising just enough by local rates, or voluntary subscriptions, to meet the grant. In 1860, the sum actually distributed by superintendents among the common schools of Lower Canada was only about \$116,000; but against that the people raised by local rates \$238,364; as monthly fees, \$249,717, and as assessment for the erection and repair of school-houses, \$15,771—making a total of \$503,853, or more than four times the amount of the direct grant. The grants being nearly stationary from 1853 to 1855—in fact rather reduced by funds devoted to annual schools, &c., in the later years—these contributions steadily increased from 1853, when they only amounted to \$165,848, to \$249,136 in 1855, \$459,396 in 1858, and \$503,850 in 1860. During the same period—1853 to 1860—the number of schools increased from 2,352 to 3,264, and the pupils from 108,284 to 172,155; the population being in the latter year 1,111,566. We cannot furnish the same statistics for Upper Canada. But with a grant slightly larger than Lower Canada, based upon its larger population in 1852, that portion of Canada spent in 1859, upon its common schools, upwards of \$1,100,000, or nearly one dollar per head of the entire population.

"For the training of teachers, there have been established one normal school in Upper Canada, and three in the Lower Province. One of these three is connected with Laval University, one with McGill, and one is under the more immediate control of the superintendent himself. They were only established in 1857—at in Upper Canada having been in operation several years previously. In 1860, the Lower Canada schools had 102 male and 126 female teachers in training, and had granted diplomas for academies to four male pupils; for model schools to 134 (sixty-one male and seventy-three female); for elementary schools to 181 (fifty-six male and 125 female)—in all to 319 teachers. The teachers previously employed were very generally ignorant of the best methods of imparting instruction, in many cases ignorant of the subjects they professed to teach. Year by year a marked improvement is visible in this respect; a higher qualification for licenses to teach being more and more insisted on.

"In each province, there is a council of public instruction to advise the superintendent in certain matters, and specially to determine upon the school-books to be used in the public schools. By this means, uniformity and system are gradually being introduced into the teaching, and books published in the United States, which necessarily give prominence to the interests of that country, are gradually being superseded.

"To assist the superintendent, there are appointed salaried inspectors of schools in Lower Canada, who visit and examine the schools within their respective districts periodically, and report annually to the superintendent. In Upper Canada, there is a county superintendent in each county to perform this office.

"In Lower Canada, the immediate control of the schools is vested in commissioners for each parish, township, village, town, or city municipality having charge of all the schools in it. In Upper