

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. go 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