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### 3. REV. DR. BANGS AS A SCHOOL TEACHER IN CANADA.

"Not finding employment as a surveyor," (he writes, in his *Life and Times* by Dr. Stevens), I took a school, in a Dutch neighborhood, about ten miles from Newark, Niagara, at the head of Lake Ontario, six miles from Niagara Falls. The mournful thoughts which passed through my mind while wandering alone in the forests of this strange country, I cannot express."

He discovers among the settlers, a family which has a small library. Milton's Poems, Bunyan's Progress, Hervey's Meditations, entertain and relieve his melancholy leisure. He is successful as a teacher, commands much respect from the people, accumulates some funds, and is in danger of relapsing into his former moral indifference, but the slightest occurrences recall the subjects of his serious reflections.

The true light was approaching, however, and the morning was at hand. A day or two later, after dismissing his school, he again walked and meditated in the forest, pondering over the truths he had heard in the Methodist itinerant. He knelt in prayer, and then continued his walk, still looking heavenward for light and comfort. "Suddenly," he says, "I felt my burden removed. Filled with gratitude for God's long forbearance, I stood and silently adored."

He now daily opened his school with prayer, but the innovation raised a storm of opposition. He had been very highly appreciated by the families of his pupils; they now railed against him in the streets.

"A robust Dutchman" so far violated the hospitality of his own house, as to rush upon him, when he entered its door, with clenched and uplifted fist, exclaiming, "Did you ever see a man mad? if not, look at me?" Others also threatened him with personal violence, and the whole settlement was thrown into agitation. They accused the Methodists of deluding and infatuating him. He remained calm, but resolute.

They at last threatened to expel him from the neighborhood, and transport him across the river into the United States. Finding "he says," I could have no peace among them, I called a 'School meeting,' they voted that I might continue the school, but should not pray in it. I finally told them that, as they owed me three months' wages, I would give them three days in which to pay me, and meanwhile teach the school, but continue the prayers. I went around to their houses, collected my bills, heard many regrets, one family blaming another for the trouble, but I quietly left them.

He obtained another school, in a Methodist neighborhood, where he found congenial society and providential aids in his new life.

## IV. Progress of Education in England.

### 1. REPORT OF THE ENGLISH COMMITTEE OF COUNCIL ON EDUCATION.

The "Minutes of Council," 1865-6, have just been published, and in an improved form. In the Appendix III. the amount of the annual grant and of the average number of scholars in 1865 under the name of each aided school is given. As the annual grant is conditional upon the number and attainments of the scholars, upon the sufficiency of the teachers, &c., a calculation of the rate of grant per scholar in different schools, if made from this Appendix by any one conversant with the schools of a particular neighbourhood, will suggest useful comparison and enquiry.

*Statistics.*—"During the year (ending 31st August) 1865, as compared with 1864, the number of schools, or of departments of schools under separate teachers, which were actually inspected, was increased by 1,132, and the number of children by 112,764. The number of certificated teachers was increased by 1,073. The number of new school-houses built was 65, comprising (besides class-rooms) 106 principal schoolrooms and 46 dwellings for teachers; 46 other schools were enlarged, improved, or furnished afresh; accommodation was created for 15,302 children, exclusive of the schools improved or newly furnished, but not enlarged. "The inspectors visited 12,950 schools, or departments of such schools under separate teachers. They found present in them 1,246,054 children, 11,266 certificated teachers, 933 assistant teachers, and 11,383 apprentices. Of the schools or departments, 2,282 were for boys only; 1,888 for girls only; in 5,858, boys and girls were instructed together; 1,707 were confined to infants (children under seven years of age); and 1,215 to night scholars. Of the children, 598,221 were males, and 547,834 were females. "The inspectors also visited 38 separate training colleges, occupied by 2,482 students in preparation for the office

of schoolmaster or schoolmistress. In December last these students, and 1,873 other candidates, were simultaneously examined for the end of the first or second year of their training, or for admission, or for certificates as acting teachers. The number of inspectors' assistants 14.

*Revised Code* "The past year may be regarded almost as the first which has been wholly subject to the influence of the Revised Code. That Code was not put into general operation before the latter part of 1863, and the first examinations held under it were nearly all we had to report on in 1864. The year 1865 compares not unfavourably with the two immediately preceding it.

Year ending 31st August.	NUMBER OF CHILDREN.			NUMBER OF CERTIFICATED TEACHERS.	
	Present at Inspection.	Increase on preceding Year.	Present at Inspection	Increase on preceding Year.	
1863	1,092,741	35,315	9,481	582	
1864	1,133,291	40,550	10,193	712	
1865	1,246,055	112,764	11,266	1,073	

"In this table every additional certificated teacher, except a few who are acting as second or third teachers in very large schools, represents a school brought, not only into receipt of annual grants towards its maintenance, but under the influence of annual inspection, and under those other conditions of efficiency on which an annual grant, or the amount of it, depends. The average number of scholars attending throughout the year is not more than two-thirds of the number which the schools, if all of them were quite full, might hold; but this average number falls, of course, considerably below the present number at particular times. In schools receiving annual grants, the average number of day scholars to each certificated teacher is 89.3, and of night scholars 3.1.

*School Examination* "A discreditable practice, of which Mr. Watkins complains, and of which instances have occurred in other districts, may thus, at least in some degree, be checked:—I have frequently observed with regret, in local newspapers, after the inspection of a school, flaming paragraphs about its results, that the inspector expressed himself highly pleased; that 'the examination was most satisfactory to the managers; that 'the attainments of the children were far above average; that 'all the questions were answered with rapidity and precision,' &c., when the inspector has never expressed an opinion on the subject, when the managers were not even present at the examination, and when the state of the school would be expressed by the word 'moderate,' a word well known and often used in such circumstances by the inspectors. I have sometimes thought that it would be right to notice such statements and show their untruth, but have concluded hitherto that it would be wiser to treat them as below notice, and as of no use towards the object for which they are framed. They can proceed only from one source, and certainly are not evidence of an improved standard of education in telling the simple truth. It would be well if some public and authoritative notice could be circulated every year of the state of schools under inspection, both as an encouragement to the good and a warning to bad schools. Local newspapers would for the most part, gladly publish such notice, and thus be the means of conveying very useful information to their readers.—*Eng. Educational Record.*

### 2. UNIVERSITY EXAMINATIONS FOR GIRLS.—LADIES' MEETING IN LEEDS.

The improvement of middle-class education has for some time occupied a large share of public attention. The great efforts made by our educational societies, assisted in many cases by State aid, to promote education among the manual labour class, have resulted in the production of schools in which the education given contrasts most favourably with that imparted in schools of far higher pretensions, and attended by scholars moving in a totally different social position. It cannot now be said that education is beyond the reach of the poor, but it is a just ground of complaint, that their children are receiving, as a class, an education superior to the children of their employers. So general has this complaint become, that a Royal Commission is occupied in making inquiry into the condition of middle-class schools, while teachers themselves are actively engaged in endeavouring to obtain a Registration Act, to protect themselves from the intrusion of charlatans. The Universities of Cambridge and Oxford are rendering great assistance to the movement, and by their scheme of annual local examinations, offer to teachers and parents a standard by which school-work may be impartially tested.

During the first few years these examinations were held, a popular feeling existed that teachers would neglect the greater part of their school in order to prepare clever boys for prizes and certificates. The contrary has been the case. An exceptional success