

tion to our tasks, and implicit obedience to your commands in future, to prove that what we now utter are not idle and empty words.

Signed by upwards of forty boys.

—The pupils of the High School also evinced their appreciation of their classical master, Mr. M. Miller, by presenting him with a very valuable and handsome chessboard and set of chessmen accompanied with a suitable address expressive of their desire that he should accept their gift in testimony of their affection and sense of his worth and exertions in their behalf.—*Ibid.*

New Year's Eve Celebration.—The scholars of the St. Columban de Sillery Protestant Dissident Schools were entertained on New Year's Eve by Mrs. Mountain and the Rev. Armine Mountain in the beautiful schoolhouse erected in the year 1864 as a memorial of the late Bishop Mountain which has for some time past been rented by the Dissident Trustees of the District for school purposes. Between forty and fifty of the scholars were present who had previously assembled in the neighbouring church of St. Michaels and after a full choral service had adjourned to the schoolhouse where a beautiful feast and a series of entertainments appropriate to the season awaited them, ample justice was done to the attractive viands wherewith the table was loaded, the children being waited on by the Reverend host and hostess and the teacher of the school, Miss Hurrock, as well as by some of the visitors consisting of ladies and gentlemen of the neighbourhood and others interested in education. Several Christmas Chorals were exceedingly well sung, but the great attraction of the evening was a splendid Christmas Tree which when lighted up and surrounded by the happy faces of the children presented a very beautiful appearance. As the different articles, consisting of books, playthings, sweetmeats, dolls, baskets and a variety of useful things were detached from the tree, the names of the intended recipients were called out, and every scholar present being included in the list, all were evidently delighted with their prizes.

The Rev. Mr. Mountain closed the proceedings with a very kind and otherwise appropriate address in course of which he stated his regret at the unavoidable absence of a gentleman who was to have added to the rational pleasures of the evening by an exhibition of views with the aid of the Magic Lantern.

It may be of interest to state that the schoolhouse is a very handsome gothic building embracing a schoolroom of about forty by twenty feet with apartments attached for the teacher. It is well finished as regards interior workmanship, and being perfectly clean, lofty, well lighted, and thorough ventilation provided for both in summer and winter, it is well adapted to its purpose, and is calculated to inspire by its general aspect a more decided sense of cheerfulness than is common in the case of gothic structures. On one of the walls is suspended a good picture of the late Bishop Mountain with the following inscription on a brass tablet below: "For the service of God in the instruction of children in His truth and in memory of the late George J. Mountain and Mary his wife this school house was built A. D. 1864."—*Quebec Mercury.*

Germany.—The Universities.—Dollinger, the most illustrious living Roman Catholic divine in Germany, and presently *Rector magnificus* of the university of Munich, made the universities of Germany the subject of his recent inaugural address. The following is a sketch of his remarks, which were so highly appreciated by his audience, that the address has already passed through several editions:

The earliest German university was that of Prague, founded in 1348 by the Emperor Charles IV., who had himself studied at Paris, and who desired to reproduce in his own dominions the university of Paris, which was then deemed a model. Prior to that date, the Germans had been content to go abroad, to France or to Italy, for university lore; and long afterwards the fashion continued. Dollinger says that, in that age, the principal nations of Europe were believed to have quite different parts assigned to them by Providence. As empire, the holy Roman Empire, belonged to Germany; and the head quarters of the priesthood, the Holy See, to Italy, so the intellectual and learned capital of the world belonged to France.

Whereas in France a centripetal force tended to the concentration at Paris of all the higher instruction of the country, in Germany a centrifugal force produced exactly the opposite effect; so that every second-rate town, demanded, after the example of Prague, a university to itself. Several dragged on through centuries a miserable existence: how miserable, witness the universities of Erfurt and Duisbourg, which in 1805 had only 21 students each. At Erfurt, that was just half the number of the professors!

M. Dollinger ignores the Reformation fever which agitated the German universities, beginning with that of Wittenberg where Luther was professor of biblical criticism. In the 18th century, certain of them, especially Halle, Gottingen, and Konigsberg, acquired a pre-eminence of fame from the teaching of distinguished professors; and if, amid the confusions which closed the century, a number of the smaller universities disappeared, the same century saw three great and famous universities arise, viz., Berlin, Bonn, and Munich.

If Germany was behind other European countries in establishing uni-

versities, she has now the glory of being the only one whose universities are taken elsewhere as a model. Throughout Panslavonia and Greece, all universities are already on the German model: the Italians seem inclined to take lessons on this subject from their Prussian friends; and even in our own country, the possibility of so modifying our university arrangements as to get the benefits of the German method, has been discussed.

M. Dollinger's review of non-German universities is rather humiliating to our national pride. He objects to the French system that, instead of combining the four faculties in one institution by way of check to one-sidedness, the faculties are dispersed, and the theological faculty nowhere. In only one respect does he acknowledge the superiority of the university of France, and that is its chair of Slavonian literature. He mentions cursorily the English universities as *verlengerte gymnasten*, i. e., prolonged classical schools; and he declares the Scotch to be in a still lower condition. Why mention those of Italy and Spain? The universities of Holland and Denmark are allowed to be of some importance; those of Sweden are quite behind, retaining still their mediæval organisation.

In the things of the spirit, M. Dollinger considers France to be Germany's handmaid. His words are: "In the language of Goethe, I should say that the eye of the German mind is, more than any other, flooded with the light of the sun. The French truly say that their country is destined to enlighten the earth after the fashion either of the sun or of the volcano. We allow the important influence exercised by France through her universally-diffused literature. Her influence on the world of letters, and even beyond, is direct and immediate, ours indirect and intermediate. By the world-wide cultivation of her language, she is present with every nation; and her business is to coin the gold which Germany digs out from the mines of science, to strike it into beautiful light pieces, and thereby put it in circulation. That is an achievement beyond us. The German language has no chance of ever becoming universal like French or English: neither have we yet attained to that clearness, elegance, and precision of expression by which the best works of our neighbours are recommended to the good taste of the entire world." In fewer words than M. Dollinger's own, Germany is the oracle of the world, and France is the interpreter.

In regard to the training of teachers, M. Dollinger prefers the free miscellaneous studies of the University, to the close drill system of Normal Schools. He says: "The scholar who distinguishes himself as an inquirer, makes in the long run the best teacher. Just as he only who can extend science is competent to preserve it, so he only can teach scientifically who, not content with collecting other men's materials, himself makes independent researches."—*English Journal of Education.*

Educational Congress.—We earnestly trust that the educational congress which is to meet at Birmingham on Wednesday, the 13th November, will be a great success. Every teacher who can possibly contrive to attend should be present. His very appearance on such an occasion is of importance, for it will tend to dispel the prevalent belief, that teachers are an apathetic and uninspired class of persons. We feel confident of this also, that, should any teacher go there simply from a feeling of the duty that lies on him to support his profession, he will be amply rewarded. For it is notorious that, when teachers once get together, and the bonds of their isolation are broken, they enjoy each other's society in no ordinary degree, and return to their work encouraged and invigorated.

The subjects of discussion are well chosen and of great interest and importance. They are:—1. How far will the proposed Scholastic Registration Act tend to raise the standard of Education throughout the country, and promote the interests and efficiency of the Scholastic Profession? 2. How far is the Science of Education capable of development in this country by the more specific training of Educators, and by such measures as the institution of a special faculty of Education in the Universities of Great Britain and Ireland? 3. What means can be adopted for training Teachers for upper and middle-class schools?

These are just the very questions which ought to be discussed at the present time, and they are questions on which practical teachers are specially qualified to pronounce opinions. And the diffusion of information on these points is calculated to be of the highest moment in advancing the cause of sound education.—*Ibid.*

—The statistical Blue-book lately published by the British Board of Trade exhibits in a tabular form the present state of primary education in Great Britain. From this table we learn that the number of schools inspected has increased from 3,825 in 1854 to 8,253 in 1866; the number of children who can be accommodated from 588,000 to 1,724,000, the average number of children in attendance from 461,000 to 1,082,000, and the number of children present under inspection from 473,000 to 1,287,000.

There are also a large number of schools throughout the kingdom which do not receive Government assistance and are not visited by the inspectors. The number of children in such schools is probably less than that in the schools of the other class.

From the same source we learn that the expenditure by the state for public education has increased from £189,000 in 1852 to £813,000 in 1861. 1863 the grants under the Revised Code commenced, and amounted to £83,000 out of a total expenditure of £721,000. In 1866 the grants under the Revised Code had advanced to £402,000, out of a total expenditure of £649,000.