

gether impossible to estimate the beneficent results of that great Act of Mr. Forster. No man or woman can compute, or can imagine what its influence will ultimately be upon the destinies of this great nation. If any one wishes to form some idea of what is doing in this country, let him go into one of our newly-filled schools in one of the crofts here. Let him go into the poorest districts of your own town, and see a new Board school filled with the poorest children of parents belonging to the very poorest of the community. Let him see these children becoming elevated, humanized, and refined, taught something of the value of cleanliness and of good order. Let him see the discipline that prevails amongst them, and then the spectator will form some sort of idea of the work that is going on amongst tens and hundred of thousands of children in this country. Where have those extra two millions of children come from, and what is going to happen in consequence of the teaching of this extra two millions of children in the future? I say it is a problem too big for human conception. This education scheme is one of the grandest works that ever was done by legislation in this or any other country. You are not only raising the children of the country—the future generation of men and women, remember—you are not only raising them in the social and intellectual scale, but you are preparing them, by giving them open and receptive minds, by giving them the elements of Scripture teaching, for that higher spiritual knowledge which makes a man better in this life and that which is to come. The Christian teacher, the Sunday-school teacher, the minister, the clergyman, all have a new and superior material to deal with—something more pliable, more malleable to their hands. And we hope that what we are doing, although it costs national money, money from the Exchequer, and money from rates, will be the best investment ever made by a free Christian people, one that will yield the greatest interest in the world that is, and in the world that is to come. This is the outcome of Mr. Forster's Act. But the work is far from complete. We have the schools; we have the teachers; but we have not yet all the children. Of the twenty-four millions of population in England and Wales, only seventeen millions are under by-laws which enforce the obligation of a parent to send his children to school. There are seven millions still exempt. It may be God's will that I shall complete the work. In Scotland all goes well. That enlightened people will make any sacrifice in order that the children may be educated. There is no parish, there is no district, there is no island hamlet so remote that the children are not in attendance at school. Every Scotch parent is under obligation to send his child to school; and as far as the Education Department can discover, there are actually more Scotch children in attendance than are accounted for by the statistics of the population. In Ireland, I regret to say, there is no obligation to send children to school. But I cannot believe that that magnificent appointment which Mr. Gladstone, with his fine perception, has made—that with William Edward Forster at the head of the Irish Department, the quick and intelligent capacity of the Irish people will be much longer neglected. Not only, I am sure, will he do justice to their intelligence, but with his ready sympathy, with his broad liberality, with his courage, and with his backbone, all Irish questions will meet with ready solution at his hands. It is now our duty to attempt—and may we not hope that we shall succeed—by slow degrees, by careful steps, by due consideration of the difficulties of parents, for local circumstances, for the wants and interests of labor and of the family—gradually to bring England and Ireland to as high a level as Scotland has already attained? Such, at least, shall be one of my constant considerations. I have scarcely entered upon the duties of my office—scarcely overhauled the immense work which devolves upon my department, but I am telling you of my vague aspirations, my desire that I may do something for the accomplishment of the work I have referred to. That, at least, I promise you. So long as I have any control in the Education Department, my efforts shall be directed not to work the machinery of that department, either for sectarian or party purposes. Education shall be paramount, and the one great end at which I shall endeavor to arrive shall be the best instruction for the children. Need I say to you that my warmest sympathies are with that large army of workers, that 70,000 odd teachers of whom I have spoken? I have ever shown it in the past, and, as I have professed it—professed it in public, and worked for them in Parliament—so I hope in practice, to the very best of my ability, I shall do all I can to free them from any of those restrictions, and the useless routine, the system of red-tape which prevails, that the defects of our educational system may have entailed upon them. I wish to set every man free, as much as possible, from the mere machinery and red-tapeism of the system, and to leave his energies at liberty

to devote his whole time, or as much of it as possible—his time and his heart and soul to the cause of education and the instruction of the children. There is one thing that we must not lose sight of. I believe it is possible, and I think it is desirable, that we should attain the best educational results, with the least possible pressure both upon the ratepayer and the taxpayer. There is no greater mistake than recklessness in expenditure, even for the best of causes. The effect is that it disgusts the public even with a noble work, where expenditure is wasteful and unnecessary. But I am not going, as far as I am concerned, to stint education. We hear a great deal of talk about the people being over-educated. Let me beseech you, people of Sheffield, not to give credence to these stories. You have done nobly hitherto. I am proud to represent a constituency which, in the Education Department, stands higher—I am not saying it to flatter you, I am saying what the public officials say to me—than any other constituency in the kingdom. Let me say a few words to show you how Sheffield ranks with respect to education, and I do this because I have witnessed, occasionally, some signs of dissatisfaction that Sheffield has spent too much, or is doing too much for its children. Listen to a few facts which have not yet been made public, and which I make public to-night for the first time, and which will enable you, I think, to go home contented and satisfied. You have had in this town for the last nine years a School Board that has done its duty, that is doing its duty, and that will make Sheffield a different borough twenty years hence to what it is to-day. I give you just the cost per head to the rates of every child in the Board schools of England and Wales. Listen! The average throughout England and Wales of the rate is 18s. 9½d. per child. How much does it cost you per child in Sheffield? 8s. 8d. Birmingham is 17s. 10½d. per head, Bradford is 18s. 2½d., Liverpool is 17s. 1½d., London is £1 11s. 0½d.—and you pay 8s. 8d. per head out of the rates for every child educated in the Sheffield schools. What do you pay for salaries per head in Sheffield? What is the whole cost of the salaries, which includes your School Board teaching staff and all your expenditure for compulsory attendance officers? Now listen! In England and Wales the average of the salaries per head is £1 14s. 8½d. In Bradford it is £1 11s. 7½d.; in London it is £2 1s. 0½d.; in Sheffield it is £1 7s. 3d. But let me give you the best test of all. What is the grant earned per scholar in Sheffield and in other towns? because that is the test of the efficiency of the child. That is the test of what standard the children are passing through—what is the state of attendance, what capacity they have, and what sort of teaching power you have. Let me give it to you. The average earnings per scholar in England and Wales are 15s. 3½d. In Birmingham every child earns 14s. 8½d.; in Bradford, 14s. 8d.; in Hull, 16s. 3d.; in Leeds, 15s. 2½d.; in Liverpool, 16s. 8d.; in London, 15s. 11d.; in Manchester, 16s. 2d.; and the highest of all in Sheffield, 17s. 1d. I hope it is not inappropriate that the member for Sheffield should preside over the Education Department.

Contributions and Correspondence.

UNIVERSITY OF MANITOBA.

BY REV. PROF. BRYCE, M.A., LL.B., PRINCIPAL OF MANITOBA COLLEGE.

His Excellency the Earl of Dufferin, when visiting Manitoba and the North-west, in 1877, showed the warm interest of a patriot, and the keen insight of the social economist, when he singled out the then newly established University of Manitoba for remark and hearty commendation. It was then, or is yet, far from being a full grown member of the learned sisterhood, but the noble Earl recognized in its infantile movements the promise and the potency of future greatness. At a dejeuner given him in Winnipeg, His Lordship said: "In no part of Canada have I found a better feeling in
 "all classes and sections of the community. (Cheers.) * * *
 "At the present moment it (the wide-spread sentiment of brotherhood) is finding its crowning and most triumphant expression
 "in the establishment of a University, under conditions which have
 "been found impossible of application in any other Province in
 "Canada—I may say in any other country in the world—for nowhere
 "else, either in Europe or on this continent, as far as I am aware,