

characterized as a "macadamising" process, and illustrated the difficulty by suggesting for translation a passage from an election speech of Mr. Disraeli's:—"The spirit of the age points to unrestricted competition, and no statesman can withstand the genius of his epoch." He also charmed his audience by illustrating the value of original composition in modern languages from 'Villette,' and from the personal experience of Charlotte Brontë as related by Mrs. Gaskell. Then followed a short but animated discussion of Dr. Lyon Playfair's Bill for the Registration of Teachers. On the one side, it was urged that it was the thin edge of the wedge that might imperceptibly extend the range of Government interference and encroach on the independence of the higher schools; on the other, attention was called to the real danger to the community from the present state of things, when any person, however illiterate, may open a school, and to the long-continued and earnest efforts of private schoolmasters to obtain the protection and the professional *status* which a measure like that organizing the medical profession would afford. On Friday, after the report of the committee, including a letter from Mr. Oscar Browning, on the work of the Cambridge Syndicate for the training of teachers, had been read, the conference passed to the question of Entrance Scholarships at the Universities. The committee had recommended limitation of such scholarships to £50 for two years, to be continued if the scholar deserved it by his work at college, and to be augmented in case of poverty. They also desired that competitions should be less frequent. The discussion was the most animated of the meeting, and shewed how important a factor in the life of schools the competition for college scholarships has become. That it has opened the doors of the universities to many deserving men, that it has largely contributed, by the infusion of new blood, to the present vigorous life of the universities themselves, and that it has acted as a healthy stimulus to the schools, is undeniable. But is there no danger lest, on the one hand, the aims of

the schoolmaster should be vulgarized, and lest, on the other, the higher education should be looked upon as an expensive luxury which a lad of narrow means can only pursue by the aid of endowments, spent rather to lighten his personal expenses than to improve the teaching he receives? The meeting concluded with an eloquent tribute from Dr. Butler to the past glories of Eton, and anticipations of an equally glorious future (*sua si bona norint*), which those who were privileged to hear it will not easily forget.—*The Academy*.

SOME FACTS ABOUT THE HAMILTON SCHOOLS.

The earliest official data of the Public Schools of Hamilton go back to 1847, a period of thirty-two years. At that time the city was divided into six school sections, in each of which there was one school-house containing one room, where all the pupils assembled were taught by one teacher. One of these schools was described as good, four as middling, and one as inferior. Two of the houses were 13 feet by 20 feet, and two 22 feet by 24 feet. The houses were all frame buildings, and not one of them was held in fee-simple; four were in ordinary repair, and two in bad repair; all were, according to the idea of the time, suitably furnished with desks and seats; four with proper facilities for ventilation; not one had a playground. Of these six school buildings, one alone was owned by the Board, others were rented for school purposes. School library, maps and apparatus had not yet been thought of. There were at this time no fewer than twenty-eight private schools in Hamilton.

In 1850 the central system was introduced, and preparations for erecting the Central School commenced; but it was not until the 3rd May, 1853, that the Central School Building was opened; its fourteen rooms were supposed capable of containing the school-going population of Hamilton for ten years to come. How near the truth this supposition was, the following statements will shew:—In 1850 there were the Central and