

Roman people—not the vile Romans enslaved by Augustus but the sterling Romans of the Republic. But that the race like the Romans to their tributaries has been fierce and rapacious in Ireland, and has inflicted, even down to recent times, the servitude and degradation which it repudiates with horror for itself. Like ancient Rome often hated, and too often deserving of hatred, it will always excite even among its most favorable judges, more of admiration than of love. But more fortunate than Rome, that race is, after a thousand years and more, still full of youth and youthful vigor. Progress, gradual, imperceptible, but never interrupted, has created for it an inexhaustible store of force life. Its sap overflowed yesterday, and will overflow to-morrow. More fortunate than Rome, and despite a thousand inconsistencies, a thousand excesses, a thousand foul blots, the English race is of all modern races and of all Christian communities the one which has best preserved the three fundamental bases of every society worthy of man—the spirit of liberty, the spirit of family, and the spirit of religion.”

IX. Educational Intelligence.

— REV. DR. RYERSON IN ENGLAND.—At the close of the last term of the Wesleyan Normal School, in London, Rev. Dr. Ryerson being present, spoke as follows:—“He must disclaim what had been said, (alluding to a remark of the Principal’s in calling up Dr. Ryerson,) that he was a great power, and something more, in the matter of education, in the country of his birth. It had, indeed, been his duty, during nearly twenty-two years, by the unanimous consent of the Conference of which he was a member, to occupy the position in which he then stood, of chief superintendent of education for the province of Upper Canada. It had already been his duty to make several visits to other countries for the purpose of enlarging his own views, refreshing his mind, and preparing for the more efficient discharge of his duties; and for the laying a deep and broad foundation for the future advancement of education, and contributing, as far as might be, in connection with a system of public instruction, to the diffusion of useful knowledge. He was now on his fourth official visit to Europe, and was about making what at his age he must consider his last visit of the kind to the principal countries of Europe, in order that he might compare the results in these countries with those in his native country, and that he might be enabled the more effectually to supply any defect in their own system, while at the same time he might inspire them with higher views and more fervent zeal for the advancement of that which must ever be the foundation of all good government and all real and solid civilization. He had come there, like the friend who had just addressed them, for the purpose of listening to the address, and of getting his own mind more deeply impressed with those views which he was sure would be enunciated by a gentleman so pre-eminent both for learning and piety and of almost unrivalled ability. He need hardly say that he had not been disappointed, but felt that however familiar he might be with these subjects in addressing students of a normal school under his own immediate oversight, and he had the administration of the law of his country over upwards of four thousand schools, yet at the same time he was not fully acquainted with those wants of society, those errors, and with those dangers to which young persons were exposed in society, which he had here heard described, and which knowledge was so essential to the delivering of a practical and instructive address such as that with which they had just been favoured. He thanked the Rev. President with all his heart for the address, and he congratulated the Students upon the opportunity of listening to such a one, which he was sure would instil feelings and establish principles for their future guidance, which would be to them a tower of strength in the future, and at the same time give them an impulse to zeal, activity, and success in their respective vocations. He might perhaps be pardoned for mentioning that when the President had referred to the three sources of influence, and three grounds for gratitude in the education of young people in connection with that College, he had thought of a fourth source of influence, and a fourth ground for gratitude, and that was due to their venerable Principal. He could not but think of the power and the influence which led to the establishment of that Normal College, and of that moral influence, and of that moral and religious system, which gave birth to the man who had laid the foundation of that Institution. (Hear, hear.) He could not but think of that glorious, and he was going to say, that divine Methodism, which had also produced the man who had delivered the address on that occasion, and had led to the raising up of a succession of men, of whom he might say that there were nowhere their superiors, and scarcely anywhere their equals, in the moral regenera-

tion of the age in which they lived. He could not but feel that every teacher owed a debt to Methodism, apart from his father, apart from the State, and apart from his neighbours; and that his heart would entwine around the system, and that he would endeavour to show it forth wherever he might be called to labour. A few years ago, in the course of his visits, he was at Rome, and had an introduction to some ecclesiastic authorities there, who wished to know who he was, and he told them he was a Wesleyan Methodist. “John Wesley,” said one, “I think I have heard of that man.” (Laughter.) That day he had been in conversation, by request, with the Under Secretary of State for the Colonies, Mr. Adderley, who was anxious to learn the Canadian System of education. He told them the constitution of their Council of Public Instruction, and that it consisted of clergymen of the Church of England, and Presbyterians, whilst he himself was a Wesleyan. He felt it not only a duty, but the expression of an appropriate feeling of gratitude, wherever, or in whatever society he was, to raise his colours and avow his religious profession. (Cheers.) He could not be considered yet what was called an aged man, yet he was the oldest member of the Canadian Conference, which numbered when he commenced labour in connection with it but 24 members, whereas now there were upwards of 500; he felt therefore that they were all under increasing obligations to the blessed agency of Methodism for the promulgation of truth, for the instilling of sound principles, and for the maintenance of that order in society which had done more to maintain the glorious institutions of England than the swords and bayonets of all her soldiers. He felt thankful to the venerable Principal for the allusions he had pleased to make, and he prayed God that the influences of that night might long abide with and bless all who had been present. (Applause.)—*Watchman.*

— OPENING OF THE HAMILTON GRAMMAR SCHOOL.—The formal opening of the Grammar School took place yesterday afternoon, the large room of the new building being filled with a most respectable audience. The chair was occupied by the Chairman of the Board of School Trustees, Mr. Jas. Cummings. The proceedings were opened by prayer by the Rev. Mr. Robson, and very interesting addresses were delivered by Revs. Messrs. Harper, Inglis and Dr. Ormiston, and by the Sheriff and the Mayor, all of whom spoke strongly of the importance of the Grammar School now being instituted and of our school system generally, impressing upon the audience the duty of sustaining the school liberally. The benediction having been pronounced by the Rev. Mr. Simpson, the meeting separated with three hearty cheers for the Queen. A letter was read from the Right Reverend Bishop Farrel, expressing his regret at being unable to be present, and his earnest wish for the success of the school.—*Spectator.*

— BROCKVILLE GRAMMAR SCHOOL.—It is gratifying to be able to record the continued progress of the school. The attendance has risen from ten in August last to thirty-five at the present time, and the people of the surrounding townships are beginning to avail themselves of the advantage of the school to a greater extent than heretofore. There is also a good prospect of continued increase. The education of pupils attending this school having been made free to them, we are satisfied that with energy and perseverance on the part of Trustees and Teachers there is no reason why Brockville should not possess the best Grammar School in Upper Canada. To make it so, however, the people whom the school is intended to benefit should become fully alive to their interest in it, and not rest content with what has been already achieved. The people of this town are justly proud of their Common School, but strange to say, do not seem to take that interest in higher education which characterizes the inhabitants of many smaller places. In some minds there seems to be an impression that the Common and Grammar Schools are in some way rivals, and that one can only be built up at the expense of the other. Nothing could be farther from the truth. The two schools occupy entirely different ground, and the school system is not complete without both. The Common School is intended to furnish the pupil with the education and training necessary for a successful course in the higher field opened to him in the Grammar School, just as the Grammar School is intended to fit him for the University. Any comparison of the two schools, in this respect therefore, can only proceed from misapprehension or ignorance. It is but just to say, however, that an increased interest in the success of the Grammar School is awakening, and now that the school under the new regime is no longer an experiment but a success, it is to be hoped that it will obtain that support and patronage which it deserves. We in Brockville need not be behind any place in matters of this kind. We may, if we wish, be equal with any.—*Recorder.*