

laboured. Mr. Chadwick gives some strong arguments, based on the physical well-being of the youth of the country, in favour of this early instruction in Military and naval drill, which are thus summed up by Mr. Meredith:—

“1. Sanitary.—That the drill is good (and for defective constitutions requisite) for correction of congenital bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are greatly liked by boys.

“2. Moral.—That the systematized drill gives an initiation to all that is implied in the term discipline, viz: duty, order, obedience to command, self-restraint, punctuality, and patience.

“3. Economical.—That it is proved, when properly conducted by suppleing the joints, rendering the action prompt as well as easy by giving promptitude in concurrent and punctual action with others, to add, at a trifling expense, to the efficiency and productive value of the pupils as laborers or as foremen in after life.”

When to these great advantages are added the fact that this system of military instruction in the public schools, affords a cheap and certain method of increasing the military strength of the country, the arguments in its favor are certainly very strong. To make it effective, this class of instruction should be made compulsory in all the Grammar and superior schools; should, in fact, be made the condition of their receiving aid from the public fund; and in the common schools special advantages should also be afforded to all schools providing for this instruction.

We are glad to know that the subject has already engaged the attention of our educational authorities in Canada, both Upper and Lower. Referring to this, Mr. Meredith, as we learn from the summary of his pamphlet published in the *Gazette*, made these remarks:—

“In view of the present crisis of our national history, it is satisfactory to know that in Canada some steps are being taken towards ‘putting our house in order.’ In both sections of the Province the able Superintendents of Education have, of their own accord, established military drill in a large number of grammar and common schools throughout the country. In the *Journal of Education* for Upper Canada, many admirable articles on the subject of military drill in schools have from time to time been published. The Chief Superintendent of Education in Upper Canada informs me that eighteen grammar schools reported military drill as a part of their course of training in 1863, and he also states what is perhaps even more important, that during the last six months of 1863, the students in the Normal School have formed themselves into a drill association, which, he adds, will doubtless contribute much to the general introduction of military drill into the common schools in Upper Canada. The same has been done at Jaques Cartier Normal School here. In connection with the movement may be mentioned the encouraging fact that the companies which have been formed in the schools and colleges, both in Upper and Lower Canada are amongst the most proficient in the Province, and that they have received high encomiums from the military officers who have inspected them. This is, indeed, only what might have been anticipated. Col. Wily, of the Adjutant General’s Department (himself an experienced soldier) on whose authority the preceding statement is made, has long earnestly advocated the introduction of military drill into schools, and cites as a proof of the practical results of the system, the admitted superiority of the militia of the channel islands, particularly the Island of Jersey, of which he is a native.”

We sincerely hope that an object so important will not be forgotten in the discussions which must take place during the next session of Parliament on the subject of defence. It is one of the utmost importance, and may well challenge the best thoughts of our best statesmen to reduce its advantage to practical effect. When we can promote the health, and at the same time increase the usefulness of the youth of the country as an arm of defence, by means of military instruction in our Common Schools, few will be found ready to oppose its enforcement by legislative enactment.—*Hamilton Spectator*.

3. U. C. NORMAL SCHOOL DRILL ASSOCIATION.

This association was recently inspected by Brigade Major Denison. The members present numbered some fifty men. This organization has now been in existence for two years, and has been the means of imparting to a large number of students a practical knowledge of drill. Each of these students, on leaving the institution is placed in charge of a common school and is thus at once in a position in which the military knowledge he has acquired may be made available for the instruction of the youth of the locality.

Much attention is now being drawn to the subject of drill in the schools of the mother country and the neighbouring States. It is desirable that the Canadian schools should adopt the same policy, and this association will prove useful in disseminating throughout the country a body of competent instructors. The officer in command of the company at the inspection, Mr. Osborne, holds a certificate from the military school in this city. A number of company movements were very creditably executed and very great progress was visible since the inspection of last year. At the close of the inspection the Brigade Major addressed some words of encouragement and advice to the students, who presented an address to their veteran instructor Major Goodwin, in which their sense of his services was gracefully expressed. Although the fiftieth anniversary of Waterloo is now at hand, Major Goodwin is still as energetic and useful as ever.—*Toronto Leader*.

4. COL. COFFIN’S WAR OF 1812.

We learn, with pleasure, that the library committee of the legislature has, in just appreciation of the merits of Col. Coffin’s “Chronicle of the War of 1812,” ordered a considerable number of copies for distribution, exchange, &c. This is a becoming tribute, not alone to the graphic skill of the writer, but to the patriotism of the publisher, Mr. Lovell, who has produced, at a most opportune moment and at much expense, a book which ought to be found at every fire-side, and in the hands of every schoolboy in Canada. We trust that it will have the effect of hastening the publication of the second volume.—*Montreal Gazette*.

II. Papers on Education in Canada.

1. PROGRESS OF EDUCATION IN CANADA.

At a recent dinner at Toronto to the Delegates from the Canadas to the Commercial Convention at Detroit, the Hon. Mr. McMaster was called upon to respond to a toast. He said he could not refrain from making a few remarks in connection with a toast he intended to propose. All would admit that they owed much to the educational interests of this city and country. (Applause.) He well remembered that thirty-five years ago there was not a common school in Upper Canada. At the present time he was pleased to be able to say there was not less than four thousand common schools in Upper Canada. (Applause.) And he might say without fear of contradiction that the educational institutions of this country were at the present time equal if not superior to those of any on the continent of America. (Applause.) And as an evidence of the deep interest felt by the people of Canada in the welfare of the common schools he pointed to the fact that about one million three hundred thousand dollars were annually expended in their maintenance. (Applause.) He took great pleasure in proposing “the educational institutions of Canada.” The toast was drunk with much enthusiasm. Dr. McCaul said it afforded him much pleasure to respond on behalf of the educational institutions of Canada, and more particularly on behalf of the institution with which he stood connected. (Applause.) In referring to the educational institutions of Canada, the honourable gentleman said they were only in their infancy; but the time was coming when they would bear fruit in rich abundance. He was glad to know that the delusion that the higher branches of education were not beneficial to men in every position in life, was disappearing rapidly from the public mind. (Applause.)—*Leader*.

2. EDUCATIONAL STATISTICS OF UPPER CANADA, 1864.

No. of children of school age in Upper Canada, 1863 ...	412,000
Do. do. do. 1864 ...	424,000
No. of children attending school in 1863.....	322,000
Do. do. 1864.....	333,000
Local aid to Common Schools in 1864, by rates, &c., about	\$1,275,000
Estimated total expenditure in 1864.....	1,440,000

Libraries have been established all over Upper Canada and in some back townships whose names are scarcely known.

Library books sent out up to end of 1863	205,000
Do. to end of 1864 (or 3,239 for the year).....	208,300
Do. for six months of 1865 (or nearly 3,000 for six months)	2,852
Prize books sent out in 1860	20,000
Do. do. 1861	26,000
Do. do. 1862	29,000
Do. do. 1863	32,000