

THE BISHOP OF OXFORD AND DIOCESAN EDUCATION.

(From the Correspondence of the London Times.)

Sir,—The anecdote which Mr. Bright related at the Glasgow meeting, showing the ignorance of the labouring classes in the agricultural districts "within six miles of the Royal Castle of Windsor," was an unpleasant truth, which the Bishop of Oxford "read with surprise as well as pain." Of Mr. Bright's further complaints of the "helpless poverty and ignorance of the southern labourers," arising from the neglect of their education by the landowners, the right rev. prelate has just unconsciously afforded a striking confirmation. On Sunday last our clergyman at Ascot, instead of a sermon, read for the edification of the congregation a pastoral letter addressed to him by the Lord Bishop of Oxford, calling attention and soliciting aid to the Oxford Diocesan Board of Education, the objects of which were stated to be—1. The building, enlarging, and improving parochial schools; 2. Assisting rural parishes to secure the services of trained teachers; 3. Furnishing to the schools of poorer parishes books and other apparatus; 4. An annual grant towards the maintenance of the training college for schoolmasters at Cullham. The diocese of Oxford consists of the three counties of Oxford, Berks, and Bucks, containing 622 parishes, and the report sent by the Bishop states that "the annual subscriptions do not average more than £460, to which may be added about £40 of donations and offertory collections. The regular subscribers chiefly consist of clergy; not more than £170 being contributed by the laity of the three counties."

The same indifference to the education of the people on the part of the landowners exists in this diocese as the Commissioners of Education report in 1861 as common to all the agricultural districts, and the same neglect of the clergy for the support of the schools. Of the £500 per annum subscribed, two-thirds are subscribed by the clergy; only £170 per annum is contributed by the landowners of the 622 parishes in the diocese, being an average of 5s. 6d. per parish!

Is the scandal to continue, that this, the richest, shall remain the most ignorant Protestant country in the world? If not, it is clear that popular education must pass from the hands of the philanthropist into the domain of the statesman. Nobody can reflect on our 1,200,000 paupers and our crowded prisons without alarm. Is there any remedy for these evils? If our bishops would cease their wranglings about the colours of clerical vestments, and would bear more in mind the injunctions of their Divine Master, their influence and exertions might be usefully directed to carrying out the remedy which has proved so efficacious in other countries. Some years ago the attention of the Swedish Government was directed to these objects, and they sent Mr. P. A. Liljeström, M. A., to the United States to inquire into and report upon the educational institutions of that country. This report, translated from the Swedish, is a most interesting and instructive volume. Mr. Liljeström reports, as the result of his inquiries, that in the proportion as the people are educated is the diminution of pauperism and crime. The New England States in America spend more in education than any other, and are rewarded by having less pauperism and crime than any other. Mr. Liljeström states that out of 1,597 persons admitted in 1849 into the workhouse of Boston, only 102 were born in that city. Of the 860 prisoners confined in the House of Correction at Boston, only 204 were natives of the New England States.

Mr. Liljeström observes, "I think that by this time the opinion is becoming pretty generally established in Europe that the cheapest and most effective remedy against pauperism would be to give every individual that amount of education and that feeling of self-respect which, if they do not prevent poverty, at least render pauperism impossible; that it is better to keep the youth of the country imprisoned in a school during some hours of the day than to let a certain number of individuals pine away the whole of their lives in prisons and houses of correction, as victims of crime born of ignorance and brutality; that general enlightenment among the citizens of a country is the most watchful and the most active police force; that the standing army which most effectively guarantees the independence of a State is an army of school children; and that the country which possesses the most numerous and best-disciplined army of this kind will eventually prove to be not only the happiest, but also (supposing all other matters to be equal) the most powerful." How is it that the Anglo-Saxon race, as soon as they quit "the old country" to people foreign lands, their first care is to provide for the education of their children? Mr. Liljeström says that "in the United States one of the first questions addressed to the stranger by young and old, by men and women, is 'Have you seen our popular schools?'"—and this question speaks volumes. Your correspondents in America continually recount the wonders which our race has there achieved. Look at our colonies. Canada and Australia have laid the foundation of their future welfare by, in like manner, manfully providing for the education of their children. Who can contemplate without pride the future of our race, the finest the world has yet seen, which seems destined to spread our religion and our free institutions all over the world! And shall the glorious old country from which this race has sprung be left to dwindle in pauperism and crime for lack of education? The problem of averting this calamity ought to be the first care of the reformed Parliament for which our people are clamouring.

Yours truly,

J. B. SMITH.

King's Rine, Ascot, Dec. 8.

OFFICIAL TOUR OF THE CHIEF SUPERINTENDENT.

(From the Journal of Education for Upper Canada.)

The Rev. Dr. Ryerson, Chief Superintendent of Education for Upper Canada, having obtained leave of absence until June, 1867, left Toronto in the early part of this month to visit the United States and Europe. The object of this tour is the re-establishment of his health and the improvement of the system of Public Instruction in Upper Canada. He has been authorized by the Government to add to the collection of models and works of art for the proposed Provincial School of Art and Design, and to engage the services of a properly qualified master from the graduates of the Government Schools of art and design in England, to take charge of the same. He is also authorized by the Provincial

Secretary to visit and collect information from the best institutions in the United States and in Europe for the education of the Deaf, Dumb and Blind, to be made available in the proposed Schools for these persons, to be established by the Government in Upper and Lower Canada. In a recent letter from Dr. Ryerson, while visiting this class of institutions in the United States, he says, writing from Cincinnati: "The institutions of the Deaf, Dumb and Blind in these States are worthy of all admiration. I do not regret the trouble I have taken to visit them. In Illinois the institutions are free for seven years—boarding as well as instructing the pupils, whether the parents are rich or poor—and they are admirably conducted. * * * I am making pretty copious notes." Dr. Ryerson sailed for England, from New York, in the Inman Steamer *City of Boston*, on the 23rd instant.

The HON. MR. CHAUVEAU, Superintendent for Lower Canada, has gone to Europe with the same object as Dr. Ryerson. In reference to his mission, the *Journal of Education* for Lower Canada says:—"Charged with the task of studying the educational systems in the most progressive countries of Europe, Mr. Chauveau will commence his labors in the United Kingdom, visiting in turn England, Scotland and Ireland; thence he will pass successively into France, Belgium and Prussia, and after visiting other parts of Germany proceed to Austria and Italy, sojourning a while at Rome, its far-famed metropolis."

OFFICIAL NOTICES.

EXTRACT FROM THE MINUTES OF THE COUNCIL OF PUBLIC INSTRUCTION, JULY 7TH, 1866.—"Provision being made by the School Law for the publication of a *Journal of Education*, the Council of Public Instruction directs that the said *Journal* be made the medium of official notices in connexion with the Educational Department."

T. H. RAND,

Sec'y to C. P. I.

NOTICE TO INSPECTORS.

The attention of Inspectors of Schools is especially called to the **STANDING ORDER** contained in Circular No. 9, par. 7. A strict compliance with said order is required.

The Council of Public Instruction, under the authority of the 12th subdivision of the 6th section of the *Law concerning Public Schools*, has made the following order:—

"In cases where sections failed to determine, in annual meeting, which member of the existing Board of Trustees should retire from office, and to fill the annual vacancy in the Trusteeship, it shall be the duty of the Inspector to determine which Trustee shall retire; and the Commissioners shall fill such vacancy in the manner directed by law."

October 31, 1866.

Prescribed Text-Books.

The Council of Public Instruction has prescribed Bain's Rhetoric in place of Whately's Rhetoric. Dr. Collier's Histories of Greece and Rome have also been added to the list of prescribed text-books, for use in advanced Common Schools.

To School Trustees.

WHEREAS, by the 20th Section of the Amended School Law, the ratifiers of each school section are empowered to assess themselves for the purchase of prescribed School Books, Maps, and Apparatus; and WHEREAS, by the 15th subdivision of the 6th section of the said law, an annual Provincial Grant is provided to enable the Superintendent of Education to furnish the above articles at half their cost, to School Trustees,—

NOTICE IS HEREBY GIVEN,

That the Superintendent of Education will furnish, as below, School Books, Maps, and Apparatus, to extent of the Provincial Grant in aid of the same.

Trustees must carefully comply with the following Regulations:—

Reg. 1.—Applications must be made in the following form, and addressed to MESSRS. A. & W. MACKINLAY, HALIFAX, who will be duly authorized to attend to the same.

[Form of Application.]

(Date)

Messrs. A. & W. Mackinlay,
Halifax.

SIR,—We enclose (or forward by _____) the sum of \$_____, for which you will please send us the following articles provided by the Superintendent of Education for use in the public schools. The parcel is to be addressed—(here give the address in full) and forwarded by—(here state the name of the person, express company, or vessel; and, if by vessel, direct the parcel to be insured, if so desired.)

LIST OF ARTICLES.

(Here specify distinctly the Books, Maps, &c., required, and the quantity of each sort.)

We certify that each and all of the articles named in the above list are required for use in the Public School (or Schools) under our control, and for no other purpose whatsoever, and that due care will be exercised to secure their preservation.

(Signed)

_____ Trustees of _____ School Section,
in the County of _____

Reg. 2.—Any application not accompanied with the money will not be attended to.

Reg. 3.—All costs and risk of transportation of parcels must be borne by Trustees, (i. e. by the Sections on behalf of which they act, and not by the Educational Department.)