

unless he expressly reserves it, and requests the teacher to send the children home to be corrected when disobedient. And when this power is delegated, it is reasonably supposed on the part of the teacher that he may use such means to restrain or constrain the children under his charge as are employed by parents. The teacher must establish his authority by bringing all to line in obedience to his will. Unless this be done, the first requisite of a good school will be wanting. When the teacher finds it necessary, as he sometimes will, to use force, in order to secure submission and obedience, the parent should not interfere, unless the teacher has abused the trust committed to him, or, in other words, the parent should no sooner meddle here, than he would with the neighbourhood government of parents over their children. If the child or children be abused, protect the injured, and see that justice is administered, and the weaker party protected from further injury of this kind. Do not by interfering, undermine the teacher's authority to govern his school, for where disorder prevails, the school cannot prosper, the children cannot grow in knowledge, wisdom, and virtue. Never take the sides with your children against the teacher, but rather sustain him, and never listen to charges made against him until you ascertain from other sources that there be good cause for complaint.

Fourthly, make it a rule to enquire of the children at the close of every day, What have you learned to-day? What lesson, if any, you have failed to recite? &c., &c.; thus showing the children that you feel a deep interest in knowing what they are doing, and thus manifest it by daily watching their progress.

These are some of the ways by which parents may greatly aid teachers in their arduous labours. Without some such aid and sympathy, there is scarcely a more forbidding vocation in which a man or woman with a conscience can be engaged—with sympathy and faithful co-operation from parents, there is hardly a more pleasant employment than that of teaching the young.—*Rural New-Yorker*.

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

At a Special Convocation of the University of Toronto, held lately, graces were passed for conferring the degree of B.A. on the following gentlemen:—J. T. Huggard, H. W. Peterson, E. J. Alma, Wm. Meudell, Wm. Boyd, S. J. Bull, C. W. Woodruff. The *Picton Sun*, of the 26th ult., strongly advocates some public provision being made for female education in the higher departments of knowledge. This provision has already been made in the Normal and Common Schools for a superior elementary education. Institutions, corresponding with the Grammar Schools and Colleges, are still wanting to render the system of female education complete. From the *Hastings Chronicle*, of the 4th inst., we learn that the examination of the County Grammar School took place on the 29th ult.—It was highly creditable. 60 pupils attend the school. Mr. J. Hammond succeeds Mr. Harding as assistant to Mr. Burdon.—Both were trained at the Normal School. At a convocation, held on the 27th inst., the Honorable Robert Baldwin was elected Chancellor of the University, in place of the Hon. P. B. de Blaquiére resigned. The formal opening of the Normal School for Upper Canada, took place in the theatre of the institution, on Wednesday the 24th inst. Various addresses were delivered; a full report of which will be given in the *Journal* for December.

Victoria College.—This Institution is high in public favour at present. The Session to-day opens with no less than eighty students, and arrangements have been made for a large number more who are expected to arrive almost immediately. But Victoria College is not the only educational establishment in Cobourg that is rapidly rising in public estimation. The Cobourg Church Grammar School is also making progress, the number of students being three times what it was last year.—*Cobourg Star*.

Colleges in Canada.—There are in Upper Canada five colleges possessing university powers, viz:—1. The University of Toronto, a provincial institution supported out of the public funds, i.e. by the sale of lands set apart for that purpose. 2. Trinity College, Church University, an Episcopalian Institution, recently projected and established by Bishop Strachan, at Toronto. 3. Queen's College, at Kingston, a Presbyterian

Institution, in connection with the Church of Scotland. 4. Victoria College, at Cobourg, a Methodist Institution, under the control of the Wesleyan Conference; and 5. Regiopolis College, at Kingston, connected with the Roman Catholic Church. In addition, there are in Upper Canada the following institutions, which are, properly speaking, superior grammar, or high schools, viz:—1. Upper Canada College, Toronto, a provincial school. 2. Knox's College Toronto, a Presbyterian, (Free Church) theological school. 3. Bytown College, a Roman Catholic theological school. And very recently 4. St. Michael's College, Toronto, a Roman Catholic theological institution also. In Lower Canada there is but one College possessed of university privileges—McGill College, Montreal. Besides, however, a great number of very superior Roman Catholic colleges, theological and secular, there is one Episcopalian theological institution—Bishop's College, Lennoxville. The Baptists had a college at Montreal, but it has been recently closed.—*Can. N. Y. Commercial Advertiser*.

NOVA SCOTIA.

Acadia College.—The numerous friends of this Institution will be gratified to learn that there is now a strong probability that the endowment scheme, originating as we believe with the Rev. Dr. Cramp, will succeed. The proposition was to raise £10,000 by voluntary donations to be invested in 6 per cents, and already £7,000 of the amount have been secured on the 17th of October. There exists, therefore, little room for doubt that Nova Scotia may soon be able to boast of the existence of *one College*, handsomely endowed. This sum of £7,000 has been secured within a very few months, and it is expected the whole amount will be forthcoming before the 1st January, 1853, when the staff of Professors is to be enlarged, and the College re-opened under most favourable auspices.—*Nova Scotian*.

BRITISH AND FOREIGN.

MONTHLY SUMMARY.

The degree of D.C.L. has been conferred on the Earl of Derby, by diploma, on the occasion of his election as Chancellor of the University of Oxford. The inauguration banquet has been deferred until after the funeral of the late Chancellor, the Duke of Wellington. The National Education Society of England has been favoured with the usual royal letter directing a collection to be made in all the Protestant Episcopal Churches and Chapels throughout England. The new Kingswood (Wesleyan) School, recently erected on Lansdown Hill, near Bath, was formally opened on the 28th ult. The London Correspondent of the *Edinburgh Witness* states an interesting fact, that, Queen Victoria has a Sabbath and day class of children which she regularly teaches when she is at Windsor Castle. The recipients of the royal attention are children of the domestics of the castle.

Education in Scotland.—The General Assembly having appointed the annual collection for increasing the means of education in Scotland, to be made on the 10th of October, the education committee have issued a circular, in which it is stated that the General Assembly schools are attended more numerously than ever; the average attendance at all the 176 schools, on the 1st of April last, was seventy-one; and the whole number of those who had been receiving instruction at these schools for some period throughout the year, including 1,787 Sunday scholars, was 17,661; and if to these be added 1,122 attending the Edinburgh and Glasgow Normal Schools, the whole number of children receiving instruction, during the past year, at schools supported by the General Assembly, may be estimated at 18,784.

An Imperial Inspector of Schools in Russia.—A German journal has the following on the habits of the Emperor of Russia:—The Czar frequently rises in the middle of the night from the iron camp bedstead on which he sleeps, and getting into a droschki, drawn by a single horse, goes to inspect the public schools. Sometimes he leaves his palace on foot, and gets into the first hackney carriage that he meets with. In one of his nocturnal excursions the snow was falling in heavy flakes, and an isworstchik took him to one of the most distant quarters of the city. The sledge waited for him a long time, and when the Emperor returned, he wished to pay the coachman before he got again into the vehicle; but he found that he had no money. The driver replied that it was no consequence; and when the Czar was seated, he said, without thinking, "Na doma" (home). The man whipped his horse into a gallop, and drove to the winter palace, where he stopped. The Emperor, surprised, asked the man if he knew him. He replied, no; and on the following night received a royal gift, not for his veracity, but for his discretion. In his noc-