

Here, then, is one who filled the teachers' ranks with honour to himself, and conferred a lasting benefit upon Society. The good done by such a man should be acknowledged and not lost sight of by us, who are

reaping the benefit of his devoted labours.

Mr. King has left a son, who is a first class teacher, and though young, is making a bold effort to walk in the educational footsteps of his father.

Scottish Universities.

The *Illustrated London News* has recently devoted a portion of its space to the state of the Universities of Scotland, and while speaking of their superiority over similar institutions in England, shows their inadequacy to the wants of the country.

As the subject of University education will no doubt, ere long, engage the attention of the Legislatures of these Lower Colonies, we glean the leading defects in the present state of the Scottish University system, which we lay before our readers.

The first complaint made is, that there are no intermediate Schools of a high order between the elementary; and University classes—so that the academical classes are made up, principally direct from the elementary Schools,—the professors having to do the work properly pertaining to the elementary Schools.

"A second great defect of the Scottish Universities is that, while within a certain well-marked domain this teaching is, though elementary," still far behind the requirements of the age; in many of the most important departments, for instance, the study of the original languages, and comparative philology, "generally present a perfect blank;" and "even the most common subjects of university prelection, such as civil history and English literature, are," with a few remarkable exceptions unknown. It would appear from the published reports of the state of University education in Great Britain generally, that it is very defective. The Professors do not get sufficient remuneration for labour, and their time is too much occupied in giving instruction in the elementary branches,—branches which should be taught in intermediate Schools.

It is strange, that Scotland, which only a few years ago was held up to the admiration of the intelligent world,

as the seat of learning,—where high scholastic attainments were of course at her Universities; and in past times she has been foremost among countries, according to her population, in sending forth men of high literary qualifications; and the mass of her people have been famed for their attainments in elementary knowledge; that now her fine gold has become changed,—her once high standard of literature has fallen, and her Universities have lost, it would appear, their former greatness.

However, it is to be hoped that when the new University will come into operation, and the agitation, now running so high on the subject of University education, subsides, that a thorough remodeling of these institutions will be the result.

Here, it may not be out of place to observe, that these defects in the educational status of old and long experienced countries, are lessons for us, of the British Provinces, to study, in order, when the time comes, that efforts will be made to establish a University in each of the Lower Provinces, that the public will understand what should be the best course to pursue; what means to adopt in order to secure a sound education for the youth of the country, without being brought under the trammels of sectarianism.

The following extract from the *London News* shows the state of University education in Scotland to be on the back ground:—

All schemes for the improvement of the university education in Scotland must necessarily fail if high scholarship shall continue to be, as it has hitherto been for the most part in that country, the high road to starvation. Let us look at the life of a scholar as it at present exists in Scotland. The degree of M. A., which in Oxford, Dublin, and Cambridge is often the