

trial increases your ability, and you will finally succeed by dint of the very wisdom and strength gained in the effort, even though at first the problem was beyond your skill. It is the study, and not the answer, that really rewards your pains. Look at that boy who has just succeeded after six hours of hard study, perhaps; how his large eye is lit up with a proud joy, as he marches to his class. He treads like a conqueror. And well he may. Last night his lamp burned late, and this morning he waked at dawn. Once or twice he nearly gave up. He had tried his last thought; but a new thought strikes him, as he ponders over the last process. He tries once more and succeeds, and now mark the air of conscious strength with which he pronounces his demonstration. His poor, weak school-mate who gave up that same problem after the first faint trial, now looks up to him with something of wonder, as to a superior being. And he is his superior. That of wonder, as to a superior being. And he is his superior. That problem lies there, a great gulf between those boys who yesterday stood side by side. They will never stand together as equals again. The boy that did it for himself has taken a stride upward, and what is better still, has gained strength to take other and greater ones. The boy who waited to see others do it, has lost both strength and courage, and is already looking for some good excuse to give up school and study forever. The one is on the high way to a noble and masterly manhood; the other has already entered upon a life of defeat, disappointment and disgrace.—*Michigan Journal of Education.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Of the 1044 persons (685 males, and 341 females,) committed to the County Jail, Toronto, in 1864, there were who neither could read nor write, males 291, females 196; could read only, males 125, females 68; read and write imperfectly, males 285, females 75; read and write well, males 20, females 3; superior education, males 8, females 0....The *Patrie* says that the St. John's College, Fordham, of the United States, has lately conferred the honorary degree of LL.D. upon the Hon. Dennis Benjamin Viger, member of the Legislative Council; the Hon. G. E. Cartier, Provincial Secretary; the Hon. A. N. Morin, Judge of the Superior Court; Jean Bte. Meilleur, M. D., Superintendent of the Public Schools in Lower Canada; Come Seraphin Cherrier, Esq., Q. C., President of the Bar of Lower Canada; and F. Ribaud, Professor of Jurisprudence, St. Mary's College....A Niagara paper in reporting the recent examinations of the Common Schools in the town, complains in strong terms of the apathy of the public in regard to these examinations, compared with their zeal in less important matters. The Editor also adds: "We want many improvements in Niagara, but our greatest want of all and that which ought to be provided before any thing else, is a well-built and commodious edifice for our Common Schools....The *Barrie Advance* of the 28th March, in referring to the new school houses in the City of Toronto, observes: "They are of a character in keeping with other improvements in architecture, and an honor to the country. Their value, however, will be felt hereafter; and like Scotland we shall at some future period be able to say—our children have had instruction and education to fit them for the ordinary offices of life; and if to this, learning be added, it must come from subsequent cultivation of the mind first brought into exercise by means of Common Schools, for which the public is taxed and willingly pays."...A correspondent of the *Stratford Beacon*, in speaking of the recent examination in S. S. No. 3, North Easthope, states that the attendance of pupils was about 50 per cent over last year, in consequence of the introduction of the Free School System. He complains, however, that while the examination was most interesting on the part of the pupils, the indifference manifested by the parents was most discouraging.

FREE SCHOOLS IN THE NEW CITY OF OTTAWA.

We have received the following abstract from the minutes of proceedings of the Board of School Trustees for the City of Ottawa. It contains information upon matters of great importance to the inhabitants:

Each Ward pays for its own School, and a share of the contingent expenses of the Board of School Trustees, proportionate to the number of Schools in the Ward.

The *Free System* has been adopted in all the male and female schools of the city, under the control of the Trustees, consequently there will be no excuse for parties not sending their children to school.

The scale of salaries is as follows:

Male Teachers—1st class, Normal School,	£100 per annum.
“ “ do. County Board,	85 “
“ “ 2nd class, “	80 “
“ “ 3rd class, “	75 “

Female Teachers, 1st class, Normal School,	£70 per annum
“ “ do. County Board,	60 “
“ “ 2nd class, “	57 10 “
“ “ 3rd class, “	55 “

Teachers furnishing the necessary accommodation.

Schools in which the number of scholars shall not average during the summer months 30, are discontinued.

No teacher shall be required to teach more than 60 scholars.—*Ottawa Citizen.*

SIR EDMUND HEAD AT M'GILL COLLEGE.

While at Montreal, lately, inaugurating the Provincial Exhibition, His Excellency visited M'Gill College, when the following address was presented to him:

To His Excellency Sir Edmund Walker Head, Baronet, Governor General of British North America, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY:

The Governors, Principal, and Fellows of the University of McGill College, beg leave to approach your Excellency with expressions of congratulation and respect. Feeling, in common with all who have had an interest in the cause of Education, that its infant institutions, struggling with difficulties peculiar to a new country, require the countenance and fostering care of judicious rulers, they address themselves with confidence to your Excellency, as one whose earnest attention to that important subject has ever been consistent with the character of an accomplished scholar and enlightened friend of learning.

The University which they have the honor to represent, and of which the Governor General is Official Visitor, was regarded by your Excellency's distinguished predecessor with much consideration and friendly interest; and they trust that, without presumption, they may declare their hope that the Institution will be favored with like encouragement by your Excellency, so soon as an opportunity shall have been afforded of making you acquainted with its character and circumstances, and its claims upon public support.

In asking leave, the Governors, Principal and Fellows, desire respectfully to express a wish that your Excellency's administration of the Government of this Province may be happy and honorable, and that the blessings of Providence may rest upon your public labors, as well as upon your private and domestic relations.

To which His Excellency replied in nearly the following words:—

MR. PRINCIPAL, GOVERNORS AND FELLOWS.—I am exceedingly happy to meet you here this day. Of all the objects which can seriously occupy the attention of man, that of education is the most important. Elementary schools in this Province are common, but in them are taught mainly those necessary branches of education which adapt man for the ordinary pursuits of life. The common schools in the sister Province have proved eminently successful; but yet great difficulties have been found to beset the Universities in which the higher branches of learning are alone taught. With the increasing progress of the country, those will, I hope, become less and less insurmountable. I have become acquainted with the difficulties under which this fine institution has labored for many years. It will give me great pleasure, Mr. Principal and Governors, if by mutual interchanges of opinion between myself and you, or any of the Professors, I can be in any measure instrumental in removing them, I shall be happy to do the utmost that lies in my power.

I beg, in conclusion, to return you my sincere thanks for your kind wishes in reference to myself and family.

After which the Professors of the University had the honor each of a personal introduction.

EDUCATION IN LOWER CANADA.—The *Montreal Transcript* mentions that an interesting meeting was lately held in that city, to take into consideration the very important subject of education. It was largely attended, and by a highly influential audience. His Worship the Mayor took the chair, and the speakers were the Revs. Dr. Taylor, Dr. Wilkes, Dr. Fraser, Dr. Davis, and Messrs. D. Davidson, S. Phillips, and Major Lachlan. The chief points which were urged by the speakers as absolutely necessary to the progress of education, was the immediate opening of the Normal School; the appointment of an additional Superintendent; the establishing of some definite system for public instruction; the election of a Board of Education, who should assist the Superintendent, and have a control over the educational funds; and the increase of the salaries of the teachers.—Though we believe that it is utterly impossible to accomplish all that is aimed at, we trust the gentlemen who have taken the matter in hand will not cease their efforts until something is done to put this Province more on an equality with Upper Canada, than it has ever yet been, in respect to one of the most important matters that can engage the attention of thinking, intelligent men.