

teachers must be licensed, and schools for special objects, as *Agricultural Academies*, *Academies for Languages*, for those intended to enter commercial business, and which must be established in cities, and the *Industrial Academies*, for the special training of those who are to devote themselves to branches of industry and the industrial arts.

In the class of *Schools for Great Learning*, or Colleges proper, are to be taught the branches considered to be necessary in preparation for professional life, as *Logic*, *Literature*, *Law*, *Médecine*.

Lastly the system embraces *Normal Schools*, for the training of teachers.

In all classes of Schools fees must be paid for every scholar, even for those attending the Charity Schools for which provision is made by means of local taxation and grants of money from the public funds. Teachers for the primary schools must be selected from those who are more than 20 years of age, irrespective of sex, and who possess the qualification of having graduated from an Academy or Normal School. Teachers in Academies must be over 25 years of age, and possess a College Certificate; while the instructors employed in Colleges must have had the title of *Professor* formally conferred upon them.

We have still to notice one or two characteristic features of the Japanese System of Education. Special provision is made from the public revenues for the education of poor scholars of decided ability, but what is thus advanced for their benefit is expected to be afterwards refunded.

Another noteworthy feature is the sending abroad, at the public expense, selected students for definite periods of time. These must be graduates of Colleges, possessing reliable certificates of good moral character, and appointed after passing examination. Their number is limited to 30 of the 1st class, who go abroad for 3 years, and 150 of the 2nd class, for 5 years. Subject to the control and directions of the central, or Education Department of the Empire, and to the supervision of the resident Japanese Ministers or Consuls, their time is to be spent in such countries as are considered most likely to afford them the opportunities of improvement and of advancement in learning, in the sciences and arts, by means of which, after their return to their native land, they may become useful instruments for promoting the progress and welfare of the Japanese people. The United States of America, chiefly, but also Great Britain, France, and Germany, as well as Italy and Switzerland, are, as might be expected, the countries resorted to. Such a practice as that now under consideration, in the case of such a people as the Japanese—observant, imitative, ingenious and industrious—cannot fail to produce results which will influence most powerfully the national character and fortunes. From being the most exclusive community on the face of the globe, surpassing, in this respect, even their neighbours the Chinese, already their daily increasing intercourse with foreigners, and the continual influx of knowledge of what is going on abroad in the way of progress amongst other nations, imported by those students, who are mostly employed, on their return, as public teachers, the masses of the Japanese population are now steadily and rapidly becoming indoctrinated with ideas and aspirations of a far more elevated nature than could possibly have ever prevailed among them so long as they remained isolated and ignorant. Not only as relates to the sciences and the useful arts cultivated by other nations, but also in respect of social life, civil freedom, and government; great changes are taking place gradually in consequence of the feature in their system of Education now adverted to; and, judging from the information imparted by our

late Japanese visitors, not many years will elapse before representative government, founded on the models of Great Britain and her more advanced colonies, will take the place of the ancient system of despotism by which, heretofore, the Japanese have been ruled.

We have not space in this article, for inserting the official statistics relative to the state and progress of Education in Japan, which would shew conclusively the correctness of the foregoing statements and remarks. Reserving these therefore, for a future issue of our Journal, we shall only add here that the last published returns, with copies of which, in English, we have been favoured by our late visitors, furnish the following results:

Number of Colleges and Schools in Japan, controlled by the Department of Education	20,608
" of Natural Institutes	52
" of pupils in Schools, Colleges, Normal Institutes, and Foreign Language Schools ..	1,739,400
" of Teachers and Professors	38,365
Increase, for one year, ending in 1874.	
" " in the number of Schools and Colleges	7,945
" " in the number of pupils	402,118
" " in the number of Teachers and Professors	15,859

The Gilchrist Scholarship.

Since the last issue of our Journal, we have been informed of the results of the late competition for the Gilchrist Scholarship assigned to the Dominion of Canada. When the answers to the prescribed questions in the different branches—including *Latin*, *Latin Grammar* and *Composition*, *French*, *Greek* (or *German*), *Arithmetic*, *Algebra*, and *Geometry*, *English Language and Composition*, *English History*, *Natural Philosophy*, and *Chemistry*—have been examined by the examiners of the London University, the candidates, as well as the matriculants generally, are usually classified according to the numbers of marks which they may have gained on the values previously attached to the papers of questions. This year, of the candidates who presented themselves in the Dominion, two, both belonging to the Province of Quebec, were placed, respectively, first and third in the first class of matriculants, namely, Mr. D. C. Ross of Montreal, and Mr. Bland of Quebec, the former taking the Scholarship. This result undoubtedly bears favourable testimony in behalf of the quality of the higher education imparted in the Province of Quebec, when viewed as a test of the relative proficiency of our youth and those of the Mother Country and of the other British Colonies.

Mr. Ross, the winner of the Scholarship this year, belongs to the McGill University; at which institution, we believe, he has already graduated in the Arts. Mr. Bland is an undergraduate, in the Arts course at Morrin College, Quebec, affiliated to the McGill University, and as he is by several years the junior of Mr. Ross, our readers will concur in the opinion that he has, substantially, done himself and his college no less credit than the successful candidate. We congratulate both these young gentlemen on the result of the late competition, and we heartily wish them well in their future career.