

within its walls for the instruction of four hundred students. This Institution was originated by the Bay of Quinté Annual Conference of the Methodist Episcopal Church, and assumed by the General Conference, but has been erected by the joint efforts and sacrifices of all classes in Upper Canada. Though the property of the Methodist Episcopal Church, it is free from tests, and is not designed to inculcate sectarian tenets, all students being permitted to attend such places of worship as their parents or guardians direct. It is designed for both sexes, affording all the advantages of a classical, mathematical, and commercial education for young gentlemen; while young ladies will be instructed in both the ornamental and solid branches. The following persons compose the Faculty, and teach in the various departments, as here arranged:—Rev. J. H. Johnson, A.M., Principal, and Professor of Ethics, Belles Lettres, and Mental Philosophy Mr. J. N. Martin, A.M., Professor of the Latin and Greek Languages, and the Natural Sciences. Mr. A. Carman, A.B., Professor of Mathematics. Mr. Gilbert B. Goldsmith, English Teacher, and Assistant in the department of Natural Sciences. Miss Eliza A. Deaver, Preceptress, and Teacher of Drawing, Embroidery, and the French, German, Italian, and Spanish Languages. Miss Evaline T. Masury, Teacher of Music. There are two general departments, indicating the classification of pupils, called the Primary and Advanced Departments. The Primary Department includes the following branches:—Reading, Penmanship, Geography, English Grammar, Arithmetic, History, and Spelling. No pupil will be received unless he can read, and has already acquired some knowledge of Geography and Arithmetic. The advanced department will include the following, viz.:—Book-keeping, Algebra, Geometry and the higher Mathematics generally, Natural Philosophy, Chemistry, Geology, Mineralogy, Meteorology, Astronomy, Physiology, Botany, Zoology, Drawing, Embroidery, Music, the Latin, Greek, French, German, Italian, and Spanish languages, Mental and Moral Philosophy, and Natural Theology.

— QUALIFICATIONS FOR ADMISSION TO THE CIVIL SERVICE OF CANADA—
POLITICAL DEPARTMENTS.—A late official *Gazette* contains an announcement of the qualifications required from applicants for public employments:—To write a good hand; to spell correctly; to write grammatically; to write correctly from dictation; to be conversant with the elementary rules of Arithmetic. To enable the board to judge for what branch of the Public Service any candidate is best qualified, he may be examined, should he desire it, in the following subjects or any one or more of them which he may select: Translating English into French or French into English, and writing from dictation in either language; Arithmetic as far as Decimal Fractions; Book-keeping; Elementary Geography; making abstracts of documents. Two referees will be required to answer the following questions, viz: Are you related to the Candidate, if so, what is the relationship? Are you well acquainted with the Candidate? From what circumstance does your knowledge of him arise? How long have you known him? Is he strictly honest, sober, intelligent and diligent? What do you know of his education and acquirements? So far as you can judge, is his character in all respects such as to qualify him for public employment?

— SCHOOL PIC-NIC, BELLEVILLE.—A Pic-Nic for 600 pupils connected with the Public Schools of Belleville was recently held in Fowler's Grove. There was excellent speaking on the occasion. From Dr. Hope's speech we select the following statistical and general remarks:—The inhabitants of the Town were called upon in the year 1851 to adopt our present system; they were told that it was economical,—that it would bring the largest number of children into our schools,—that it would provide a better class of School Teachers, &c. Now I propose to examine from the statement referred to, how far it has accomplished what its advocates claimed for it. First, what was the provision made for the education of the youth of the Town at the time our present system was adopted? Although Belleville was at least half a century old, it could not boast of a single school house. I very well remember the remarks of the Hon. P. S. White, that on walking round our Town he counted 27 Taverns, but that he could not discover a single School house. In the year 1849, the last year of the old rate-bill system, we had a school population of 707, and the number of children of all ages registered as attending school, was 273. The whole amount of money at the disposal of the Trustees for the payment of four teachers was £113, just £28 5s. each: and the schools were kept open only 6 months in the year. Now what do we find at present? The number of children of school age on the 1st of January last, was 823; this does not include the supporters of Separate Schools, which at present number 465.

The registered attendance at Grammar School for six months ending 30th June, was	129
Hospital School	175
School No. 1	189
Do. No. 2	175
Do. No. 3	226
	894

Daily attendance at the Grammar and Common Schools for the same period.

Grammar School	80
Hospital do	98
No. 1 do	82
No. 2 do	78
No. 3 do	128
	461

Now if we add the number of children attending nine private schools principally very young children and young ladies studying Music, to the above..... 172

633

We have 633 pupils out of 823 daily attending our schools! This I believe to be as large an attendance as is to be found in any village, town or city on this continent. The price per pupil as per register attendance at Grammar and Common Schools, with interest on £2,500 school property added.....£1 7 4
Ditto daily attendance..... 2 7 5
Now what would it cost to educate the same number of children in private schools?

The average price paid per scholar in 27 private schools in the State of New York, was \$15 20c., and the average price paid per scholar at the public schools in 25 of the principal towns and cities in the Union, was \$9 4 cents. This last statement will show whether our school officers have conducted our schools with economy or not. To educate the same number of children in the same branches of education in private schools, would cost,—

Grammar School, 129 at £6	£774
Common Schools, 765 at £4	3060
	£3834
Expenditure in 1856	1093
	£2731

Or as 27s. 4d. is to 85s. 9d.—or if we take the register attendance, the difference is as 47s. 5d. to 166s. 4d.

If we deduct the amount received from the Grammar School fund and the Legislative School grant, £343, we have only to raise by assessment 16s. 6½d. per scholar. To shew the prosperous condition of the Grammar School at present, he would read the following summary, handed him by Mr. Burdon:—"Registered attendance for 6 months ending 30th June, 1857,—129. Average daily attendance during said period, about 80. During these six months, two-thirds of the pupils studied what may be called the higher branches. 36, studied Classics; 44 Mathematics (Geometry and Algebra); 30, Book-keeping; 31, Meteorology; above 60, Natural philosophy; 37, Agricultural Chemistry; 43, Physiology, &c. When the weather is favorable, the Grammar School pupils attend very punctually. The application of the Free principle to the school does not seem to have produced any change in regard to regularity of attendance. Since the school was re-opened (two weeks ago) 106 pupils have joined it. Dr. Hope referred to a circular addressed by the Rev. Adam Townley to the Clergy and Lay delegates of the Diocese of Toronto, soliciting their co-operation in an attempt to break up our school system. The alleged grounds upon which he asked for their assistance were, the demoralizing effects upon the pupils attending the schools, and the enormous expense as compared with the practical and intellectual results. He thought the financial statement which he had given was sufficient refutation of the latter; and with regard to the former, he was prepared to state upon the authority of the chief Magistrate of the Town, and upon official Reports, that not a single pupil attending the Grammar or Common Schools had been arraigned before them for the commission of crime since our system had been in operation, now more than eight years. He contended that our schools had accomplished all that their warmest advocates claimed for them when established