

lieve the distresses of the unfortunate; and, on one occasion, was seen carrying on his back to the burying-ground, the corpse of one of the victims of the plague—there being few or none to undertake the office. Beyond the chapel and board-room are lecture-rooms, having galleries capable of accommodating about five hundred persons in each.

The President next conducted us to the lecture-rooms on the second floor, which are about the same size as the rooms underneath. In each of them we found the pupils under the charge, either of a professor, or a female teacher, and all intent upon their exercises. The scene in one of these rooms reminded me very much of the exhibitions I have witnessed at the Model School in Toronto. A class of boys were engaged at a sum in arithmetic, at the blackboard, under the tuition of one of the female teachers, and, at every question, hands were raised in token of their anxiety to be permitted to answer it; but only one being allowed to speak at a time, some had to be disappointed, while the one selected, proud of exhibiting his knowledge, shouted it in a manner that showed his appreciation of the selection. The stairs leading to the upper lecture-rooms, as well as the lobbies,—which are supported from the hall by beautiful marble columns—are also of marble. The reverberations in the hall and lobbies are like the echoes in a large cave; and, when after speaking or calling in a loud tone, can be heard for several seconds echoing on from one part of the building to another. It was found, shortly after the college commenced, that the reverberation of sound, produced by the vaulted ceilings of the lecture-rooms, rendered it impossible for the teachers to proceed in the discharge of their duties. This had to be remedied by introducing artificial ceilings of canvass, by which means the reverberation is destroyed, and the arches left undisturbed. The vaulting of these rooms was rendered imperative by the will of Mr. GIRARD, in order—as I suppose—as well to dispense with the use of wood in the building as to have a sufficient support for the marble floors of the rooms above.

On the third floor, are the library, and museum, &c., which are lighted from the roof; but not being able to procure the key, we could not obtain admittance. We then ascended a narrow stairs, and passing through passages between the arches which support the roof, emerged into the open air and stood for the first time upon the most remarkable roof I had ever seen, which is, I think, one of the greatest curiosities connected with the building—a roof of marble! Six thousand tons of marble are here spread out upon the roof of a building 218 feet long, and 160 feet wide, at a cost of some thousands of dollars, and is supported by arches springing from the columns which surround the building on the outside. On a clear day, a fine view of the city and surrounding country can be obtained from the roof of the college; but as the rain poured down in torrents, accompanied with violent gusts of wind, shrouding everything in mist, we were unable to obtain a glimpse of any object save part of the college grounds and the cloudy vapour which enveloped the city, so that we were glad to rush from the scene and take shelter under the marble, since we could not endure the peltings of the storm on it.

After visiting the dormitories and lavatory,—which strongly reminded me of my school-boy days, and with them the reminiscences which early rising and cold water on frosty mornings always excite in my mind—we were informed by the President, that as the dinner hour had arrived, we would have an opportunity of witnessing how the pupils are taught the lesson of patience—a piece of instruction they receive every day. Entering the dining-room with the boys, we could observe the regularity and order with which each proceeded to the seat allotted to him at the table,—at each of which one of the matrons presided to serve the dinner. The countenances of the boys showed, that although they were to submit to the inculcation of that virtue which so few possess, and which is so difficult to acquire, they knew that the exercise which followed was associated with the most agreeable sensations. When all were seated, one of the boys at each table, whose duty it was to act as waiter, rose up and carried the plates of his fellows to the head of the table to be supplied; after which he attended to himself, and took his seat. During the time he was thus occupied (about four or five minutes) the boys who had been supplied first, waited patiently with their dinner before them and their napkins arranged, ready for the attack, but not daring to commence. The tinkle of the President's bell told them that all were supplied, and that grace was about to be said. In a moment they were as still as possible, and remained so while

the President asked the Divine blessing upon the food provided: but as soon as he had concluded, a second scarcely elapsed before the work of demolition commenced, and proceeded with the vigour usually evinced by school-boys on such occasions.

From a remark of the President, while the boys were at dinner, I was induced to observe their countenances, and although not a professed physiognomist, was much surprised to find that, of about three-fifths of them, I could distinguish characteristics of the nation to which their parents or forefathers had belonged. The soft, quiet expression of countenance and the light hair of the Saxon, were easily distinguished, from the lively, animated, and humorous countenance of the Celt, although all in the Institution are native Americans. Some of the pupils are descended from the early settlers; but the majority are the children of English, Irish, and Scotch parents. The number at present in the college is 304.

The Institution is managed somewhat like our Normal School. The chief controlling power is a Board of Directors, who appoint the officers and admit the pupils. This Board is subdivided into committees: thus there is a Committee for the several departments of "Household," "Accounts," "Admission and Discharge," and "Library." For any article of books, stationery, &c., required in the several schools, the President sends a requisition to the Committee on Instruction which decides whether so much of the article is required, or not. After it has been approved by them, the list is sent to the store from which such articles are obtained, and a bill and the articles sent to the college. At the end of each quarter, when the accounts are sent in, the Committee by which the order was approved, is the first to audit them; then the Committee on accounts, and lastly the Board of Directors; after which, the Board sends a requisition to the Commissioners of the Girard Estate for the amount—which is payable at the Treasurer's office by warrant from the Mayor of the city.

There is one extraordinary restriction connected with this bequest to which I would merely refer before closing my remarks: namely, the exclusion of clergymen of all religious denominations from visiting or holding any office in the college. On every order for admission to visit the institution, the extract from Mr. Girard's will, excluding them from all connection and intercourse with the College, is printed, so that no clergyman, knowing the restriction, can conscientiously enter an institution from which all his order are expressly excluded by the will of its founder. The reasons assigned for this extraordinary provision in Mr. Girard's will are, that the discussion of questions involved in a difference of religious creeds narrows the mind and has the effect of making the disputants denominational bigots; and that the proper time for persons to join themselves to a religious denomination is when they have arrived at maturity and are capable of judging between right and wrong. At the same time he has not attempted to interfere with the religious faith the pupils may have adopted before their entrance into the college, nor with the religious instruction afforded them by their mothers or friends during their stay in it; but has expressly desired that upon each pupil's entering life, he should attach himself to some body of Christians. That the late Mr. Girard was right in excluding ministers of religion from his college in the manner he has, is an opinion in which few in this country I think will be found to coincide,—much less to advocate and defend either the necessity or justness of such policy in reference to any educational institution.

Toronto, May, 1851.

T. H.

THE ANCIENT ROMAN SYSTEM OF EDUCATION.

A virtuous but rigid severity of manners was the characteristic of the Romans under their kings, and in the first ages of the republic. The private life of the citizens, frugal, temperate, and laborious, had its influence on their public character. The (*patria potestas*) paternal authority gave to every head of a family a sovereign authority over all the members that composed it; and this power, felt as a right of nature, was never resisted. Plutarch has remarked, as a defect in the Roman laws, that they did not prescribe, as those of Lacedæmon, a system and rules for the education of youth. But the truth is, the manners of the people supplied this want. The utmost attention was bestowed in the early formation of the mind and character. The excellent author of the dialogue *De Oratoribus* (concerning orators) presents a valuable picture of the Roman education in the early ages of the commonwealth, contrasted with the less virtuous practice of the more