

quoted fully explains its object. We purpose, in another impression, to give a more detailed notice of it.

Accompanying the pamphlet is a fly leaf, containing a list of benefactions to educational establishments in the United States, from which we make this extract :—

The following list, extracted by the *Ontario Journal of Education*, from the *Congregational Quarterly*, refers to private benefactions to Educational Institutions in the past five years. It affords the strongest possible evidence of the importance attached to the higher education in the United States, and of the large sums required for its support. The total makes the large sum of \$15,212,500. These are individual gifts and in addition to State appropriations. They are divided as follows :

Colleges.....	\$8,858,000
Theological Seminaries.....	1,359,500
Academies.....	1,850,000
Societies.....	540,000
Education.....	2,220,000
Schools.....	385,000

Thus in five years the sum of nearly fifteen and a quarter millions has been given by private persons to promote the cause of higher education in the United States. Mr. Peabody's name figures for \$3,000,000 of this. There are other benefactions in the list from three quarters of a million downwards. The rich men in the Dominion would do well to rival their brother rich men in the United States in this. It does honour to the nation, which we are very glad to record.

3. HIGHER EDUCATION FOR OUR SONS.

The meeting held last week in the library of the McGill College to devise means for enlarging the usefulness of that Institution, suggests to us the important question of a higher education for our sons. The question resolves itself into this—what is the best preparation for the duties of life taken in their broadest sense? not for a temporary success, but for vigorous and well-sustained effort through the whole course of life.

Agesilaus, king of Sparta, being asked what a boy ought to learn, is said to have answered : "That which he was expected to practice when he became a man." This, no doubt, is a wise rule as far as it goes. To be a warrior was a Spartan's idea of man's chief duty; and, therefore, he was trained for that. We assume to have a higher standard. We think education should be directed to the drawing out, or developing of the moral, mental and physical elements of our nature; and that no education is complete which does not bring all those powers of our being to the highest possible degree of energy. The youth who contended in the Olympic games had a high physical training. The pupils of Plato and Aristotle had the mental culture; and to this the schools and colleges of our own day devote their chief attention. The moral is attended to the last of all. We think that the physical development should be systematically looked after in each youth that there may be strength for the long and arduous contest in the great theatre of life; that there may be a sound body to stand the wear and tear of a sound mind, as well as a *sanus mens in corpore sano*.

For the professions, Divinity, Law, and Medicine, all admit the necessity of a liberal education, especially for the two former. In the other walks of life parents too generally think that a less generous training will suffice. No doubt, in a new country where all must be engaged in some occupation, the period of education must often be cut short. But we think that parents who can give their sons the most liberal education—in other words—the most efficient training for the fullest development of the physical, mental and moral powers of their natures, are unwise to enter them for the race in life without such preparation. We are in no way directly interested in McGill College, and, therefore, we can more freely suggest the importance of an efficient training for the sharp, fierce struggle in the great human life.

The father should remember, too, that he is educating his son for his country as well as for his own future. A nation in the aggregate is what each member helps to make it.—*Montreal Daily News*.

4. HON. J. SANDFIELD MACDONALD'S SCHOOL REMINISCENCES.

At a dinner recently given to the Hon. Attorney-General Macdonald, Premier of Ontario, he thus referred to his early school life :—

"This is a particularly proud day for me. Every member of my family is here present, and if I leave nothing else to them, I leave them the legacy that I was esteemed and appreciated by my fellow countrymen. My friend, Judge Jarvis, has referred to my early life, and has very properly remarked that this is the country that offers the widest field to the industrious, or to a man

of energy, if he only possesses a modicum of brains.—Gentlemen perhaps, with a small portion of the latter, I have been blessed with singular success and advantage. But to whom am I indebted for this? To whom am I indebted for the kind testimonial I am receiving to-night? You yourselves were the cause of it—you who have supported me through thick and thin. I see one over there staring me in the face now, Robert McLennan, and I see another there, (an unintelligible Gaelic name which provoked a roar of cheers). I see that they have to-day come forward to testify to their adherence to what they considered to be their duty, and if they have been put to that trouble it is their own fault, because if they had not backed me on that occasion I would not have been here to-night. It is true what the Judge states, that I arrived in Cornwall forty years ago next autumn. I engaged in the establishment of old Angus, whom I see in the corner there, and who was as ignorant of dry goods as he was of making a wheelbarrow. I served my time behind the counter, with my sleeves tucked up. But the Judge has told you that I was not satisfied with that state of things. I went to the school here, which has had a reputation it may be proud of ever since the time of the late Bishop Strachan. It was the school that educated the Boultons, the McGills, and the Jarvises. In the school I entered, and there I had to strive with those who were able to be maintained by their parents. I worked against them at a great disadvantage, and would have succumbed but that I was cheered on by my venerable preceptor. Many others have struggled in that school of whom Canada should be proud. One of them particularly. He was one of the brightest and most talented of the mer our eastern district can boast of. But providence has thought proper to take him away from his sphere of usefulness. Need I say that I refer to that ornament of the Bench, the late Chancellor Vankoughnet.—Were Dr. Urquhart able to boast of no other pupil but that honourable gentleman, he might have retired on his laurels. If that old gentleman had not sent me a letter of encouragement I would not have been here, as I was about to break down for want of means. This letter was written in 1835, and with your permission I will read it.—There may be a little egotism in this, but I cannot help shewing what was thought of me by one who had the most perceptive idea of the ability of his pupils. This letter had the effect of making me bear up in my struggle with my superiors in position. Mr. Macdonald then read the following, which was received with great applause :

"These certify that the bearer, Mr. John McDonald, was a pupil in the Eastern District School, from the 19th Nov., 1832, to the 23rd Dec. last; that during that period his industry and application were close and assiduous, and that his progress in the several branches of study, to which he directed his attention, was highly respectable, and very considerably exceeded what is usually made in the same space of time; that the perseverance manifested in overcoming the difficulties to be encountered at the outset of a classical and mathematical education, called forth the particular remark and approval of his teacher, as indicating considerable energy of character, and as an earnest of future success in the prosecution of his studies. Moreover, that his general deportment during the same period, was most exemplary, and becoming, evincing at all times a kindly disposition towards his fellow students and a most respectful deference to the discipline of the school; and that, if the good opinion and good wishes of his teacher can on any occasion profit him, he is justly entitled to both.

Given at Cornwall, this eighth day of April, 1835.

H. URQUHART, *Teacher of the E. D. School.*

"I owe all the spirit of independence which I have maintained throughout my career, to my learning in that school. After I left school I went into the study of the law, in the office of the late Mr. McLean. The speaker then referred to the subsequent elevation of Judge McLean to the office he held at his death. He said that reference had been made by the Chairman to the Family Compact, but he (the Atty.-Gen.) said that whatever was said against them it must be acknowledged that they were gentlemen. It was true they always appointed their friends and relations to the fat offices under the Government. But others have since followed their example. It was a very natural failing; but still it could not be denied that the Family Compact had acted, lived, and died as gentlemen. They had nearly all of them died poor, and had not disgraced the little town of Cornwall, of which he himself was so proud.

5. THE INDIANS OF CANADA.

THE SIX NATIONS—THEIR SITUATION AND EDUCATION.

[From the Report of Consul Blake to the American State Department.]

Of all the tribes or bands of Indians in Canada, the confederation known as the "Six Nations of the Grand River," contains the