

their offices and elect in their places, persons in whom they have confidence. But the Board who control the High Schools and Collegiate Institutes are nominated and appointed by the Municipal Councils and forthwith become possessed of large powers which they may exercise without let or hindrance. They become in fact independent Boards and may and do demand from the Councils subsidies which must be granted to them although entirely out of proportion with the works they perform. Not satisfied with this arbitrary exercise of power some of them transcend the obvious intentions of the law by establishing in connexion with their Institutions, classes where the first rudiments of education are taught to the children of parents, who from an assumed social superiority prefer paying or promising to pay a portion of the cost of sustaining such classes, and in this way the Public Schools, however well officered, amply provided for and managed, as are those of this city, suffer disparagement and prejudice. The remedy for these palpable evils appears to your petitioners to be easy of attainment—in the cities at least, if not every where—and as they believe would be found in making the management of the High Schools immediately and directly dependent in common with the Public Schools upon the approval of the people at the polls. For this purpose a general Public School Board having the supervision and government of all classes of schools, from the collegiate institutes downwards, might be elected in the same way as the Public School Trustees are now called into and kept in existence, and there can hardly exist any doubt that the people would through such a Board, make full and sufficient provision for giving an absolutely free education to all classes alike.

4. THE GALT SCHOOLS.

The Very Rev. Dean Boomer, in replying to a complimentary address and presentation on his leaving Galt, thus referred to its schools:—I was with Galt in what may be called its school days, and when as regards education and its privileges it was only in its alphabet. I need scarcely say to those acquainted with its history, that this was the department in your public weal which ever attracted my sympathy and support. And I am truly thankful, my friends that I have been permitted to witness such an advancement in this respect, that with your noble Central School and still nobler Collegiate Institute, there are few towns in Canada which possess your educational advantages. I need not, my friends, detain you in this rather lengthened response, by any reference to your prosperity in a material point of view which has been equally great and which has been owing, I must say, to the industry, energy, and moral character of your people.

5. POPULAR EDUCATION IN EUROPE.

The educational systems of several of the countries of Europe have been discussed in the JOURNAL, and other articles will be given in future numbers. However, an Italian journal, *L' Eco d' Italia*, contains some interesting reports regarding the educational condition of different European nations.

In Saxony education is compulsory. All the inhabitants of the kingdom can read and write, and every child attends school.

In Switzerland all can read and write, and have a good primary education. Education is obligatory, and greater efforts, in proportion to the means at the disposal of the government, are here made to impart primary instruction than anywhere else in Europe.

In all the smaller States of North Germany education is compulsory, and all the children attend school.

In Denmark the same is true. All the Danes, with but few exceptions, can read and write and keep accounts. The children all attend school until the age of fourteen.

In Prussia almost all the children attend school regularly, except in some of the eastern districts. An officer who had charge of the military education of the Landwehr, in twelve years met with only three young soldiers who could neither read nor write. An enquiry having been instituted, it was found that these three were the children of sailors; and, having been born on the river, had never been settled in any place. Instruction is obligatory.

6. COMPULSORY EDUCATION IN EUROPE.

In Sweden the proportion of inhabitants who can neither read nor write is one in a thousand. Education is obligatory.

In Baden every child receives instruction; and in Wurtemberg there is not a peasant, nor a girl of the lowest class, nor a servant in an inn, who cannot read, write, and account correctly. Every child goes to school, instruction being obligatory.

In Holland public assistance is taken away from every indigent

family that neglects to send its children to school. It is estimated that the number of illiterates is three per cent.

In Norway almost all the native population can read, write, and account passably well. Instruction is obligatory.

In Bavaria, among one hundred conscripts, only seven whose education was incomplete or entirely wanting were found. Here also instruction is obligatory.

France, with its twenty-three illiterate conscripts in a hundred, occupies the twelfth class. It is followed by Belgium, Italy, Austria, Greece, Portugal, Moldo-Wallachia, Russia, and Turkey, in the order named. In Italy, however, the conditions vary much according to the province.

7. HOW PRUSSIA DOES IT.

One of the most brilliant and memorable of parliamentary debates took place in the Prussian House of Lords, in the month of March, upon the new school law. So much interest was manifested that one of the oldest members declared that he could not remember ever to have seen so large an attendance of peers, some of whom had scarcely appeared in the house for twenty years.

The school law, as then presented for discussion, provided that the supervision of the schools, which had so long been considered a prerogative of the Church, should belong to the State alone; that the office of inspectors of schools, formerly held by the parish clergy *ex officio*, should hereafter be filled by appointees of the State. In other words, that it should become a civil and not an ecclesiastical office; and for this change an appropriation was called for to pay the new school inspectors. The debate upon the question was characterised by great ability and great forensic power on both sides. The clergy and conservatives pressed forward their ablest men.

Bismarck, the great leader of the reform, was the recipient of many sharp hits; but when he at last rose to reply, every one listened and every eye was turned upon him. With no attempt at oratory, with little if any gesticulation, he spoke, as is his custom, rapidly, nervously, sometimes hesitatingly; but his apparent nervousness is the result of an exuberance of electrical vitality, and his hesitation is that he may weigh the words that not only the Assembly, but Europe and the nationalities of the world may hear and ponder. With an energy of will that brooks no opposition, he held the opponents at bay for two days, and at the close of the debate the bill passed by one hundred and twenty-five ayes to seventy-six noes.

Germany thus stands at the head of progress in educational freedom among the countries governed by clerical influence. In this, as in other movements, Bismarck evinced a far-reaching, far-seeing sagacity and wisdom that grasps the possibilities and the foreshadowing of events during the present. Seeing, almost prophetically, the tendency of events, he solves the problems of the future without waiting for the future to evolve them. For him, to will is to do; to wish is to consummate and carry out what he desires. Thus far he has placed himself in the foremost rank of statesmen, warriors, and scholars, and with characteristic Teutonic calmness wraps his drapery around him not to sit down to quiet dreams, but to ponder, and to watch the next role he and the world are to play together in the world's progress.—*University Monthly*.

8. EDUCATION AND THE LATE FRENCH WAR.

In a recent lecture Rev. Henry Ward Beecher remarked that in the late European war ninety-eight per cent. of the Prussian soldiers could read and write, while only forty-eight per cent. of the French had the like knowledge. "Of course they (the French) went down," the lecturer adds. This hasty sort of reasoning has become very common lately, but it is hardly to be relied upon. Did the needle-gun, the excellence of the German officers, and the genius of Von Moltke have nothing to do with the defeat of the French? Suppose that the German army, with all its superiority of numbers, generalship, and equipment, had nevertheless been composed of private soldiers who could neither read nor write, does any one really suppose that in such case McMahon would not have marched to Sedan, or that Bazaine would not have shut himself up in Metz? Most military men will be of the opinion that the literary accomplishments of the Prussian rank and file were of less value than the condition of their shoes and the quality of their ammunition.

The attachment of Lord Hatherley to Sunday schools is well known; but it is not equally well known that his successor, Lord Selborne, has for many years engaged himself in the work of teaching. In Lord Hatherley's recent address upon Sunday schools at Leeds, he "strongly urged the gentry to bear a considerable pro-