

tion on this side of the Atlantic as well as the other. The provisions for technical education among us are woefully deficient:—

"People who are not in abject bondage to the superstition about letting things alone may profitably study Mr. Scott Russell's account of certain foreign institutions. We will take, for example, the case of Wurtemberg, with a population equal to about half London, or one-twelfth of England. The provision for technical education includes the following institutions, of some of which Mr. Scott Russell gives a full account. There is, in the first place, the Polytechnic University, with courses for engineers, architects, chemists, and commercial men of all kinds, besides a course of general scientific education. It has one of the finest buildings in Stuttgart, fifty-one professors and teachers, and numerous laboratories, museums, modelling rooms, and workshops, a botanical garden, and an astronomical observatory. Secondly, there is a very remarkable school for the building trades, with courses adapted for all classes of workmen down to the humblest. Its president is the most distinguished architect in the country, and under him are twenty-eight professors and masters. The course of instruction includes German, French, history, arithmetic, geometry, algebra, drawing of all kinds, mechanics, the theory of building, of warming and ventilation, the construction of roads and bridges, the history of architecture and other subjects. The attendance includes 700 pupils, amongst whom are 475 actual builders. Besides this there is a college of agriculture and forestry, a veterinary college, and a school of art workmen, to say nothing of the *real schulen* and the elementary industrial schools. If England were as well provided with technical schools, we should have 4,675 masters teaching over 90,000 children in the various departments of trade and manufacture. Another remarkable institution of the same kind is the Technical University, of Zurich, to which Mr. Matthew Arnold has recently called attention. The teaching body consists of thirty-one professors, ten assistant professors, and sixteen teachers, who deliver between them one hundred and forty-five courses of lectures upon different subjects. They are divided into courses of architecture, civil engineering, mechanical chemistry, agriculture, and forestry; a course 'for men of science, professors and teachers,' and 'a general course of philosophy, statesmanship, literature, art, and political economy.' The university has a fine building, with an observatory, laboratories, museums of engineering, machinery, and architecture, zoological, entomological, antiquarian, and geological collections, and a botanical garden. It is attended by nearly six hundred pupils, of whom the majority are attracted from all the civilized countries in the world. Mr. Scott Russell notices, as an example of its practical working, a young relation of his own, whose training has been turned to good account in England by introducing him to positions of responsibility and importance, for which more experienced Englishmen are unfitted."

4. IMPROVEMENTS IN HARROW SCHOOL EDUCATION.

Some account of the "modern" department at Harrow School, the intended establishment of which was announced lately, is given in a circular which Dr. Butler has sent to the parents of boys at the school. Dr. Butler says:—"The principal subjects of instruction on the 'modern side' will be Mathematics, French, German, Latin, History, English Literature, and Physical Science. The requirements of boys not intended for the universities will be specially kept in view, including the case of those who are candidates for Woolwich or the Indian civil service. It is hoped that this provision may obviate the supposed necessity for removing boys to a private tutor's precisely at an age when the influences of public school life are most powerful and most salutary. Except for purposes of instruction, there will be no distinction whatever between boys on the modern side and boys on the classical side."

5. THE SCOTTISH SCHOOLS.

We reprint from the London *Spectator* a just and appreciative article on the Duke of ARGYLE'S Scottish School Bill. The question of Common School education has lately, in this Province, commanded the attention of all classes of the people. To those who, in the cities as well as in the rural districts of the Province, have the management of our common schools, we especially commend this comprehensive sketch of the past and the proposed future system of Scottish education. It would seem that in a country not remarkably noted for religious breadth and toleration, there has long existed under a most rigid ecclesiastical regime a latitude of which even Roman Catholic parents have been willing to avail themselves on behalf of their children. The social standing of the old Scotch parish school, as presented by the *Spectator*, is specially worthy of note. The following is the article:—

"Scotland has again stolen a march on England in the matter of

education. She is to have her bill this year, and that bill, were it strengthened by one single clause needed only by the Irish colonies of her great towns, would almost fulfil the dreams of English educational reformers. Were a child's absence from school without the master's consent to render the father or other guardian liable to a small fine, the Scottish system, as improved by the new measures, would be almost ideally perfect, would need, in fact, nothing except a little more money for the masters, and a few hundred small bursaries in the Universities to aid the very poor. Scotland has already a school in every parish, maintained under compulsion by the "heritors," or owners of land producing more than a hundred a year. Her tithe, in fact, to use the English phraseology, goes to support the Church and the school; John Knox, unlike most divines of the present day, having held that ignorance was a deadly enemy of true religion, and the school-master a diffuser of "light" as well as the preacher. The people have ever since held that opinion, and being besides democrats of the true kind, who hold that every occupation is honorable in its own degree, they attend these schools without raising imbecile difficulties about caste, and position and wealth. "In Scotland," says the Duke of Argyle in the admirable speech with which he introduced his bill, "the universal custom is that children of very different classes should be educated together in the parish school, the children of the poorest labourer sitting beside the children of the farmer who employs him; the children of the clergyman, and in some cases those of the landed gentry, sitting also on the same bench, learning under the same master the same branches of instruction." Wherefore in Scotland democracy does not take the form of class hatred. The masters are generally competent, the profession is considered very honourable, it is possible for a labourer's son to get to the University, and keep himself there, and consequently, as an American manufacturer testified to the House of Commons. "We do not much favour Scotch Immigrants. They rise too quickly." The faults of the scheme as it exists are rather deficiencies than errors. Only one school is provided for each parish, and a parish is sometimes a city. The school buildings are often bad. The schoolmaster is too often supposed to have a property in his place, so that it is difficult to dismiss him for incompetence, or even for habitual drunkenness. The State aid is only given to the poor children in each aided school, a distinction opposed to the Scotch dislike of distinctions in childhood, and chiefly to the rich districts, the grant being regulated by the amount of voluntary contributions. All these things require remedies, and they are to be remedied, not by and by, when the rich have time to attend to the matter, as in the case of similar grievances in England, but now, this year, in this session of Parliament. Under the plan proposed by the Duke of Argyle, and accepted, we believe, by the representatives of Scotland, a local Board of ten members will be created, of whom one will be a paid chairman appointed by the State, two members selected by the Crown, two elected by the conveners of counties, i. e., practically by the heritors who pay the tithe, two by the boroughs, two by the Universities, and one by the general body of schoolmasters through "their recognized institution." The Scotch have an idea that when they intend to do a thing too much chatter is undesirable, and consequently this Board is entrusted with extraordinary powers—powers, in fact, almost of a legislative character. It can take up the report of one of the inspectors, declare such a parish, or part of a parish, in any city or county, insufficiently provided with schools, and order that a rate be made and schools established at once, a proceeding which, as the Duke said, would make the hair of an English squire stand on end, he perhaps in his secret soul dreading and hating the education even more than the tax. The Scotch, however, are less terrified, thinking, maybe, that education, on the whole, tends to increase rent, and that a ploughman who can read is, even with increased wages, cheaper than a lout who does not even know how to walk. Then the Board is to have complete, "indeed, arbitrary," powers of dismissal, which it will have no temptation to use unless set in motion by the parish, and power to order that the school buildings be rendered adequate to the wants of the population, and fit for the reception of the children. And finally, "some recognition" is to be given to the higher education in the parish schools, a large proportion of boys going from thence to the Universities, and the paid pupil-teachers are to be allowed to count their attendance in the Universities instead of attendance in the normal schools, a corrective, we may remark among other things, for the grand defect of the class, their tendency to priggish self-conceit. Supported, as it will be by the people, that scheme should work well. It displays none of that fear of given power to its agents, which is the besetting weakness of English legislation, and none of that wretched timidity about compulsion which happens every English statesman, except, indeed, when he is about to propose a tax. Then, indeed, he is stern enough, for in his view it is quite just and expedient to "make the taxpayer support the Services, but