

upon 230 boys, and in other places the proportion is about the same.

"Besides the small number of pupils, the amount of instruction given in these schools is very limited. They are called "classical" in their course, yet in most cases the barest outline of reading, writing, and arithmetic, and a little grammar and history, is all that is given. In some instances, even these are not taught. Magnificent endowments are wasted in teaching the most elementary knowledge.

"The Commissioners complain of the monopoly enjoyed by the clergy of the Established Church, in educational affairs. The utmost exclusiveness is practiced by them, and few if any Dissenters are allowed any share in the management. The schools are often in very unsuitable situations, and wanting in ventilation, cleanliness, and other sanitary essentials.

"The Commissioners advise the abolition of this clerical monopoly and gratuitous teaching; the improvement of the course of study, and the appointment of an Education Board or a Minister of Education to have entire control over all the schools. Much trouble has resulted from the abuse of charitable endowments, and it is proposed to authorize a revisionary care over these, so as to properly carry out the wishes of their founders."

4. RECENT GIFTS TO OUR AMERICAN INSTITUTIONS.

The *Congregational Quarterly* publishes a list of benefactions to American literary institutions during the past five years, compiled chiefly from the reports of the Society for Promoting Collegiate and Theological Education. 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

We give below a list of some of the institutions to whom the largest benefactions have been made:

Colleges and Universities.

Amherst College, Mass.....	\$350,000
Baldwin University, Ohio	103,000
Brown University, R. I	160,000
College at Bethlehem, Pa	500,000
College of New Jersey	100,000
Cornell University, N. Y.....	870,000
Dartmouth College, N. H	121,000
Dickinson College, Pa	100,000
Hamilton College, N. Y	202,500
Harvard College, Mass.....	453,000
Hobart Free College, N. Y.....	112,000
Lafayette College, Pa	260,000
Lincoln College, Pa	100,000
Lombardy College, Ill	100,000
Madison College, N. Y.....	160,000
Marrietta College, Ohio	100,000
Methodist College, N. Y. (city).....	250,000
New York University, N. Y	160,000
Princeton College, N. J	181,500
Protestant Syrian College, Beyrout	103,000
Racine College, Wis	100,000
Rochester University, N. Y.....	200,000
Rutgers College, N. J	255,000
Trinity College, Ct	100,000
Tuft's College, Mass	500,000
University of Chicago, Ill.....	285,000
University of Lewisburg, Pa	100,000
Washington College, St. Louis, Mo	150,000
Waterville College, Me.....	150,000
Wesleyan University, Ct	137,000
Yale College, Ct.....	750,000
Collegiate and Theo. Institute of the Lutheran Church	360,000

Theological Seminaries.

Andover Theological Seminary, Mass	\$155,000
Auburn Theological Seminary, N. Y.....	75,000
Bangor Theological Seminary, Me	30,000
Baptist Theological Seminary, West Phil., Pa.....	280,000
Chicago Theological Seminary, Ill	80,000
Columbia Theological Seminary, S. C	72,500
Drew Theological Seminary, N. Y	250,000
Lane Theological Seminary, Ohio	50,000

Theological Institute, Hartford, Ct	70,000
Union Theological Seminary, N. Y	150,000
Union Theological Seminary, Va	42,000
Yale Theological Seminary	50,000

Academies.

Dean Academy, Franklin, Mass.....	\$125,000
Drew Female Seminary, Carmel, N. Y.....	250,000
Female College, Terre Haute, Ind.....	100,000
Peabody Institute, Baltimore, Md.....	1,000,000
Phillips Academy, Andover, Mass	25,000
Young Ladies' Seminary, Exeter, N. H	200,000

Societies.

Boston Society of Natural History.....	\$270,000
Institute of Technology, Boston.....	270,000

Education.

Education in Essex, Mass	\$140,000
Education in New Bedford, Mass	80,000
Peabody Fund for the South	2,000,000

Libraries.

Astor Library, N. Y.....	\$50,000
Library at Ithaca, N. Y	100,000
Library at Waterbury, Ct	200,000

Some gentlemen in New York city have raised \$60,000 to endow Dr. McCosh's chair in Princeton College, securing him \$4,000 a year, and leaving the present salary as a retiring pension to Dr. McLean. Robert L. Stuart gave \$40,000; John A. Stewart gave half as much, and Robert Bonner half as much as he. Robert Carter, who is thought to be at the bottom of the movement, has raised \$6,000 more to furnish the new President's house.

III. Papers on Practical Education.

"WHAT MAKES THE DIFFERENCE?"

"What makes the difference? You see yonder primary school-house. For years the school kept there was taught by a lady whom the children greatly loved. Every morning, when she was approaching the school-house, there was a grand rush of the little ones to get her first kiss, and seize her by the hand. It was delightful to me to witness these pleasant greetings. In the course of time, that teacher went away, and a new teacher came. And now the children never run to meet their teacher. They keep as far from her as they can. Pray, what is it that makes the difference?" Thus gravely discoursed a friend who loved children, and was interested in schools. We have been thinking of this question—"What makes the difference?" Why is it that this teacher is loved, while that one is hated? Is the difference a necessary, an inevitable one? Or is it, rather, one which can, by voluntary effort, be diminished, if not wholly removed?

No teacher, surely, will question the importance of securing the good will of his pupils. Upon that depends, in a high degree, the good discipline and efficiency of the school. How can the desired affectionate regard be obtained? There is an old maxim which teachers especially should never forget: "*Like begets like.*" Energy begets energy; inactivity begets inactivity; sympathy produces sympathy; coldness produces coldness; dislike generates dislike, and love is rewarded with love. The principle of the maxim is of universal application, subject, of course, to such limitations or special qualifications as usually attach to a general statement of truth.

Children, more than adults, are creatures of sympathy. How quickly they read the countenance of every stranger! Why does that infant shrink in alarm from one new face, and smile with delight at another? Why does that school spontaneously give forth its affection to one teacher, and receive with coldness and dislike another? In the latter case, the fault, or the misfortune, lies with the unwelcome teacher. The truth is, that, as a rule, children love those who deserve their love.

The human face generally tells its own story. It is the expressive embodiment of habitual emotions. Every feeling of love, of sympathy, of unselfishness, of kindly regard, paints itself upon the countenance; and every feeling of ill-will, of petulance, of evil passion, makes its own impress. And thus it comes to pass that every person's face becomes lovely or unlovely, attractive or repulsive, just in the degree in which good or bad emotions habitually predominate. Whoever, then, would appear to possess those qualities which draw forth confidence and affection must patiently cultivate the better inclinations of the heart. Heartfelt kindness must become a habit; a self-sacrificing spirit must become a habit; and so must a sincere desire to seek out in the natures of children whatever of good they