

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

EXAMINATION AT THE HAMILTON CENTRAL SCHOOL.

At the Examination, the progress of the scholars was considered, by those who were especially competent to form an opinion upon the subject, as unusually great, and such as to entitle Mr. Sangster, and the other teachers of the school, to the highest praise. The examinations upon the several branches of knowledge were of deep interest, and productive of much pleasure, from the ready answers which were almost uniformly given to questions which, to us of the older day, would seem too abstruse for immediate reply. But, apart from all this, and constituting a higher ground of gratification, is the consideration of the results of what is termed the *new system*. It is, when the exhibition of yesterday is compared with the common-school teaching of a former day, that the subject becomes one of overwhelming interest. It is scarcely necessary to refer to the state of education in our former sectional schools—the remembrance of them is painful—to visit them was repulsive. In saying this, we would not desire to censure the teachers of those days, or the scholars, or the parents; the error was not wholly in the one or in the other, but it was in the *tout ensemble*,—in other words, in the *system*. At the Central School, on the other hand, were to be seen, as we have said, a mass of children, of almost all ages, of all ranks, and of both sexes, all under perfect discipline, clean and tidy in their persons, and their countenances beaming with happiness and intelligence. If the gratification of the examinations went no farther than in the witnessing of twelve hundred children happy—if the only pleasurable feeling were those to be derived from the survey of the countenances of happy mothers, and gratified relatives, listening to the apt replies of those in whom they were taking each an individual interest—if these constituted the sole source of pleasure, there was much to cause a heavenly-minded satisfaction in the heart of the benevolent; but, such a heart could not stop at this point; the philanthropist would reflect upon the events of a future day: he would picture to himself these well-disciplined intelligent and happy children converted into the men and women of a future generation; he would remember, as was well observed by Mr. Sangster, the excellent Principal of the school, that the children of to-day will be the Divines, the Statesmen, the Lawyers, or the domestic and useful mothers and wives of a future era; that they, and such as they, will constitute the Canadians of the next generation; and, reflecting on all this, the benevolent observer would rejoice more than words could speak, or the pen define, that he lived in a day when education had ceased to be a drudge and a terror to the recipient, and a heavy task to the teacher, and had become a labor of love—or mutual source of satisfaction. Those who witnessed these examinations will heartily respond to these sentiments, and will pray that the blessings of such an education as that of our Central School, may be diffused throughout the length and breadth of our land; nor will they fail to pity those whose absorbing attention to business, whose never ceasing interest in themselves and their own affairs, have deprived them, by their absence from these examinations, of an opportunity of enlarging their minds, and of opening their hearts to something better than their counting houses and Ledgers.—Communicated to the "*Spectator*."

SCHOOL EXAMINATIONS IN BELLEVILLE.

The *Hastings Chronicle* in reporting the recent Examinations, thus remarks:—"These Examinations were a complete triumph in favour of Free Schools. The attendance which they drew is, we think, a strong indication that the all-important subject of educating the rising generation is attracting the attention of the public, especially the parents, who evidently feel the necessity of having their children educated; they are convinced that if they are to keep pace with the spirit of the age, they must be educated. If the children of this town remain in ignorance, the fault must rest with their parents and guardians, as our Schools are free, and under the charge of excellent Teachers. At the Examinations the audience was addressed on the several evenings by Geo. Benjamin Esq., Dr. Hope, Rev. Mr. Gregg, and J. D. Pringle, in a very effective manner. Dr. Hope entered very minutely into the subject of Free Schools, giving a very accurate detail of the progress of the schools during the past year, and referred particularly to the attendance of children, as well as the expenses incurred in the support

of our common schools; he said that those statements were obtained from the School Trustees, and which he believed was in the main correct; though there might be a few small accounts to be added, they would not materially affect these statements. It is satisfactory to know that the amount raised for each child of school age in 1852, in the State of Massachusetts, \$4 71cts, showing a balance in our favor of \$2 52cts, when compared with the following statements:—

Probable number of children of School age,	1400
Number registered at public Schools, including separate School,	1857
Do. do. Grammar School,	90
Do. do. Private Schools,	54

Total registered as attending School,	1501
Actual daily attendance at Common schools including separate School, and estimating according to the legal average attendance when the schools were supported by rate-bill, viz., that those who attend one third of a quarter shall be charged for two thirds we have	760
Daily average attendance at the four public Schools under the charge of the Board of School Trustees, according to the above estimate	590
The value of School property belonging to the School Trustees,	£2200
For £1500 of which the Town pays eight per cent, interest	120
Do. £700, say six per cent,	42

Amount of teachers' salaries (allowing £100 for the Teachers of separate School,) and other incidental expenses	£717 10 0
Deduct School grant,	112 10 0
	£605

	£767
Amount raised per child of school age,	10s. 11½d.
Do. do. registered attendance including separate School,	11 3½
Do. do. legal average attendance, including separate school,	20 2
Do. legal average attendance at four public Schools under charge of the Board of School Trustees,	22 7

When we take into consideration that we have the best School houses, amply supplied with every requisite to assist the Teachers in communicating instruction, and that each School has a Teacher receiving £100 and an Assistant at £50, we think the Trustees must have conducted the Schools with the most rigid economy.

UNIVERSITY COLLEGE, TORONTO.

The graduates and students of University College have lately organized a Literary and Scientific Society, under the patronage of the College Council, similar to associations already existing in universities in England and the United States. The President and professors are, *ex officio*, patrons of the society, and control its decisions and management. The following officers have been elected for the present academical year:—*President*—Adam Crooks, M.A., B.C.L.; *Vice Presidents*—W. W. Baldwin and C. E. English; *Secretary*—E. M. A. Crombie; *Treasurer*—J. E. Sanderson; *Council*—Edward Blake, B.A., and James Brown, B.A., from the graduates, and Thomas Hodgins and Charles J. Macgregor, from the students. Dr. Wilson, Professor of English Literature, delivered the opening address of the society, before the professors and students, on the 3rd instant.

CHATHAM GRAMMAR SCHOOL.—The *Western Planet* states that "the contract for the erection of a grammar school, at a cost of \$3,000, is already given out; and the building will be completed early next summer. Chatham will, ere long, have nothing to complain of in point of public buildings."

BRITISH AND FOREIGN

MONTHLY SUMMARY.

The Earl of Eglinton has been elected Lord Rector of Glasgow University, after a sharp contest with Alfred Tennyson, the Poet Laureate. . . . Sir Edward Bulwer Lytton has been unanimously elected to the office of Honorary President of the Associated Societies of the University of Edinburgh. . . . The success of the system of education pursued in the Queen's