

them out to practical life or to the technical and military schools.

In the Latin Schools, Greek and Hebrew are taught; in the Real Schools, beside the usual instruction of the best schools, bookkeeping, commercial correspondence, the properties of goods, &c., are sometimes among the branches.

There are also three Latin Schools not connected with Real Schools, at Christiania, Trondhjem and Bergen, where the usual order is reversed, and Latin is studied before any foreign language. These three schools are supported by their own funds. Number of pupils in the eleven united schools, 700; in the three Latin Schools, 300; total, 1,000. Annual expenses of both, \$64,000.

No one can be a rector in these schools unless he has passed two public examinations. The conditions for the under teachers are equally strict.

Beside these, there are Charity Schools in many towns for the children of poor laboring people, where the children remain the whole day, while the parents are at work. These are supported by both public and private contributions. Amount expended, about \$6,000.

There are four asylums in Norway for the instruction of the deaf and dumb. Another class of schools whose introduction would be highly advantageous to America, are the *Agricultural* and *Drawing Schools* for workmen and mechanics.

There are fourteen Agricultural Schools where young men from eighteen to twenty are taught thoroughly in practical and scientific farming, in the application of manures, the construction of farming machines, the management of dairies, and the like.

Throughout Norway there are eight Drawing Schools. To these of an evening, the mechanics and laborers come together and receive instruction in modeling, drawing, mathematics and natural philosophy. By the way any person who would be a tinman, gunmaker, copper-worker, turner, brazier, goldsmith, wheelwright, instrument-maker, jeweler, painter, saddler, smith, stone-cutter, chair-maker or clock-maker, must produce a testimonial from the managers of this school. The effect of the instruction is found to be excellent on the taste of this class in their various trades. The Drawing School at Christiania is the most distinguished, and costs nearly \$3,000 per annum. The other seven are supported together at about the same rate.

From what has been said of the condition of schools in the Norwegian towns, it is apparent that education is in a favorable state of progress, even compared with America. The working classes have better opportunities than they enjoy here.

Of the country schools one can draw by no means so favorable a conclusion. Schools circulating from cabin to cabin, with teachers receiving \$12 *per annum* as their stipend, can scarcely be expected to provide for, even were it possible to procure, more than the first elements of an ordinary education.

Education in Ireland.

We extract the following remarks relating to the present state of education in Ireland from the speech delivered by Matthew Ryan, Esquire, at the dinner in honor of St. Patrick's day last, as reported in the *Montreal Herald*: "Would it be agreeable to you, gentlemen, to hear a little of the march of mind in the Old Land? (Hear, hear.)

Mind, Mind alone, without whose quickening ray
The world's a wilderness and man but clay.

Respecting education in Ireland, I find a most satisfactory account in an excellent book entitled "Memorandums in Ireland," which I happen to have in my small library, written by Dr. Forbes, one of the Queen's Physicians. This

gentleman publishes lists which, he says, gives as near an approximation as he could make of the present number receiving instruction in all the schools in Ireland, high and low. The total is 828,737, which compared with the population in that year (1851), shows the proportion of scholars to the whole population, one in seven. "This statement, which I regard, says Dr. Forbes, "as below the truth, places Ireland, in respect of education, very far above England according to the estimate that has been usually hitherto made of the attendants at her schools, and places her still above England according to the greatly improved Census of '51. We had been accustomed to consider the proportion of children attending schools in England as not being higher than 1 in 14 or 15; and Mr. Kay, in his Book on Education, makes the proportion in 1850 to be 1 in 14. In my calculation I had accordingly assumed this proportion as approximately correct, and had so recorded it in these pages. But, since this chapter was at press, Lord John Russell has announced in parliament (April 4, 1853,) the proportion, ascertained by the last census, instead of 1 in 14 to be 1 in 8.5. This very gratifying correction of an erroneous opinion, greatly lessens the assumed superiority of Ireland as to Education; though, as already stated, *it still* leaves her the superiority."

"Shall" and "Will,"

OR TWO CHAPTERS ON FUTURE AUXILIARY VERBS, BY SIR EDMUND W. HEAD, BART. LONDON, 1856.

This book of 160 pages, by His Excellency, the Governor General, strikingly shows how much an accomplished scholar and physiological inquirer may find to say, and that to good purpose, on two of our most common monosyllables. So thoroughly is the subject handled that the reader must feel that it has been exhausted; and so well have the views and conclusions of the writer been established, that the work must become an authoritative standard on the proper use of *shall* and *will* in English grammar, such a standard as is specially needed in Scotland, Ireland and America.

By a process of original research, Sir Edmund has clearly proved that the use of "shall" and "will" according to the modern idiom has been familiar to English authors from the time of Chaucer downwards, i. e. from about 1360. At this idiom is however very difficult for foreigners to master, it has never been fairly established in those parts of the United Kingdom where the Keltic dialects are spoken; and the imperfect use of it on this continent is doubtless owing to the influence of the large Keltic and other un-English immigrations.

The author makes excellent use of comparative philology, showing how the future tense is expressed in other languages both ancient and modern, and how the English method, tho' hard for foreigners to learn, is the best of them all. In his examination of the future forms in Latin, we venture, to suggest whether he should not have noticed such adjectives as *venerabundus*, *moribundus*, *judibundus* &c., which we conjecture to be in reality nothing but old *future participles*, showing the old future ending *ab* or *ib* and the gerundive *undus*. And in the case of the Welsh future, we fancy the true explanation may be that it is compounded of two verbs; thus *canav* consists of *canu* (to sing) and *av* (I go), hence 'I go to sing', which is a sort of future in English also. May not the same conjecture be applied to the future forms of the Roman languages, so that they may all mean, not 'I have to sing' but 'I am going to sing'?—*Montreal Gazette*.