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EDUCATION.

University Lecture, McGill College.

Professor Johnson delivered the University Lecture before the students and friends of the University. He took for his subject the "Organization of Universities." We subjoin a condensed report:

If we limit the name University, he said, to such organizations only as those to which it is applied in the present day, we find no similar institution in the era of Greece or Rome. But if we regard them solely in their educational aspect, as foci of the higher mental culture of the youth approaching manhood, we have no hesitation in calling Athens and Alexandria—the Universities of the ancient world. A cursory examination is sufficient to convince, us of the general semblance; a minute investigation discovers a remarkable correspondence in many details. The histories of the philosophers and their followers supply abundant evidence in the case of Athens. At Alexandria, the similarity extending beyond the mere educational system, reaches even to endowment. We find there, an institution, the Museum, occupying a portion of the palace of the Ptolemies, endowed by the state, for the support of professors, (of whom Euclid was one of the first,) and having attached to it a library (the celebrated library of Alexandria), botanical gardens, etc. In one of the schools connected with it Hypatia lectured on mathematics and philosophy and wrote her commentaries on works on Algebra and conic sections. The downfall of the Roman Empire was accompanied by the overthrow of these seats of learning. The lamp of knowledge was almost entirely extinguished. The darkness of the following ages is proverbial. To the effort to dispel it we owe the gradual rise of Universities, whose growth was spontaneous, and independent of the state, but they were recognized by it, when arrived at maturity. The mother University, that which, if not itself the first, was the model to all succeeding Universities (including Oxford and therefore the other British Universities) was Paris. The exact date of its foundation can not be determined. Students appear to

have gone to Paris (though in small numbers) for a couple of centuries before the sudden spread of the scholastic philosophy in the beginning of the 12th century caused such immense numbers to flock thither as to induce Philip Augustus to enlarge the boundaries of the city for their accommodation. The centre of attraction was Abelard, best known perhaps, at present, for his love of Heloise. When he left the city, the students followed. The city being sensible of the advantage from the influx of students endeavoured to retain those already resident and to draw others by immunities. The King, in addition, granted a charter. Hence the University dates its birth. It was not, however, called then by this name. "Studium generale" was the term applied to what we now call a University. The Latin "Universitas" was used in the middle ages to denote any public Corporation.—Its application became gradually limited to an educational Corporation in the present sense. Hence the name does not imply, as some imagine, that all branches of knowledge are taught, nor that all the Faculties are contained in it.—From the discussion at the time of the establishment of the University of London, it would appear that the only essential part, without which there can be no right to the name, is the Faculty of Arts. In France, however, at present, the name, University of France, is almost equivalent to "system of national education," as it includes all schools and colleges, from the lowest to the highest.

The beginning of Oxford, like that of Paris, is lost in obscurity. Its alleged foundation or re-establishment by Alfred is very doubtful. Its first charter was granted only by Henry III. Nevertheless it was a school of great resort long before this.—In these and the many other Universities subsequently founded, there was at first no regular organization,—such as now prevails.—Any one was at liberty to teach who could get auditors.—The teachers were called indifferently Magistri or Doctores.—In process of time, the right of teaching and, as a consequence, these titles, were limited to those who had completed a full course of study. To them too, was committed the government of the University.

Subsequently to the establishment of the degrees of Master and Doctor in the manner described, the inferior degree of Bachelor was created, to which was attached the duty of teaching under the direction of a Master or Doctor.

The students in Arts were called Artists,—a term used to denote a liberally educated man by Shakespeare in Troilus and Cressida,

"The wise and fool, the artist and unread."

A cultivator of the fine arts, now called an Artist, was then named an artisan, a word now equivalent to mechanic.

The title Professor was introduced about the beginning of the 16th century. It was applied to those Masters and Doctors who receiving fixed salaries in lieu of fees, gave gratuitous lectures. The students naturally attended these in preference to others for which payment was exacted. Hence the lectures of the Masters and Doctors ceased to be given, and the Professors became the sole instructors. The Professorial system thus originated, conti-