

Young and the Chief Superintendent of Education have condemned the building as totally unfit and inadequate for the purpose of a Grammar School; and we believe that one of these gentlemen mooted the question whether, while such a building was used, we are entitled to the Grammar School allowance. Perhaps a stoppage of the supplies would be the best thing which could happen to bring those who should move in the matter of providing better accommodation for the Grammar School pupils, to a proper understanding. The example of Hamilton is worthy of imitation.—*Ottawa Citizen.*

5. REUNION AT THE GUELPH GRAMMAR SCHOOL.

The Guelph Grammar School Reunion was held in the Town Hall, on Thursday, when a programme of judiciously selected pieces, were admirably recited by pupils of the Grammar School. The Chairman of the Board of School Trustees, H. W. Peterson, Esq., presided, and opened the proceedings with a few appropriate remarks on the advantages of a reference library for the use of the high schools—to aid in the purchase of which the proceeds of the Reunion were to be devoted—the expensiveness, and consequent rarity of such appendages to our Grammar Schools. A vote of thanks to the Grammar School Masters was moved by the Rev. Mr. Clarke, seconded by the Rev. Mr. Ball. Mr. Dunn, in responding, adverted to the flourishing condition of the School, stating that when he was first appointed to take charge of it, there were only some half dozen studying Latin, while now there were fifty, besides twenty in French and Greek. He spoke well of the pupils, and referred to the advantages that our educational institutions conferred upon all classes—that thereby the poorest man's child had an equal chance with the rich, in rising to positions of eminence and power. He hoped that our youth would be well educated, as no country could be really free without its people being enlightened. He spoke of the loyalty of Canadians at the present crisis, and expressed the hope that the bonds which united us to the mother-land would continue to strengthen with the roll of ages. He hoped and prayed that Canada would continue to flourish, and that our beloved Sovereign should ever reign over a people among whom arts, manufactures, and commerce prospered—among whom the institutions of religion and learning were ever fostered—where the altars of freedom and the temples of the living God were planted side by side; that we might all be characterized by that sublime feeling of patriotism, which, catching its inspiration from Him, and leaving in the distance all grovelling pursuits and desires, will ever prompt to deeds of valor, to very death itself—if the imperilment of our country's liberties—the sanctity of our firesides—should ever invoke our aid. Mr. C. Walker also responded very briefly, and the proceedings closed with singing the National Anthem. It was estimated over 500 persons were present, and nearly \$70 realised toward the purchase of the reference library.—The proceeds of the Reunion were applied in accordance with the following report: The School Management Committee beg to report—That believing a Reference Library a very desirable acquisition for the higher schools, they have pleasure in stating, that the pupils of the Grammar School, under the direction of the Teachers, recently gave a "Reunion" in the Town Hall, with the view of acquiring funds to procure the necessary work; on which occasion nearly \$70 were realized. As the requisite books may be obtained from the Education Office on very favourable terms, if ordered by the Board, the Committee, at the request of the Head Master, recommend that the Chairman be authorized to sign and affix the seal of the corporation to the prescribed form of application for the purchase of books, to the amount of the funds required, that so the laudable object of the Grammar School boys may be more fully realized. As there is at present no accommodation for the orderly keeping of the prospective library at the Grammar School, the Committee recommended that the Board cause one or more book-cases to be erected in one of the school rooms, under the direction of the Head Master, that so the books may be convenient for use, and the library be a permanent advantage to the school. All which, &c.

GEO. PIRIE, Chairman S. M. Com.

The Report was adopted, and the books have been obtained.

6. GREEK AND LATIN AT SCHOOL.

The method of teaching Latin and Greek composition has undergone a revolution. A very short time since, hand-books of these studies were seldom seen. The art of writing with ease in the metres of Horace or Virgil was acquired by showing up, in the first place, a certain quantity of "nonsense" verses, and then, when sufficient prosodial proficiency had been gained, by proceeding to manufacture "copies" of verses on given subjects, passages from the English poets being occasionally set. In the same way, acquaintance was scraped with Greek iambs and anapests. Phrase in both

languages, was taught by original writing on certain themes. Such a system has produced very admirable and elegant scholars; but it may be questioned whether it was ever universally successful. The great objection to giving boys, whose knowledge of these languages is very limited, exercises in original composition, either in Latin or Greek, is, that such a system presents innumerable opportunities for shirking conscientious work. It is a comparatively easy task to collect together a number of trite phrases and hackneyed epithets, and by a little ingenuity to make them applicable to any subject, from Alexander the Great to a game at foot-ball, on which the writer may be required to exercise his imagination and scholarship. Thus, if a boy had very slight knowledge, and no desire to amass more, he might write theme after theme, might compose one copy of verses after another, and receive no real benefit beyond that of acquiring a certain familiarity with meaningless sounds. On the other hand, if he works with a will, he will be enabled to practically apply the words and expressions, with which he has met in the course of the authors, whom he has perused, far better than if he simply does the exercises out of composition manuals. He will gain an ease and elegance of diction, a readiness and correctness in his choice of equivalents for English idioms, which these handbooks could not impart. Their principal merit is, that they impose upon all alike the necessity of increasing their vocabulary, and testing, more than in all probability would otherwise be the case, a knowledge of grammatical rules. We regret that original composition in Latin and Greek is not more practised, and at an earlier age. No harm could possibly be done, even in the case of the younger boys, by subjects being occasionally given in all schools—in some they are now—instead of preserving the round of book exercises unbroken.—*The London Reader.*

7. MASTERS AT THE ENGLISH SCHOOLS.

At Eton 32 masters teach 806 boys; at Winchester 12 teach 200; at Westminster 9 teach 136; at Harrow 22 teach 481; at Rugby 19 teach 463.

II. Papers on Education in Canada.

1. COMPETITIVE EXAMINATION OF SCHOOLS.

The friends of education throughout the County of Oxford will be pleased to learn that a praiseworthy movement has been commenced, and will be inaugurated next week, in the township, to get up a comparative examination of the common schools within the limits of Blenheim. The movement owes its origin primarily to a suggestion thrown out by Dr. Ryerson in his Annual Report, as to the great advantages of Township and county examinations, in stimulating the intellectual energies of the rising generation, and also of the teachers; but it is to the untiring zeal and activity of the lately appointed local superintendent of Blenheim—the Rev. J. E. Dockery—that we are now enabled to say that the preparations have been completed, and that there is every appearance of the competition being a great success, both as regards the attendance of pupils and the amount of prize-money collected. About two months ago Mr. Dockery took the opportunity of convening the teachers of Drumbo, and of placing the proposition of the Chief Superintendent before them, backing it up at the same time by many forcible arguments of his own. The result was that the teachers (of whom there was a large proportion present) at once entered into the proposal of their superintendent with an alacrity and good-will that augured well for its being carried out in the spirit and manner suggested at headquarters. The teachers and superintendents have held various meetings since, and now they have the satisfaction of seeing their labors nearly brought to a close, and their best hopes realized. During the time that has elapsed since the question of the public examination was first mooted, Mr. Dockery has been indefatigable in his exertions to raise the funds calculated as necessary for providing prizes for the pupils of the 23 schools within the bounds of his jurisdiction. He has lectured on education, or some cognate subject, in nearly all of the schools, taking up special collections for the object in view, and the result is that nearly \$50 has already been subscribed in the different sections, without taking into account the amount of funds that may be taken for admission on the days of examination. This added to the 100 per cent. given by Government on prize-books, will make up a sum of \$100 or upwards to be given in prizes. Subsequently the examinations were held or reported in the *Woodstock Times* as follows:

The competitive examination of Blenheim schools, noticed by us in a former number, came off on Wednesday, Thursday and Friday last week, the proceedings being protracted a day longer than was anticipated in the programme owing to the great number of pupils brought forward to contest the honors. The weather on the first