

establishment of separate schools where the circumstances were such as to allow that to be done. He contended that the Roman Catholic Bishops had never claimed that the schools should be made denominational universally throughout Ireland, but had simply claimed that they should be allowed to be denominational where it was perfectly possible to have separate schools for separate denominations. The Rev. Mr. M'Ilwaine averred that his opinions had changed, and that he now believed the National system to be preferable to the Denominational system. The Rev. L. E. Berkeley combated Major O'Reilly's statement as to the limited demand for a Denominational system. He maintained that it was demanded for the whole country, and that what was aimed at was the destruction of the National system. The Rev. Mr. Bryce observed that the argument for a non-sectarian system had been triumphant. Mr. David Ross referred to the undoubted loyalty of the Royal Irish constabulary, who had all been educated in the National schools, as a proof that the system was not tainted with any spirit of disaffection.

5. WANT OF INDUSTRIAL EDUCATION IN ENGLAND.

Dr. Lyon Playfair, who acted as a juror in one of the classes of the Paris Exhibition, writes: "I am sorry to say, that with very few exceptions, a singular accordance of opinion prevailed, that our country has shown little inventiveness, and made but little progress in the peaceful arts of industry since 1862. Deficient representation in some of the industries might have accounted for this judgment against us, but when we find that out of 90 classes there are scarcely a dozen in which pre-eminence is unhesitatingly awarded to us, this plea must be abandoned. My own opinion is worthy only of the confidence which might be supposed to attach to my knowledge of the chemical arts; but when I found some of our chief mechanical and civil engineers lamenting the want of progress in their industries, and pointing to the wonderful advances which other nations are making; when I found our chemical and even textile manufacturers uttering similar complaints, I naturally devoted attention to elicit their views as to the causes. So far as I could gather them by conversation, the one cause upon which there was most unanimity of conviction is, that France, Prussia, Austria, Belgium and Switzerland, possess good systems of industrial education for the masters and managers of factories of workshops, and that England possesses none. A second cause was also generally, though not so universally admitted, that we had suffered from the want of cordiality between the employers of labour and workmen, engendered by the numerous strikes, and more particularly by that rule of many Trades' Unions, that men shall work upon an average ability, without giving free scope to the skill and ability which they may individually possess. This testimony confirms the statement made by Earl Russell, at the recent Anniversary of the British and Foreign School Society.—*Daily News*.

6. EDUCATION OF SHEPHERDS' CHILDREN IN SCOTLAND.

Colonel Maxwell and Mr. Sellar, British commissioners engaged in an enquiry into the state of education in Scotland, report that there are no classes who display more anxiety for the education of their children than the shepherds of Scotland. "In nine cases out of ten," they say, "the shepherd's house is far from any road; it may be separated even from a pathway by a river, or a mountain, or a morass, hardly passable in summer for children, but impassable in winter. Yet it is a very uncommon thing to meet a shepherd who is unable to read and write, and their children are always taught, by some means or other, at least the elements of education. Last summer Mr. Sellar met two little children, a boy and a girl, aged nine and eleven, in the middle of a wild moor in the Highlands. They were five or six miles from their father's house, who had an outlying herding some seven miles from any road, and eight or nine from any habitation. He asked them where they were going. They said it was Saturday, and they were going home from school, five miles off, and had to be back again early on the Monday morning. He went a little way with them and met their father and mother coming to meet them. The shepherd told him that they went every Monday to board with another shepherd for the week, and that he and the other herd kept a lad between them to educate their children. This lad cost him £3 10s per annum, and he had to pay the weekly board for his children besides. He did not know what that would be, but the other shepherd was a reasonable man and would not charge more than he could help. And you see, sir, we must give them what we can when they are young, as they must do for themselves very early. The lad does not take them far on; just reading, writing, and a little counting. If they get that well, and may be a little bit of sewing for the lassie, that's all the schooling I care for; but they must get that, or they will never be anything but herds all their lives. This is no insulated instance, We

heard of several other cases where education was procured at great personal sacrifice by shepherds for their children."

IV. Papers on Practical Education.

1. THE TEACHER'S OFFICE.

The schoolmaster's occupation is laborious and ungrateful; its rewards are scanty and precarious. He may, indeed, be, and ought to be, animated by the consciousness of doing good, that best of all consolations, that noblest of all motives. But that, too, must often be clouded by doubt and uncertainty. Obscure and inglorious as his daily occupation may appear to learned pride or worldly ambition, yet, to be truly successful and happy, he must be animated by the spirit of the same great principles which inspired the most illustrious benefactors of mankind. If he bring to his task high talent and rich acquirements, he must be content to look into distant years for the proof that his labours have not been wasted—that the good seed which he daily scatters abroad does not fall on stony ground and wither away; or among thorns, to be choked by the cares, the delusions, or the vices of the world. He must solace his toils with the same prophetic faith that enabled the greatest of modern philosophers, amidst the neglect or contempt of his own times, to regard himself as sowing the seeds of truth for posterity and the care of heaven. He must arm himself against disappointment and mortification, with a portion of that same noble confidence which soothed the greatest of modern poets when weighed down by care and danger, by poverty, old age, and blindness, still

"—— In prophetic dream he saw
The youth unborn, with pious awe,
Imbibe each virtue from his sacred page."

He must know, and he must love to teach his pupils, not the meagre elements of knowledge, but the secret and the use of their own intellectual strength, exciting and enabling them hereafter to raise for themselves the veil which covers the majestic form of Truth. He must feel deeply the reverence due to the youthful mind fraught with mighty though undeveloped energies and affections, and myterious and eternal destinies. Thence he must have learnt to reverence himself and his profession, and to look upon its otherwise ill-requited toils, as their own exceeding great reward.

If such are the difficulties and discouragements, such the duties, the motives, and the consolations of teachers, who are worthy of that name and trust, how imperious, then, the obligation upon every enlightened citizen who knows and feels the value of such men, to aid them, to cheer them, and to honour them.

But, let us not be content with barren honour to buried merit. Let us prove our gratitude to the dead by faithfully endeavouring to elevate the station, to enlarge the usefulness, and to raise the character of the schoolmaster among us. Thus shall we best testify our gratitude to the teachers and guides of our own youth; thus best serve our country; and thus, most effectually, diffuse over our land light, and truth, and virtue.—*Verplanck*.

THE WORK OF THE SCHOOL.

From the relation of childhood to riper years, we may easily determine the province of the school. The precise aim of all early education, is to fit the individual to be a self-educator, to put him on the path of self-improvement, to stimulate him to seek the highest personal excellence, and to furnish him with such habits and principles as will aid him to avail himself to the utmost of his habits and experience. In this work home is the sphere where the feelings find their culture, where principles of conduct are implanted, and where the foundations of habits are laid. School has to aid and strengthen this culture; but, as its special work, it has to furnish those instruments of culture, that intellectual discipline, and those habits of strenuous labour, necessary to the pupil's advancement in intelligence, which will open to him higher sources of enjoyment than such as are merely animal, and which will fit him for a faithful and intelligent discharge of the duties which await him in the future.—*Gill's School Management*.

INFANT EDUCATION.

I entered a class-room of sixty children of about six years of age. The children were just taking their seats, all smiles and expectation. They had been at school but a few weeks, but long enough to have contracted a love for it. The teacher took his station before them, and after making a playful remark, which excited a light titter round the room, and effectually arrested attention, he gave a signal for silence. After waiting a moment, during which every countenance was composed, and every noise hushed, he made a prayer consisting of a single sentence, asking, that as they had come together to learn, that they might be good and diligent. He then