

human being should be forced to breathe it for six hours a day. Many of the children complained of headache, and there was a difference of from thirteen to nineteen degrees between the temperature of the floor and the upper parts of the rooms. The scholars' feet were cold while their heads were overheated. A similar examination might find defects in model school houses in other localities than Detroit.

II. Lord Dufferin on Education.

1. EDUCATION IN ONTARIO.

At the moment when two Ministers of State are giving an impulse to the cause of Education in England we receive a remarkable illustration of the interest already felt in that cause in one of our Colonies. The educational system of Canada has long been most favourably known in this country from official Reports, but its extent and variety are really surprising. The Governor-General, during his recent visit to Toronto, visited the principal educational institutions of the city, and his speeches on those occasions, as reported in the monthly *Journal of Education* for the Province of Ontario, are equally honourable to the Province and to himself. They are far too numerous for us to reproduce, but they prove very clearly that the office of a Governor-General is no sinecure when a man is expected in one visit to make fifteen speeches on a single subject. It is true they need not be long; but they must all be fresh and interesting, and no little tact is required to maintain a demeanour of impartial patronage towards the varying religious and national interests of a growing colony. Lord Dufferin, however, appears to have been in all respects equal to the call made upon him, and to have left pleasant reminiscences among all who received him. Lady Dufferin did not forget the Girls' Schools, and the visit is described as a real encouragement to all classes of teachers and students. It is remembered in Canada how much was done for the cause of Education by the countenance of Lord Elgin, and how largely he contributed to the popularity of the Canadian system abroad; and the people of Canada seem to look for a similar service from Lord Dufferin. There are, indeed, few statesmen who would be better disposed to appreciate the value of Education, and he is peculiarly able to encourage some of the elegancies of learning which a growing community is apt to neglect. Perhaps, indeed, the consciousness of this danger may partly account for the earnestness with which Education has been promoted by some of the ablest public men in Canada. In a country where constant energy is demanded for the daily work of life the importance of intelligence cannot be over-estimated, while at the same time the utmost zeal and attention are required in order to insure its cultivation. Men cannot afford to neglect a single opportunity, and yet the exigencies of a laborious life tempt them to disregard everything but what is practical. Education, however, has been rendered in Canada, even more than in America, the foundation of the national life, and the means of it have by the Public School system been brought within the reach of every one; while side by side with this public system, the various religious denominations appear to enjoy complete liberty to promote their peculiar principles of training.

Lord Dufferin began by a visit to the Education Department for Ontario, to which the task belongs of establishing the Normal and Model Schools for the training of teachers, framing the regulations for the management of the Public and High Schools, and selecting the textbooks and books for prizes and free libraries. It is described as their aim "to devise and develop a system of sound universal education on Christian principles, imbued with a spirit of affectionate loyalty for the Throne and attachment to the unity of the Empire," and they boast that in this task they have received the friendly co-operation of all religious persuasions, the Schools under the Department have increased to the number of 4,703, and the pupils in them to the number of 454,616; and the amount provided last year, almost entirely by voluntary local rates, for the support of the Schools the preceding year was about £465,360, showing an increase on the preceding year of £40,000. Lord Dufferin, in his reply to the address presented to him, observed that to one who, in Ireland, had been accustomed to live in the midst of religious contention, and where education is itself the battle-field upon which the conflicting denominations encounter each other with the greatest acrimony, it afforded the greatest pleasure to meet the representatives of many different religious communions, all co-operating heartily in the same work. The University of Toronto is located in a handsome Gothic building, designed by a colonial architect. He met there a body of Professors fully competent to uphold the interests of that which he described as "the backbone of a liberal education—the arts and the Greek and Roman classics," while he also observed that within

the walls of the University a greater number of subjects is taught and a more practical direction is given to the education and to the studies of the students than in any University with which he had been previously acquainted. He found, moreover, athletic sports as popular in the Colonial University as they are in the Universities of England. Trinity College contains an institution for the training of young men in the special principles of the Church of England, and for maintaining a supply of ministers to extend her influence. Upper Canada College affords a successful attempt to reproduce the system of an English Public School, and it is amusing at the present time to find the Governor-General discussing in Toronto the advantages and dangers of the monitorial system. The City Public Schools show a daily average of 5,000 children, taught at an annual expense of £9,000, the whole of which, with the exception of £600, is provided by an assessment on the ratepayers. The instruction given in these Schools is described as free from all sectarian character, and to this feature in the system the School Board attributes the great success which has attended their efforts in the cause of public education. In Bishop Strachan's School he found, to his pleasure "as a member of the Episcopal Communion, a flourishing institution where the principles in which he believed were inculcated from earliest youth." He further visited the Roman Catholic institutions of St. Michael's College and St. Joseph's Home, where it was fortunately discovered that his family motto—"Per vias rectas"—is conspicuous on one of the antiphons of the Church. His connexion with the Church of England seems in no way to have lessened the warmth of his reception, and here also he took occasion to express the pleasure with which he observed the harmony and liberality of sentiment which all the religious denominations of Canada maintain towards each other, and the common feeling of loyalty by which they are bound to the Throne. The Irish members of these institutions displayed unreserved attachment to the Crown, and Lord Dufferin expressed his perfect conviction that "among no section of the inhabitants of the Dominion had Her Majesty more faithful, more useful, and more loyal subjects than among those who had the honour of claiming an Irish descent." A deputation from the Sabbath School Association of Canada and a visit to a Sunday-school in Toronto completed this comprehensive survey of the educational institutions of the city.

In this slight sketch we cannot do justice to the exuberance of oratorical, poetical, and musical fervour which accompanied the Governor-General in his progress through the Schools and Colleges of Toronto. But such a list of flourishing institutions for the promotion of education does great honour to the enterprise and intelligence of the colonists, and it is worthy of especial observation how little they are hampered by the difficulties which seem so insuperable among ourselves. The Religious and the Race Difficulties appear to have both been satisfactorily surmounted; Catholics and Protestants work well together, and the Irish population is thoroughly loyal. Lord Dufferin could not but observe that it seemed to him disgraceful, in the fact of such an example, that "in the great contention which we are waging with ignorance, and consequently with crime, the various religious denominations of Europe should not yet have learnt to put aside their jealousies and combine in so Catholic a cause." The truth probably is that in Canada they have no time to spare for such quarrels, and, having few idle hands, they cannot get to mischief. It is because, with the lessened keenness of our struggle for life, we have gained also a less keen sense of the urgent practical necessity of education that we waste our energy on denominational squabbles, and we may be sure that is the paramount necessity of mental cultivation becomes better recognized among us our so-called religious difficulties will gradually disappear.—*From the London Times.*

2. LORD DUFFERIN ON POLITE EDUCATION.

His Excellency the Governor General and Countess Dufferin visited the McGill Normal School in Montreal lately, and was presented with an address of welcome. Lord Dufferin replied as follows:—"I can assure you it gives me the greatest pleasure to have had an opportunity of paying you this visit, and of showing you by my presence here to-day not only what an interest I take in the general subject of education, but how much importance I attach to those particular functions which you will be shortly called upon to perform. In fact it would be almost impossible to exaggerate the responsibility which rests upon you, because, after all, it is upon you, upon the teachers who are spread abroad in every village and district from one end of the country to the other, that must depend the due education of the great mass of the people. I am happy to think from what I have seen in Toronto, and what I now see here, that every precaution has been taken and every means has been furnished which man's ingenuity can contrive to fit you for the successful performance of your important task. It is indeed a