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CONTENTS OF THIS NUMBER.

	PAGE
I. NEW GRAMMAR SCHOOL BILL—	
Circular to the Members of both Houses of the Legislature.....	53
Resolutions at County School Conventions, in regard to Gram Schools.	56
Bill for the further improvement of Grammar Schools	59
Explanatory Memorandum on Grammar School Amendment Bill	40
II. PAPERS ON CLASSICAL SUBJECTS	41
III. EDUCATION IN VARIOUS COUNTRIES—(1) The Report on Education for Lower Canada. (2) Military Schools in Lower Canada. (3) Education of Destitute Children, Montreal. (4) New England Society Institute at Mohawk. (5) A Glimpse of African Schools. (6) Prussian Schools.....	43
IV. PAPERS ON PRACTICAL EDUCATION	44
V. BIOGRAPHICAL SKETCHES—No. 10. The Marquis of Lansdowne, K.G. 11. Said Pacha, Viceroy of Egypt. 12. Horace Vernet. 13. The Rev. Dr. Macliar. 14. David Roblin, Esq. 15. Hon. Dominique Mondelet. 16. Thomas Molson, Esq. 17. Mr. John Ryan. 18. Monument to the Very Rev. Dr. Casault. 19. Statue to Sir William Napier	47
VI. MISCELLANEOUS.....	47
VII. PAPERS ON NATURAL HISTORY.....	47
VIII. EDUCATIONAL INTELLIGENCE	47
IX. DEPARTMENTAL NOTICES AND ADVERTISEMENTS.....	48

NEW GRAMMAR SCHOOL BILL.

Circular to the Members of both Houses of the Legislature, on the Bill for the further Improvement of Grammar Schools in U. C.

SIR,—Several members of the Legislature expressed to me lately at Quebec, and on my way thence to Toronto, a wish that I would furnish, in the form of a Circular, more extended explanatory remarks on the Grammar School Improvement Bill than those contained in the brief memorandum which accompanied its distribution.

The present state of the law, and the necessity of further legal provision for the improvement of Grammar Schools, will be better understood by reference to the origin and objects of the existing Grammar School Act. In 1850, the Hon. Robert Baldwin, after he had devoted nearly two days with me in examining and maturing the Bill, which became the Common School Act of 1850, (the charter of our school system), asked me if I could not codify and reduce to one Act the several Grammar School Acts of Upper Canada. After some reflection, I replied that, if he would furnish me with a list of these Acts, I would examine them and give him an answer in a few days. After examining and considering these Acts, I waited upon Mr. Baldwin and told him that before I could undertake the task he had proposed, it would be necessary for me to know whether he assented to principles which I considered essential to any useful amendments of the Grammar School Law; that the great desideratum in regard to the Grammar Schools was the means of support; that there was no other source to look to for that purpose than the municipalities in which the Grammar Schools were established; but that they had no hold upon the interest or sympathies of the people—being regarded as select schools for the few, and managed by the Government through trustees and masters of its own appointment, for the

alleged benefit of its own officers and special friends; that the municipalities could not be expected to contribute to their support unless they had some control over them. I also stated to Mr. Baldwin that I did not think the Grammar Schools could be made efficient and useful as they ought to be unless they were made schools of the municipalities, instead of schools of the Crown—the Crown relinquishing the appointment of trustees and masters; and further, that it was essential to the efficiency and success of these schools, that the Grammar School Grants should be apportioned upon the same principle and conditions as the Common School Grants. Mr. Baldwin concurred in these views; and the draft of a consolidated Grammar School Act was prepared accordingly, and printed by order for consideration. Mr. Baldwin retired from office, and I requested his successor the two following years not to proceed with the Grammar School Bill, as I could not then undertake any work in addition to that of maturing the organization of the Common School system. In 1853 the request was again made to me, and I prepared the draft of the present Grammar School Act. I proceeded to Quebec to submit and discuss its provisions with the Upper Canada members of the Cabinet. The Premier (Hon. Mr. Hincks) favoured the adoption of my draft of Grammar School Bill without alteration; but three other members of the Cabinet thought the *assessment* clause had better be deferred until I got the Grammar Schools organized into something like a general system. I urged that without that characteristic and essential feature of the Common School system, no material improvement could be effected in the condition and character of the Grammar Schools; but after some two hours' discussion, I consented (unwisely and unfortunately, as I have ever since thought) to omit the assessment clause from the draft of Bill, and to postpone it for future consideration. The consequence is, that the Grammar School system is essentially defective; the Grammar Schools have been hobbling on one leg and making little progress (except from the influence of the general regulations and inspection), while the Common Schools have been rapidly advancing, aided by the two-fold support of legislative appropriation and local assessment. There are, indeed, exceptions. There are cases in which the Grammar School, from peculiar circumstances of place, teacher, special resources, is worthy of the name; there are also cases in which the union of the Grammar and Common Schools of the place has operated beneficially; but these are exceptions to the general rule, as to the helpless condition and

stationary character of the Grammar Schools, and the unsatisfactory working of Union Schools—operating to the disadvantage of both the Grammar and Common Schools. I have been urged by trustees and supporters of Grammar Schools throughout all Upper Canada to devise some remedy for these defects and evils of the Grammar School system. In 1860 I made an official tour of Upper Canada and held a school convention in each county, with a special view to the improvement of the Grammar Schools. In each of these county conventions, I stated the case of the Grammar Schools, the nature and defects of the law, and the remedies which had been proposed. I requested suggestions, and the expression of the opinions of the parties present. These conventions comprised, of course, but a small portion of the inhabitants of each county; but the clergy, magistrates, local superintendents, and trustees of schools, and all persons interested in the progress of education, were invited by circular to attend them; the places where they were held, usually the County Court House, were generally crowded, and representative persons from most of the townships of the county were present, so that each convention might be fairly regarded as expressing what would be the opinion of the great majority of the county when acquainted with the subject.

I append a copy of the resolutions adopted at these county conventions—resolutions, not one of which was submitted or prepared by myself, but which were prepared and submitted at the conventions as the result of the consultations held. (See Appendix A.) The rural portions of these conventions were most earnest, and all but unanimous in favour of assimilating the Grammar to the Common School system, in regard to the condition and distribution of the Legislative Grant. Many municipal councillors attended these conventions, and only two (as far as I could learn) dissented from that view. In two instances the county councils were in session, and adjourned to attend the convention, at which the wardens presided; and in each case the councillors, including the wardens, were unanimous in favour of the proposed arrangement in regard to county assessment for Grammar Schools, and making them free to the youth of counties.

The object of the Grammar School Bill now before Parliament is to give effect to what was so generally approved at the county conventions referred to, and which appears to me, after years of consideration and consultation, to be the easiest, the most equitable, the most national, and the most effective means of improving the Grammar Schools. For convenience of reference, I append a copy of this Bill, the leading objects of which are to provide for the apportionment of the Legislative Grammar School Fund to counties upon the same terms and conditions as that of the Common Schools, and to provide for the accommodation and further support of Grammar Schools by the city, town, and village corporations within the limits of which they are situated. (See Appendix B.)

The second section of the Bill may be amended by substituting for the words "shall annually levy" "*shall have authority annually to levy,*" &c.; and adding, after the words "Common Schools," the words "*provided also that the corporation of each county shall have authority to exempt from said rate such portions of the county as it may judge expedient.*"

The assessment required to fulfil the conditions of the Bill, has been stated by financial men in several counties to amount to less than a cent on every thousand dollars of assessed pro-

erty; yet by the aid of this small assessment, the Grammar School Fund will be doubled; the average apportionment to each Grammar School will be \$850, and of course more to the larger Grammar Schools; and the Grammar Schools will be free to all the county youth of Upper Canada. Trustees will be able to secure teachers of the best qualifications and abilities, and the Schools will also be elevated in character and usefulness by raising the standard of admission and teaching the elements of chemistry and natural philosophy, as provided by the *fifteenth* section of the Act.

If it be objected that persons will be assessed for the Grammar Schools who do not send pupils to them, it may be replied that many persons are assessed, and sometimes largely, for the Common Schools, who do not send pupils to them. If exemption is admitted in the one case, it must, upon the same ground, be admitted in the other; and the supporters of Common Schools would thus lose twenty times as much as the trifling assessment to which they may be liable for the Grammar Schools; for the proposed Grammar School assessment is scarcely a twentieth of the Common School assessment. If the condition of assessment is good for the Common Schools—and the results of it are marvellous—it must be equally good for the Grammar Schools. The one class of Schools is equally national, though not so numerous, as the other; and the property of the nation should be liable for what is of national interest, and for what adds to its security and value by educating and elevating the community for all the wants, institutions, and civilization of a State.

The *fourth* section of the Bill makes it incumbent on the city, town, or incorporated village in which the Grammar School is situated, to provide accommodations and any further support which may be required. It is admitted as a general rule that such locality receives nine-tenths of the direct benefits of the Grammar School in regard to the attendance of pupils, the situation and expenditure of the school, and its influence on the importance of the place and the value of property. In many cases accommodations are already provided for the Grammar School. The Bill might further provide that the Grammar School accommodations should be regarded as the property of the municipality providing them, and that if any town or village did not wish to contribute its proportion to support the Grammar School, it might signify the same to the county council, which would then abolish or remove the site of the school to another locality.

The trustees are proposed to be equally appointed by the county, city, town, and incorporated village councils; and, as it requires the votes of a positive majority of the trustees present at any lawful meeting in order to any corporate act, the chairman having no second vote, no measure can be imposed upon either the county, city, town, or incorporated village, without the consent of one or more of its representatives or nominees. No difficulty has arisen from Boards thus constituted; but, on the contrary, friendly emulation and courtesy.

As to the few Grammar Schools situated in villages not incorporated, the Bill leaves them to the operation of the existing Grammar School Law, with the advantage of an additional apportionment for their support. It was felt by all parties consulted, that the conditions which the Bill requires of cities and towns could not be expected to be fulfilled by a township or school section. By the existing Grammar School Act any township council can contribute what it pleases in support of

any Grammar School; and so can a United Grammar and Common School corporation. It would not be just, or politic, to abolish Grammar Schools thus situated; but no further measures of support could be devised in respect of them.

It has been supposed by some that the Grammar School, which is to be free to the youth of the county is not to be free to the youth of the city, town, or incorporated village in which it is situated. This is a mistake. The Bill proposes to make the Grammar School a free school to the youth of the county as compensation for the county assessment, and as the only means of obtaining it; but it does not interfere with the powers which a Board of Trustees possesses under the existing law; and they can make their school free or not to the youth of their village, town, or city as they please, the same as any Board of Common School Trustees in any city, town, or village.

The sixteenth section of the Bill, relating to the mode of giving certificates to masters of Grammar Schools (not graduates) is prospective, not retrospective, in its application, and is designed to prevent forgeries, which have heretofore occurred, and to secure a proper record of such certificates, but gives the Chief Superintendent no other power in respect to them than that of signing his name and affixing the seal of the Department.

The other sections of the Bill, relating to details, need no remark. Three sections have been added since the Bill was printed—the one authorizing county councils to appoint a Board of nine to perform the duties of the present numerous, cumbersome, and expensive County Boards of Public Instruction—the second to enable teachers of Grammar and Common Schools to

spend four days of the year in visiting each other's schools, on condition of their teaching an equal number of Saturdays—and the third to make the city of Toronto a county for the purposes of the Act.

This Bill is the last measure—so far as I can judge—that I have to submit to the favourable consideration of the Government and Legislature, for the completion, as far as it relates to legislation, of our public school system. It confers upon me no additional powers, and makes little change in respect to my duties. It may be amended and improved. If passed into a law, substantially as it is, I believe it will greatly elevate the character, and double the efficiency and usefulness of the Grammar Schools, and that at a charge almost imperceptible to the people at large.

As a measure of this kind does not come directly home to the feelings of the mass of the people, like one relating to Common Schools, prejudice may be easily excited against it by misrepresentation and hostility to any public educational system. To the calm and patriotic consideration of the members of the Legislature, and to intelligent, candid men, of all parties, is respectfully submitted this final measure for the due efficiency of that class of our public schools which is the most poorly provided for, and which must terminate the educational training of the greater part even of the professional and public men of Upper Canada.

I have the honour to be, Sir,

Your's very faithfully,

Education Office, 27th March, 1863.

E. RYERSON.

APPENDIX A.

Extracts from the Proceedings (relating to Grammar Schools) of the County School Conventions held in Upper Canada during the months of January, February and March, 1860, by the Chief Superintendent of Education.

[Note.—Of the three topics brought before the consideration of the County School Conventions, one related to Grammar Schools. In bringing the subject before the Conventions, the Chief Superintendent remarked in substance as follows:—

3RD.—THE IMPROVEMENT OF THE GRAMMAR SCHOOL LAW.

There was no doubt that the Grammar School Law, as it now stood, was very defective, and that no longer delay should take place in improving it. It seemed perfectly clear to him, that Grammar Schools could not be made better than they are, and in fact, could not be kept in the condition they now are, unless further provision was made for their support than at present existed. It was the best economy to make Grammar Schools efficient. To make them efficient further means must be provided for their support. Two means had been suggested; one was that Grammar Schools should be established in every city and town municipality, and that such municipalities should raise a proportionate sum, in order to receive the legislative grant. The other suggestion was, that the County Grammar School should retain the original character which they had obtained of being County Schools, before the present system of public schools came into operation. He was of opinion that the whole country should be linked together, as it were, for the support of the Grammar Schools, and that the County Councils should be called upon to raise an equal sum with the Boards of School Trustees, a proportionate number of the trustees being now appointed by these Councils. Heretofore, County Councils have declined to impose a special assessment for Grammar School purposes; but as an inducement for them to do so, it was proposed that the Grammar Schools should be made free to the youth of the whole county, so that any farmer who would wish to give his son a superior education, or any young man who should desire to give himself a superior education, and who has the means of boarding himself in the city, should have the door open for his advancement. Young men might be assisted in their own neighborhoods by loans or subscriptions so as to raise a sufficient sum for their board in the city during the school term; and it was known that some of the most distinguished persons of every country have been those who obtained their education under difficulties of this kind. The whole subject would, doubtless, receive the fullest consideration from the meeting.

SCHEDULE OF COUNTY SCHOOL CONVENTIONS, HELD BY THE CHIEF SUPERINTENDENT OF EDUCATION, 1860.

County or Union of Counties.	Place of Convention.	Chairman.	Secretary.	Date 1860.
Lincoln	St. Catharines	D. P. Haynes, Esq.	C. P. Camp, Esq.	Jan. 14
Welland	Welland	Robt. Hobson, Esq.	Alex. Reid, Esq.	" 17
Haldimand	Cayuga	Judge Stevenson	A. Wierant, Esq.	" 18
Brant	Brantford	C. Hedges, Esq.	H. A. Hardy, Esq.	" 19
Norfolk	Sincoe	S. McColl, Esq.	Rev. Mr. Mulholland	" 20
Wellington	Guelph	Judge Macdonald	Rev. Mr. May	" 23
Waterloo	Berlin	I. Clemeus, Esq.	Wm. Davidson, Esq.	" 21
Perth	Stratford	The Mayor of Stratford.		" 27
Huron & Bruce	Goderich		D. H. Ritchie, Esq.	" 28
Lambton	Sarnia	Hon. M. Cameron, M.P.	John Cowen, Esq.	" 28
Essex	Sandwich	S. S. Macdonel, Esq.		" 30
Kent	Chatham	Walter McCrea, Esq.	A. S. Holmes, Esq.	" 31
Middlesex	London	John Wilson, Esq., Q. C.	J. B. Boyle, Esq.	Feb. 1
Elgin	St. Thomas	Jas. Armstrong, Esq.	Wm. McKay, Esq.	" 2
Oxford	Woodstock	John Harrington, Esq.	A. McClenaghan, Esq.	" 3
Wellington	Hamilton	Alex. Brown, Esq.	A. McCallum, Esq.	" 6
Henton	Milton	L. Wilson, Esq. (ex-Sheriff)	John Dewar, Esq.	" 7
Peel	Brampton	John G. Watson, Esq.		" 8
Grey	Owen Sound	George Jackson, Esq.		" 10
York	Newmarket	Reeve of Whitechurch.	Robt. Alexander, Esq.	" 13
Simcoe	Barrie	F. D. McConkey, Esq.	R. J. Oliver, Esq.	" 14
Ontario	Whitby	John Ratchiff, Esq.	D. Beach, Esq., M.A.	" 20
Northumberland and Durham	Cobourg	J. B. Fortune, Esq.	Dr. N. W. Powell	" 21
Victoria and Peterboro'	Peterboro'	Wm. Cottingham, Esq.	Thos. White, Jr., Esq.	" 23
Hastings	Belleville	Rev. John Grier, M. A.	Thos. White, Esq.	" 23
Prince Edward	Pictou	W. A. Richardson, Esq.	Thos. Bog, Esq.	" 24
Lennox and Addington	Napanee	A. F. Hooper, Esq.	E. A. Dunham, Esq.	" 25
Frontenac	Kingston	Thos. Kirkpatrick, Esq.		" 27
Leeds	Brockville	Jas. Breckenridge, Esq.	Rev. Mr. Johnson	" 28
Lennox and Carleton	Perth	D. Galbraith, Esq.	W. R. R. Bedford, Esq.	" 29
Prescott and Russell	Ottawa	Joseph Hinton, Esq.	J. J. Bell, Esq.	Mar. 1
Grenville	Il/Original	John Hamilton, Esq.	S. F. A. Evans, Esq.	" 2
Dundas	Kemptville	Reeve of Kemptville	Jas. Porter, Esq.	" 5
Stornont and Glengary	Iroquois	Jacob Brouse, Esq.	Editor, Iroquois Chief	" 6
	Cornwall	D. A. McIntyre, Esq.	Charles Pool, Esq.	" 7

(*) (Warden) † Name not reported. ‡ (Sheriff) § (ex-Warden)

RESOLUTIONS AT THE COUNTY SCHOOL CONVENTIONS.*

I. IN REGARD TO THE GRAMMAR SCHOOLS.

At St. Catharines, County of Lincoln, Jan. 16.

Moved by the Rev. A. Dixon, A. B., seconded by Mr. Frost, and

Resolved.—That this County meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the County stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards, with respect to the raising of funds; and that the said Grammar Schools be the Schools of the cities, towns, townships or incorporated villages within the limits of which they are situated, and the Trustees appointed by the Municipal Councils thereof; and that the Grammar School fund be apportioned to each Municipality upon the same condition as the Legislative Common School Grant.

At Simcoe, County of Norfolk, Jan. 20.

Moved by Rev. W. Slaght, seconded by Dr. Clarke, and

Resolved.—That this meeting in view of the anomalous position in which the Trustees of the Grammar Schools in the County stand, in their inability to raise or procure funds for their efficient working, suggests that the present law be amended, so as to make it compulsory upon the County Councils to raise and pay over annually a sum of money sufficient to enable the Trustees to make their Schools efficient, the annual grant to be based upon estimates, to be prepared and submitted by them to the County Council.

At Guelph, County of Wellington, Jan. 23.

Moved by W. S. G. Knowles, Esq., seconded by Mr. Stevenson, and

Resolved.—That on action being taken by the Legislature to put the Grammar Schools on a better footing, this meeting suggests the propriety of allowing the appointment of Grammar School Trustees to remain as at present, but in apportioning the aid to the different Grammar Schools, it should be made conditional that the County Councils should raise an equal sum for the same purpose, and that pupils from the county be admitted free.

At Berlin, County of Waterloo, Jan. 24.

Moved by Rev. E. R. Stimson, seconded, by H. S. Hudson, Esq., and

Resolved.—That in the opinion of this meeting the election of Grammar School Trustees should remain as at present, and that it shall be the duty of the County Council to levy and assess an amount equal to that apportioned by the Government for the support of the Grammar Schools of the County; and that in consideration thereof the children of the County shall be admitted free to tuition.

At Stratford, County of Perth, Jan. 25,

Moved by the Rev. Thos. Macpherson, seconded by Mr. Jarvis, and

Resolved.—That in view of the anomalous position of the Trustees of Grammar Schools in respect to the mode of raising funds for the support of such schools, it is desirable that they be placed in the same position as Common School Trustees in regard to their power to raise funds within the municipality in which the school is situated; that the county be required to raise an amount equal to the Legislative grant, and that these schools may be free to all pupils qualified to enter them, when the Common Schools are free.—This resolution, was amended on the suggestion of Mr. Roberts, by recommending that the town or other municipalities where the Grammar schools are situated, and which were required by the above resolution to supply any deficiency in the Grammar school funds, should have an equality of representation at the Board. The resolution, as amended, was carried unanimously.

At Goderich, United Counties of Huron and Bruce, Jan. 26.

Moved by Mr. Ray, seconded by Mr. Cooper, and

Resolved.—That the Grammar School be the school of the county, and that a recommendation of the Chief Superintendent, now made on the subject is approved by this meeting.

At Sarnia, County of Lambton, Jan. 28.

Moved by the Rev. G. J. R. Salter, M. A., seconded by James Flintoff, Esq., and

Resolved.—That it is the opinion of this Convention that it would be advisable that an act should be passed compelling the raising by the County Council of a sum of money equal to that granted by the Government for the support of Grammar Schools.—That said Grammar Schools should be

free to every child in the County; the building required for carrying on such school should be provided by the town in which such school is situated; and further, that one-half of the trustees should be appointed by the County Council, the other half by the Town Municipality.

At Sandwich, County of Essex, Jan. 30.

Moved by Mr. A. Bartlett, seconded by George Shipley, Esq., and

Resolved.—That it is the opinion of this meeting that the Grammar School Act should be so amended as to authorize the County Council to raise a sum of money for Grammar School purposes, equal to the Government Grant for the Grammar Schools of the County, and that the Town or Village in which the School is located, provide the necessary buildings; the Council of the said Town or Village shall have the appointment of three Trustees, and that the Schools so established be entirely free to the whole County.

At Chatham, County of Kent, Jan. 31.

Moved by Stephen White, Esq., seconded by John McMichael, Esq.,

Resolved.—That this meeting would gladly see such alterations made in the constitution of Grammar Schools as would render tuition therein free to all pupils sufficiently advanced to be admitted; one-half of the Trustees being appointed by the Town Council, and the other half by the County Council; and the buildings and other conveniences for such Schools being provided by the Towns in which they may be respectively situated, a sum of money equal to the Government Grant being raised by the County Council for the payment of teachers' salaries.

At London, County of Middlesex, Feb. 2.

Moved by His Honor Judge Hughes, seconded by John S. McColl, Esq., and

Resolved.—That in the opinion of this Convention, the establishment of Grammar Schools upon a free basis is desirable for the benefit of the youth of the country, and that the County Municipalities should raise a sum equal to the Government grant for the support of such schools.—Carried unanimously.

At Woodstock, County of Oxford, Feb. 3.

Moved by the Rev. John Bredin, seconded by Dr. Turquand and

Resolved.—That this meeting, in view of the anomalous position in which the Trustees of the Grammar Schools of the county stand, in their inability to raise funds for their efficient working, suggests that they should be placed in the same position as the Common School Boards with respect to the levying of funds; and that the said Grammar Schools should be the schools of the cities, towns, townships or incorporated villages within the limits of which they are respectively situated; the trustees appointed by the municipal councils thereof; and the Grammar School fund apportioned upon the same condition as the Legislative Common School Grant.

It was moved in amendment by William Wilson, Esq., seconded by John Douglas, Esq., and

Resolved.—That this meeting is in favor of a change in the management of our Grammar School system: that the Grammar Schools should be free, and that for their efficient management three trustees should be appointed by the County Council, while the appointment of the remainder might with propriety be left to the municipality in which a Grammar School is or might be situated; the said municipality to raise an amount equal to the Government appropriation for the support of the same, and also to provide suitable buildings.

On the amendment being put it was carried by a large majority.

At Hamilton, County of Wentworth, Feb. 6.

Moved by Dr. Billings, seconded by Jesse Hurlburt, L.L.D., and

Resolved.—That in the opinion of this meeting the Grammar School of any municipality should be placed under the control of Trustees appointed by the Common Council of the Municipality; such Trustees to have the same powers as the Trustees of the Common Schools. Also, that the Grammar School Fund should be apportioned upon the same conditions as the Legislative School Grant.

After some discussion the resolution was withdrawn, and a resolution to the effect that cities should be erected into Counties for Grammar School purposes, moved by the Rev. R. Burnet, seconded by J. Lister, Esq., was unanimously agreed to.

At Milton, County of Halton, Feb. 7.

Moved by Rev. James Nesbit, seconded by Rev. Mr. McLean, and

Resolved.—That in the opinion of this meeting, County Grammar Schools should be supported on the same principle as Common Schools so far as requiring County Councils to appropriate a like amount in support of such

* The proceedings at Owen Sound and Belleville were not reported to the Educational Department, although the County Clerks were requested to do so.

schools as are apportioned by the Legislature, and that the various Grammar Schools in the County should share in such public funds, according to the amount of Grammar School work actually performed—and that pupils from all parts of the County be admitted on the same terms, and also that the Town or Village in which such schools are situated, bear all the expenses of building and other incidental charges.—Carried.

At Brampton, County of Peel, Feb. 8.

Moved by Rev. Mr. Learoyd, seconded by Rev. Mr. Coutts, and

Resolved.—That in the opinion of this Convention it is desirable that the Grammar School fund be on the same ground as the Common Schools, open to the children of the County, and supported by the County taxation to an amount equal to the amount granted by Government in aid of said Grammar Schools; and that all children residing in the County be admitted free to the school, the same as the children of the Township or Village where the Grammar School is located.

At Newmarket, County of York, Feb. 13.

Moved by Rev. T. Baker, seconded by Thomas Nixon, Esq., and

Resolved.—That the Grammar Schools would be made much more efficient by making the terms of admission to them similar to those of the Common Schools, and that it is desirable that the County Council in connexion with the Government should provide the necessary funds; and the children from beyond the limits of the City, Town or Village Corporation, be admitted without charge.

At Barrie, County of Simcoe, Feb. 14.

Moved by D. McCarthy, Esq., seconded by H. B. Hopkins, Esq., and

Resolved.—That the Grammar School of this County be put on an efficient standing as to its means of support, by placing authority in the Town Council, in conjunction with the County Council, to appoint Trustees, giving such Trustees so appointed, power to raise funds equivalent to the Government Grant, the same to be apportioned on the Town and County in accordance with the assessment, allowing to such Board the same power as is by law now placed in the hands of the Common School Trustees.

At Whitby, County of Ontario, Feb. 20.

Moved by Rev. Dr. Thornton, seconded by Dr. Checkley, and

Resolved.—1. That the number of Grammar Schools within each County be restricted within narrow limits.

2. That in each Senior Grammar School, a scholarship or scholarships be established, giving board and education to the most deserving pupil or pupils, to be elected annually by public examination from those in attendance at the Common Schools of the County—the expense to be borne by the County.

3. That Trustees have power to call upon Township, Village, Town or County Councils, where there are Junior or Senior Grammar Schools, for funds for the support of their Schools, provided that in order to make taxation equitable, the Council shall assess the several municipalities in proportion to the number of scholars from each municipality receiving instruction at the Grammar School.

After a short discussion this resolution was withdrawn.

Moved by D. Bench, Esq., M.A., seconded by J.W.C. Brown, Esq., and

Resolved.—That it is the opinion of this meeting that the Grammar School Act should be so amended as to require the County Council to raise a sum of money for Grammar School purposes, at least equal to the Government Grants for Grammar Schools of the County, and that the town or village in which the School is located provide necessary buildings; the Council of the said town or village shall have the appointment of three trustees; that the schools so established shall be entirely free to the whole County; and that the distinction between Senior and Junior Grammar Schools be abolished.

Moved in amendment by S. Fairbanks, Esq., seconded by Mr. McDermott, and

Resolved.—That the distinction between Senior and Junior Grammar Schools be abolished, and that the several Grammar Schools, now or hereafter to be erected, be allotted sections in like manner as Common Schools—that the County Council be compelled to raise a sum annually equal to the Government Grant, and that the trustees of the several Grammar Schools be empowered to raise, by assessment upon each section, all monies necessary for the maintenance of the school.

After a discussion the amendment was lost, and the original motion carried unanimously.

Moved by Thomas Gibbs, Esq., seconded by S. Fairbanks, Esq., and

Resolved.—That whereas this meeting has determined that the Grammar Schools in the County shall be continued as County Grammar Schools, and

that the same shall be free to the inhabitants of the County, that the necessary funds for conducting the same required besides the Government Grant, be defrayed out of the funds of the County.

Moved in amendment by J. W. C. Brown, Esq., seconded by E. Birrell, Esq., and

Resolved.—That the Municipal Council of the Township, Town or Village in which such Grammar School is situated, be required, on petition of the trustees thereof, to provide for all deficiencies to Teachers' salaries, and for incidental expenses.

The amendment was lost and the original motion carried.

Cobourg, County of Northumberland, Feb. 21.

Moved by the Venerable Archdeacon of York, seconded by C. Underhill, Esq., and

Resolved.—Whereas the Trustees of Grammar Schools are unable to provide for the efficient working of the said schools, from having no power to raise funds for erecting buildings or meeting incidental expenses, it is the opinion of this meeting that funds should be raised by assessment for the sustaining of Grammar Schools, on the same principle as is now exercised in the case of Common Schools.—Carried.

Moved by Dr. Beatty, seconded by G. Stewart, Esq., and

Resolved.—That in case the Grammar Schools be sustained by general taxation, upon the basis of Common School assessment, that all pupils residing out of the town in which the Grammar School is situated shall be free of any school-rate.—Carried.

At Peterboro', Counties of Peterboro' and Victoria, Feb. 22.

Moved by Mr. Grover, seconded by Mr. Pearce, and

Resolved.—That it is expedient that the law relating to Grammar Schools be so altered as to assimilate it to the Common School law, in so far as requiring the County Councils of each County to raise, by direct taxation, a sum equivalent to the Government Grant, for the support of such Grammar Schools, and that the Grammar Schools should be made free to all.—Carried.

At Picton, County of Prince Edward, Feb. 24.

Moved by Mr. R. Lobb, seconded by Mr. J. Johnson, and

Resolved.—That in the opinion of this Convention, it is desirable that the County Council be empowered by law to raise an amount equal to the Government Grant, for the support of the County Grammar School; and that all the pupils of the County shall be admitted free.

At Napanee, Counties of Lennox and Addington, Feb. 25.

Moved by John Stevenson, Esq., seconded by Rev. Dr. Lauder, and

Resolved.—That this meeting approves of the Grammar Schools becoming County Schools, the County Council appointing half of the Trustees and providing funds for their support equal to the Government Grant, and that the Schools be free.

At Kingston, County of Frontenac, Feb. 27.

Moved by Rev. Andrew Wilson, seconded by C. W. Cooper, Esq., and

Resolved.—That in order to the efficiency of Grammar Schools and the better accomplishment of the end for which they are designed, three trustees should be chosen by the County Council, and three by the City or Town Council in which the school may be located; the fees should not be more than \$3 per term, and the balance over the amount of the Legislative grant and these fees, necessary to pay the salary of teachers, procure suitable school buildings, provide furniture, maps and apparatus, keep in repair the school houses and premises, and any other necessary expenses, should be provided by Municipal assessment on all the ratable property within the limits of the County, including cities and separate towns; and the County, City, or Town Councils should be required to make such assessment according to an estimate laid before them by the Board of Trustees.

At Brockville, County of Leeds, Feb. 28.

Moved by Mr. McMullen, seconded by Rev. J. H. Johnson, M.A., and

Resolved.—That this convention considers that it would be advisable that the Grammar Schools of these United Counties should still remain under the control of the Counties' Council, and that an act may be passed requiring such Counties' Council to levy sums for its support, of the same amount as granted by Government, and that any rates to be imposed may be assessed equally on Towns, Villages, and Counties, and that all have equal privileges as to the trusteeship and otherwise.

At Perth, Counties of Lanark and Renfrew, Feb. 29.

Moved by the Rev. Mr. Clark, seconded by Wm. McN. Shaw, Esq., and

Resolved.—That in the opinion of this convention, the election of Grammar School Trustees should be as follows: three trustees to be appointed

by the Municipality in which the building is erected, and three by the County Council, and that it shall be the duty of the County Council, to levy and assess an amount equal to that apportioned by the Government for the support of the Grammar Schools of the County, and in consideration thereof, the children of the County shall be admitted free of tuition fee.

At Ottawa, County of Carleton, March 1.

Moved by Rev. J. Butler, seconded by Rev. C. B. Pettit, B. A., and Resolved,—That if the City Council will provide a suitable building for a Grammar School, and assess itself to half the amount contributed by Government yearly; and the County Council assess the County for the other half of the amount granted by Government;—then pupils from the County shall have the same advantage of the Grammar School as those who live in town.

At L'Orignal, Counties of Prescott and Russell, March 2nd.

Moved by Rev J. G. Armstrong B. A., seconded by A. Philip, Esq., and Resolved,—That it is the opinion of this Convention, that Grammar Schools in Upper Canada should be free, the County Councils to raise a sum annually, by a County tax, equal to the Government Grant;—the Council of the Township, Town or City, in which the Grammar School is located, to erect suitable buildings;—three of the Trustees to be appointed by the County Council, and the other three Trustees by the Township, Town or City Council, or Police Village, (as the case may be.)

At Kemptville, County of Grenville, March 5,

It was moved by Mr. R. Kernahan, seconded by Mr. S. Christie, and Resolved,—That whereas in many places throughout the country, there exists much difficulty in the support of Grammar Schools, especially of the Junior Class; and inasmuch as every one is interested and benefited by the

progress of Education; also having the principle avowed and acted upon in the present School Law, this Convention expresses its conviction that the County within which such Grammar School is situate, should be required by law to raise at least a sum equal to the Government Grant; and that the School should be free to the County within which said School is situated.

At Iroquois, County of Dundas, March 6.

Resolved,—That the Trustees of the Grammar School be authorized to raise by assessment on the county a sum equal to the Government grant; and that for the balance of the expenses of the School, the Trustees be authorized to levy that amount by assessment on the municipality within which the School is situated; and that the Grammar School be free to the children of the county.

At Cornwall, Counties of Stormont and Glengary, March 7.

Moved by the Rev. Dr. Patton, seconded by Mr. Munro, that it be Resolved,—That in the opinion of this meeting, it is expedient that the Board of Grammar School Trustees should possess powers similar in every particular to those possessed by the Board of Common School Trustees, as far as the County is concerned, in which the Grammar School or Schools may be situate.—The motion being put, was lost.

In amendment, it was moved by J. F. Pringle, Esq., seconded by Mr. Henry Bader, and

Resolved,—That this meeting approves of the plan proposed for making the Grammar School of each County free, by levying on the property of the County a sum equal to the Government grant; and is further of opinion that the County should contribute a portion of the fund required for the erections of buildings and the furnishing of apparatus for such schools.—Carried.

APPENDIX B.

No. 117.1

BILL.

1863.

AN ACT FOR THE FURTHER IMPROVEMENT OF GRAMMAR SCHOOLS IN UPPER CANADA.

Preamble. WHEREAS it is expedient to amend the law and to make further provision for the improvement of Grammar Schools in Upper Canada;

Therefore, Her Majesty, by and with the advice and consent of the Legislative Council and Assembly of Canada, enacts as follows:

Appropriation of Fund.

1. The Grammar School fund shall be apportioned to counties upon the same terms and conditions as the fund provided by the Legislature in aid of Common Schools.

County Councils to levy rates for Grammar Schools as for Common Schools.

2. The corporation of each county shall annually levy and collect a rate for the support of Grammar Schools, in the same manner and subject to the same conditions and restrictions, as such corporations levy and collect rates for the support of Common Schools; and the forfeited and unexpended balances of Grammar School moneys over from any one year shall be added to and form part of the Grammar School fund of the next year.

Grammar Schools to be free.

3. In consideration of the aid provided by the corporation of each county to the Grammar School or Schools of such county, as authorized and required by the foregoing section, such school or schools shall be free to all the youth of such county, without payment of fees for tuition (except to residents in the city, town or incorporated village within the limits of which a Grammar School may be situated,) according to the standard now established or which may be established for the admission of pupils to Grammar Schools; and as long as the conduct of each youth shall be agreeable to the rules and discipline of such schools. Provided always, that where a county is divided into school circuits, each Grammar School shall be free only to the youth of that school circuit for which it is established.

Exception.

Condition.

Proviso.

City, town or village corporation to furnish accommodation.

4. The corporation of each city, town or incorporated village within the limits of which a Grammar School is or may be situated, shall provide such accommodations and further means for the support and efficient operation of such school, as may

be required from time to time by the Board of Trustees of such school.

5. The Trustees of each Grammar School shall be appointed by the corporation of the county and the corporation of the city, town or incorporated village municipality, within the limits of which such Grammar School is or may be situated; that is to say, each County Council at its first session, to be held after the first day of January next, shall select and appoint as Trustees of each Grammar School within its jurisdiction, three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, shall annually retire from office (but may be re-appointed) on the thirty-first day of January in each year; and the vacancy occasioned by the retirement of one of such Trustees annually, as also any occasional vacancy in their number, arising from death, resignation, removal from the county, or otherwise, shall be filled up by such County Council, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve: And the corporation of the city, town or incorporated village municipality, within the limits of which a Grammar School is or may be situated, shall, at its first session in January next, appoint three fit and proper persons as Trustees of such Grammar School, one of whom, in the order of their appointment, shall annually retire from office (but may be re-appointed) on the thirty-first day of January in each year, and the vacancy occasioned by the retirement of one of such Trustees annually, as also any occasional vacancy in their number, arising from death, resignation, removal from the municipality or otherwise, shall be filled up by such Council, provided that the person appointed to fill such occasional vacancy shall hold office only for the unexpired part of the term for which the person whose place shall have become vacant was appointed to serve.

Mode of appointing Trustees of Grammar Schools.

Three by County Council.

Filling vacancies.

Three by city, town or village Council.

Filling vacancies.

6. The present Trustees of Grammar Schools shall (unless re-appointed) retire from office on the thirty-first day of January, one thousand eight hundred and sixty-four, and their successors in office shall be appointed as hereinafore provided by this Act; and the Trustees thus appointed shall be a corporation, and shall succeed to all the rights, names, powers

Present Trustees to retire in 1864.

New Trustees to be a corporation; their powers.

Property held for Grammar School purposes vested in the Trustees.

Provision limiting Trustees on Joint Boards to six, repealed.

Union of Grammar and Common Schools may be dissolved.

Division of property, on such dissolution, how determined.

Certain pupils required, in order to obtain allowance from fund.

Yearly allowance.

Apportionments over \$800, how to be made.

Condition for additional Grammar Schools.

Removal of Grammar Schools.

Conditions of such removal.

Certain sections of Common School Act to apply to Grammar Schools.

Proviso.

and obligations as are conferred, or imposed upon Trustees of Grammar Schools by chapter sixty-three of the Consolidated Statutes for Upper Canada, and by this Act.

7. All property heretofore given or acquired in any municipality for Grammar School purposes, and vested in any person or persons, or corporation, by any title whatever, or hereafter to be given or acquired, shall vest absolutely in the corporation of Grammar School Trustees holding and having the care of the same; and such Trustees shall have full power to manage and dispose of the same in such manner as they may deem expedient for the interests of their Grammar Schools.

8. So much of the last part of the seventh clause of the twenty-fifth section of chap. sixty-three of the Consolidated Statutes for Upper Canada, herein before mentioned, as limits the number of Common School Trustees to six in joint Boards of Grammar and Common Schools, is hereby repealed; but the union of the Grammar and Common Schools, or departments thereof, as provided in the said clause of the said Act, may be dissolved at the end of any year by a notice of three months given in writing at a meeting of the joint Board, and signed by a majority of the members of either Board, and published at least three times in one or more local newspapers. On the dissolution of the union between any Grammar and Common School, or department thereof, the school property held or possessed by the joint Board shall be divided or applied to public school purposes, as may be agreed upon by a majority of the members of each Board; or if they cannot agree, then by the Municipal Council of the city, town or incorporated village within the limits of which the Grammar and Common Schools of such Boards of Trustees are situated.

9. No Grammar School shall be allowed to receive anything from the same fund unless it has a daily average attendance (times of epidemic excepted) of at least ten pupils learning the Greek and Latin languages, exclusive of those in such subjects of Agricultural Chemistry and Physical Science as may be prescribed according to law.

10. Each Grammar School, conducted according to law, shall be entitled to receive at the rate of not less than three hundred dollars per annum from said fund.

11. All apportionments made to Grammar Schools at the rate of over and above the sum of three hundred dollars per annum shall be made according to the daily average attendance (certified by the Head Master and Trustees) of pupils studying the Latin or Greek language, or such subjects of Agricultural Chemistry and Physical Science as may be prescribed according to law.

12. No additional Grammar School shall be established in any county unless the Grammar School fund of such county shall be sufficient to allow the apportionment of three hundred dollars per annum to be made to such additional school.

13. Each County Council shall have discretionary authority to abolish any Grammar School, or to change the site of the same within its jurisdiction (except that situated in the county town,) and transfer it to another place in the county, on condition that the municipality to which such Grammar School is transferred shall pay to that from which it is transferred any sum which the County Council may judge equitable for a building or buildings, which may have been erected for the Grammar School, and which may not be required for other school purposes, less the sum received from the sale of such building.

14. The eighty-third, eighty-fourth, eighty-fifth, eighty-sixth and eighty-seventh sections of the Statute, chapter sixty-four of the Consolidated Statutes for Upper Canada, shall apply to the settlement of all differences between Boards of Trustees and Head Masters and Teachers of Grammar Schools in the same manner as they apply to the settlement of differences between the School Trustees and teachers of Common Schools; Provided always, that in such cases, the Local Superintendent shall not act as an arbitrator; but in the event of a difference

of opinion on the part of the two arbitrators, they shall themselves choose a third arbitrator, and the decision of a majority of the arbitrators thus chosen shall be final.

15. Whereas it is desirable and important that each Grammar School should, as soon as practicable, be made a school of practical science as well as of classical learning, it shall be lawful for the Trustees of each Grammar School to establish a mastership or lectureship in Elementary and Agricultural Chemistry and in Natural Philosophy, especially Mechanics, as illustrative of the various kinds of machinery required by the manufacturing and other mechanical interests of the country. The course of lectures in Chemistry and Natural Philosophy shall continue not less than four months in each year; and the expense of the apparatus and lectures, including the salary of the master, shall be defrayed equally by the city, town or incorporated village within which the Grammar School is situated, and the county or school circuit for which such Grammar School is established, on an estimate from time to time prepared by the Board of Trustees of such Grammar School, and laid before the Municipal Councils of the county and of the city, town or incorporated village respectively; and it shall be the duty of such Councils to provide the sum or sums at such times and in such manner as may be required by such Board of Trustees.

16. The certificates granted to Masters of Grammar Schools under the authority of the thirteenth section of the Consolidated Grammar School Act shall, upon the recommendation of the committee of examiners, be issued under the hand and official seal of the Chief Superintendent of Education, as provided in regard to Provincial Common School certificates, and shall be valid in any part of Upper Canada until revoked.

17. So much of the Consolidated Grammar School Act of Upper Canada, chapter sixty-three of the Consolidated Statutes for Upper Canada, as is inconsistent with the provisions of this Act, is hereby repealed.

Trustees may establish Master-ships of Agricultural Chemistry and Natural Philosophy.

Conditions.

Expenses, how defrayed.

Certificates to Masters of Grammar Schools, how issued.

Inconsistent enactments repealed.

EXPLANATORY MEMORANDUM ON THE ACCOMPANYING DRAFT OF GRAMMAR SCHOOL AMENDMENT BILL.

BY THE CHIEF SUPERINTENDENT OF EDUCATION FOR UPPER CANADA.

Throughout all Upper Canada the trustees and supporters of Grammar Schools have urged upon me the necessity of amending the Grammar School Law. The provisions of the accompanying Draft of Bill were brought before the several County Conventions during my last official tour of Upper Canada in 1860, and received their almost unanimous concurrence, with one or two exceptions.

1. The object is to assimilate the Grammar and Common School Law in regard to assessments, and then to provide for the support of Grammar as well as Common Schools. If the condition of assessment is good for the Common Schools, it must be equally good for the Grammar Schools.

2. What is proposed is also just to all parties. Those who do not send children to the Common Schools, and those also who send their children to the Grammar Schools, are assessed for the support of Common Schools by County and Town Councils, and also by trustees in school sections; it is only equal justice, then, that supporters of Common Schools who send their children to them alone, should in turn be assessed for the support of Grammar Schools, and more especially when the Grammar School assessment is scarcely a twentieth part of the Common School assessment. If those who send children to the Common Schools are to be exempt from paying any assessment for the support of Grammar Schools, then those who send their children to the Grammar Schools, and those who do not send children to the Common Schools, should be exempted from paying Common School rates; and thus a vastly larger sum would be deducted from the Common School assessments than that of the small Grammar School assessment paid by supporters of Common Schools, who do not send their children to the Grammar Schools.

3. The small amount of assessment is worthy of notice. It is but £8000 for all Upper Canada—amounting, as financial men stated at some of the County Conventions, to about two thirds of a cent on every thousand dollars of assessed property.

4. In consideration of this small assessment, the Grammar School fund will not only be doubled, but the Grammar Schools will be free to all the

youth of each county: thus giving every farmer and every poor man in Upper Canada a proprietorship in the Grammar Schools, to the extent of educating any clever and studious boys to whom they may wish to give a superior education. The Royal Despatch of 1798, setting apart Grammar School Lands in Upper Canada, expressly states that it is for the purpose of establishing "Free Grammar Schools," the leading idea of the Bill prepared sixty-three years afterwards.

5. To prevent the Grammar School from being filled to overflowing, the standard of admission for boys studying Latin and Greek will be the same as that now required; but the standard for the admission of pupils studying English only will be raised so as to be about equal to that now required for a second class Common School teacher's certificate. Thus the Grammar School will in no way be a competitor with the Common School, but will be a high English and Classical school, and will also be a scientific school to teach agricultural chemistry and the elements of natural philosophy whenever the municipalities desire it.

6. If a County Council does not desire any provision for Common School education within its jurisdiction, it imposes no assessment. So, if a County Council desires no provision for Grammar School education within its jurisdiction, it will impose no assessment. But at all the County School Conventions in Upper Canada, during my last official tour, the members of Councils (with, as far as I learned, two individual exceptions) expressed an earnest desire for the arrangement proposed, in regard to assessing for Grammar Schools and making them free to the youth of Counties, and this was the almost, and, in many places, quite unanimous voice of the rural portions of the public meetings alluded to. In two instances, the County Councils were in session, and adjourned to attend the County School Conventions, at which the wardens presided, and at which the members were unanimous for the provisions proposed for the support of Grammar Schools. The Government apportionment of the Grammar, as well as of the Common School Grant to a County, is not to any one or more schools in a County, but to the County itself, according to population; so that it makes no difference in the Grammar School (or even Common School) assessment whether there is one or a number of schools. The fund in regard to both Common and Grammar Schools is afterwards distributed to the several schools in a County, according to the average attendance in each.

7. As to the power of trustees in the city or town of the Grammar School, it is admitted that such locality receives nine-tenths of the benefits of the Grammar School, in regard to the attendance of pupils, the situation and expenditure of the school, and its influence upon the importance of the place and value of property. The municipality of such locality appoints half the trustees, and that half has, of course, a veto upon all expenditures and proceedings. If Grammar Schools exist at all, they should be good ones; and they cannot be so without proper accommodations and means of support; and I know of no more equitable method than that proposed, to distribute the burthen of supporting the Grammar School between the town and county, and uniting both in interest in its behalf. But it is also proposed to be provided that if any town or incorporated village does not desire to retain the Grammar School, the County Council may be authorized to remove it to another town or village desiring it; for there will be plenty of candidates for the Grammar School in any such case.

These are the principal points connected with the provisions of the proposed Bill.

II. Papers on Classical Subjects.

1. IMPORTANCE OF THE STUDY OF LATIN.

It will be readily granted that every boy who is to be educated at all must be taught to speak and to write with grammatical accuracy. In no way, then, can this be done so effectually as by learning Latin, at least so far as to be able to construe and to parse with accuracy a plain book, such as *Cæsar*. There are obvious reasons why English is not a good language in which to learn grammar. Its composite structure and the opposite principles it embodies; here and there retaining the old Saxon inflexions, far oftener rejecting them for prefixes and auxiliary verbs; these alone must make the task of teaching grammar in it all but hopeless. But the Latin language, evolved from its own resources, and uninvaded by foreign admixtures, with so fixed and systematic a frame-work, such certainty, almost rigidity of usage, and such perfect symmetry, is the very model language for the grammarian, the fittest of all instruments for teaching the principles of universal grammar. If, then, a practical knowledge of grammar is, at least, a desirable accomplishment for

all young men, and if the study of Latin is the surest way of attaining it, no more need be said to prove that all should study that language so far as to be able to read *Cæsar*, or to whatever length may be necessary for grammatical training. This alone will always vindicate for it a main place as an instrument of education, without adverting to the further fact, that Latin holds the key to the study of most modern European languages. It is the direct parent of all the languages of Southern Europe. It almost halves the parentage of our own with the original Saxon, and even the German has received large accessions from its stores. These facts should prevent many who set a high value on the knowledge of modern languages from decrying Latin as they often do. All that has now been said refers only to the grammatical and linguistic value of Latin, as an instrument of the most elementary training. Of its higher literary and historical bearings, as these can only be known by the more advanced scholar nothing need now be said.

Even in the most utilitarian view of education, a certain knowledge of Latin is desirable, and to hint the probability that by beginning later, as much might be learnt in two or three years, as by beginning earlier is now acquired in five or six. If this last view be true, and if a boy, who has small linguistic faculty, could learn as much Latin between the years of, say thirteen to fifteen, as he now does in double the length of time, there needs no argument to prove that the boy who will turn out a scholar, will do at least as much, in proportion in the same time. But there is no need to dwell on this, because it is not so much in reference to advanced scholarship, that these remarks are offered, as to help to fix the place which Latin should hold in the education of average boys, who will never turn out scholars, and to settle the best time at which its active study should in their case begin.—*Museum*.

2. HELPS TO THE STUDY OF LATIN.

That the Arnold system in the study of a dead, or foreign language, is, all things considered, the best to begin with, we have not the slightest hesitation in affirming. Commencing with the most simple elementary principles of the modification of words, and the framework of the simple sentence unmodified, and by presenting those principles one at a time, and applying them immediately, it certainly leads the pupil along the first steps in the study of language by a more rational method than the old practice of committing to memory all the forms of declension, comparison, and conjugation, and then attempting, as a first effort, to unravel a complete sentence with all its inversions and modifications, to which he must be almost an entire stranger. For it must be borne in mind, that however well the pupil may commit and recite, *memoriter*, the various grammatical inflections, he cannot fully, nor to any great extent, understand the use of those inflections, until he sees them in an actual sentence—a sentence made and moulded by the thought of one who used the language as his own. Hence the necessity of a simple exercise in translating, almost at the outset of the study, and as a constant accompaniment to the grammar, as the learner progresses in its principles and forms. Such a method is philosophical. It is a judicious help to the pupil in his first steps, giving him to begin with assurances of progress for his encouragement, and saving him from the disgust so sure to follow the excessive tasking and overtasking of the memory, in learning grammatical inflections and definitions, long before he knows fully the use of them, or can have an opportunity to see them applied.

Herein consists the prime excellence of the Arnold system. It commences with elementary principles; leads the pupil gradually and intelligently into an understanding of the more complex forms and principles of language. Every step, fairly gained, gives him greater power to accomplish the succeeding one. From first to last, the philosophy of the language is the thread that guides the learner, though perhaps unconsciously to himself. The idioms of the language are analyzed and compared with the English, that they may be freely and smoothly translated, and not rendered with that literal rigidity so often heard, and so grating to the ear of the elegant scholar.

But it seems to us that some of the First Books in Latin upon this system, are too full, and contain much matter not necessary for the pupil before he commences the use of his reading book and grammar proper. Such a book should contain only the leading principles necessary to commence reading easy Latin; but it should be finished before entering upon any reading exercises, other than what may be furnished for the purpose of illustrating the principles successively presented. Those exercises should be brief, employing but few Latin words, but presented in a variety of form. A few such exercises, read and reread many times, are preferable to a more extended list of sentences. But the reading of short, isolated sentences, can never imbue the mind of the learner with the spirit of the Latin tongue. That can be done only by reading in connection the consecutive thoughts of the same author. The reading of

a page in Cicero, or Cæsar, or of fifty lines in Virgil, will give a better insight into the Roman language, than would ten pages of short disconnected sentences. The work preparatory to reading should, therefore, be soon accomplished. Then let the reading book, lexicon, and grammar, be taken in hand in earnest. What may be denominated the incidentals of the study, may be carried along as collateral work.—A. P. S. in *Massachusetts Teacher*.

III. Education in Various Countries.

1. THE REPORT ON EDUCATION FOR LOWER CANADA.

The Superintendent of Education for Lower Canada has issued, some time since, his Annual Report for 1861, in the French language, and an English translation of it has recently been published.

The Superintendent is able in this year, as in former ones, to report a general progress and increase in his department. Schools and other Educational institutions have reached, during the past year, the figure of 3,345; the pupils that of 180,845, while the amount of contributions raised, reaches \$625,219. All these figures are in advance of former years; but there is one important item which does not advance and is discouragingly unchangeable, and that is: the Government allowance, which remains stationary at, we believe, \$200,000. Of this sum, \$70,000 go to superior education, and a little over \$100,000 to the primary schools. To each individual school the grant is not stationary; but, what is worse, annually decreasing, for the simple reason, that as the number of schools goes on increasing, the share of each in the grant becomes smaller.—Viewed in this relation, each new school and each new college inflicts, by its coming into existence, a permanent pecuniary damage to the rest. The grants to individual schools have to be re-adjusted every year, creating thus a permanent state of change and uncertainty. To give one instance to the point: McGill College has seen its grant gradually reduced from \$4,000 in 1856 to \$2,591 in 1861, and will be still less and less every year as the French colleges multiply and set up their claims.

Mr. Chauveau is perplexed by the insufficiency of the sum placed at his disposal, and states, that an addition of 50 per cent. to the Government grant is indispensable. But, before voting an additional one hundred thousand dollars, it will be well for the Legislature to consider whether the system of a fixed grant does not work injuriously; and whether the amount of the aid of the Government had not better follow the movement of the schools according to some fixed rules, and instead of being stationary, become variable; while the aid to each institution may be determined by a rate based on its number of scholars and the amount of its school assessment. It would not be quite so convenient in arranging the budget to have, instead of a round sum to deal with an appropriation liable to fluctuations and always on the increase. But the claims of education on the country rank amongst the very first, and must not be sacrificed to a false economy. It is certainly not creditable to Canada that the whole amount appropriated every year by Government to education in both Provinces, does not reach half of the interest of the Legislative grant made to a single railroad.

The salary of the school teachers, although showing some improvement remains miserably low. It does not probably average on the whole more than \$200 a head. The grant to the schools is diminished by a sum of \$19,050 paid the school inspectors, while in Upper Canada this class of agents is not paid out of the educational grant but from the [a special county] school tax. The effect of the low salaries paid to teachers is specially noticeable in the Protestant McGill Normal School, where last year only four male pupil teachers were found, while there were thirty-four female ones.

The endowments and revenues of Protestant universities or colleges in Lower Canada appear insignificant when compared to those of similar Roman Catholic institutions. Amongst the latter the University of Laval is the best endowed, its buildings alone are valued at \$200,000, and annual revenue \$20,000. The Quebec Seminary has \$22,000 of revenue, the St. Hyacinthe College \$26,000, and St. Mary's College, held by Jesuits in Montreal, over \$25,000. The real estate held for revenue by some of these institutions is very large. The Seminary of Quebec puts itself down for \$400,000, and that of Montreal for \$500,000.

Amongst curious facts worthy of notice may be mentioned the following: The history of the United States, the country nearest to us, is taught as a separate branch only in the Quebec Seminary. McGill College is the only one that offers to the student a course of gymnastics. The Jesuit's College in Montreal which in former years could command the attendance of several Protestant pupils had last year but one. There were in the Roman Catholic Colleges eighty-two pupils from the United States and only nine in the Protestant institutions.

It would have proved of the highest interest to Protestants, to have found, amongst the numerous statistical tables of the report,

some comprehensive view of the dissentient schools of Lower Canada, especially the amount of school-tax which they pay, how much of it is left to them; and how much of it goes to the support of Catholic education; but there is no information on the subject, and the statistics of dissentient schools are all mixed up with the rest. The following short notice, however, of the missionary schools at Pointe-aux-Trembles, will be read with interest, proceeding, as it does from the impartial pen of a Roman Catholic school inspector:—

"The dissentients have opened a school under the direction of a teacher who has no diploma. Eighteen pupils have been entered on the register. These dissentients have hitherto made great sacrifices, in order to obtain for their children a suitable education. I sincerely wish them success in their new establishment. There are also two independent schools,—one for boys, the other for girls,—attended by about sixty pupils. The girls' school, which I visited, appeared to me to be conducted with ability, and to have made progress."

Education in Lower Canada has made immense progress of late years, and the vast majority of the growing generation of French Canadians will be able to read and write,—a fact unprecedented in the history of the colony. To Dr. Meilleur belongs the credit of having initiated the revulsion now witnessed; and he had to do it amidst much opposition from all classes. He honestly wished to follow the example set by the Upper Province, and render his schools unsectarian. When Mr. Chauveau came into office, the odium borne by his predecessor had been removed, and the educational system had received a fair start. That his place is no sinecure, is sufficiently evident from his report. He has the task of directing a very complicated machinery, and his labours probably exceed those of Dr. Ryerson. He has three normal schools instead of one to superintend; all his dealings are complicated by the use of two languages; and owing to the differences of race and religion, he has a great diversity of opposite interests to conciliate. No man of ordinary capacity could fill such a place; and he has discharged its duties very efficiently, and at least to the entire satisfaction of his co-religionists.—*Montreal Witness*.

2. MILITARY SCHOOLS IN LOWER CANADA.

The gentlemen of the Quebec Seminary have resolved to establish two military schools, one in the Laval University and the other in the minor Seminary. We are happy to learn this, because the system will ensure a constant supply of intelligent men imbued with the learning of the schools, and qualified in every respect for commissions in the Militia. The gentlemen of the Quebec Seminary seem to have appreciated Mr. Disraeli's remarkable saying in the House of Commons, in the debate on the Address, and when the tide of war had subsided in America, the country would be "an America of diplomacy, an America of war, an America of standing armies." Success, say we, to the Canadian school of St. Cyr.—*Montreal Gazette*.

3. EDUCATION OF DESTITUTE CHILDREN, MONTREAL.

Having frequently heard mention of the Free School in the Quebec Suburbs, the writer paid it a visit the other day. It is a kind of effort, on the part of Protestant communities at least, which is new in Montreal; and a kind, moreover, which we look upon with interest. We shall, therefore, record the observation of the visit.

This school has been in operation for about two years. It was founded upon the model of the "Ragged Schools" in large cities in Great Britain, with which most readers of newspapers are familiar. The tuition is gratuitous. There are no school fees whatever. But children only, whose parents are unable to pay school fees, are admitted. In the school in the Quebec Suburbs the average attendance of children is about ninety. They do not belong to any particular creed. Children of all creeds are indifferently taken; and, in many cases, children of parents who have no creed. The writer noticed one class of Gypsy children. There were some ten or twelve of these, and sometimes, we are told, there are more. Many of the scholars too, are the children of drunken parents, who have no home comforts, and in many cases not even fire for warmth. Sometimes these last pray to be allowed to remain in the school during meal hours.

The first notable fact is that an average attendance of ninety children of this class is collected. This number is all the school-room, which is the basement of the Methodist Church, can contain, or the energetic teacher (Miss Campbell) can give her attention to, even by employing some of the older scholars to assist in teaching the younger. It is, then, clear that this large room full of children who, in the street and at home, in cases in which they have any, are surrounded by all kinds of bad influences, with the downward path, straight and broad and well beaten before them, arc, in the school, at least put in the way of doing good, as well for themselves as

others. At school the teachings and the influences are good. Even the excellent and appropriate precepts which are here and there, in large letters, affixed to the walls, may make impressions on the mind of many a child which will affect conduct in after life. Cleanliness of person is the rule of the school. All the children have their hands and faces washed clean, if their clothes are sometimes in tatters. The Gypsies, the morning the writer was there, came with their faces painted red for ornament, which, however, were soon washed to their natural nut brown. These Gypsy children are quick scholars.

The next notable fact is the actual instruction given. Throughout the whole school it cannot, of course, equal that where the attendance is more regular and the circumstances on the part of the scholars are more favorable. But many of the answers which the writer heard, on the occasion of his unexpected visit, were such as might, in many cases, shame the children of parents who are well to do and able to furnish them with the unspeakable blessings of home comforts. The branches taught are mainly reading, writing, arithmetic and grammar. The writing in the copy books was, in many cases, excellent—much better than we expected to have seen. The children all seemed to be happy. Many of them were intelligent and bright eyed. And the teacher seemed to have them well in hand, and to have her heart in the work of instructing them. In a body, they sang one or two pieces with spirit.

Such are the main facts; and the questions come naturally: If such a school can be so well maintained in the Quebec suburbs, could not others be so, in other suburbs? If this is filled to its capacity is there not even room for more in the same locality? Is not this true missionary work? Should not charity begin at home? Is it not our duty, in the first place, to educate and to convert these little heathens in our midst? Is it not a duty which comes before that of making converts from one creed to another? Is not this kind of well-doing, in fact, the true light to set upon the hill, that the people in darkness may see our good works? In our apprehension there can be but one answer to all these questions. And it may be that many a man and woman in after life will in their hearts bless the good man who first thought of establishing this institution in our midst. Many may attain comforts, competence—eminence even—by reason of the instruction here afforded who otherwise might have followed the roads which inevitably lead to misery and crime, and destruction eternal, without hope or guide or means to walk in the better path.

This "Ragged School," we understand, is supported by the voluntary contributions of the public. Whether others are, or are not established, the support which is given to it in a community so wealthy as that of Montreal should not be allowed to flag. If it is argued that free education, like other eleemosynary aid may be pushed too far, it must be conceded that this school supplies a need; and one which, we believe, might, with advantage, be supplemented. —*Montreal Gazette.*

4. NEW ENGLAND SOCIETY INSTITUTE AT MOHAWK.

A correspondent of the *Hamilton Spectator*, under date of Feb. 19, writes as follows:—"Last evening, I received an invitation to visit the Institute of the New England Society of London, established many years ago at the Indian Mohawk village (near the town) for the purpose of educating the children of the Six Nation Indians, and spreading christianity among these people. The Institute, is a large stone building, in which a number of children are received, clothed, fed, and educated, and in addition, the boys are taught various industrial pursuits, and the girls instructed in domestic duties; a farm is also attached to the Institute, in which the boys work. The Society has also several schools among the Six Nations, by whom the importance of education is becoming more appreciated.

Not far from the Institute is the oldest church in the Province of Upper Canada, has an ancient bell from Fleet Street, London, and is also possessed of a communion service of plate presented to the Mohawks for their chapel, by Queen Anne, when they possessed the valley of the Mohawk in the state of New York. The Bible, a very large one, was also presented by Her Majesty, and is an interesting edition, published in London in 1701, and presented to the Mohawks in 1712, and it is in admirable preservation after being in use for 151 years.

This forenoon, I proceeded with a party, to the Institute, to witness the presentation of a pretty Tea service of plate, by the Six Nation Indians, to Mrs. Nelles, the lady of the Rev. Mr. Nelles, the Chief Missionary of the England Society, and who labours so devotedly, in promoting their welfare, and in superintending the Institute and Schools. It appears, that Mrs. Nelles has also been untiring in her care of the children at the Institute, and the Six Nations being sensible of her goodness, desired to convey their feeling in an appropriate and lasting manner; they therefore determined on raising a subscription and inscribing their sentiments on

a piece of plate. Upon reaching the Institute, we found a large assemblage of chiefs and warriors, accompanied by their wives and daughters, while the appearance of the children was most pleasing. An excellent Indian brass band was in attendance. A number of Rev. gentlemen, and ladies and gentlemen were present. The visiting superintendent, Mr. Gilkison, was called upon to preside, and he opened the proceedings with a few appropriate remarks. An address to the Rev. Mr. Nelles was then very well read, in English, by an intelligent young Indian, Isaac Powles, who has been educated at the Institute. Mr. Nelles read a feeling reply, after which, addresses were delivered by Dr. Digby, a number of the chiefs, the venerable Mr. Kerby, and the Superintendent,—Mr. George H. M. Johnson and Mr. Isaac Powles acting as interpreters. The speeches of the chiefs, were, in some instances, most eloquent, judging from the action and tone of voice, and when interpreted their ideas were really beautiful as truthful, in the usual flights of Indian oratory. The different dialects were also striking; as between the Mohawk, the Onondaga, Tuscarora, and Delaware. All the chiefs, including the Pagan, joined in their praise and admiration of the Rev. gentleman and his lady, and all spoke of the benefits and blessings conferred upon their people by the New England Society. The band played several pieces of music, closing with our National Anthem, for these good people, it will be remembered, are most loyal and true. The company then adjourned to the large hall, where three long tables were most beautifully spread for the many hundreds present. We all returned much pleased with our visit, and only regretted that a reporter had not been present, to take more full notice of the interesting occurrence.

5. A GLIMPSE OF AFRICAN SCHOOLS.

FREETOWN, SIERRA LEONE, WEST AFRICA. July, 1862.

MY DEAR JOURNAL:—Almost my first glimpse of Africa revealed something of its educational progress. We had been tossing on the ocean for nearly forty days, rolling on the swells in the heat of a tropic calm, when one morning, as the fog lifted, Cape Mesurado was towering in full sight just before us. This cape as you will recollect, is very near Monrovia, the capital of Liberia. On its summit, in plain sight from the sea, stands the beautiful building of "Boston College," erected by the generosity of a few Bostonians at an expense of some forty thousand dollars. The situation is very pleasant, having the full benefit of the ocean breezes, and commanding an extensive prospect both of land and sea. All connected with the college, president, professors and students, are colored men, and yet it is in a very prosperous condition. The officers are highly educated and accomplished, and it is to be hoped that many of the sons of Africa will here be prepared for extended usefulness. Good schools, taught by native teachers, are established at most of the larger settlements in Liberia, and the educational prospects of the young republic seem brightening. At Cape Mount we noticed the neat little chapel and school-room occupying prominent positions.

As we came from Monrovia to Freetown on the English war steamer, "Flying Fish," we had an opportunity of stopping at the Banana Islands, also at Kent, nearly opposite on the continent.—These places are settled by "liberated Africans,"—a term applied to those natives who are taken from captured slavers by the British fleet. They are carefully watched over and protected by the English government, and schools are established, which the law requires each child to attend. The Church Missionary Society of England has several mission-stations among them, and supports a number of native preachers. I was much pleased with the progress which the people are making in education. One day as I was walking on the Island of Banana, becoming wearied and faint in the burning heat of the tropic sun, I sat down under the shade of a palm tree to rest. Seeing a native boy of some twelve years, who had followed me from the town, lingering near, I beckoned him to my side, handed him a pocket-testament, and requested him to read. He complied; and in clear tones, and with a surprisingly correct emphasis and pronunciation, which told that he understood the words he uttered read a beautiful chapter from one of the epistles. I was rejoiced, as we sat together amid those groves of orange, palm, cocoa-nut and bread-fruit trees in a land of heathenism, to find so young a boy who could read and understand the truths of God's Word.

In company with Capt. Anderson, of the Royal Navy, we landed at Kent, and caught a passing glimpse of its school and church.—Many years ago several large buildings were erected here for educating the liberated Africans, but of late they have fallen into decay. A lofty, arched gateway, now crumbling into ruins, leads into the enclosure, and half fallen walls of massive stone, covered with green moss and clinging vines, mark the spot where noble structures once stood. As we entered the school-room, the pupils all arose and with united voices saluted us with a "salam,"—a native mode of welcome. There were some fifty scholars, neatly dressed and with

bright intelligent faces. The native teacher seemed well qualified for his position, and so far as our observation extended, the school would compare favourably with many in America.

In this city, Freetown, the capital of the English Colony of Sierra Leone, and containing eighteen thousand inhabitants, there are quite a number of excellent schools. We visited a grammar school taught by a colored teacher and several assistants. The school-house is a large two story edifice of stone, with a capacious hall for general exercises, and various recitation and ante rooms. An enclosure on one side, shaded with orange, cocoa-nut, and other tropical trees and flowering shrubs, forms a pleasant play-ground. The students in this school are all young men, or boys well advanced in learning. Several are preparing for the ministry, and a large number for teaching. The classes exhibited much proficiency in the different branches pursued. In the schedule of studies I noticed Latin, Greek and Theology, besides most of the higher English branches. Various beautiful mottoes in Latin and English hung upon the walls. One of these, "Peace be within these walls," seemed to me particularly appropriate for a school-room. In the hall the students went through with a variety of manual exercises, similar to those adopted in American schools, and sang several beautiful songs. The school-books used in Africa are mostly brought from America and Europe. Among these students I remarked many thoughtful earnest looking faces. Strict attention was given to whatever was said to them by teacher or visitor. In fact I have been greatly surprised to see the courtesy shown by the natives of Africa to strangers. When I first landed at the Banana Islands, every child or grown person to whom I spoke returned my salutation with a smiling face, and pleasantly uttered "Thank you."—And in passing through the streets of barbarian and semi-barbarian towns, I have seen nothing of that impudence and over-grown greatness which marks some eight year old American boys, and renders a safe passage by certain New England country school houses during "recess" or "noon time" quite a feat for the venturesome traveller.

At Fourah Bay, just on the limits of the city of Freetown, a college was in successful operation for several years but is now suspended. There are two weekly papers published here, edited and printed by natives, which show considerable talent. A monthly sheet, "*The Early Dawn*," is also published at the Mendi Missions.

A few days since we were present at the closing exercises of a primary school in this city. There were about two hundred boys and girls, nearly of size, several teachers, and two or three visitors, gathered in the large hall, but not a single white face among them besides our own. The school went through with some interesting general exercises and sung a beautiful hymn. There were three rows of seats running lengthwise through the long hall, and at a given signal the children knelt on both sides of those forms, making six long lines, and repeated in concert an appropriate prayer. It was a touching sight; two hundred of the dark browed children of Africa kneeling with bowed heads and clasped hands, and two hundred sweet childish voices blending in a petition to God for the forgiveness of their sins, and for his blessing to rest upon them, their teachers, parents and friends. A beautiful sight indeed for a heathen land. As the prayer ended they rose from their knees in perfect concert, and passed out, keeping step to the tap of a rule which the principal held in his hand. On the farther side of the hall, I noticed a loyal motto, "Long live Prince Alfred," which told me that I was not in a republic. *S. J. W. in Conn. C. S. Journal.*

6. PRUSSIAN SCHOOLS.

At a late meeting of the Prussian Ecclesiastical Diet or *Kirchentag* the question of schools came up, especially the primary schools. The Universities of Germany have enjoyed for several centuries great independence. Speculative science has had free course, and every one knows that theology itself is not limited by any barrier, and that it is of an unjustifiably rash in its assertions. But the position is very different in the lower schools. The poor country teachers are subject to three powers, which dispute the preponderance:—1st. The State; 2nd. The Church; 3rd. The parish, or the municipal council of each community. In reality, the State possesses the greatest authority; it decides matters relating to popular instruction; it makes regulations; it appoints the teachers. The parish, in its turn, being charged with the expenses, exercises an important right of control. But the Church takes almost no part in the schools. Some pastors are admitted into the Councils of public Instruction; but they only form a small minority, and their influence is frequently annulled by the enemies of Christianity. Is this a proper state of things? Professor Flashard, of Berlin, who read a learned report on this question, thinks that the authority of the Church ought to be increased, without excluding that of the State or parish. The solution of the problem will be difficult as long as the Synodical system is not regularly instituted. The State is now the supreme master; it will not yield, except to the blind

opposition of the religious community. In any case, the members of the *Kirchentag* have fulfilled a noble duty by claiming for the Church, that is to say, for evangelical truth, a legitimate share of authority of the public schools. If the rising generations are educated without the Bible, what will soon become of the country of Luther and Spener?

IV. Papers on Practical Education.

1. ERRORS AND DELINQUENCIES OF TEACHERS.

Teachers are at times guilty of certain errors and delinquencies; a few of which I will specify: 1st. Boasting of what they have accomplished in various places, when their asseverations are all of the evidence that they can give of their real merit. 2nd. Duplicity, in representing the character and condition of their schools and the advancement of their pupils. 3d. Taking no interest in the reputation and general success of the work of education. 4th. Using more craft and policy to conciliate their patrons and to retain a lucrative situation than to advance their pupils in knowledge and wisdom. 5th. Arrogating to themselves credit for successful discipline and great advancement of their pupils in learning, when the former is the fruit of good home training and quiet disposition, and the latter of superior intelligence and diligent application. 6th. Not keeping themselves posted in the improvements of the age, especially in their department. 7th. Entertaining the notion that merely teaching the branches pursued at school is the whole of their work.

How teachers are often unconsciously led into these evils, is well understood by those who have been long engaged in this business and who have considered its different and peculiar phases and vicissitudes. This employment generates some idiosyncrasies of character and singular habits, and sometimes even eccentricities. Such of these as render a person unpleasant must be avoided. Instructors of youth must cultivate agreeable and pleasant habits, such as will render them attractive, especially to the young. In consequence of popular indifference concerning education, teachers are at times induced to resort to various expedients to gain patronage and public confidence. And when in employment they like to do something that will show and tell with a good effect. But the real condition of their schools is often such that they are led to magnify trifles to fabricate a plausible account that will approximate towards their ideal of a good school. As an appeal to popular prejudices, many will boast of great skill in government and declare that they never use the rod; this may be true in many cases, but not in all. Again, their situation and engagements often prevent them from associating together except in vacations, and too many then prefer attending to other matters and are unmindful how much they may benefit each other and advance the interest of their profession.

For these and other evils that are incident to the profession, the teacher's ingenuity must contrive remedies. And to be able to do this is one of his most important qualifications. For many of these evils there is no better remedy than such an exposure as will set the persons therein concerned to thinking about them. And for all of them prevention is better than any cure.—*G. D. Hunt in Wisconsin Journal of Education.*

2. TEACHING IDEAS NOT WORDS.

A simple experiment which any person may conduct, will show the superiority of Nature's method of conveying knowledge without the use of words at all, to the common mode of conveying it by words, whether orally, or by reading, or by committing words to memory. Suppose a child's tea-party met in the nursery, or drawing-room, and the whole of the children, male and female, in different groups amusing themselves at various exercises, games and amusements. One party of girls is playing with a mimic house and dolls; another party of boys spinning a humming-top; another party at draughts; another party with dominos; another at chess; and another at bagatelle. Let now, any intelligent boy or girl who, be it observed, must be perfectly acquainted with every one of the party, enter the room, and take notice of what is going on, only for one minute. That would be sufficient for him to observe and remember all the persons, their positions, sitting, standing, speaking or playing, their dress, attitude, appearance, and the employments of the whole company. He goes down stairs, and is requested to describe what he saw. He has committed the whole to memory, the whole scene is pictured upon his imagination, and he can remember all or any part of it. He begins to describe each group separately, one by one, each after the other, and in order. A friend writes it down as he tells it, and this lesson of only one minute taken down upon paper in his own words, is found to fill five, six or eight pages of common writing paper. This closes the first of four distinct acts in this simple experiment in education. Let us now suppose that the boy

wishes to communicate the several facts he observed to another companion, who also knows the whole of the parties, and let us take notice how he would proceed. It has to be communicated no doubt, in words, but his one minute's observation now requires many more minutes to communicate it. But he has the whole clear on his memory, and he now, with great glee, describes the whole scene to his young companion. This is done with more ease than accuracy, and with much greater amplitude than at first: and what is worthy of notice, there will scarcely be found a single sentence of the whole narrative precisely the same as that on paper. The listener has heard the narrative by the living voice only once, and by attention to that one hearing he also has committed the whole narrative to memory. Being familiar with the persons, his imagination has pictured every scene as described, and he now could in his turn also communicate it to others. This is act second of this experiment.

Let us now suppose that the six or eight pages of writing were put into the hands of a third boy, to read for himself, that he may become acquainted with the facts there recorded. He reads it attentively, and but once, and as he also is acquainted with the parties, he is able to master the story, and has, in fact, in his turn, while reading, committed the whole narrative to memory, although not so perfectly as if he had heard it by the living voice, and to all the three boys it has become a part of their knowledge, and yet they are not conscious of the precise words of a single sentence they have either read or uttered. This, then, is the third act of the experiment. And now for the fourth.

A fourth boy is now called in, and he gets the written words to commit to memory, and then to repeat them. He begins his task, and labours at it for hours before he has completed it, and when he has finished, what does nature, reason, and the most stringent experiments tell us is the result? It is thus, that he can now, like a parrot, repeat a certain form of words, but this exercise of committing the words to memory has not added a single idea or truth to his knowledge. It may be said that he does now know something of that which took place in the drawing-room, and therefore his committing to memory the words of the narrative increased his knowledge, but this is a mere deception.

His reading what he was to commit to memory, as he also is well acquainted with the parties, may, perhaps, have given him a side-glance at the facts; but that was not got in the ordinary way, as in the case of the third boy above mentioned, and his committing the words to memory did, in fact, help greatly to neutralize or obliterate it. This ends act fourth of simple experiment.

In the result of this experiment with these four boys, we have a pretty accurate picture and specimen of four kinds of teaching, and of communicating knowledge. The first is Nature's plan of storing the memory with ideas, truths, and real knowledge, without the use of words at all: the second, is her plan of storing the memory with ideas, truths, and useful knowledge by the living voice: the third, is her method of storing the memory with ideas, truths, and knowledge by reading: and the fourth is man's method of storing the memory with words independent of the ideas, truths, or knowledge of any kind, which these words may contain. And we would now ask how they look when they are seen together? Yet, strange to say, in this nineteenth century, this fourth plan has its apologists, its adherents, its admirers, its defenders, its apostles, its champions, and alas! we must add, its millions of martyrs. Can we wonder in such a case, at the deep-rooted ignorance that still prevails among the masses, even though surrounded by so many schools, or at the low state of the science of education amid the triumph of all the other sciences?—*Nature's Normal School*, by James Gall.

V. Biographical Sketches.

No. 10.—THE MARQUIS OF LANSDOWNE, K. G.

The venerable nobleman who has just passed away from among us may be considered a rare instance of human felicity. His long life was coincident with the most brilliant period of England's annals, and for no less than sixty years did he take a leading part, either in Government or in Opposition, in the management of the affairs of the country. He was sprung from a race ennobled quite as much by talent and virtue as by rank, wealth and large territorial possessions. He was endowed by nature with an excellent constitution, with a clear head, a sound judgment, a full and persuasive elocution, and a singular moderation and tolerance during times when such virtues found very little illustration in the practice of public men. He had elegant tastes, social, political, and artistic, which he had the fullest opportunity of gratifying, and he lived to be one of the foremost citizens in the freest and happiest country in the world. He died at an advanced age, in the full possession of his mental faculties, loved, honoured, and looked up to in a degree which no living Englishman has obtained. This is the general view of the career of the Marquis of

Lansdowne; but, if we examine it more particularly, we shall find a wonderful adaptation between the peculiarities of his character and position and the times in which he lived. Long life, as the Roman satirist has taught us, is by no means an unmixed blessing, and the political life of Lord Lansdowne was long almost beyond example. The man who died on Saturday evening had come into no inglorious collision with William Pitt in the House of Commons, actually succeeded Pitt on his death, 57 years ago, as member for the University of Cambridge, sat in the same Cabinet with Fox, and moved, as Chancellor of the Exchequer, in the House of Commons the estimate of £15,000, for the funeral of Nelson. He was the son of the Minister who signed the Treaty recognizing the independence of the American Colonies. He has lived through the whole of their united life, and has probably anticipated in his death by a very short time their final disruption. But this long life had in his case a peculiar charm. Lord Lansdowne was a man thoroughly grounded in the principles of liberty and justice, which he had learned in the society of his father, one of the ablest statesmen of his time, of Bentham, of Dumont, and of Dugald Stewart. When he entered the House of Commons, sixty years ago, he had little to learn with regard to the rights, interests, and duties of mankind when gathered into political society. Yet such were his good sense and moderation that the possession of this abstract knowledge never made him conceited or dogmatic, never urged him to the defence of paradox, or pushed him to practical or even speculative extremes. The last forty years of his life have been a continued triumph of those principles. Lord Lansdowne has had the happiness, at the close of a long and consistent career, of seeing his fellow-countrymen almost unanimously adopt the views that he held in early youth. He has had little to retract, little to modify, little to extend. With inborn sagacity he seized abstract doctrines at their practical point, and maintained them firmly and moderately till the good sense of mankind came over to his side. Unlike most of his party, he was never bewildered by the sophisms of Protection, but held the doctrines of Free Trade in all their fullness from the beginning to the end. Religious toleration, popular education, legal reform, and a liberal foreign policy have found in him a consistent advocate. The highest rank in the Peerage was at any time within his reach, and more than once an honour which few men would be found to refuse, the office of Prime Minister, had been pressed upon him; but he was content, as well he might be, with the position he held. Never were the dignity and courtesy of the House of Lords better sustained than under his leadership. He never lost a political friend; he never exasperated a political adversary. It was to him that we owe the introduction of Lord Macaulay to public life, and no man has been more anxious to employ patronage and interest for the promotion of merit. Such was the Marquis of Lansdowne in public life; a statesman of stainless honour, wide liberality, and unswerving consistency, and compensating for abilities which could scarcely be placed in the highest rank by a prudence and temperance which never suffered him to undertake anything which he was not able efficiently and honorably to perform. Lord Lansdowne had a keen relish and a cultivated taste for literature. He had formed a splendid library, and was to the last an unwearied reader. He especially enjoyed the society of literary men; but, unlike too many of his contemporaries who were content to feed on their brains and then leave them to die, he forgot not an old friend. When Moore had lost those powers which made him the delight of fashionable society,—when his fine wit was blunted and his voice had lost its sweetness, he found a refuge for his declining years in the munificence of Lord Lansdowne. Without a picture to begin with, he formed for himself one of the noblest collections in the country, and adorned his house with statues and specimens of art long before the taste for such things had revived among us. His manners were gracious, simple, and dignified; his conversation easy, full of anecdote and cheerfulness; and no one knew better how to grace a splendid and almost boundless hospitality. He was the Councillor to whom the Queen, especially since the death of the Prince Consort, would naturally look for advice in questions beyond the domain of party politics, and in whose judgment and moderation all parties had implicit reliance.

Such was the third Marquis of Lansdowne, a name that will long be associated with a brilliant and happy period of English history, with the struggles and the triumphs of a great European war, and with that second scarcely less severe internal turmoil which gave birth to our present amended institutions.—*London Times*.

No. 11.—SAID PACHA, VICEROY OF EGYPT.

A telegram from Alexandria announces the death of Said Pacha. The Viceroy died on the 18th ult. The Viceroy was only just forty years old. Mehemet Ali, "The Grand Pacha," as the Egyptians called him, had three sons, Ibrahim, Tounoun and Said; the latter was born in 1822. His mother devoted her whole care and attention to Said's education; and after the usual course of native in-

struction, a M. Kœnig (the Kœnig-Bey of the future), a most distinguished French *savant* of the Collège Henri Quatre, who had become Professor of Oriental Literature in the Staff Collège of Djihad-Abad, near Cario, was appointed his tutor in a European course of studies. He entered the naval service, and became admiral of the fleet, residing at the palace of Gabbaris, near Alexandria, until the death of his nephew Abbas, Pacha, in 1854, which opened to him the succession to the vicereignty under the firman of 1841. He was known in Europe, especially in France, as a prince of noble qualities, well acquainted with European literature, unchangeably devoted to the Sultan, large-minded, and generous in his support of numerous Egyptian youths in various schools of Europe. He took possession of the vicereignty July 16, and afterwards received investiture from the Sultan. His character soon showed itself. He sent ten thousand men to the Sultan to aid him in the Crimean war, he granted an immediate amnesty; he abolished the corn monopoly of the government, exonerating the fellahs from the impost on pasture and the wheat harvest, thereby throwing open 500,000 ardebas to unrestricted commerce; he re-established free trade in cotton, and modified all the taxes. His old French tutor, Kœnig-Bey, was made chief secretary of his Government; and an Englishman, Mr. Green, was appointed director of the transit department. Cario was illuminated for three days in honor of the liberal viceroy. He next went on a tour through his provinces, redressing grievances, and reforming abuses notably in the Soudan. He promoted all works of public utility, and fostered all the educational and scientific projects which had been abandoned under his predecessors. The embankment of the Nile, stopped by Mehemet Ali, was continued by Said; he patronized the scheme for cutting through the Isthmus of Suez, to the delight of M. Lesseps and the French people. Said was economical too. After Ismail Pacha's death he would have no Home Minister, retaining only the Ministers of War, the Colonies, and Finance. After some years of liberal and enlightened government, the viceroy, who had, as far as possible, promoted the objects of the International Exhibition of 1862, determined to come to London to see it. He arrived with a suite of about 65 persons, at Dover, from France, in the French war-steamer *La Corse*, on the 3rd of June, and in answer to an address from the Town Council at Dover, amid loud cheers, expressed himself anxious to continue on the best terms with England and to protect the interests of English subjects, and regretted that personally he could not receive the Prince of Wales on his visit to Egypt owing to illness. The Viceroy's residence was for a time at Wimbledon Park, and afterwards on board his yacht off Woolwich. After inspecting Woolwich Arsenal, he proceeded to London, and was present for many days successively at the Exhibition, making large purchases, especially in the department of machinery, (railway locomotives) &c. He paid visits to several of the nobility, and on the 16th of July gave a most magnificent entertainment on board his yacht, the *Faïd Geheal*, to Lord Palmerston, Mr. Gladstone, the Speaker, &c. The *dejeuner* was laid out in a style of oriental luxury, and was the grandest *fete* of the season. His visit to Liverpool was, he said, the most gratifying he had paid in Europe, for there he received a right royal welcome.

No. 12.—HORACE VERNET.

This celebrated French historical painter died in Paris, on the 17th January. He was born in that city in 1789, and at an early age manifested a taste for painting. Among his earlier works were the Taking of the Redoubt, the Dog of the Regiment, the Horse of the Trumpeter, the Halt of French Soldiers, the Battle of Toloso, the Soldier Laborer, the Last Cartridge, the Death of Poniatowski, which followed each other in rapid succession, and found more favour with the multitude than with the artists of the *bas relief* school. In 1819 he painted the Massacre of the Mamelukes at Cario, now in the Luxembourg, and at about the same time the battles of Jameppes, Valmy, Hanau, and Montmirail. In 1826 he was admitted a member of the Institute, and in 1830 was appointed to succeed Guerin as director of the Academy at Rome. There he resided for five years, and devoted himself to the study of the Italian school, the result of which was a series of pictures somewhat new in the subject and manner of treatment. He abandoned for a while the life of the French soldier and the battles of the Revolution. During this period he painted Judith and Holofernes, Raphael and Michael Angelo at the Vatican, Combat of Brigands against the Pope's Riflemen, Confession of the Dying Brigand, Pope Leo XII. carried into St. Peter's. But he afterwards returned to his original subjects, and in 1836 produced four battle pieces; Friedland, Wagram, Jena, and Fontenoy. When Algiers was occupied by the French troops, a whole gallery at Versailles was set apart for the purpose of commemorating their achievements in Africa. This gallery was styled the Constantine Gallery, from a town of that name in Africa which had been captured by the French, and the destruction of it was in-

trusted to M. Vernet. He produced a great many pictures on subjects connected with the Algerine war, among which may be mentioned the Taking of the Smala of Abd-el-Kader, said to be the largest picture on canvass in existence. Vernet at several times attempted biblical subjects, but not with much success. He has also painted a large picture representing the capture of Rome by Gen. Oudinot in 1849. His only daughter married Paul Delarochette.—*N. Y. World.*

No. 13.—THE REV. DR. MACHAR.

After a long and trying illness the Rev. John Machar, D. D., Minister of St. Andrew's Church, died Feb. 7, at the age of 65 years. Dr. Machar was born at Brechin, Scotland—the native town of the well-known Dr. Guthrie, of Edinburgh, who was placed for a while under his care when attending the University. He studied at King's College, Aberdeen, where he took his degree of M. A., and afterwards at the University of Edinburgh, where at that time Dr. Thomas Brown held the chair of Moral Philosophy, and Dr. Chalmers that of Theology. On receiving license to preach, he became Assistant to the parish Minister of Logle, and continued in that situation until he exchanged it for the one which he occupied in this city with much credit to himself and lasting benefit to those who enjoyed his ministrations. When Dr. Machar came to this country in 1828, there was only one minister of the Church of Scotland residing in Kingston, and his arrival therefore was hailed with joy, and thankfulness, not only by those whose spiritual oversight was more immediately committed to him but also by their co-religionists throughout the Province. On his way up from Quebec, he preached at Brockville, where a worthy gentleman whose brother forms one of Lord Monck's present Cabinet, was so delighted to see and hear once more a minister of his own Church from his native land, that in the enthusiasm of the moment he pulled out his watch and presented it to the preacher on his exit from the pulpit. The favorable opinion of Dr. Machar which his people had been led to form from his being the nominee of the Presbytery of Edinburgh, was confirmed after he had taken up his abode among them, by the earnest and scriptural style of his preaching, his fidelity as a pastor, and his pure and consistent life; and a hearty welcome with which he was at first greeted, was followed up during the course of his ministry by several substantial proofs of his regard. They built for him a commodious house; when his failing health seemed to render it expedient that his labour should be lightened, they provided him with an Assistant; and three years ago they presented him with a valuable service of plate. The great and general esteem entertained for Dr. Machar, even beyond the limits of his own congregation, was shown by the many honors and offices of trust conferred upon him. Dr. Machar's attainments both in sacred and secular learning were exact and varied. He was familiar with English literature, and could read with ease Hebrew, Greek, Latin, and one or two other modern languages. He taught the Hebrew classes at Queen's College during several sessions, and was always selected by the Synod at its annual meeting to examine the candidates for license in the Oriental tongues. His facility in speaking Latin often did him good service both on the continent and in Kingston, when he happened to meet with foreigners in whose vernacular he could not converse freely. He was always a close student, and had one of the largest private libraries to be found in the Province.—*Kingston News.*

No. 14.—DAVID ROBLIN, ESQ.

On Sunday, David Roblin, Esq., late M.P.P., died at his residence in Napanee. Mr. Roblin was born in Adolphustown, in April, 1812, and at the time of his decease was consequently nearly 51 years of age. In July, 1854, he was elected to represent his native constituency in Parliament. He was a firm adherent of Mr. Hincks, and went over with him to the coalition. Mr. Roblin afterwards gave his support to the government of the Hon. John A. Macdonald, but being defeated in the election of 1861 by Mr. A. F. Hooper, the present member, Mr. Roblin since retired from public life and leaves many friends to mourn his loss.—*Montreal Gazette.*

No. 15.—HON. DOMINIQUE MONDELET.

It is our painful duty to record the death of the Hon. Dominique Mondelet, resident Judge of Three Rivers. His health had been precarious for some years back. He occupied his place on the Bench last Wednesday, but it was noticed that his mind was not possessed of its customary clearness and precision. He retired to rest in his usual health, but on visiting his room early on Thursday morning he was found lying on the floor, breathing heavily, but in a state of utter unconsciousness. Medical aid was immediately called in, but every means failed to arouse him, and at twenty minutes past ten he breathed his last. The deceased gentleman was appointed, assist-

tant Judge at Three Rivers, during the suspension of the late Chief Justice Valliere de St. Real, in 1838. After the restoration of Judge Valliere, and his elevation to the Chief Justiceship in 1842, Judge Mondelet was appointed resident Judge of Three Rivers, a position which he filled with general satisfaction from that period up till his death.—*Three Rivers Inquirer*.

No. 16.—THOMAS MOLSON, ESQ.

We regret to learn that Thos. Molson, Esq., an old and wealthy citizen of Montreal, died yesterday at the age of seventy-one years. He enjoyed vigorous health up to the period of his last illness. He was noted for some eccentricities in his later years; but in the prime of life he was remarkable for great business energy, to which he owed the accumulation of his fortune. He was connected, we believe, with the early establishment of steamboat communication between Quebec and Montreal.—*Montreal Gazette*.

No. 17.—MR. JOHN RYAN.

Our yesterdays issue (Feb. 13) contained the announcement of the death of a remarkable man, who resided in this city for more than forty years. Mr. John Ryan was honorably distinguished by the origination of a line of steamboats which ran in opposition to those first established on the St. Lawrence, and thereby procured to his fellow countrymen the benefit of cheap travelling. He was much less favourably known by the extreme and peculiar, or rather, perhaps, we should say in this community, his *unique* opinions on politics and religion; and to this cause may be chiefly attributed the fact that he failed to realize the substantial rewards which might reasonably have been expected from his great energy in the cause of, and the large services to, the travelling public. He was included in the proscribed list of "rebel leaders," in 1837, (we use the language of the dominant party of the day) and was obliged to fly from Canada, but was in time permitted to return to it. He was indifferent to money, and devoted to projects of a public character, some of them practical and useful—like the "People's Line" of steamboats, of which he was the first manager—others singularly visionary and impracticable.—*Quebec Mercury*.

No. 18.—MONUMENT TO VERY REV. DR. CASAULT.

The inauguration took place lately of the monument erected in the chapel attached to the Seminary, to the memory of the Very Rev. L. J. Casault, V.G., the first Rector of the University, who departed this life on the 6th of May last. The principal hall was crowded, and the galleries were filled with ladies. His Lordship, Monseigneur the Administrator was present, also the Hon. Mr. McGee, Hon. Mr. Caron, Mr. Evanturel, and most of our notables. At the hour appointed the professors of the different faculties, preceded by the Rector, all in their robes, entered the Hall in procession, headed by the mace-bearer, and took their seats on a platform in the centre of the room. The occasion was very aptly taken advantage of to bestow, for the first time, the prize founded by H. R. H. the Prince of Wales, and the happy competitor was Mr. Begin, a student of theology, and also to confer different degrees on some eight students of law and medicine. The opening address, prior to the awarding of His Royal Highness' prize, was delivered by the Rector, the Very Rev. Dr. Taschereau, Superior of the Seminary. Dr. Sewell, one of the professors of medicine, then addressed the audience, taking a retrospective view of the period the University had existed, and calling to mind how many of its founders and professors, during that short time, had passed from time to eternity—to use his own words, what havoc death had made amongst them. Dr. Sewell then pronounced a most flattering and deserved panygyric on the late Dr. Blanchet, the first Dean of the Faculty of Medicine of the University. He afterwards alluded in most appropriate and feeling language to the recent melancholy death of Dr. Fremont, who succeeded Dr. Blanchet as Dean of the Faculty of Medicine. Dr. LaRue then delivered a very eloquent and detailed biographical account of the late Rector, to whose venerated memory a monument was to be this day erected. He gave a most interesting account of his life from the time he first entered College, at fourteen, till he completed his studies, in a space of six years, which generally takes from eight to ten years, such were the talents and quickness of Dr. Casault in his youth. He then passed over rapidly the portion of his life from his entering on the study of theology until he became one of the Directors of the Seminary. Here he dwelt at some length to show the interest Dr. Casault took for the advancement of the pupils, and how he employed all the means in his power to secure their proficiency. Then came the epoch of his life, when he carried out his favourite and long thought of project of establishing a Roman Catholic University in Canada. What labours by day, and sleepless nights he had passed in conceiving the project and in carrying it out. How

he was heartily seconded by the other priests of the Seminary, without whose co-operation he could not have succeeded. The Doctor concluded his most interesting allocution amidst thunders of applause. The Rector now invited the audience to repair to the Chapel, where a *libera* was chaunted for the repose of the soul of the Rev. Dr. Casault. The monument is placed on the Gospel side, near the main altar, over the remains of the illustrious deceased. It consists of a marble slab of large dimensions, of pure white, laid on a back-ground of jet black, surmounted with the arms of the University. The following epitaph is inscribed thereon:

"D. O. M.
Hic Jacet,
Illust. et Rev. Ludovicus Jacobus Casault,
Presbyter,
In Sacra Theologia Docteur, Archiepiscopi
Quebecensis Vicarius Generalis.
Unus e Rectoribus hujusce urbis Seminarii
Cui per novem annos superior præfuit;
Idem postquam priores octo per annos Seminarii minoris
Alumnus disciplina informavit,
Novissime majoris Seminarii factus præsul,
Ad obtinendam condendam Universitatis facultatem in Angliam missus.
Mira prudentia miraque in rebus agendis peritia
Rem ad optatum finem perduxit,
Singulari tandem consilio, quum illusterrimas Europæ urbes
Invisaret,
Omnia quæcumque in singulis academiis crederet optima
Deerpens
Patriam suam, adjuvantibus consortibus, Universitate-Lavallense
Cujus primus fuit Rector,
Dotavit,
Nullius tamen rei appetens nisi Dei gloriæ et religionis incrementi,
Per totam vitam totisque viribus institutioni juventutis
indesinenter incubuit;
Tum ipsis Magistris acceptissimus, tum Alumnis carissimus,
Incredibili omnium desiderio et dolore extinctus est
Die V. Maii A. D. MDCCCLXII. Ætat LIV.
R. I. P.
Ad memoriam tanti viri hoc pium monumentum
crexerunt cives et clerici."

—*Quebec Mercury*.

No. 19.—STATUE TO SIR WILLIAM NAPIER.

The statue erected to the memory of the late Sir William Napier, in St. Paul's Cathedral, London, was recently unveiled in presence of a large number of spectators, though the occasion was not marked by any ceremony whatever. The statue, which was erected by public subscription, is 8½ feet high, of Carrara marble; it stands on a pedestal of Sicilian marble 6½ feet high, and represents the General as grasping a sword with his left hand, while in his right he holds a scroll. The position of the statue is immediately on the left of the north entrance, near that of the late Sir John James Napier.

VI. Miscellaneous.

THERE SHALL BE NO MORE DEATH.—IN HEAVEN.

There shall be no more fading of the flowers,
No Autumn winds shall lay the beauty low;
There shall be no more death of joy-winged hours,
No burial of hope, as here below.

Love shall not die, where all is living love;
There the heart grows not strange, or weak, or cold;
For grief's wild blast shall blow no more above;
There friends we cling to, fade not—wax not old.

There is not heard the stealthy step of him
Who placing icy hand on heart and brain,
Makes the whole landscape of our life-ray dim,
And wings the spirit from its home of pain.

There shall be no more death! Not then as now,
Will be the nameless shudder—the regret
Of bearing sin's deep stain upon the brow—
Death's warrant for the deed he stays as yet!

A glorious life, untinged by thought of death!
Then shall we *live* when once that bourne is ours,
Where fell disease ne'er stops the labouring breath—
Life, happy life—amid the unfading flowers!

2. DO YOU OBEY YOUR MOTHER?

Charles T.—was the son of a poor widow in the city of N. B. He and a younger brother were her only earthly comfort and care. But, when ten years of age, he began to go with wicked companions, and yield to their wishes in disobedience to his mother's commands. Charles loved her, yet when tempted to do wrong forgot her kindness and the grief he would occasion. Like all habits, good and evil, *disobedience* became stronger every time he was guilty of it; and sins which were once thought of with dread, Charles, before he was twelve years old, committed boldly.

One morning a police officer, whose business it is to arrest criminals, called at his humble home and took him away to be tried for stealing. The little fellow cried, and so did his lonely mother. After he was found guilty, it was decided to send him to the Reform school in a distant city. The next news Charles' mother had from him, he was very sick. An epidemic prevailed in the institution, and he was among those most dangerously ill. A benevolent man gave Mrs. T.—money to pay the expenses of a visit to her sick boy. When she arrived at the large building in which he was confined, she entered a room where several lads were lying on their small beds, in pain, with no mother to watch over them. She looked around for the familiar locks of hair above the pale face of her son. But she sought in vain for the one for whom her heart was yearning. Then an attendant came and told her that he was too ill to be there; he was in another room. The weeping mother hastened to the apartment, and in a moment she saw the emaciated features of her Charles. It was a sad and affecting meeting. After she had talked with him until her tears fell on his feverish forehead, she unfolded a little handkerchief, and said it was his brother's at home.

"Oh, mother," exclaimed Charles, "lay it on my breast; I want it near my heart." And soon he added, "Does brother mind you, mother?" "Sometimes," she replied. "Oh, tell him to obey you always, always; if I had done so, I should not be here." And he buried his tearful face in the bed-clothes and sobbed.

Mrs. T.—saw that Charles must die, and begged permission to stay all night in the room, and sleep on the floor, or watch by his side. But this was contrary to the rules of the institution, and she left him with a breaking heart. In the morning he was delirious and soon after died. The same kind gentleman who helped the widow when she went to see Charles, sent for the body; and last autumn, as the leaves were dying, it was laid in the grave, upon which for the first time the snows of winter have fallen.

Think of Charles, and of what God said amid the thunderings and flames of Sinai: "Honor thy father and thy mother, that thy days may be long upon the land which the Lord thy God giveth thee."

3. REV. DR. CAIRD ON NOVEL READING.

It is a painful pathos to a sentimental youth to pass from sighing with Romeo to serving out tea and sugar to old women over a counter,—from fancying himself a knight in black mail, crushing like a storm on his rival on the lists, and shouting "Desdechado to the rescue!" to feeling himself a junior clerk or a man of business, whose highest function is to be familiar with the price of pig-iron, the tare on tallow, or the drawback on rum and molasses. It is amazingly more easy for a languid, feeble-minded, fine lady to be all the morning on a sofa, in a flutter of sham sentiment, over the preternatural amiabilities and lack of daisical sorrows of Paul Dombey or Little Nell, than to get up and teach her own real live child to spell b, u, double f, buff; just as in the same way, if we descend from the drawing room to the kitchen, Betty the cook or Mary the housemaid, these days of the march of intellect, deems it most aggravating to their feelings to be torn away by the summons of the bell from the love of that fascinating bandit chief, or to be forced by an approaching step to shove the "Corsair's Bride," or "The sorrows of a Forsaken One," under a duster and begin to clean knives and scour sauce-pans.—*Lecture to Glasgow Y. M. C. Association.*

VII. Paper on Natural History.

1. A SERPENT'S CURIOSITY.

Beneath the branches of a giant Euphorbia, sheltered by its shade, and almost lulled to sleep by the monotonous sound of a little bubbling mountain stream, I reclined one day, after a very successful foray amongst the guinea fowl which were occasionally found near the Bushman's River, a locality situated about one hundred and twenty miles inland to Port Natal. A quantity of long grass, which had been washed down quite flat, grew on each side of the little rivulet, and on this several dead branches were scattered, and old trunks of trees grouped, left in their places by the last periodical flood. Over this grass I observed a large brownish coloured snake gliding towards me. His large size, and the absence of the broad arrow form of head, showed me that he was not venomous; I

therefore allowed him to approach me, whilst I remained perfectly still. Although I did not alter my position in the least, he yet became aware of my presence by some means, for he suddenly stopped when within twenty paces of me, then changed his direction, and then took up a position under an old stump, from which he eyed me most suspiciously. His colours were very beautiful, and there was a bloom upon his skin somewhat similar to that which we see on a ripe plum. He was evidently puzzled at my appearance, but seemed not in the least afraid; whilst I, knowing that I could shoot him at any time if I felt inclined to do so, had no hesitation in remaining within twenty paces of a snake fully twelve feet in length. After examining me for about two minutes the snake approached me, keeping its head slightly raised and looking steadily at my eyes. Its approach was so slow, and there was no break in it, such as that made by putting one foot before the other, that I felt an almost irresistible inclination to remain still and quiet, and allow the snake to glide towards me. Had the snake been forty feet in length, or had I been no bigger than a rabbit, I believe that, unless by a considerable exertion of the will, I should not have felt disposed to move. If the snake had been compelled to advance by a series of steps, each one would then have repeated the warning, and would have intimated that it was dangerous to stay; but the gliding, insidious approach of the snake appeared to produce a wish to wait until some decided movement should be taken by the reptile. Shaking off this singular temporary sensation by a decided action of the will, I raised myself on my elbow and stretched out my hand for my gun. The snake observing the movement stopped, and elevated its head, which it waved slightly in a horizontal direction. It was now not more than ten paces from me, and although tolerably certain that it was not a poisonous snake, yet, for fear of a mistake, I deemed it prudent to ward it off, and intimated my idea by means of a broken branch which I threw at it. The snake appeared disinclined to leave me, but yet slowly glided away, stopping occasionally to look round, as though desirous of further acquaintance. I let him go; our interview had been so close and mysterious that I could not have killed him. There was also something wild and interesting in thus alone making the acquaintance of a reptile in its native wilderness, in observing some of its peculiarities, and in feeling slightly that singular power by means of which there is no doubt many of the serpent race occasionally obtain their prey.—"*A few interviews with Snakes,*" by Capt. Drayson, R. A.

VIII. Educational Intelligence.

CANADA.

— SENATE OF TORONTO UNIVERSITY.—His Excellency the Governor General has been pleased to appoint Thomas Robertson, Esq., M.A., Head Master of the Normal School for Upper Canada; the Rev. William F. Checkley, A.B., T.O.D., Rector of the Model Grammar School for Upper Canada; the Very Rev. J. Walsh (R.C.) V.G., all of Toronto; the Rev. A. Carman, M.A., Principal of the Belleville Seminary; and C. F. Eliot, Esq., M.A., of Sandwich, to be additional Members of the Senate of the University of Toronto.

— TORONTO UNIVERSITY RIFLE CORPS.—At the meeting of this Company on the 21st ult., a service of plate was presented to Captain Croft, accompanied by a suitable address which was read by Lieut. Cherriman.

— UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON.—The Rev. Mr. Murray was formally inducted into the chair of Mental and Moral Philosophy and Logic, in the University of Queen's College, on Monday afternoon. The formalities were open to the public, and an influential assemblage of both ladies and gentlemen was present to witness them. Principal Leitch on behalf of the Chairman of Trustees performed the ceremony of induction. The name of the Professor was then inscribed on the roll of the Senate, and after introductions to his brother Professors, the delivery of the introductory lecture commenced.—*News.*

— CANADIAN LITERARY INSTITUTE, WOODSTOCK.—The following notice of the affiliation of this Institute with the University of Toronto, is copied from the *Canada Gazette*:—"Provincial Secretary's Office, Quebec, 13th March, 1863. Notice is hereby given that His Excellency the Governor General has been pleased, under the provisions of Cap. 62, of the Consolidated Statutes for Upper Canada, by an instrument under his hand and seal at arms, dated the 11th day of March instant, to prescribe to the Chancellor, Vice-Chancellor, and Members of the Senate of the University of Toronto, "The Canadian Literary Institute," an Institution established for the purpose of Education, and situated in the Town of Woodstock in Upper Canada, and incorporated under an act of Parliament of this Province, intituled, "An Act to incorporate the Canadian Literary

Institute of Woodstock," as one of the Institutions for which students may be admitted as candidates for the respective degrees of Bachelor of Arts and Master of Arts, in the said University. By command, J. O. BUREAU, Secretary."

— MCGILL COLLEGE UNIVERSITY.—The London *Athenaeum* and *Illustrated News* notice the fact, that Mr. Marshall Wood, the well-known sculptor, has received a commission, through the Hon. John Rose, to execute a marble bust of the Prince of Wales, to be presented to the Library of the McGill College, in the name of the students of the University. We understand that Mr. William Molson, with his accustomed generosity, has kindly offered to supplement any sum which the students may contribute toward this object, and has thus enabled the students to offer this graceful tribute to their young Prince and to their *Alma Mater*. The *London Lancet*, in noticing the attendance of students in the McGill University, in the present session, compliments it in its course of study in Arts, which it characterises as more complete than that of Oxford or Cambridge.—*Montreal Gazette*.

— BISHOP'S COLLEGE SCHOOL AND THE NEW BISHOP.—A communication from Lennoxville puts us in possession of the gratifying reception given to the Bishop of Quebec elect, upon his return to the site of his former labours. The Rev. J. W. Williams received a welcome, on his return home on Saturday evening, of which he may be justly proud. It was a scene that will long be remembered by those who witnessed it, as a spontaneous outburst of the love and respect he has gained in the position of onerous responsibility he has so long held, with increasing credit to himself and advantage to his pupils. The boys of the Bishop's College thronged the platform, where were also assembled the dignitaries and students of the College, the masters of the School, and many friends from the neighbourhood. He was welcomed by an outburst of British cheers. Like the boys at Eton on the occasion of the marriage of the Princess Royal, the boys claimed the honor of dragging home their dearly loved master. The sleigh was soon harnessed by willing hands, and as the procession passed through the village, lighted up with the many torches, and accompanied with cheer after cheer from the boys, gave assurance to all who witnessed it that the Bishop elect had succeeded in gaining the love and respect of his pupils. The same high qualities which have enabled him to thoroughly do his duty at Bishop's College, give promise of equal success in a new and still more responsible position. He threw his whole heart into the work God had given him to do. He was firm but conciliating. His polished manners and kind heart enabled him to differ from others without giving rise to any feeling of bitterness on their part. He combined learning and talents with plain, practical common-sense. All who came in contact with him realized his earnestness in all he undertook, and his boys felt that his interest in them was not limited to their temporal success only, but that their souls' welfare, their advancement in practical daily religion was in his eyes still more important. His Sunday addresses to them on these subjects were only equalled by Arnold's sermons at Rugby, and those who have witnessed the breathless attention with which they were listened to cannot doubt that they have proved, under God's blessing, "the leaven of life unto life" to many who heard them. Those who know Mr. Williams have no doubt that he will do credit to the Episcopal Bench, and that he will prove a blessing and an ornament to the Church of England in this Diocese.—*Quebec Chronicle*.

IRELAND.

— EDUCATION IN IRELAND.—The report of the National Education Board shows that 803,264 children were on the school rolls at some time or other in the course of the year 1861; the average number on the rolls was 521,044, and the average daily attendance 284,726. These last two numbers are more by above 20,000 than in 1860, indicating an improvement in regularity of attendance. Nearly a seventh of the entire population of Ireland was therefore on the rolls as pupils in 1861. Nearly five-sixths of these were Roman Catholics, 668,145; the other 140,219 Protestants. The Board consider the proportions from the several religious denominations to be as fair as could be expected under the circumstances, and the proportions are gradually becoming more favorable to the national system. The local emoluments of the schools in 1861 comprised £34,342 from payments by the children, and £9,930 from local subscriptions. The total emoluments from all sources available to the teaching staff of the schools in the year was £239,539, whereof 81.28 per cent. was derived from the State and only 18.72 per cent. was locally provided—a proportion which the Commissioners declare to be wholly inadequate.—*English Paper*.

IX. Departmental Notices.

PUBLIC LIBRARY BOOKS, SCHOOL MAPS, APPARATUS, AND PRIZE BOOKS.

The Chief Superintendent will add *one hundred per cent.* to any sum or sums, *not less than five dollars*, transmitted to the Department by Municipal and School Corporations, on behalf of Grammar and Common Schools; and forward Public Library Books, Prize Books, Maps, Apparatus, Charts, and Diagrams, to the value of the amount thus augmented, upon receiving a list of the articles required. In all cases it will be necessary for any person acting on behalf of the Municipal or Trustee Corporation, to enclose or present a written authority to do so, verified by the corporate seal of the Corporation. A selection of Maps, Apparatus, Library and Prize Books, &c., to be sent, can always be made by the Department, when so desired.

Catalogues and Forms of Application furnished to School Authorities on their application.

PRE-PAYMENT OF POSTAGE ON BOOKS.

According to the new Postage Law, the postage on all books, printed circulars, &c., sent through the post, *must be pre-paid by the sender*, at the rate of one cent per ounce. Local Superintendents and teachers ordering books from the Educational Depository, will therefore please send such an additional sum for the payment of this postage, at the rate specified, and the Customs duty on copyright books, as may be necessary.

NO PENSIONS TO COMMON SCHOOL TEACHERS

UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common Schools, or Teachers of the English branches in Grammar Schools, who are legally qualified Common School Teachers in Upper Canada, who may wish to avail themselves at any future time of the advantages of the Superannuated Common School Teachers' Fund, that it will be necessary for them to transmit to the Chief Superintendent, if they have not already done so, their subscriptions, at the rate of \$5 per annum for each preceding year, commencing with 1854, and at the rate of \$4 per annum for the current year's subscription. The law authorizing the establishment of this fund provides, "That no teacher shall be entitled to share in the said fund who shall not contribute to such fund at least at the rate of one pound per annum." No pension will be granted to any teacher who has not subscribed to the fund, in accordance with the preceding regulations of the Council of Public Instruction.

NEW MAP OF BRITISH NORTH AMERICA.

New Map of British North America, including Nova Scotia, New Brunswick, Prince Edward Island, Newfoundland, Vancouver Island, British Columbia, Red River, Swan River, Saskatchewan; a map of steamship routes between Europe and America, &c. &c. 7ft. 9in. by 3ft. 9in. Constructed and just published under the supervision of the Educational Department for Upper Canada. Price \$6.

TEACHER WANTS A SITUATION.

A young man of considerable experience in Teaching, holding a First Class County Board and a Second Class Provincial Certificate from the Normal School, wishes a re-engagement as TEACHER in a COMMON SCHOOL. Can begin on (or before, if necessary) the 1st of May next. Address, stating Salary, to H. J. STANLEY, Napanee P.O., U.C.

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All communications to be addressed to J. GEORGE HODGINS, LL.B., Education Office, Toronto.

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