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CONTENTS OF THIS NUMBER.

	PAGE
I. MILITARY DRILL IN PUBLIC SCHOOLS, &c.—(2) Military Drill in Public Schools in England. (3) Military Training in the Public Schools in the United States. (4) Bill to Provide for Military Drill in the United States Public Schools. (5) Physical Exercises in the Chicago Schools. (6) Training the Child's Body. (7) Miss Nightingale on Volunteering. (8) The Royal Militia of Canada. (9) "Our Gallant Volunteers".....	113
II. BIOGRAPHICAL SKETCHES—No. 25. The Hon W. H. Merritt.....	116
III. PAPERS ON PRACTICAL EDUCATION—(1) Township School Convention. (2) Map Drawing in the Boston Schools. (3) Lazy School Teachers. (4) Provincial Certificates granted by the Chief Superintendent of Education. (5) Kingston Observatory. (6) Kingston Common School Library. (7) Sunnisdale School Library.....	171
IV. PAPERS ON NATURAL HISTORY—(1) The Destruction of Birds. (2) The Want of Small Birds. (3) The Protection of Wild Birds.....	119
V. EDUCATIONAL INTELLIGENCE—Canada: Drill in the Toronto Schools—Trinity College Dinner—St. Michael's College—Deaf and Dumb School—Canadian Literary Institute—The Simcoe County School Pic-Nic—The Council of Public Instruction—Educational Proceedings of the late Synods, &c. Great Britain: The University of Cambridge—Victoria College, Jersey—Queen's College, Cork.....	120
ADVERTISEMENTS.....	128

MILITARY DRILL IN THE PUBLIC SCHOOLS.

So much attention has during the last year been devoted to the subject of military drill in the public schools, both in England, in the Northern United States, and in Canada, that we have felt it desirable, for the information of parties concerned, to collect together some articles on the subject, and publish them in this number of the *Journal of Education*.*

The school authorities in these several countries have sought many ways to promote this patriotic object, and public opinion has more than sanctioned this innovation on the quiet routine of daily school life. Those who have given most prominence to this new feature in school management, have done so chiefly for two important reasons. The first reason is that military drill is designed to foster in the youthful mind a love of country and its institutions, and a disposition to defend them in the most skilful and effective manner to the very last. The other reason—which has a direct practical bearing upon the well-being of the school itself—is, that nothing else is so well adapted to secure those habits of obedience and discipline in the schools as military drill *per se*.

Lately in discussing this matter with a prominent American educationist, he remarked that the introduction of military drill had already affected a most salutary change in the discipline of American schools. Order had been more generally established in the schools; and that fatal defect in American juvenile character—disobedience and disrespect for authority—had received a most salutary check. Everywhere he had found that teachers were most anxious to establish a system of military drill or gymnastics in the school, not so much for military purposes as for its beneficial effects upon the discipline and *morale* of the

* See also articles on this subject in the *Journal* for June.

school. The very habit of prompt obedience acquired by the pupils while under drill insensibly affected their whole conduct in the school-room, and rendered their government there comparatively easy and agreeable.

The subject of introducing military drill into our Canadian schools has been more than once under the consideration of the Educational Department for Upper Canada as well, we believe, of that of Lower Canada. In February last, a letter was addressed to the Department on the subject, which we give below, together with the reply to it. The writer observes:—

"The passing events of the day call forth the energies of minds capable of grappling with it. During this lull in the excitement on the war question, it strikes me that there might be something done in the way of preparatory drill in our already very excellent common schools.

"What I would suggest is, that an amendment be added to the present common school law, during the present session of Parliament, making it one of the qualifications of male teachers to learn the rudiments of infantry drill, either by joining a volunteer corps or by attending the Normal School; so that the teacher might be able to drill such of the youth of our country as are above the age of ten years. It would be a very healthful, useful and lively exercise for them; and it is now certain that we must of necessity become a military country for our defence. This plan would, I think, assist the teachers in their school discipline. If it were carried into effect, we would see, in a few years, we should have great numbers drilled and prepared, at no additional expense to the country, and ready on a very short notice for any emergency. I do not say they would be perfect in drill, but they might be taught to face right and left, to march, and to form fours deep; and being taught while young, they would never entirely forget it hereafter.

"While writing, reflection brings to mind the impulse of my youthful mind, about fifty years ago (about the time the French threatened to invade England), how warm I felt against them when I saw the English volunteer militia on parade at that time. The same ardour now animates my breast, for I go to drill every week, and have no doubt in my own mind of the same attachment of the youth of our country to their native home if they are well trained and employed. I may remark that I saw the students of the higher schools at drill when I was young; and as the common schools of our country constitute the bone and sinew of it, why not prepare them for any future contingency which may arise in the country. Perhaps by changing

the name from military drill to some other, such as military gymnastics, it might be more favourably received throughout the country."

To this letter the Chief Superintendent replied as follows:—

"I desire to express to you my hearty thanks for the suggestions which you have made in regard to military drill or gymnastics in our schools, whilst I cannot but admire the spirit which pervades your whole letter.

"In the schools immediately under my own oversight, military exercises to a limited extent, under the name of gymnastics, have for several years been introduced. Latterly in one of them, formal military drilling has for some time been introduced. I shall submit the whole question to the consideration of the Government, with a view of having such exercises introduced into the schools generally."

2. MILITARY DRILL IN PUBLIC SCHOOLS.

In the House of Lords, Lord Stratheden lately called attention to the subject of the military drill recently introduced into public schools, and inquired of the Government whether the Commission on Public Schools had been instructed to report on this branch of their system. It was not requisite for him to enter into all the arguments in favour of military drill in public schools. Some years back he had ventured to address a letter to a great and well-known journal stating his views upon the subject. In February, 1860, a meeting was called at the Thatched House Tavern, at which Lord West, Sir De Lacy Evans, and several other eminent persons attended, and the subject was urged with considerable ability. A very few days after the same cause found a more persuasive advocate in the Editor of *The Times* itself, who, in a leading article, employed his weight and eloquence to promote the objects of the meeting. It might be stated briefly that all our public schools since 1860 had made efforts, more or less successful, to introduce into their system the elements of military knowledge. Public schools had competed at Wimbledon for shooting-prizes; not long ago the Eton Company competed, and on that occasion, it ought not to be forgotten, the late lamented Prince Consort was last seen by the public. Thus it appeared that the discussions of 1859 and 1860 had not been wholly unproductive. In spite, however, of those favourable circumstances, all that had been done was voluntary and contingent, and might pass away. Some decline had been already exhibited. At Westminster, in spite of the judicious exertions of the Head Master, the whole thing has passed away; at Eton the number under training had declined from 400 to 200; at Harrow it had fallen from about 200 to 100; of Winchester he had not exact information, but there appeared to have been a sensible decline. The movement, therefore, could not be relied upon as permanent, and the question at once suggested how far the commission of which the noble lord below him (the Earl of Clarendon) was the head might, by practical suggestions, give to it the necessary permanence. He was led to believe that their instructions would enable them to take the matter into consideration, because all the public schools to which he had alluded came within the scope of the commission, and they could hardly exclude from enquiry any existing facts which they might consider of importance in connexion with the schools. He was perfectly well aware that the position of his noble friend was that of an unprejudiced inquirer, and that it was open to him to report for or against the system—to recommend its abolition or to advocate its permanence. It was obvious that military drill at schools must make the Volunteer movement more effective, because it tended to furnish a better instructed class of officers. It must come home to the experience of all that, however great might be the zeal of Volunteer officers at present, nothing could entirely supply the advantage arising from the early use of arms. Military drill at public schools would also tend to the permanence of the Volunteer movement; for what could contribute more to that end than the existence of a higher class well versed in military exercise, and, consequently, reluctant at any time to be withdrawn from the field of their activity? Even supposing that the Volunteer movement should pass away with the fears and the dangers which had called it into existence, what could be more conducive to the military defence of the country than the existence of a higher class, whose education at the public schools would at once qualify them to take commissions in the Militia (as that would be the force on which we should then rely); or in the case of any great and extensive levy of the people, such as occurred in the beginning of the century, would enable that class to inspire and direct it? He begged to inquire whether the Commission on Public Schools had been instructed to report upon the question of the military drill lately introduced as a branch of the system of those schools.

The Earl of Clarendon.—As my noble friend has alluded to me as the President of the Public Schools Commission, I beg to inform him that our instructions are amply sufficient, and have, indeed,

been purposely framed to embrace all matters relating to the administration of the public schools. Our inquiries will be turned not only to the studies, but also the recreations of the boys, and the mode in which they habitually employ their leisure time, and in these inquiries drilling will certainly be included. I regret to hear of a falling off in the number of boys who have devoted themselves to drilling, for I agree with my noble friend as to the advantages to be derived from it. No one can see a large number of boys walking together without being sensible how much their appearance, both individually and collectively, is improved by the instructions of the drill sergeant. I also agree with my noble friend that it is impossible to exaggerate the political advantages of the Volunteer service, or to speak in too high terms of the noble spirit and true love of country which have animated the Volunteers. We are all interested in the Volunteer movement becoming a permanent institution of the country, and we must all be desirous to use our best efforts to make it so. It is therefore desirable that a taste for a certain amount of military drill, military training, and the use of the rifle at an early age should be encouraged. I apprehend, however, that in order to attain this object we must not seek to render attendance at drill compulsory on the boys of our public schools. (Hear.) In answer to the comprehensive questions circulated by the Public Schools Commission certain shortcomings are admitted and regretted, but want of time is pleaded as the general, and not always unreasonable, excuse. One thing is certain, that it is useless to expect that the masters will permit any portion of the school hours to be given up to drill. On the other hand, it would be very hard upon the boys and very unpopular to compel them to drill during their play hours, of which they have not more than is necessary for health of body and mind. If drilling, therefore, is to be voluntary, it will be a formidable rival to cricketing, boating, and foot-ball. I can conceive nothing more calculated to inspire a distaste for drill than a compulsory attendance on the drill sergeant by boys who are now permitted to employ their own time in their own way. I have heard that a certain number of boys regard drill as an amusement. How far it may be desirable to stimulate this taste by encouragement and rewards will be carefully inquired into by the commission; but, as my noble friend is aware, our duties do not go beyond that. Our instructions are to inquire and report, and if our opinions, being founded on the evidence we may obtain, should appear to be of any value, and if we are able to point out where reforms are required, and how they are to be effected, I trust we shall have the support of public opinion in our recommendations. We hope to have the benefit of personal communication with the head and other masters of our public schools. Their attention will be drawn to the subject of drill; we shall consult with them, and we shall receive with satisfaction any suggestions which they shall make, in order to carry into effect the intentions of my noble friend. (Hear.)

3. MILITARY TRAINING IN PUBLIC SCHOOLS.

A bill has been introduced into the New York House of Assembly which provides that:—"Classes of all scholars over ten years of age shall be established, to be armed with wooden rifles or muskets, with good locks and steel ramrods that can be used at any time on regular arms. A teacher of the school to be competent to instruct in the manual of arms and drill, and not less than one hour a day to be devoted thereto. The expense to be paid out of the State treasury, on certificate of the Governor, Lieut.-Governor, and Adjt.-General."

4. MILITARY DRILL IN SCHOOLS.

The following is the substance of the bill under consideration in the New York House of Assembly as we find it in the *Rochester Union*: It provides that the Regents of the University may appoint six Colleges in the State, and one Academy in each judicial district, where a system of military education and training and the use of the manual of arms shall be established. To such institution the Adjutant General shall furnish State arms and equipments for the use of pupils. Three professors of military instruction shall be appointed by the Regents at a salary of \$1,500 each. A drill master shall be appointed by each of the institutions at a salary of \$750 per annum. An appropriation of \$500 is made to each institution for map, books, charts and models. The sum of \$25,000 per annum for two years is set apart for this object. Any surplus that may be left can be used for the expenses of encampment or for artillery practice. The Regents who have the entire control of this matter are to report annually to the Legislature as to the manner in which the provisions of the act have been carried out.

This is intended only to apply to the higher educational establishments, but it has been suggested that the system should be extended, and that each county, city and town, should be provided with a drill

instructor, to drill all boys above the age of twelve once a week. The process is simple and we should like very much to see something of the kind adopted by our authorities. In the words of a contemporary—"The boys would be pleased; it would do them good in a physical way, would improve their deportment and tend to make them more obedient in all things."—*Cobourg Star*.

5. PHYSICAL EXERCISES IN THE CHICAGO SCHOOLS.*

One year ago, the Board of Education introduced an elaborate system of physical exercises into all the schools. Each of the different movements was described with such particularity that any teacher or school would be able to learn and execute it from the description alone. These exercises, or portions of them, have been practised during the year from four to eight times a day in all the Primary rooms, and three or more times a day in all the Grammar rooms, with the happiest results. Not only has their favorable influence upon the health of the pupils been manifest, but in many of the rooms, the improvement in erectness of form and position has been equally marked. The teachers themselves have in many instances been greatly benefitted by these exercises.

So far as my knowledge extends, no other city except Oswego, had previously introduced a thoroughly digested course of exercises, and made it obligatory upon all the schools to practise them at frequent and regular intervals, as a part of the daily routine of school duties. The experience of a year has suggested some improvements, which should be introduced when the course is reprinted.

Besides the regular course of "free gymnastics" prescribed by the Board, the High School and several of the District Schools have already been furnished with suitable gymnastic apparatus for the use of the pupils, by the liberality of parents and other friends; and it is to be hoped that the remaining districts will soon be favored with similar facilities.

An experiment has been tried during the past year in several of the schools, with the bean-bag exercises recommended by Dr. Lewis, of Boston; but we do not find them adapted to our use, except, perhaps, in the High School. In the Normal Department of the High School, they are still practised, with very satisfactory results.

But while I am able to give so gratifying a report respecting the influence of "free gymnastics," I regret to say, there is one serious evil still existing to a greater or less extent in all the schools, which cannot fail to exert a very deleterious influence upon the health and form of the pupils. I refer to the habit of stooping over the desks while engaged in the exercises requiring the use of the pen or pencil.

I am aware that many of the teachers have devoted special attention to this matter, and in some of the schools, very considerable improvement has already been effected: but the cure is by no means radical or permanent, and in most cases, a more efficient and systematic course of treatment is required. There are some divisions, in which the pupils lose more during the day by indulging in this habit, than they gain by the practice of gymnastic exercises.

As a first step toward the correction of this evil, teachers should inform themselves and their pupils of its nature and magnitude. The next step of progress should be a firm resolve to overcome it, whatever may be the effort required.

With most pupils, a frequent admonition from the teacher will be sufficient to establish the habit of sitting erect, and when this habit is once formed, very little attention will be needed to perpetuate it. But when this measure is found to be ineffectual, a persistent habit of stooping at the desk should be treated as a misdemeanor, affecting the deportment average of the pupil the same as any other example of misconduct.

6. TRAINING THE CHILD'S BODY.

Whatever you wish your child to be, be it yourself. If you wish it to be happy, healthy, sober, truthful, affectionate, honest, and godly, be yourself all these. If you wish it to be lazy and sulky, and a liar and a drunkard and a swearer, be yourself all these. As the old cock crows, the young cock learns. You remember who said, "Train up a child in the way he should go, and when he is old he will not depart from it!" And you may, as a general rule, as soon expect to gather grapes from thorns and figs from thistles, as get good, healthy, happy children from diseased and lazy and wicked parents. Let me put you up in mind seriously of one thing you ought to get done to all your children, and that is, to have them vaccinated or inoculated with the cow-pock. The best time for this is two months after birth, but better late than never, and in these times you need never have any excuse for its not being done. You have only to take your children to the Old or New Town dispensaries. It is a real crime, I think, in parents to neglect this. It is

cruel to their child, and it is a crime to the public. If every child in the world were vaccinated, which might be managed in a few years, that loathsome and deadly disease, the small-pox, would disappear from the face of the earth; but many people are so stupid and so lazy and so prejudiced as to neglect this plain duty until it is too late. So promise me all seriously in your hearts to see to this, if it is not done already, and to see to it immediately. Be always frank and open with your children. Make them trust you and tell you all their secrets. Make them feel at ease with you, and make free with them. There is no such good plaything for grown-up children like you and me as weans, wee ones. It is wonderful what you can get them to do with little coaxing and fun. You all know this as well as I do, and you will practice it every day in your own families. Here is a pleasant little story out of an old book. "A gentleman having led a company of children beyond their usual journey, they began to get weary, and all cried to him to carry them on his back, but because of their multitude he could not do this. 'But,' says he, 'I'll get horses for us all;' then cutting little wands out of the hedges as ponies for them, and a great stake as a charger for himself, this put mettle in their little legs, and they rode cheerfully home." So much for a bit of ingenious fun.—*Dr. John Brown's Essay on Health*.

7. MISS NIGHTINGALE ON VOLUNTEERING.

At a meeting of the Winslow and Buckingham Volunteers, Sir Harry Verney read the two following letters from Miss Nightingale. They will be found of great interest:—"Hampstead, Oct. 8. My dear Sir Harry,—I like to hear of your volunteers. I wish I could be with you. But my heart is with you all. At the beginning of this year we had 150,000 Volunteers—and already we hear, from the best military authorities, that they are capable of manœuvring and executing movements with regular troops. To one who knows the stuff of which the Anglo-Saxon is made (no man knows him better than I do), this is not surprising. These volunteers are of the same race with that handful of men who defended their trenches at Sebastopol—as the Greeks held the position of Thermopylæ—and who when dying of slow torture in hospital, drew their blankets over their heads, and died without a word, like the heroes of old. Thank God, our volunteers have not to undergo these slow agonies in the defence of their country. But I for one (and I speak notwithstanding an experience of the horrors of war which no man has had) was not at all sorry to see the spirit of war brought home to our people's lives in the glorious rising of the volunteers. A country needs retempering sometimes. England, from her grand mercantile and commercial successes, has been called sordid. God knows she is not. The simple courage, the enduring patience, the good sense, the strength to suffer in silence—what nation shows more of this in war than is shewn by her commonest soldier? I have seen men dying of dysentery, but scorning to report themselves sick lest they should thereby throw more labor on their comrades, go down to the trenches and make the trenches their deathbed. Their is nothing in history to compare with it—other nations may do it for glory, but we for duty, as the Duke of Wellington said. I say no one has seen the horrors of war as I have, yet I was glad to see the spirit of war arising in our volunteers. If both French and English statesmen have recorded, upon their own observation, that the most intelligent, the most well-doing, the most respectable, in the best sense of that word, in any French village or district, are always those returned from serving out their time on conscription, and if this is the case with those who have given a compulsory service for a government which we English cannot respect, what ought not the men to become who give a free service for a free country, like our volunteers? Say what men will, there is something more truly Christian in the man who gives his time, his strength, his life, if need be, for something not himself, whether he call it his Queen, his country, or his colors, than in all the asceticism, the fasts, the humiliations, and confessions, which have ever been made; and this spirit of giving one's life, without calling it a sacrifice, is found nowhere so truly as in England. This is a spirit which animates our armies and our volunteers. But there must be more drill, more discipline, in the sense of teaching how orders are to be obeyed, more acting in concert to make our volunteers perfect—and our volunteers mean to be quite perfect. It is wonderful how much they have done already in precision. On the saddest night of all my life, two months ago, when my dear chief, Sidney Herbert, lay dying, and I knew that with him died much of the welfare of the British army—he was, too, so proud, so justly proud of his volunteers—on that night I lay listening to the bands of the volunteers as they came marching in successively—it had been a review day—and I said to myself, the nation can never go back which is capable of such a movement as this, not the spirit of an hour. These are all men who have something to give up; all men whose time is valuable for money, which is not their god, as other

* From the Annual Report of W. H. Wells, Esq., Superintendent. See also the chapter on "Gymnastics" and "Calisthenics," in the *School-House, its Architecture and Discipline*, &c., lately published by the Educational Department for U. C.

nations say of us. One of the best appointments my dear chief made was Colonel M'Murdo, the Inspector-General of Volunteers. I knew him in the Crimea, where he executed the most difficult service, that of organizing the Land Transport, with the utmost success; no doubt the volunteers have full confidence in him. It was whispered to me in Sidney Herbert's time that Buckinghamshire had been behindhand in her tribute of volunteers. Is that the case now? I hope not. But if so, it makes those who have volunteered all the more worthy. If I might venture to do so, I would gladly ask you to offer them from me a pair of colors. Probably, however, they have them. If so, I can only offer them from the bottom of my heart the best wishes of one who has 'fought the good fight' for the army seven years this very month, without the intermission of one single waking hour."

"I should have thought it a presumption to write to the volunteers if not desired by you. My point, if there was one, was to tell them that one who has seen more than any other man what a horrible thing war is, yet feels more than any man that the military spirit in a good cause, 'that of one's country,' is the finest leaven which exists for the national spirit. I have known intimately the Sardinian soldier, the French soldier, the British soldier. The Sardinian was much better appointed than we were. The French were both more numerous and more accustomed to war than we were, yet I have no hesitation in saying that we had the better military spirit, the true volunteer spirit to endure hardships for our country's sake. I remember a sergeant, who, on picket, the rest of the picket killed, and himself battered about the head, stumbled back to camp, and on his way picked up a wounded man and brought him in on his shoulders to the lines, when he fell down insensible. When, after many hours, he recovered his senses, I believe, after trepanning, his first words were to ask after his comrade, 'Is he alive?' 'Comrade, indeed, yes, he's alive—it is the general.' At that moment the general, though badly wounded appeared at the bedside. 'Oh, general, it's you, is it, I brought in? I'm so glad. I didn't know your honor. But, if I'd known it was you, I'd have saved you all the same.' This is the true soldier's spirit. Lastly, I would impress on the volunteers the necessity of drill, practice, exercise, and brigade movements. Garibaldi's volunteers did excellently in guerilla movements; they failed before a fourth rate regular army. We trust that our volunteers will never know what real war is; but they will make themselves a reputation to be feared by the enemy, in order not to see that enemy at their own hearthstones.

"FLORENCE NIGHTINGALE."

8. THE ROYAL MILITIA OF CANADA.

(To the Editor of the Spectator.)

SIR—The toast given by Major General Napier at the dinner to Sir Allan Napier MacNab, was "THE ROYAL (not 'loyal') MILITIA OF CANADA," and it will be interesting to your readers, to learn the origin of so distinguished and honorable a title.

His late Majesty, George the Third, was so gratified and impressed with the gallant conduct of the Militia of this Province during the war of 1812 and '13, that he proclaimed them as "the Royal Militia of Canada," and further that their facings should be "Royal blue."

I am, Your obed't serv't,
Hamilton, Feb. 17, 1862. CANADENSIS.

9. OUR GALLANT VOLUNTEERS.

Hurrah for England's true-born sons!
Who at their country's call
Have bravely rallied round her flag,
To defend it or to fall;
Whose willing word to grasp the sword
Has lul'd the nation's fears;
And claims her thanks, the noble ranks,
Our gallant volunteers!

They may talk of foreign countries,
With all their countless hosts;
But where's the foe who dares to show
His face upon our coasts?
Our aged sires may sleep secure,
Our mothers cease their fears,
While in the land there is a band
Like the gallant volunteers!

How proud must be our gracious Queen,
To know, whate'er may come,

That she may slumber all serene,
Within her island home!
For hearts of purest loyalty,
In peasant lads and peers,
Inspire us all to fall of stand,
With the gallant volunteers!

When England's fame was tottering,
Long many years ago,
On every sea an enemy,
On every shore a foe—
Up rose a host to guard our coast,
And quell the people's fears;
Then to the "blue" none were more true
Than the gallant volunteers!

Long life to Queen Victoria,
And to that noble band
Who'd bravely come from every home
To guard their native land.
And as they march—should duty call—
We'll greet them with three cheers,
When side by side, their country's pride,
Are our gallant volunteers!

II. Biographical Sketches.

No. 23.—THE HON. W. H. MERRITT.

It is our painful lot to record the death of the Hon. William Hamilton Merritt. This lamented event took place on Sunday morning, the 6th ult., on board the steamer *Champion*. Mr. Merritt had reached Montreal, on his way to the sea-side, when he was seized with paralysis; and though he recovered so far as to be able to dictate letters of business, yet it was considered advisable that he should return home, and accordingly on Saturday morning he was carried on board the *Champion*. He was able to converse during the day, but as night drew on it became apparent that his end was nigh, and at two o'clock on Sunday morning he passed away, as the steamboat was passing through one of the St. Lawrence canals. There is a singular fitness in the fact, that he to whom we owe the Welland Canal—and in fact the construction of most of the canals of the Province—should breathe his last while passing through one of them on his way home! Mr. Merritt had just completed his 69th year. His death causes a vacancy in the representation of the Niagara District in the Upper House.

We subjoin the following remarks from the *Globe*. The Hon. Mr. Merritt was the son of one of those brave and self-denying men who, upon the breaking out of the American revolution, adhered to the principles of their forefathers, and sought a home in the then wilderness of Canada, in which they could maintain their allegiance to the Crown and country of their love. Mr. Merritt was one of the best specimens of the descendants of that noble band of pioneers—the United Empire Loyalists. He was first brought into notice by the active part he took, as an officer of the Canadian Militia, during the war of 1812, while a very young man. Some years later, fired by the example of DeWitt Clinton and the other projectors and promoters of the Erie Canal through the State of York, Mr. Merritt conceived the design of uniting lakes Erie and Ontario by the Welland Canal. It is not our purpose to dwell at length upon the manifold difficulties which Mr. Merritt encountered in carrying his project into completion. We trust that these labours will be recorded in a suitable form from the materials which must remain in possession of Mr. Merritt's family. They will form a most interesting view of the progress of a very important work, and a lasting memorial of possibly the most useful citizen whom Canada has ever possessed. It was not simply that Mr. Merritt, almost single-handed, overcame the prejudices and pecuniary obstacles encountered in constructing the Welland Canal; he also wielded an immense influence in securing the completion, on a great scale of the connecting links of the St. Lawrence navigation necessary for the full development of our carrying trade; and it may be said that in every important step taken during the last forty years, to develop Canadian commerce, he took an active share. Although accustomed to entertain schemes much in advance of his contemporaries, which frequently had the appearance of being chimerical, he was nevertheless eminently practical in his mode of carrying out his plans. A more remarkable combination of the apparently impracticable with the actually practicable, was never seen. No obstacle daunted him. Earnest and laborious, though without any charms

of manner, he brought all classes of men under his influence; and however disposed at first to ridicule or oppose his projects, whoever came within his reach almost invariably became his supporter. There cannot be the slightest question that in the main, his projects took their rise in an exalted desire for the public weal, and that he was a genuine benefactor of his country. He saw the Welland Canal rise through all its stages, from the original plan of petty locks of timber, to its present magnificent proportions. He saw it crowded to repletion with the vessels of both nations,—the American people paying tribute to the enterprise of Canada. He witnessed the immense development which its construction gave to the section of country through which it passes, in which his own personal interests lay, and more especially the striking prosperity of the town in which he resided, and which he may be said to have created. Having accomplished so much, Mr. Merritt might well have reposed upon his laurels; but his was not a nature to seek inglorious ease, even in advanced years. He devised and carried through to completion the Welland Railway, which he contended would be, instead of a rival, an assistant to his greater work. He involved his personal fortune in the completion of this enterprise, and it is probable that the difficulties he thereby encountered hastened his end.—*Cobourg Star*.

The funeral of the Hon. Mr. Merritt was the largest that has ever taken place in this part of Canada, and the attendance was from all parts of the country. The day was religiously observed as a day of mourning, every store and workshop in the town being closed, and the vessels passing through the canal had their flags half-mast high. There were between 150 and 200 carriages in the procession, which extended the whole length of St. Paul Street from Yale Street. The pall-bearers were Sir J. B. Robinson, Bart., Sir A. N. McNab, Bart., Chief Justice Burns, Colonel Gregory, Colonel John Clark, J. Keefer, Esq., R. Woodruff, Esq., and G. Wright, Esq. The Rev. Dr. Atkinson read the funeral service of the Episcopal Church at the grave side, and one of Canada's greatest men passed from our sight for ever.—*St. Catharines Journal*.

III. Papers on Practical Education.

1. TOWNSHIP SCHOOL CONVENTION.

The following letter addressed by Alexander McLean, Esq., Local Superintendent for the Township of Nelson, suggests such an excellent scheme for the successful operations of the Township School Conventions, that we insert it in this number of the *Journal* :—

Plan for a Township Convention of Common Schools, proposed to be held on September 30th, 1862, at 10 o'clock, a.m., in the Town Hall, Nelson :—

I. Teachers, Trustees and heads of families being associated with them, to examine their own schools previously and to report on the above named day, in writing the statistics of their schools since the beginning of the year. 1. Those pupils most proficient in all the branches studied by them, naming two, first and second best. 2. Those most proficient in any of the branches studied, first and second best. 3. Those making the most progress in all the branches studied, since the beginning of the year, first and second best. 4. Those having made the greatest progress in any branch, since the beginning of the year, first and second best. 5. Those most regular in attendance, neatest, orderly, mannerly, and best behaved either in or out of school, first and second best.

II. Teachers, Trustees, and parents to meet with such reported pupils at the above named time and place for their examination and competition for prizes.

III. Prizes in books to be awarded :—

1. To the first and second most proficient in all the subjects taught. 2. To the first and second most proficient in any of the subjects taught. 3. To the first and second who have made the most progress in all the branches studied since the beginning of the year. 4. To the first and second who have made the greatest progress in any branch studied since the beginning of the year. 5. To the first and second most regular in attendance, neatest, orderly, and of the best behaviour in and out of school. 6. To the first and second Teachers shewing the largest average attendance in proportion to the number of pupils on the Register. 7. To the Teachers first and second best in cultivating vocal music in their schools.

IV. Subscriptions for prizes to be solicited by the Teachers and the pupils whom they may appoint, and to be transmitted to the Township Treasurer, not later than September 20.

V. The examiners to be the Ministers, Magistrates, Council, Teacher and Superintendent of Nelson.

2. MAP DRAWING IN THE BOSTON SCHOOLS.

In the Girls' High School, we listened with much interest to an animated impromptu discussion, sustained by several of the pupils, upon the best method of teaching the alphabet. The results of their own observation were adduced in support of favorite theories, difficulties were freely suggested and readily met, and the same evidence was afforded here, as elsewhere, of minds accustomed to vigorous and continued exertion. A recitation in geography which we witnessed in this school may be worth a somewhat detailed description. The lesson was the coast of Europe. The latitude and longitude, in degrees and minutes, of some forty places,—capes, mouths of rivers, etc., commencing at the north-eastern extremity of the coast and following it around to the west, south, and east, had been written down by the teacher in a blank book and given to the class by dictation. A brief description of the physical features of the coast had also been given. The blackboard at the side of the room was divided into a number of spaces, perhaps three feet wide, and a pupil sent to each of these, who in a short time, without the use of a ruler, drew parallels and meridians, employing straight or broken lines instead of curves, and locating the lines at proper distances apart according to a scale which had been established, of so many inches or parts of an inch to a degree. Another set of pupils designated by means of dots the location of the points whose latitude and longitude had been given. Another set drew through these points the outlines of the coast, and one of the number recited, as she drew, the description of the parts about which she was engaged. While the drawing was proceeding in silence at the board, the rest of the class was occupied in reciting with great fluency the list before mentioned, one individual giving the first place on the list with its location, her neighbour the next, and so on. Maps are afterwards drawn upon paper with remarkable neatness and care, entirely from memory.—*Massachusetts Teacher*.

3. LAZY TEACHERS.

Many say that if a person is too lazy to do anything else, he is just the man to teach school. We do not believe that any but those nearly if not quite fools naturally, or others too lazy themselves to exercise their powers of intellect, think this; and we do not know what causes people to talk this way, unless it be that those who do, think there is no other occupation than that of teaching, that has so many indolent followers in it. We do not agree exactly with such; but that there is no profession having more is an extremely humiliating, disgraceful, but equally undeniable fact. The extensiveness of this indolence among teachers, is not so worthy of consideration as the quality of the sin. The ministerial excepted, there is no other calling, the neglect of the duties of which is deserving to be so much dreaded as is that of teaching. This idea is as old as the hills, and admitted universally. If a lawyer fails to prevent the administration of justice in a case by being indolent, very good; if he fails to secure it, the result is bad; but what is the consequence of his neglect, compared with that of him, whose influence good or bad, operates not only upon the few, comparatively speaking, that may be the direct subjects of his suasion, but through them also upon thousands, perhaps of others; and which may extend to the future world?

We call any teacher an unfit one, who fails to come up square to this standard—the ability to keep his pupils so employed in school as to secure their utmost possible attainment. To secure this utmost possible attainment, requires the most incessant watching, and unwearied efforts in assisting—an amount of activity, in connection with other qualities, that but few possess. All the positions in Colleges that have been filled, all the titles of A. M., &c., that have been granted, in the universe, do not, alone, confer it. It must be in the man. Scholars imitate to a great degree the habits of the instructor. Here is another reason why the pattern should be a good one, in quickness of action. If, however thorough or advanced his book wisdom may be, he does business in a long-measure, half-awake style, many within his charge will try to do likewise, and those at all disposed will succeed, as nature probably would if unassisted; certainly she would, aided.

School Trustees, we are certain, do not consider sufficiently this all important feature of energy in making selections; neither do the patrons of private schools, in their choice.—*Bradford (U. S.) Argus*.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has

granted to the under-mentioned Students of the Normal School, Provincial Certificates of Qualification as Common School Teachers in any part of Upper Canada :

"107. The Chief Superintendent of Education, on the recommendation of the teachers in the Normal School, may give to any Teacher of Common Schools a Certificate of Qualification, which shall be valid in any part of Upper Canada until revoked; but no such certificate shall be given to any person who has not been a student in the Normal School."

The certificates are divided into classes, in harmony with the general programme, according to which all teachers in Upper Canada are required to be examined and classified, and are valid until revoked, or until the expiration of the time mentioned in the certificate.

Each certificate is numbered and recorded in the Register of the Department, in the following order :

Twenty-seventh Session.—Dated 15th June, 1862.

MALES.

<i>First Class.—Grade A.</i>	<i>Second Class.—Grade B.</i>
1436 Glashan, John (1175.)*	1461 Allan, Absalom Shade.
1437 Munson, Charles Francis.	1462 Anderson, John.
1438 Wood, Benjamin Wills (1866.)	1463 Green, Philip.
<i>First Class.—Grade B.</i>	1464 Langdon, John.
1439 Barefoot, Isaac (1081, 1247.)	1465 Metcalf, Hiram.
1440 Clare, Samuel (984.)	1466 Miller, John.
1441 McDiarmid, Donald (1371.)	1467 Monkman, James Matthias.
1442 Ross, John Cameron (1356.)	1468 Morton, John Brown.
1443 Van Slyke, George Washington (1878.)	1469 McCausland, Robert.
<i>First Class.—Grade C.</i>	1470 McEachern, James (1888.)
1444 Brine, Henry James (713, 994.)	1471 McIntosh, Angus.
1445 Cork, George (1868.)	1472 McLaren, Alexander.
1446 Hunt, Robert.	1473 McPherson, Moses.
1447 Kiernan, Thomas (1090.)	1474 O'Grady, Patrick John.
<i>Second Class.—Grade A.</i>	1475 Powers, Henry.
1448 Campbell, John Munro.	1476 Sullivan, Daniel.
1449 Griffin, Walter.	1477 Tapscott, Samuel.
1450 Halls, Samuel Pollard.	1478 Taylor, Walter.
1451 Hilliard, Thomas.	1479 Thompson, Charles.
1452 Hutchison, William.	1480 Thompson, Matthew.
1453 Maloy, Hiram (1878.)	1481 Treadgold, Manton.
1454 Millar, John.	1482 Ward, James Henry.
1455 McCausland, William John.	1483 Wilson, Edward Sutton.
1456 MacPherson, Finlay.	1484 Wilson, William.
1457 Robertson, John (809.)	<i>Second Class.—Grade C.</i>
1458 Schmidt, John Henry.	1485 Boldrick, Richard Henry.
1459 Scollon, John.	1486 Summers, George.
1460 Willis, Robert (1396.)	1487 Wager, Reuben Lewis.
	1488 Welsh, John.

FEMALES.

<i>First Class.—Grade A.</i>	1506 Buik, Margaret (1426.)
1489 Beckett, Emma (1282, 1299, 1899.)	1507 Campbell, Mary.
<i>First Class.—Grade B.</i>	1508 Clark, Annie (1416.)
1490 Boddy, Sophia Louisa (1400.)	1509 Davis, Ruth.
1491 Clark, Sarah Haley (1401.)	1510 Greene, Martha.
<i>First Class.—Grade C.</i>	1511 Greer, Mary Anne (1429.)
1492 Collar, Leonora (1408.)	1512 Henderson, Isabella Purvis.
1493 O'Flaherty, Anna Maria (1320, 1413.)	1513 Henning, Amelia.
1494 O'Neil, Margaret (1420.)	1514 Jeffers, Emma (1431.)
1495 Smith, Sarah (1423.)	1515 Kenny, Elizabeth.
<i>Second Class.—Grade A.</i>	1516 Lloyd, Agnes.
1496 Anker, Mary Anne.	1517 Maybee, Euphemia Amanda.
1497 Brown, Sophia Georgiana.	1518 Munson, Charlotte (583.)
1498 Buchan, Mary.	1519 Robinson, Annie.
1499 Hardie, Ellen (1418.)	1520 Rogers, Jessie (1421.)
1500 Roberts, Sarah Anne.	1521 Williams, Eliza Anne.
1501 Rogers, Christina (681, 761, 1048.)	<i>Second Class.—Grade C.</i>
1502 Taylor, Susannah.	1522 Bethell, Maria (1425.)
<i>Second Class.—Grade B.</i>	1523 Boak, Sarah Anne.
1503 Acres, Jane.	1524 Hemenway, Sinia Amanda (1430.)
1504 Armstrong, Mary Elizabeth.	1525 Kane, Mary Anne (1432.)
1505 Bates, Mary Jane.	1526 Kennedy, Eliza Jane.
	1527 Ley, Theresa Georgiana.
	1528 Lundy, Sarah.
	1529 Morrison, Margaret Helen.
	1530 O'Flaherty, Edith (1433.)
	1531 Richardson, Isabella.

EXPIRED CERTIFICATES.

The certificates of the *Second Class, Grade C*, granted subsequently to the Nineteenth Session, have been limited to one year from their respective dates. In the *Journal of Education* for July, 1860, for February and July, 1861, and February, 1862, lists of the certificates which had expired up to those dates were published, and the following list shews those which expired on the 15th of June, 1862:—

MALES.

1285 Devlin, John.	1289 Reid, George.
1286 Howland, Francis Lamb.	1290 Rundle, Richard Folly.
1287 Jackson, Henry Harry.	1291 Taylor, Henry Goodwin.
1288 Obtained First Class C. 1355.	1292 Windsor, Francis.

FEMALES.

1823 Obtained Second Class B. 1414.	1329 Obtained First Class C. 1404.
1324 Beam, Rebekah Ann.	1330 Love, Mary Anne.
1325 Burk, Ada.	1331 McDougall, Elizabeth.
1326 Crawford, Agnes.	1332 Parrott, Amanda.
1327 Cruickshank, Margaret Fawns.	1333 Obtained Second Class A. 1410.
1328 Obtained Second Class A. 1411.	

Certified,

ALEXANDER MARLING,

Education Office, June, 1862.

Registrar.

5. KINGSTON OBSERVATORY.

The excellent retracting telescope, executed by the celebrated Dollond, and presented to the Kingston Observatory by Hon. J. A. Macdonald, will be of great service in connection with the lectures in the Observatory. There is good ground for hoping that this gift will be followed up by such contributions throughout Canada as will suffice for the purchase of a transit circle, which is necessary to give to the institution a national character. The instrument, according to the estimate furnished by the Astronomer Royal, will cost about £500 sterling—a small sum if divided among the chief cities of Canada. It is intended for purely scientific purposes, and not for the popular instruction of the citizens of Kingston, so that it is but fair that the expense should be borne by the province at large. It is satisfactory to learn that some of the leading citizens of Montreal have already agreed to bear a fair proportion of the expense. Kingston has already contributed liberally to the local objects of the Observatory, but a further effort may be looked for in order to put the institution on such a basis that it will rank with the Observatories of Europe in advancing the boundaries of Astronomical Science. The transit circle is the grand fundamental instrument of every Observatory, and cannot be dispensed with. Government has already contributed to the Observatory, but it is reasonable that further support should be given only on the condition that the people themselves do something.—*Kingston News*.

6. KINGSTON COMMON SCHOOL LIBRARY.

Since the removal to the commodious and convenient premises now occupied by the Library, it has been steadily improving in usefulness.

The statistical report annexed will shew the number of volumes taken out, and the nature of these volumes. It is very pleasing to find that works of an important character are so much read in Kingston, there being an increase in the proportion of books of biography, history, travels and literary essays applied for, while at the same time the proportion of novels, tales and stories has decreased.

The cultivation of a taste for useful and profitable reading is admitted to be of the greatest importance, and especially is this the case in a new and rapidly growing country such as Canada, where the majority of the population have generally to work harder and for a larger period of each day than in Great Britain. It must be remembered, too, that Canada has not yet the great advantages enjoyed by those in older countries of easy access to splendid public libraries filled with books of every kind and class. Under these circumstances, the Common School Library is of no small importance to the citizens of Kingston, and has very strong claims upon their liberal support. That the library is gaining in public estimation and usefulness, is proved in a very pleasing way by the fact that its issues are more than double that of last year, and now average 215 volumes per week.

The Librarian, Mr. O'Loughlin, aided by his sons, continues to discharge his laborious duties with the utmost zeal and fidelity. The present highly creditable condition of the library, as well as the universal satisfaction expressed by those who avail themselves of its privileges, are in a great measure due to the unwearied diligence of the efficient officer in charge.

* The figures in brackets indicate the number of a previous certificate obtained by the student named.

Days of issue, Mondays and Fridays, 6 to 8 p. m., Saturdays 3 to 4 p. m. Average issues—on Mondays and Fridays each 91, Saturdays 33. Total weekly issues, 215. Increase of weekly issues over 1861, 115 per cent. Total volumes issued in 1862, 22,360.

Of the works issued the percentage of subjects is as follows:—

1861.		1862.		1861.		1862.	
Biography	10	12	Philosophy & Science.....	12	12		
Novels	5	3½	Poetry	4	3		
Narratives	8	7	Natural history.....	2	1½		
History	5	6½	Tales and Stories	47	45		
Travels	4	5	Literary Essays.....	3	4½		

The borrowers in 1861 were—Youths, 45, adults, 55. In 1862 youths 49, adults 51. Volumes in library in 1861, 1,830; in 1862, 2,134.

Mr. Paton presented a report from the Library Committee, recommending that Certificates of Honour be awarded to pupils under the following regulations:—

I. That Certificates of Honor be awarded annually at the examination, immediately before the summer vacation, to such pupils as shall be presented by their respective teachers, and approved by the Local Superintendent, for having excelled in regularity and punctuality of attendance during the year, combined with the absence of any infraction of the printed rules and regulations of the schools.

II. That these Certificates be conferred by the Chairman of each school visiting Committee in presence of the whole school, and that the names of the pupils so distinguished be published.

III. That these Certificates be granted to those pupils only who have not been once absent or late during the year, unless such absence, to the extent of ten minutes, shall have been occasioned by sickness or other unavoidable cause, to be certified in writing by the pupil's parent or guardian, and approved by the Chairman of the school committee.

IV. That a copy of the regulations under which the Certificates of Honor are granted be hung up in each school room, and read once a month to the whole pupils.

7. SUNNIDALE SCHOOL LIBRARY.

A correspondent writes as follows:—The books have arrived in good order, and great satisfaction is expressed by parties who have examined the selection of books made by the Department.

IV. Papers on Natural History.

1. DESTRUCTION OF BIRDS.

What can be done to stop the madness of destroying birds? * * * In the early spring boys were birdnesting all over the country. In a multitude of townships there is a standing offer of rewards for birds' eggs; and thousands of dozens have this spring been paid for within an area of two or three parishes. Where no such inducement exists there has been the same plunder; and long rows of speckled eggs are hung in cottage windows, and over the fire places, under the approving eye of the farmer, if not of the curate and the squire. As the season advanced, and the bloom of our fruit trees afforded as fine a promise of fruit as ever was seen in this country, the war against them became very animated. They were accused of having sometimes, after very severe winters, eaten out the heart of fruit buds; and if they were left alive, they would eat the juicy shoots of young peas, and hereafter some of the peas themselves, and cherries and black currants; so not only have the guns been heard popping in many country parishes, but men have shewn themselves in markets and fairs, all hung over with strings of dead finches, and robins, and thrushes, and sparrows, as an advertisement in their line of business. Members of sparrow clubs have met and awarded prizes, and dined, and drunk destruction to the order of birds. One prize winner, the other day, boasted of having killed 1,860 sparrows in the course of the year. A lady, meantime, had at one stroke killed, with strychnine, 800 small birds in her own garden; and if one owner of a garden has done such a thing, how many more may have lessened the number of our winged friends? The discovery of the efficacy of poisoned grain in killing off the birds has wrought prodigiously. One rookery after another has gone to destruction—the birds dropping in their flight, and lying dead all over the lawns and fields, while their young are starving in the nests. There has been silence in many lanes and copses formerly all alive with songsters; and travelled men have observed, in some part of the country, that it was becoming almost like France for the scarcity of birds.

This is a part of the picture of this year; but it is not the whole.

In the same districts there are now scores of old women and boys employed in trying to save the fruit from the caterpillars. There are more weeds than ever in the fields and gardens, because the weeds never were so rampant. While there is all this picking of grubs and caterpillars, and rooting up of weeds the country gentlemen and ladies are declaring that they must give up gardening, on account of the overwhelming increase of the wireworm and other vermin.

The mice devoured the bulbs, so as to entirely spoil their spring show of flowers; and now, between the wireworm, aphides, grubs, caterpillars, and the prospects of wasps, there is little encouragement to gardeners. There never was anything like that plague of insects in former years. The farmer smiles grimly at these distresses of the gentry, for what are they compared with his? If they would look at the whiteworm and the wireworm, and the fly (as it will be presently) in his fields, they would be ashamed of complaining of injury to mere flowers and fruit. His prospects are too like that of the French farmers when the practice of killing off birds brought three bad harvests in succession (1853-56). In one of those years the wireworm destroyed, in one department alone, £160,000 worth of corn, and at that rate we shall have to pay, very soon, if we allow ignorant men, and ladies, and boys to destroy the natural check upon insect ravages.

Most of the birds that we are hunting out of life eat both insects and grain; and some take to fruit; but their attacks upon the fruit are more useful in destroying the insects that were there already than mischievous for their own sakes. These birds eat more seeds of weeds than of corn so that we have a plague of weeds as well as insects when the birds are destroyed.—*London News.*

2. WANT OF SMALL BIRDS.

The want of small birds is felt in England as well as elsewhere, caused by a wanton and wicked destruction of them. The following is a letter which appeared in a late number of the *London Times*:—
“The spring proves the importance of the question whether our small birds shall be preserved or exterminated. This year the caterpillars were never known to be more numerous or more voracious. In many districts the small fruit is almost destroyed by them; and gardeners are forced to employ boys to pick them from the trees. This, of course, cannot be so well done as by nature's scavengers—the birds. But they were never so scarce. In my own garden I have none; and the apple trees are covered with worms of two or three kinds, which have destroyed most of the buds and the young fruit. The effect of the universal tendency to destroy the small birds will be yearly more disastrous, unless active measures are taken to check the evil. At present these useful—nay, indispensable—creatures, are at the mercy of the half-educated; men shoot them, entrap them, and poison them; boys are allowed by their parents to rob their nests, and thus destroy what, in the great scheme of nature, is of more value than themselves. In my own neighbourhood, where, as I have observed, insects of the most pernicious kinds were never more abundant, a lady has, this spring, poisoned with strychnine, at one dressing of her grounds or gardens, no less than 800 birds of various kinds, and she was a few days since preparing for a second *battue*. To counteract this senseless and barbarous destruction of our best friends, by man, woman, and child, I look to the schoolmaster and to the clergy, who, as yet, seem not to have been fully convinced of the importance of the subject.”

3. PROTECTION OF WILD BIRDS.

The Hon. Mr. Portman, last session, introduced a bill into the Lower House for “the protection of wild birds.” The following are its clauses:—

“No wild birds of any description, except such as are enumerated in chapter twenty-eight of the Consolidated Statutes for Lower Canada, and twenty-third Victoria, chapter fifty-five, of the Statutes of Canada, of birds of prey, shall be shot, hunted, trapped, killed, sold, offered for sale, or had in possession under any pretence whatever, unless it be for the use of any incorporated museum, association, or university, or as live singing birds, the proof whereof to be the party charged.

“No eggs of any wild birds shall be taken or destroyed, except for the purposes of natural history.

“Any offence against any provision of this act shall be punished, on conviction before a Justice of the Peace, by a fine not exceeding twenty dollars nor less than one dollar, in the discretion of such Justice, with costs; or, in default of payment, by imprisonment not exceeding one month; one-half of such fine to go to the Crown, and one-half to the informer.

“This act shall not apply to Indians.”

V. Educational Intelligence.

CANADA.

— **DRILL IN THE TORONTO SCHOOLS.**—A committee of the City Board of Common School Trustees has been appointed to inquire into and report upon the expediency of introducing into the city schools such gymnastic exercises, including military drill, as will be unattended with expense to the city rate payers, which was adopted.

— **TRINITY COLLEGE DINNER.**—The annual dinner to the graduates and undergraduates of University of Trinity College, Toronto, took place in the Convocation Hall, on Thursday evening, the 26th ult., at seven o'clock. The Rev. the Provost occupied the chair, supported on his right by Sir John Beverley Robinson, Chancellor of the University, and on his left by the Lord Bishop of Toronto. About seventy gentlemen sat down to dinner. After the usual loyal toasts had been given, the Provost proposed "The Chancellor," to which Sir J. B. Robinson briefly replied, saying that the greater leisure the late changes had given him would enable him to bestow more of his time in the interest of the University. He regretted that the present aspect of affairs was not as encouraging as one might desire for institutions of this kind; but he hoped the time was not far distant when the financial affairs of the country—additionally embarrassed by the serious difficulties which prevail in the United States—would so return to their former prosperity as to show the institution over which he had the honour to preside, as useful and prosperous as we could desire. The Provost then proposed "The Lord Bishop of Toronto." His Lordship rose and said he thanked those present for the hearty manner in which they had responded. He said he had made so many speeches on similar occasions that he felt quite run dry. He would offer a word of advice, however, that his young friends about him would now, in their youth and vigour, live so that in old age they may have pleasure in looking back on a well spent life. He said it was a mistake to suppose that old age was a burden, unless embittered with unpleasant recollections. The Chancellor proposed "The Trinity College Rifle Corps," coupling with it the name of Major Denison. The Major, who appeared in full rifle uniform, responded. After other complimentary toasts, the company separated.—*Leader.*

— **ST. MICHAEL'S COLLEGE.**—The annual literary exercises and distribution of prizes took place in the above institution on Tuesday 15th ultimo. The display was, as usual, highly interesting and entertaining, and reflected much credit both on professors and pupils. Early in the afternoon quite a number of respectable visitors proceeded in the direction of Clover Hill; many of whom had the pleasure of observing, for the first time, the improvements lately made on the ground in front of the College. Every one admired the beautiful scenery that presented itself. The broad sloping lawn crowned with verdure, and bordered with green hedges which wound in graceful curves along the walks—the trees and shrubbery on each side—and the rich flower beds arranged with exquisite taste—have added much to the beauty of the site on which St. Michael's stands. And this, when taken in connection with the fact, that the works on the new wing of the building are rapidly progressing, attests alike the prosperity of the establishment, and the determination of the Rev. gentlemen of St. Basil's, to leave nothing undone which might contribute to the health, happiness, and comfort of their students. About 2 o'clock, P. M., the ample hall, which was neatly decorated for the occasion with scenes and appropriate mottoes, began to be filled by the parents and relatives of the young men, besides a considerable number of ladies and gentlemen from the city. The venerable and reverend Clergy sat encircling the stage, over which was inscribed in green letters the word "WELCOME" The boys appeared to be in excellent spirits, and looked quite cheerful at the prospect of receiving the reward of their year's labors, and of returning home to enjoy the pleasures of vacation.—*Freeman.*

— **DEAF AND DUMB SCHOOL.**—The semi-annual examination of the pupils of the Toronto Deaf and Dumb School was held on the 8th inst., in the School-house, Queen Street, when the prizes granted by the committee for the highest number of marks of merit for the past year were distributed by the Head Master.

— **CANADIAN LITERARY INSTITUTE.**—The midsummer term of instruction in this Institute closed on Tuesday last with the usual examination, &c. A very marked improvement is perceptible in the educational character of the students; and those interested in the success of the Academy

look hopefully forward to an increase of pupils and to greater efficiency on the assumption of labours in the term in September.—*Woodstock Times.*

— **THE SIMCOE COUNTY SCHOOL PIC-NIC.**—On the 27th ult. the County School Pic-Nic came off in the Grove of Thomas W. Walsh, Esq., near this town. The day was as delightful as could be desired. About eight hundred pupils were present. They made a very pleasing appearance, and seemed to enjoy the occasion with much satisfaction. Refreshments were varied and abundant—the town pupils having been plentifully supplied by the inhabitants, and the other schools by their respective sections. Col. Wilson, the chairman of the Board of Trustees for Simcoe, the Rev. Mr. Livingston, the Rev. Mr. Ryerson, the Rev. Mr. Blackmarr, of Simcoe, and Mr. Walsh, our county member, delivered appropriate addresses, after which the children were indulged, to their great delight, in some sports and athletic exercises. About five o'clock the proceedings were brought to a close, and all departed to their several places of abode evidently much pleased with what they had seen and heard during the day. We are gratified to be able to state that though the crowd was quite large, no accident happened to mar the festivities of the first County School Pic-Nic ever before held in this county.—*Norfolk Messenger.*

— **COUNCIL OF PUBLIC INSTRUCTION.**—His Excellency the Governor General in Council, was pleased, on the 20th inst., to appoint the Hon. Alexander Tilloch Galt, of Sherbrooke, Louis Léon Lesieur Desaulniers, Esq., M.P.P., of Yamachiche, and Cyrille Delagrave, Esq., of Quebec, to be members of the Council of Public Instruction for Lower Canada, in the room of the Hon. Timothy Lee Terrill, the Hon. Antoine Polette, and François Xavier Garneau, Esq., resigned.

EDUCATIONAL PROCEEDINGS OF THE LATE SYNODS, &c.

CANADA PRESBYTERIAN CHURCH.

KNOX'S COLLEGE.—Rev. Dr. Taylor (in the absence of the chairman, Rev. Mr. Topp) read the report of the Board of Management of Knox's College. They reported that in the senior class in theology the number of students was 7; in the second, 12; and in the first, or junior class, 11; in all, 30. In the senior preparatory class, there were 8 students; in the second, 14; and in the first, 5; in all 27. There were thus 57 young men in training for the ministry at various stages of progress, being, as one of the expected fruits of the union, a considerable increase since last year. The Board further reported that, by the special effort which had been made, the greater part of the sum required to pay off the debt resting on the College building, had been raised and paid over to the parties who held the mortgage, and that, if the congregations which hitherto had remitted nothing to the fund, would each send a moderate contribution, the whole debt would be wiped away. With regard to the ordinary fund, the Board regretted arrears of stipend to the amount of \$1,726 were still due to the professors, besides a further balance against the fund of \$814. The Board called attention to the changes sought for in the University of Toronto, in order that the Synod might take such action in reference thereto as in its wisdom might appear proper in the circumstances.—The Synod resumed the consideration of the report of the Board of management of Knox's College. After some discussion with regard to the arrears of salary due to the Professors,—Rev. Mr. McTavish moved,—“That the Synod remit it to the Finance Committee to take such steps as it may deem best to secure the regular payment of the Professors' salaries.”—Agreed.

Rev. Mr. Drummond moved—“That the cordial thanks of the Synod be given to the Rev. Alexander Topp for his laborious efforts in devising, and so far carrying out the scheme for liquidating the debt on the College Buildings, and that all proper means be used to secure that those congregations that have not yet contributed to the College Buildings Fund, do their part, so that, if possible, the entire debt may be liquidated this year.”—Agreed.

Rev. Mr. Drummond moved,—1. That the cordial thanks of the Synod be given to the Rev. Alexander Topp for his laborious efforts in devising, and for carrying out the scheme for liquidating the debt on the college building. 2. That all proper means be used to secure that those congregations that have not yet contributed to the college buildings' fund, do their part, so that, if possible, the entire debt may be liquidated this year.—The motion was unanimously adopted.

Rev. J. M. King moved, seconded by Rev. Dr. Thornton, that a special committee be appointed to take into consideration the whole subject of the preparatory and theological education of candidates for the ministry, to consult with the Senate if they deem it necessary, and to report to the meeting of Synod next June.

The motion was carried, and the following members appointed as said committee:—The Moderator, Rev. Dr. Thomson, Rev. Messrs. Caven, Dr. Inglis, Gillespie, Scott, (London), Bondfoot, and King.

The Synod agreed that the Presbyteries shall not send up students to Knox College, in the theological course, out of the order prescribed in the curriculum enjoined by the Synod.

It was also agreed to recommend to the Board of Management of the college, to take into earnest and careful consideration the rate of charges in the college boarding-houses, with a view of having the charges, if possible reduced.

THE UNIVERSITY QUESTION.—Rev. R. F. Burns moved, seconded by Rev. Mr. Cross, "That this Synod instruct the College Board to watch the proceedings of the Legislature in the matter of the University of Toronto, and if they see fit, to petition in the name of the Synod, as well as in their own name, against any partition of the University Fund amongst the denominational colleges. They further recommend Presbyteries and Sessions to take similar action in the event of circumstances emerging to render such action necessary."

Rev. Mr. Kemp then moved in amendment—"That this Synod resolve to petition the Legislature and the Governor in Council against any appropriation of the funds of the University of Toronto, or for the appropriation of the public funds for the maintenance or endowment of denominational Colleges in Canada West, it being the decided opinion of this Synod that such appropriation would lead to the destruction of our unsectarian system of education in this portion of the Province, and be a grievous injustice to a large and influential portion of the community who cannot conscientiously participate in such grants of money. Appoint also a special committee to watch over any proposed legislation in regard to the above matter, and to use their utmost efforts by petition or otherwise, through the Presbyteries and sessions of this church, to prevent any such legislative proceedings."

After a good deal of discussion, Rev. Mr. Burns withdrew his motion in favour of Mr. Kemp's. The vote was then taken on Mr. Burns' amendment to Mr. Kemp's. Yeas, 4; nays, 46.

RESIGNATION OF PRINCIPAL WILLIS.—Rev. Dr. Willis rose and said that he wished to tender the resignation of his position in the Synod, and his relation with Knox's College. He had carefully thought over the subject, and he was still of the same mind as he had been in the afternoon. He could not but say that his feelings were hurt by some remarks which had been made in the discussion in the afternoon. He had given the subject due consideration, and the result was that he had come to the resolution to lay his resignation on the table.—Rev. Mr. Lowrie moved that the report of a committee appointed to confer with Dr. Willis in regard to his resignation, be received and adopted, and appoint the committee with the Moderator as convenor, to continue the conference. If Dr. Willis adheres to his resignation, the Moderator to call a special meeting of the Synod on as early a day as possible for the purpose of taking action in the matter. The motion was adopted.

PRESBYTERIAN CHURCH IN CONNECTION WITH THE CHURCH OF SCOTLAND.

— **QUEEN'S COLLEGE, KINGSTON.**—The report of the trustees of Queen's College was read. The number of students in the various faculties during the past year was as follows, at the close of the College session:—Arts, 39; Theology, 22; Medicine, 85; Law, 7. This shows an increase of five in the Theological Hall, which gives this department stronger claims upon the attention of the Synod. The number of students in the Arts Faculty who have announced their intention to study for the Ministry is 19, so that the Queen's College is now preparing 41 for the sacred office. Through the munificence of a citizen of Kingston, John Watkins, Esq., who has given £1,000 cy. to add a new wing to the Kingston Hospital, a spacious Clinical Lecture Room and Operating Theatre will be enjoyed by this Institution. An important step, which may be expected to exercise a beneficial influence upon the College, was lately taken in establishing a connection between the magnificent Common School system of Upper Canada and the Grammar School of Kingston, now affiliated to Queen's College. A considerable number of Scholarships are offered for competition among boys in the Kingston Common Schools, tenable during their Grammar School course, and several larger Scholarships have been endowed by private individuals from the Grammar Schools of the district to the College. With the view of aiding this movement, and also of improving both schools, the College Preparatory School was amalgamated with the Kingston Grammar School, the practical control of the latter having been

secured to the College. The result so far has been most encouraging. A full and accomplished staff of masters have been secured, and the increase in the number of boys during the very short period which has intervened since the change was effected, justifies the expectation that this important feeder to the College will occupy a high position among the educational institutions of Upper Canada.

Rev. Mr. Campbell moved that the Report now read should be received, and that the Synod record their high gratification of the many evidences of increased efficiency which it discloses, more especially at the facts that there has been during the past season so marked an increase of students in the Theological Faculty, and that several new scholarships have been founded by the munificence of private benefactors; and resolve to regard these evidences of extended usefulness as a renewed call to a more generous support of and more fervent prayer in behalf of this Institution throughout the Church.

The Committee on the Bursary Scheme, in their report, hoped that the good done by this scheme would stimulate the members of the Synod in their exertions to contribute toward this fund. The fund was instituted for the purpose of giving those who have commenced a theological education, and who have not the means of continuing such, aid in so doing.

Rev. Mr. Morrison moved that the report of the Committee on the Bursary Scheme be received and adopted, and that the thanks of this Synod be voted to the Moderator in advancing the Bursary Scheme, which was unanimously adopted.

CONGREGATIONAL UNION OF CANADA.

Much discussion was had in reference to the Congregational College, in consequence of the resignation, by the Rev. Dr. Wickson, of the classical tutorship. The majority of the friends of the institution were evidently disposed to confine the operations of the college to the giving of a theological education only, leaving students to obtain English and classical attainments in the general literary institutions of the country. This course will, doubtless, be ultimately adopted; but in the meantime the College Board is empowered to make interior arrangements, and to report comprehensively at the next annual meeting. Renewed protest and petition were resolved on against the appropriation of University or other public funds to the support of denominational colleges. This topic awakened renewed interest and attention from the recent action of the University Senate, in which Dr. Lillie was said to have concurred, and by which it was proposed that Government aid should be given to sectarian colleges from other than University funds. Allusion having been publicly made to Dr. Lillie's reported concurrence in this scheme, that gentleman entered with some warmth into the subject, but did not disclaim the part attributed to him. It was generally felt that he had not reflected the views of the Congregational body in his action on the University Senate, and much regret was expressed that any seeming compromise should have been made on so important a matter.

WESLEYAN METHODIST CONFERENCE.

— **WESLEYAN FEMALE COLLEGE, HAMILTON.**—The Rev. S. D. Rice introduced the subject of the Wesleyan Female College in Hamilton. The report of the Directors and that of the Governor were read and various information respecting the opening, progress, and present state of the institution was given, from which it appears that though in its infancy it has already attracted a degree of attention, and received a measure of support which augurs well for its future usefulness and success. Such an institution has long been a *desideratum* in the denomination. Ample provision has been made for the education of the Methodist people in the University of Victoria College, but up to the time of the establishment of the Hamilton Female College, though several ineffectual efforts had been made in that direction, sufficient provision had not been made for the education of their daughters. This reproach has at length been taken away, and the Hamilton Institution, it is confidentially believed, will prove all that can be desired in a College for the education of ladies, and a career of usefulness awaits it no less marked than that which has attended Victoria College. For this the character of Principal and teachers, and of the gentlemen entrusted with its management and direction, afford the amplest security. There is a determination to spare no pains or cost that may be necessary to make it at least equal to any institution of the kind on this Continent. The Rev. Mr. Davis having been appointed Moral Governor of the College, made a suitable acknowledgement to the Conference for this mark of their confidence in him.

VICTORIA COLLEGE.—The Rev. Dr. Nelles presented a highly satisfactory

report in regard to the condition and prospects of Victoria College University, which was unanimously adopted.

In an address presented to His Excellency the Governor General, by the Wesleyan Conference, the following reference to education occurs:—To establish and mature a system of popular education in Upper Canada, we have permitted one of our own members to devote himself nearly eighteen years, and we feel how well that system of day schools accords with the circumstances of the country, where the children are under the daily and weekly care of their parents and pastors in regard to their religious instruction and duties. Upon the same principle, in the higher branches of education, for the acquisition of which youth must leave their parents and pastors, we believe the home and pastoral oversight and instruction should be provided in the Constitution and Administration of the College to which such youth are sent. While, therefore, we admit the wisdom and justice, upon the ground of equal rights to all classes, that liberal provision should be made by the Legislature for that class of the community who desire to have their sons without paternal or pastoral oversight during their course of collegiate education, we think that provision equally liberal should be made for the larger class or classes of the community who erect their own colleges in order that their sons may be under religious oversight while they pursue the national curriculum of collegiate education, and are subjected to a national standard of examination. It is under the influence of such convictions of duty, that we have established a College, which has already sent forth many hundreds of educated youths, and which with similar Colleges, we believe is entitled to liberal and permanent endowment by the legislature.

To this part of the address his Excellency replied as follows:—

I am glad to find that you express your adhesion to the principle that the money appropriated by the Legislature for the purposes of education should be applied without distinction of creed or class, and I trust that the sacrifices which the tax-payers of Canada are making for the promotion of education may insure to them a large return of moral and material improvement. You will not expect me on the present occasion to give any opinion on subjects which may become matters for discussion in the Legislature of the country, but I may be permitted to say that in the arrangement of the system of education, every facility should be afforded to parents and pastors to enable them to supply the religious element.

CHURCH OF ENGLAND SYNOD—DIOCESE OF TORONTO.

SECOND DAY—DISCUSSION ON SEPARATE SCHOOLS.

The Rev. W. S. Darling presented the Report of the Committee of the Synod on Separate Schools, as follows:—

Your committee beg to report that having been in communication with the Chief Superintendent of Education, they learned that a bill has been prepared by him for the amendment of the existing school law, in which the just claims of the United Church of England and Ireland to the control of her own schools in cities, towns, and incorporated villages had been recognised and provided for as far as deemed practicable under existing circumstances.

As the general provisions of the aforesaid Bill had been submitted to his Lordship the Bishop, and had met with the approval, and further, had commended themselves to the judgment of those members of your committee who had the opportunity of considering them, and as, moreover, your committee understand from the Chief Superintendent that he had reason to believe that the bill would be brought in as a Government measure, they felt, under the circumstances, that no further action on their part was required. In consequence, however, of the severe illness of the Chief Superintendent, and his inability to be present at Quebec, his proposed bill has not been brought forward, and a member of the House has introduced a private measure intended to afford additional facilities for the extension of Romish schools.

Your Committee would therefore recommend that petitions on the subject similar to those previously prepared by the Synod be again presented to the several branches of the Legislature, and that the attention of the members of our communion in Parliament be earnestly drawn to the duty and necessity of endeavouring to secure for the Church of England and Ireland the same educational advantages as are accorded to the Church of Rome.

Mr. J. G. Hodgins objected to the adoption of the report, as it did not embody a corrected statement of the nature of the bill submitted to the Government by the Chief Superintendent of Education, and to which the report refers. He thought some expressions in the report were calculated, probably unintentionally, to mislead this Synod. The "just claims of the Church of

England were said to have been conceded by the Chief Superintendent of Education in a bill he had prepared and submitted for the consideration of the Government. This, as a matter of fact, he thought, was not quite correct. He had in his hand a copy of that bill, and the words "Church of England" did not occur in it at all. Even the words "Separate Schools" did not occur in it. But it was simply proposed in that bill to meet a want and to supply a deficiency in regard to vagrant children, which was felt in all the cities and towns. He intended, at a future stage to move an amendment to the motion of which Dr. Bovell had given notice, but for the present he would content himself with giving the explanations he had submitted, because he thought the report did not correctly represent the Chief Superintendent as to the laws he had embodied in the Bill.

Rev. Dr. Fuller said it appeared to him that by this Bill they were to get what they desired, although covered up under other terms. Rev. Mr. Darling said that, in drawing up the report, he had no right or reason to bring forward the private motives or objects of the Chief Superintendent, but in conceding these schools to all denominations, he had unquestionably conceded to the Church of England what they conceived to be its just claims. If, however, any modification of the language of the report would make it more acceptable to Mr. Hodgins or the Chief Superintendent, he should be happy to make such modification. Mr. Hodgins moved that the report be referred back to the Committee to make the necessary modification. Rev. Mr. Darling—Add to the motion, that Mr. Hodgins be joined with the committee. Mr. Grover of Colborne strongly disapproved of their seeking facilities for the establishment of Separate Schools in connection with the Church of England, and urged that the fostering of Sunday Schools was a much better mode of securing the religious education of their children.—Mr. Hodgins' motion was agreed to.

Mr. Hodgins gave notice that he would move as an amendment to the resolution on the notice paper to be moved by Dr. Bovell, and seconded by Rev. Mr. Darling.

SEPARATE SCHOOLS—THIRD DAY.

Dr. Bovell moved the following resolution:—"That a respectful memorial be again presented to the Legislature, setting forth the continued desire of the Church of England and Ireland in Canada to have separate schools in cities and towns, as stated in the resolution adopted by the Synod of June, 1861.—"That a Committee consisting of seven members be appointed to consider what means can best be adopted in addition to petitions to the Legislature to secure to the United Church of England and Ireland the right of having separate schools in towns and cities where their establishment is desirable, and their maintenance is practicable."

"And further to respectfully remind the Government that they seek not any improper interference with the common school system as established by law, but claim to be entitled to the same privileges and to have a similar measure of justice meted out to them as members of the said church, as have been accorded to their Roman Catholic fellow-countrymen."

He said he felt a very great responsibility in bringing this question before the Synod, because he was aware his intentions might be misinterpreted, and it might be considered that he was dealing with a question which was of a party and political character. This was not the case. He viewed education as a great moral and social necessity, and treated the question as referring entirely to the moral and social state of the country. He and those who acted with him had no intention to do anything to destroy or improperly to interfere with the system of education as established in Upper Canada. But as churchmen and free-born Englishmen, they had a right to express their opinion on what they considered the defects existing in the system. He thought it unwise for a Government to force upon any large number of the people a system either of instruction or anything else, which was distasteful or prejudicial to the interests of that class. Having made these preliminary remarks, he should endeavour to state as briefly as he could in what respects the system was not acceptable in its present shape to a large number of the members of the Church of England, and in what way he conceived it could be improved and altered, so as to be worked harmoniously with the feelings and desires of the people. In the opening sentences of the Word of God, we read that utter and intense darkness was on the face of the creation, and that it was the Spirit of the great Jehovah which brooded over the darkness, and let in light to dispel it. There was a time too in England when gross darkness covered the land, and to dispel it men stood forth, holding up the word of the living God, and proclaimed, "let there be light," and there was light. The leaders of that movement did not seek first of all intellectually to enlighten the people, nor did they appeal to the Legislature to send the

schoolmaster abroad, merely with intellectual weapons to dispel the gloom and darkness. No; but these heroes of the Reformation stood forth, holding up the Word of God as a light to the people. And, having that inheritance, the members of this church should be very careful how they committed themselves to any system of education which did not recognize the Word of God as its primary standard. He admitted that it was the duty of the Government to see that the people should be educated, from the highest to the lowest. He agreed also that in a country like ours it was not for the Government to dictate to the people what the precise mode of their religious teaching should be. But he could not agree that the Government had a right to interpose and say that the amount of religious instruction should be limited, and compel those who would desire to give religious instruction, to accord all their support to schools entirely under the influence of the Government. Dr. Bovell went on at considerable length, and with much ability, to elaborate the principles on which he claimed Separate Schools for the Church of England.

Rev. Mr. Darling seconded the resolution. He said it was now universally acknowledged that the present system of Common School education in towns and cities was a failure, in a certain respect, inasmuch as it did not reach the class for whom the system of free education was primarily intended. The numbers of ragged and filthy children, the Arabs of the streets, whom we met going through the city, showed that that class was not reached. The Chief Superintendent was entitled to every imaginable credit for his anxiety to make the system of education in every way effective, and, in proposing to provide education for these poor children he admired the Chief Superintendent's Christian spirit, which said "No" to the people who asked for a compulsory law, and preferred to call in the influence of Christian principle. In the proposition of the Chief Superintendent, no distinctive recognition was given to the Church of England as a separate body, but an appeal was made to the Christian philanthropy of all Christian men. He (Mr. D.) was not altogether content with that measure. He did not see why they should receive assistance, only to provide education for paupers, and not for the middle class and those who used the Grammar Schools. But he would not enter on that point. He was rather disposed cheerfully to accept any concession; first, for the sake of the poor children themselves; and then because of the impetus it would give to the benevolent spirit of the best of their own people. What they wanted to show was that their Christianity was a practical thing. An opportunity would be given to benevolent people to come forward and assist such schools, and to establish in connection with them clothing societies, shoe clubs, and all that sort of thing, to put the children in a position that they could attend the schools. It might be said that any such proposition would increase the already heavy burden of taxation. Of course, if education was given to the poor children not now educated, there would be a certain amount of increased expense, but if they believed in the leavening principle of Christianity, could they doubt that before a generation passed away, they would save even pecuniarily by the introduction of such a system, in the diminished expense of our goals and the administration of justice. He admired the efficiency with which our present school system was conducted, but he could not pretend to be an admirer of the principle on which it was based. He could not commit himself to a principle which ignored the grand foundation of God's blessed Word. But he thought they should not oppose such a suggestion as that contained in the Bible read yesterday, when it came from gentlemen who took the deepest interest in that school system, which he and those who shared his views, it was said, were trying to undermine.

Mr. J. G. Hodgins said he wished to offer a few observations in reply to the gentleman who had preceded him. He might be permitted to give a brief historical retrospect of the question since the first provision for Separate Schools was introduced twenty-one years ago, applying both to Upper and Lower Canada, but chiefly designed to apply to the latter. The words used were "Dissenting Schools," and the foundation of the Separate School provision of our law was designed primarily for the protection of the Protestant minority of Lower Canada. One law on this subject, applicable to both sections, was not found to work satisfactorily, and in 1843 a law was passed providing for Separate Schools in Upper Canada. In 1847, Boards of Trustees in cities and towns were empowered to determine the number and description of schools, and to decide whether they should be denominational or mixed. In 1850, the law was revised, and provision was made for the establishment of Separate Roman Catholic and Coloured schools. In 1855 an Act was passed, applying exclusively to the Roman Catholics, but not with the concurrence of the Chief Superintendent. He

agreed that our system of public instruction should be based on Christianity. He maintained that it was so to the fullest extent. Provision was made for the schools being opened with prayer and the reading of the Scriptures. In 2,881 of the 4,019 Common Schools the daily work was opened and closed with prayer; in 2,879 the Scriptures were read daily. But the Church of England claimed further, that religious instruction should be given according to her standard. Provision also had been made for this, by the regulations issued two or three years ago, allowing clergy men to come to the schools and give religious instruction to the children of their own persuasion for one hour a week after school hours. (Derisive laughter.) Dr. Bovell had referred to the disobedience of children in this country. Was this the fault of the Common Schools? He asked gentlemen to look at that card over the door of this room, emanating from the Department of Public Instruction, the last thing which children saw on leaving school was the injunction, "Honour thy father and thy mother." (Hear, hear.) When they entered the school they saw that other precept, "Fear God and honour the King." (Hear, hear.) Of the Common School teachers, 800 were members of the Church of England, 1,250 were Presbyterians, 1,250 Methodists, 230 Baptists, and 85 Congregationalists. All these were united in conferring upon the country the advantages of a sound religious and secular education. (Derisive laughter.) All clergymen, too, were visitors of the Common Schools. Mr. Hodgins then referred to the argument that because Roman Catholics had separate schools the Church of England should have them. Was the principle of separate schools in itself right? If it was not right—(cries of "It is right.") The laity of this country differed from them as to that. They did not think it was right; and if it was wrong for the Roman Catholics, it was wrong for the Church of England, and two wrongs could not make a right. The Roman Catholic standards, however, differed *in toto* from the standards of every Protestant denomination, and that distinction was recognized by the School Law. But to demand separate schools because the Church of Rome had them was beneath the dignity of the Church of England. (Hear, hear.) He had looked over the resolutions passed on this subject from year to year. They appeared to have passed with very little dissent, but he was satisfied that they did not represent the religious convictions of the laity of the Church of England in Upper Canada. (Cries of "Question.") And he would ask, if separate schools for the Church of England were established, what guarantee had they for the religious instruction that would be communicated in them? (A voice—"The catechism would be taught.") What guarantee, he would ask, was there that the children, by the instruction given them, would not be influenced in a direction in which many Protestant churchmen could not concur? (Hisses, and cries of "Hear, hear.") In conclusion, he would move the following amendment to Dr. Bovell's resolution of which he had given notice:—"That as members of the United Church of England and Ireland, in this diocese, we do not desire to seek any interference with the common school system, as established by law, or to demand exclusive privileges not at present shared in equally by other Protestant denominations in Upper Canada."

Rev. Dr. O'Meara came forward amidst applause to second the amendment. He had two years experience of the common school system, he was better pleased with it than formerly. He was astonished, when appointed Superintendent of a township, to find that prayers were offered up morning and evening; some of those prayers were taken from the liturgy of the Church of England. He had frequently had to examine Bible classes in the discharge of his duties as a Common School Superintendent. He was thoroughly in favour of united education. He considered it was a great thing that their children should be trained from their earliest years to mix with those of other persuasions; they would thereby be better qualified, in the battle of life, to stand by those religious principles which they had been taught at home, and in their churches and Sunday schools. He had practical as well as theoretical reasons for opposing the resolutions. He therefore had great pleasure in seconding the amendment.

Mr. F. J. Joseph, as one who had practical experience as a school trustee, begged to say that the Common School system, so far as its primary object was concerned, had in this city proved a miserable failure. Mr. Joseph proceeded with much animation to give his adhesion to Dr. Bovell's resolution, and was warmly cheered throughout.

Mr. K. Tully, also an ex-city school trustee, agreed with Mr. Joseph that the Common School system was a failure, as regarded the class of the population for whose benefit it was intended.

Rev. Dr. Shortt said he was disposed to try what could be got from the Chief Superintendent and from Parliament before passing any resolutions

of their own. He begged to move the following amendment:—"That whereas the Chief Superintendent of Education has introduced into a bill to be brought before the Legislature certain clauses which meet the objection which many members of the Church of England have to the Common School system, this Synod thankfully acquiesce in the proposed amendments, and suspend for the present further action in the matter."

Rev. Mr. Hilton seconded Dr. Shortt's amendment. He said there was not as much religious sentiment taught in those schools as could be uttered in one sentence. He, as a country missionary, could positively state that he had never met a child from a public school that could repeat the ten commandments. He was perfectly astonished when he came to Toronto and found the amount of blasphemy that was carried on in the streets in broad daylight, notwithstanding the splendid staff of teachers in the public schools. He did not claim separate schools as a privilege, but as a right.

Mr. J. W. Gamble did not believe that the children were one half so bad as the rev. gentleman had made them appear. (Cheers.) Nor, amid all the eloquence to which he had listened, had he heard one satisfactory argument adduced against the Common School system. It was admitted that the Scriptures were read, and yet it was declared that no religious instruction was given. Now he had been taught, and taught by his lordship, that where the Scriptures were read with devout and prayerful minds, the Spirit of God would bring them home to the hearts of those who read them. (Hear, hear.) He thought if the Church of England clergy were to take up the work of superintendence in their several localities, the best results as to the religious influence exerted on the minds of the children would follow. As to the particular question, however, before the Synod, seeing that large school houses were erected and attached to almost every one of their churches in this city, he did not see why the boon held out by the Chief Superintendent of Education should not be accepted, provided that they coupled their acceptance of it with some such resolution as that of Mr. Hodgins, declaring that they did not desire any extension of the separate school system, or to trench in any way on the system of Common Schools.

Rev. Mr. Palmer thanked Dr. Bovell and Mr. Joseph for the able speeches they had made in favour of the resolutions; he said he would withdraw his claim for separate schools, if the Bible and the ten commandments were taught in the schools, and prayers were daily offered up.

Mr. Green said it was for the clergymen and school teachers to bring those children that had been spoken of, out of those dens of iniquity that had been mentioned.

Mr. Harman said he could not conscientiously see his way clear to support the amendment. He fearlessly exposed the common school system. He desired to have more than one hour in the week devoted to religious instruction in the schools. The Chief Superintendent of Education, he admitted, was a smart man, and surrounded by smart men; but was it right that the members of the Synod of the Church of England should surrender their own privileges to him; and even if they did, had they any assurance that their desires would be carried out? Let them go directly to the legislature, as the Roman Catholics did, and demand their rights. Mr. Hodgins had placed this resolution on the notice paper: "That with a view to provide as far as possible for united action in the diocese, in promoting the greater efficiency of Sunday schools, a committee be appointed for this purpose, whose duty it shall be to present a report annually to this Synod, on the condition and progress of Sunday schools throughout the Diocese, and to make such suggestions for their improvement as they shall judge expedient." By this he admitted that one hour a week was not sufficient for the moral and religious instruction of our children. He sincerely hoped that Dr. Bovell would not withdraw his motion. Let them go to the halls of the legislature in a solid phalanx.

Mr. Grover, of Colborne, said the amendments hitherto proposed were but half measures, and, if in order, he would have liked to propose another. He hoped no one, opposed to separate schools, would vote for Dr. Shortt's amendment. He would rather see the original resolutions carried. But he asked the clergy to pause before they forced on the people a measure which was not required by the laity. He declared that the laity were ten to one against any such measure, and he spoke advisedly when he said so.

The Rev. Dr. Beavan contended that the church ought to receive facilities for the establishment of parochial schools. He did not take this ground, he said, in opposition to common schools. He thought the country was greatly indebted to the legislature which established them. So far as the common school system went, it did a great deal of good. But he did not

think it a perfect system, and he considered it ought to be supplemented by something higher, before they fulfilled their duties as Christian Churchmen.

A good deal of opposition having been manifested to Dr. Shortt's amendment, he obtained leave to withdraw it.

The Rev. Dr. Fuller supported Dr. Bovell's resolution. He asked who had induced the Chief Superintendent to make these great amendments? It was this Synod. Who induced the Board of Public Instruction to admit the Bible into the common schools? It was this Synod! Where else had a voice been raised on this question but in this Synod? Who had introduced religious instruction into these schools? Who, but this Synod! And were they, when, after years of labour, they had raised the stone to the top of the mountain, and almost placed it on the top—were they now to go back? No! they should go on, and attain the end for which they had laboured.

Mr. Holgate, of Milton, would have preferred Dr. Shortt's amendment, but that having been withdrawn, he had to decide between the original resolution and Mr. Hodgins' amendment. The question, he thought, resolved itself into one of principle against expediency, and he should therefore support Dr. Bovell's resolutions.

The Rev. T. W. Allen regretted the withdrawal of Dr. Shortt's compromise measure, but since he had to choose between the resolutions and the amendment, he must prefer the former. At the same time he must say that he was not antagonistic to the present system of education. He admired that system, but thought that it was necessary that it should be supplemented.

The Bishop, before putting the question to the vote, wished to make a few remarks. Last year, on this question, he said they had a right to separate schools, and that they ought not to appear before the legislature as mere supplicants. If 50,000 persons were required to petition the legislature for the rights of the Church, they could be got, and they ought to continue to demand them until they were granted. He could not therefore agree to the amendment, although he admitted that it had been introduced by Mr. Hodgins with great moderation and great talent.

Mr. Hodgins's amendment was then put and negatived. Yeas—Clergy 9; parishes, 12; total, 21. Nays—Clergy, 45; parishes, 29; total, 74.

Yeas—Clergy.—The Rev. Messrs. S. B. Ardagh, R. Arnold, Dr. O'Meara, Dr. Blackman, P. Jacobs, Dr. Shortt, H. J. Grassett, S. J. Boddy, and A. Sanson—9. Parishes (Lay Representatives)—Brampton, Cavan, Clarke, Georgetown, Stewarton and Norval, Lloydtown, Newmarket and Holland Landing, Reach and Uxbridge, Scarboro, St. James (Toronto), Trinity (Toronto), Whitby and Oshawa, and Woodbridge—12.

Nays—Clergy.—The Rev. Messrs. F. L. Osler, S. Houston, G. A. Bull, Dr. Beaven, H. D. Cooper, T. W. Allen, H. Brent, Dr. Bethune, A. J. Fidler, T. P. Hodge, J. Langtry, W. Logan, C. E. Thomson, H. C. Cooper, W. Ritchie, J. Wilson, Dr. Lundy, A. Palmer, J. G. Geddes, A. Dixon, F. Tremayne, Jr., J. W. R. Beck, G. Viner, W. Grant, C. H. Drinkwater, E. Baldwin, Dr. Fuller, W. S. Darling, R. Sanders, T. S. Kennedy, G. T. Carruthers, A. J. Broughall, S. Givins, A. Williams, E. H. Dewar, J. Carry, G. M. Higginson, D. McLeod, W. A. Johnson, J. Ambery, J. Fletcher, J. Pentland, S. Davidson, G. C. Irving, and J. Hilton—45. Parishes (Lay Representatives)—Ancaster and Dundas, Barrie and Shanty Bay, Barton and Glandford, Berkeley and Chester, Beverley, Cobourg, Cookstown, Credit and Sydenham, Cartwright and Manvers, Douro, Elora, Etobicoke and Mimico, Georgina, Grimeby, Louth, Milton and Hornby, Penetanguishene, Port Hope, St. Catharines, St. George (Toronto), Holy Trinity (Toronto), St. John (Toronto), St. Stephen (Toronto), St. Paul (Yorkville), Thornhill and Vaughan, Thorold and Port Robinson, Waterdown and Lowville, Willard and Marshville, Weston and Carlton, and West Gwillimbury.—29.

The votes of Arthur, Grafton and Colborne, and Tullamore and Gore of Toronto, were lost, on account of their representatives being divided.

The Rev. Mr. Darling moved the adoption of the report of the Committee presented on Tuesday.

The report, although it had been referred to the Committee for modification, came back without any alteration. The following changes in the report were proposed by Mr. Hodgins:—"That the last paragraph in the report be struck out, and that the fourth paragraph be altered so as to read as follows: Your Committee beg to report, that having been in communication with the Chief Superintendent of Education, they learned that a bill had been prepared by him for supplementing the existing school law, and providing for the education of vagrant children in cities and

towns, through the agency of 'any benevolent association, society, or congregation of any religious persuasion,' which the committee believes will meet the views of the United Church of England and Ireland, in regard to schools in cities and towns."

This modification was not acceded to by the committee, and the adoption of the original report was moved as above.

Mr. Grover, Colborne, seconded by Mr. Grierson, moved in amendment—"That while the Synod contends that the Church of England and Ireland in this Province has as good a right to claim separate schools as the Roman Catholics, it deems it inexpedient as a Church, and detrimental to the interests of general education, to commit itself to a principle which, if once acted upon by the sects so abundant in Canada, would destroy our common school system.

Mr. J. W. Gamble supported the amendment, and expressed his regret that, by adopting Dr. Bovell's resolution, the Synod had treated the proposition of the Chief Superintendent with discourtesy. He (Mr. Gamble) had always opposed separate schools, but the schools proposed to be established by Dr. Ryerson's bill were not separate schools. Their teachers were to undergo the same examinations; they were to be inspected by the same Government Inspectors: and were, in fact, to be part and parcel of the present system.

Rev. Mr. Darling denied that the Synod had treated the proposal of the Chief Superintendent with discourtesy, in agreeing to petition the Legislature. Dr. Ryerson had recommended that they should do so.

Mr. Hodgins.—Did he recommend you to petition for separate schools?

Rev. Mr. Darling.—He recommended us to petition Parliament to grant us our just claims.

Dr. Bovell said he was quite willing that the separate schools they claimed should be subject to inspection by Government Inspectors. If that removed Mr. Gamble's objection to separate schools, then there was no difference between them.

Mr. R. Baldwin supported the amendment; but it was negatived and the report adopted. The Synod shortly afterwards adjourned.

UNIVERSITY EDUCATION—FOURTH DAY.

The Rev. Dr. Fuller read the report of the committee upon University Education. The following is the report:—

The committee to whom was intrusted the important duty of watching the course of legislation with reference to University education, beg leave to report,—That they held several meetings of such members of the committee as residing in Toronto could conveniently attend them; at the first of which a sub-committee was appointed who reported at a subsequent meeting.—That at a large meeting of the leading members of the committee, they unanimously agreed to the following as a primary Report, to be submitted to the Lord Bishop, under the direction of whom they were required, by resolution of Synod, to act. They are of opinion that it should be their endeavour to obtain the recognition of the following principles:—

1. "That it is desirable that there should be one University for Upper Canada, which should embrace all the bodies in the Province possessing academic powers; and that all graduates of these bodies shall be entitled to the same standing in the Provincial University.

2. "That the separate Colleges to be incorporated into this Provincial University should be required to abstain from the exercise of their rights to confer degrees, except degrees in divinity, so long as they remain in connection with the University.

3. "That there should be two distinct bodies for the administration of the affairs of the University, viz.:

I. "A general Board of Management, who should have the control of all financial matters.

II. "An Executive Committee or Senate which should have entire control of the educational system of the University within the limits prescribed by the charter; the said Executive Council or Senate to consist of graduates of the University, representatives of the separate Colleges.

4. "That there should be no interference on the part of the University in the internal administration of the property, education, or discipline of the separate Colleges."

To this primary report presented to his Lordship the Bishop, by two members of the Committee, deputed for that purpose, his Lordship was pleased to make the following reply, in a letter to the chairman of the committee:—

"I have received the communication which you left with me, some time ago, which would seem to be a report of the Committee appointed in

accordance with the resolution passed at our last Synod, to watch the course of legislation with reference to University education, and to endeavour, under the direction of the Lord Bishop, and by conference with members of the Legislature or with the Government, so as to guide and mould such legislation as to make it consistent with the interests of the church and the improvement of University education.

"When this resolution was under discussion before the Synod, I consented to its adoption merely as a committee of inquiry—nothing more. With this limitation I thought it might be useful, should any measure be introduced by the Government on University education—because it might carefully watch its progress through the legislature, and apprise us of its provisions and bearing on Trinity College; and, should we find any improvements, how far we might be able to avail ourselves of them with safety, or modify them so as to benefit our system of education; or, if detrimental, to endeavour to get them corrected, or rescinded. I was of opinion, also, that the committee should inquire as far as practicable into the working of the other collegiate institutions in the Province, because the information thus obtained might enable us to perfect our own rules and regulations, not only in regard to discipline, but also as respects our literary and ordinary arrangements.

"But I never contemplated any changes in the fundamental principles of our charter, nor do I believe it requires any. What we really need is pecuniary assistance, and nothing more. Our deficiency in this respect proceeds from two causes: first, from the contingent losses of property, over which we had no control; secondly, from not exerting ourselves as perhaps we might have done in disposing of our wild lands.

"But it is not yet too late, if our strength be energetically put forth, to bring in a comfortable measure of relief. Our case, therefore, is by no means helpless, nor involved in greater difficulties than have been overcome by a strict frugality and a judicious expenditure.

"There is, indeed, already more than a transient hope of at least a partial diminution of this difficulty, by an application to Government. To this we have been indirectly invited, as appears from the public speeches of the Honourable John A. Macdonald, Attorney-General of Canada West. And from his encouraging reply to my application upon the subject, in which he says that if granted, 'I am sure that it will not be clogged by any conditions that would render it difficult or impossible to accept.'

"So much in explanation of the resolution.

"But what do we find in referring to the Report? Instead of a simple inquiry, giving us information respecting the state and working of collegiate institutions in the Province, and the particular objects and views of the Government, if they can be ascertained, in establishing and modifying a new University, we are called upon at once to receive the following principles:—1st. That it is desirable that there should be one University for Upper Canada, which should embrace all the bodies in the Province possessing academic powers; and that all graduates of these bodies should be entitled to the same standing in the Provincial University.

"Now I do not consider such a colossal University desirable or applicable to the wants of the Province. It is said to have failed in Australia; but be that as it may, as it would be in a good degree without competition, it would either sink gradually into indolence, or in process of time, by its greater power and influence, injure all other institutions; and not only trench upon their independence, but at length extinguish their vitality. The reason why the London University shews so much life is that it confines itself, as far as I can find from its charter and calendar, to public examinations and the conferring of degrees. It admits of no teaching whatever, in the common meaning of the word, and is rather felt as a kind protector than an arrogant master. 2nd. 'That the separate colleges to be incorporated into the Provincial University should be required to abstain from the exercise of their right to confer degrees, excepting the degrees in Divinity, so long as they remain in connection with the University. No such severe assumptions as these are exercised by the London University. All the colleges and universities connected with it, so far as I can find from the charter, continue in all things free within themselves. Even in the conferring of degrees, matters are so arranged by the London University, as not to interfere with the arrangements of the college and the educational institutions. The under graduates of them all have the option of taking their degree, if found qualified, at their respective colleges, or at the London University, with the simple provision that they must make their choice, as they cannot be taken at both. Hence in this respect there is no interference or restraint imposed upon any of the colleges by the London University itself. And here it may be remarked that the Board of Com-

missioners of Education in Scotland, corresponding to the University proposed here, confers no degrees, but merely regulates the local colleges and institutions in the manner of giving them. The same practice is followed by the Medical Council of England. It gives no degrees, but allows them to be conferred under its guidance by the local institutions. It may be further noticed that the Board of Regents at Albany, as the head of the various local institutions, and which is called the University of the State of New York, confers no degrees, but merely regulates the manner of conferring them, as the Commissioners of Education in Scotland.

"Were the proposed University of Upper Canada to be formed truly on this model, there would be no sacrifice whatever; on the contrary, those who prefer to exercise their privilege in taking their degree at the Provincial University of Upper Canada would, in many cases, so far enjoy a positive advantage in having the power of choice. Again, it does not appear that the colleges and institutions in connexion with the London University, scattered as they are throughout Britain, ever take any part in the management of the London University, or are ever called upon, or permitted, to share in its business arrangements.

"Were the connexion between the collegiate bodies no greater than is required by the London University and similar institutions at home, there might be no serious difficulty in according to it; but we are called upon to surrender all the portions of our Royal Charter, which we chiefly value, and for which we have been strenuously contending for many years. Moreover, our charter is felt to be a sacred trust, granted by the Queen, on our own petition, and we have no power to suspend, alter or surrender any of its provisions.

"In the second principle it is also required that all the separated colleges be incorporated with the University of Upper Canada. Now what is meant by incorporation? The extent of the power it confers? No such condition is imposed by the London University. Why then should it be imposed here?

1. "That there should be two distinct bodies for the administration of the affairs of the University, viz.—1st. A General Board of Management, to have the control of all financial matters."

This provision requires no other remark than that, in operation, it would be found inconvenient and unwieldy.

2nd. "An Executive Council of Senate which should have entire control of the educational system of the University within the limits prescribed by the charter. The said Executive Council, or Senate, to consist of graduates of the University and representatives of the separate Colleges."

This power appears too extensive, and in its exercise inconvenient; but till the terms of the charter are proposed in more detail it cannot be satisfactorily considered.

3rd. "That there should be no interference on the part of the University, in the internal administration of the property, education or discipline of the separate Colleges."

This third provision appears full and reasonable, but requires some elucidation when taken in connexion with the power conferred upon the Executive Council and Senate.

After the meeting, at which the foregoing report was adopted, it was found impossible to secure the attendance of sufficient members of the committee to authorise those members who did attend, to take any further action as a committee. The only thing left for those members who took a deep interest in the question, was by interviews and correspondence with the Government, members of Parliament, and others moving in the same question, to secure such a measure from the Legislature as would be consistent with the interest of the Church, and the improvement of University education; and your committee have much pleasure in being able to report that their labours have not been entirely in vain, as the Senate of the University of Toronto have unanimously assented to a scheme of affiliation, which, it is confidently believed, will hold out inducements sufficient to cause the several chartered Colleges to become connected with the University of Upper Canada. Your committee have reason to believe that it was the intention of the late Government to introduce a measure into Parliament in accordance with this scheme; and from the well-known feelings of the Legislature on the subject, and the publicly expressed opinions of the present Premier in reference thereto, there is every reason to believe that the measure will be carried next session, when Trinity College will be able to benefit by a share in the public endowment on fair and equitable terms, and to bear its part in raising the standard of University education throughout the country, without the slightest surrender

of those highly cherished principles, on which it was so auspiciously established eleven years ago.—All of which is respectfully submitted.

Rev. Dr. Fuller moved, seconded by Mr. E. B. Harman, that the report be adopted and printed.

Rev. Dr. Beaven moved in amendment—"That the report be recommended, in order that it be amended, so as to state definitely the principles which the church cannot concede on behalf of Trinity College, and to guard against misconception on the part of the church at large, and that the same committee be appointed to watch the course of legislation in concurrence with the Bishop and authorities of Trinity College."

Archdeacon Bethune said he was disposed to make some concession. But he thought they should suspend the publication of the report, lest it might have a tendency to mislead the public mind, and to deepen those prejudices against Trinity College which now unfortunately existed in many quarters. It appeared, from all that was recommended by the committee, that no other privileges would be withdrawn from the College, than the power of conferring degrees, and that in all other respects its privileges would be left intact and inviolate. But even that, to suspend the power of conferring their own degrees, was an immense concession to make, and he had not yet made up his mind whether it would be expedient, in view of the compensating advantages, first, that it would ensure to them the additional pecuniary assistance they so much required, and secondly, that it would have a tendency to raise the standard of University education throughout the Province.

The Bishop said he was not disposed, for any consideration, to suspend the power of Trinity College to grant degrees. This was a sacred trust committed to them by the royal charter, which they ought not to surrender.

Rev. Mr. Dewar said he was a member of the committee, and in view of the benefits which he believed would be conferred on Trinity College and the country at large, with reference to University education, had concurred in the suggestions. But he was sure that every member of this Synod would be ready on this question and every other to defer to his Lordship's judgment, and he therefore moved in amendment, that the report lie on the table, and that the committee be re-appointed to watch the future course of legislation on this subject.

Rev. T. W. Allen seconded the amendment.

Rev. Provost Whittaker said he could not agree to Mr. Dewar's amendment, because he did not think that this report could strictly be regarded as the report of the Committee. He agreed cordially with his Lordship, when he spoke of their charter as a sacred trust which had been committed to them. He considered that that charter had been given to them, not merely by the grace of the Crown, but by the grace of God, and, as he had said before, the question was not one with which, as a Synod, they should primarily deal. He was quite willing that they should co-operate with other denominations in promoting University education. His Lordship was cognizant of communications having passed between himself (the Provost) and the commissioners appointed to enquire into the expenditure of the University. The authorities of Trinity College signified through them to the Government the terms they were ready to make with them. They were willing to co-operate by sending their students for common examinations in honours, in mathematics, classics, &c. It might be desirable, too, that they should co-operate by sending their students to compete for scholarships, provided public funds for scholarships were open to students from every University. They might send them also to compete for prizes. As to examinations for degrees, the history of English Universities showed that competition in these, instead of being a benefit, would be a snare.

Mr. S. B. Harman said in anything he had done on this committee, his object had been not to decrease, but to increase the great influence which Trinity College would in due time exercise over this Province, in advancing not only the interests of education, but the interests of the Church of Christ, the doctrines of which were faithfully taught to every one instructed within its walls. The feeling of the committee had been that the great object to be gained by the recommendations which had been made, was to raise the standard of University education throughout the Province. The report, however, was properly only a statement of facts, which the committee had thought it their duty to lay before the Synod.

The Hon. James Patton, as a member of the committee, begged to say that there had been a good deal of no doubt unintentional misrepresentation, and a great lack of information with reference to what was proposed by the report. It seemed, generally speaking, as if the Synod were not aware what they were asked at the present moment to express an opinion

upon. It was true that the report emanated from a committee appointed for the purpose of watching any legislation with reference to University reform. But the committee, in their discretion, had thought proper to take a wider range, and place themselves in communication with the different parties capable of informing them as to what were the wishes and intentions of different bodies in regard to University reform. The latter part of this report embodied clearly and distinctly what at the present time was the intention of the various colleges in Upper Canada in reference to university education. It said,—“Your committee have much pleasure in being able to report that their labours have not been entirely in vain, as the Senate of the University of Toronto have unanimously assented to a scheme of affiliation, which, it is confidently believed, will hold out inducements sufficient to cause the several chartered colleges to become connected with the University of Upper Canada.” That was the pith of the report. The committee stated that a scheme of affiliation had been assented to unanimously by the body most interested in it,—the Senate of the University itself. And the scheme assented to by the Senate was one which had not the approval of all the chartered colleges, if he might except Trinity College, in Upper Canada. From a full knowledge of the facts, both in his capacity as a member of the Senate [and Vice-Chancellor of the University of Toronto], and having been intimately connected with this scheme of affiliation as one of the Commissioners appointed by the Government to inquire into the expenditure of University College, he was able to state that this scheme had been assented to by Victoria College, by Regiopolis College, by Queen's College, and also by the University College in connection with the University of Toronto. In this affiliation there was no departure from principle. It was not, as he had heard, and as he had seen it stated this morning, in one of the journals of this city, a scheme by which the National University was to be plundered, by which \$10,000 was to be handed over to each of the colleges affiliated, something which, after all, was neither more nor less than a scheme on the part of the Chief Superintendent of Education to destroy the National University. He (Mr. Patton) would state deliberately to the Synod, that the thanks of this Synod, and of the people of Western Canada, were due to the Chief Superintendent of Education for the part he had taken in endeavouring to bring about this system of affiliation. He (Dr. R.) had acted a noble and patriotic part in the course he had taken; he had not endeavoured to destroy the University, or to strip it of its endowment, but to bring about a system of affiliation which would secure a uniform system of education, and that the degrees conferred in Canada would have a value which they did not now possess. The scheme was not such as had been described by the Rev. Provost, by Dr. Beaven, and other speakers. It was simply that there should be an affiliation on the part of the different colleges. They were not called upon to surrender their power of conferring degrees. (Hear, hear.) They were not called upon to give up any of their rights and privileges, except perhaps in this small particular, that they should admit the examiners from the Central Board. It was proposed that a Central Board should be established, similar to the bodies referred to in his lordship's letter, the Regents' Board of the State of New York, the University Commissioners in Scotland, and the Medical Council in England; that this Central Board should have power to appoint examiners, to take part in the examinations of the different universities; that the returns made by these examiners to the Central Board should be reported on by them, and sent back to the different colleges; and that the degrees should be conferred by the colleges themselves. (Hear, hear.) He asked, was there in this a surrender of any of the power which Trinity College possessed? Were they called upon in any one way or shape to give up the powers they had under their separate charter? He heard a voice saying “Yes,” but he could not take that view. It was simply the power of examining that was to be assumed by the Central Board,—not the power of conferring degrees. It had been the difficulty hitherto, that the proposition had been that the colleges should give up the power of conferring degrees, or hold it in abeyance. But the scheme which had just been assented to did not involve any proposition of that kind, but affirmed the right of the different colleges to confer degrees, and provided, moreover, that there should be a uniform standard, to be brought about by the appointment of examiners by the Central Board. It might be said that the Central Board might be of such a character that would not be impartial, that it might have a leaning to this or that college. But it was provided that the board,—not the present board now existing,—but the new board to be established, should be composed of representatives, equal in numbers, from each of the affiliated colleges.

How, then, could there be anything in the shape of partiality? The board would comprise the heads of the different colleges, and one or more members appointed by the corporations of these colleges, and a certain number appointed by the Crown. All the colleges would thus have an equal and fair representation on the board, and would meet with impartial justice at its hands. He understood every one who had yet spoken on this question to say that what he desired was that there should be a higher standard of education. He cordially concurred in that sentiment, and it should be the desire and aim of every one connected with any of the colleges in Upper Canada to co-operate heartily and cordially with a movement of this kind, which was intended to bring about something like uniformity in university education, and by which the standard must be materially raised. He could not conceive what objection could be entertained to the scheme. If they were asked, by voting on the report, to say they were willing to surrender the powers of Trinity College, he could understand objections to that, but the case was entirely different when they were simply asked to co-operate in a movement by which the standard of university education would be raised throughout Western Canada. They were asked, as one of the most influential bodies in Western Canada, to lend their countenance to a scheme which had been taken in hand, he was sorry to say, by others before them. He was sorry they should not, as the religious body of greatest wealth and intelligence, be leading public opinion in this matter, instead of lagging behind, and having to be dragged into it. He believed, however, that the clergy and laity of this Church, as a whole, would endorse the action taken by the other bodies, and that they would not hold back and leave it to others to carry out what he would say unhesitatingly, would, with or without the co-operation of this Synod, be carried into effect. It had been taken up by the other bodies, there was justice and impartiality on the face of it, and he thought it would be much better that they should go with good grace into the arrangement which had been entered into by the others, and that they should adopt this report.

Rev. Provost Whittaker said, after hearing the explanations of Mr. Patton, he must say that what was taken from them was the power, what was left them was the form of conferring degrees; for it was proposed that a new body should be established, exterior to the college, and that to that body should be confided the power of prescribing the examinations under which the degrees should be conferred. The executive power also of appointing examiners would be taken from the college and given to the board, and the Chancellor instead of being an officer of Trinity College, would become really an officer of the University of Upper Canada.

Dr. Bovell said he never had been prepared, and trusted never would be prepared to surrender one single principle on which Trinity College was founded, but if they could improve the interests and standing of the college, without the sacrifice of principle, it was their duty to do it. He thought that under the scheme as explained by Mr. Patton, Trinity College would be left all its powers and privileges as they stood at present. There was nothing in it that would interfere with the regulation which allowed degrees to be conferred only on those who had passed an examination by the Bishop. These were his opinions, but he should not give any vote which was directly opposed to the expressed wishes of the Bishop. He only wished to state freely his own opinion that it would be for the good of the country if some such scheme as that explained by Mr. Patton were carried into effect.

Rev. Mr. Dewar having been informed by Mr. Gamble that there was a rule of the Synod, requiring that every motion to lay upon the table should be decided without debate, begged to withdraw his amendment, so as not to stop debate.

Col. O'Brien spoke in favour of the report being referred back to the committee. He objected to any scheme about University education being sent forth by this Synod, which did not have his Lordship's full concurrence.

Mr. Grover, of Colborne, moved in amendment, “That the report on University Education be not now adopted.”

Mr. R. Baldwin seconded Mr. Grover's amendment. He begged to ask Mr. Patton whether it was intended that any moneys of the University should go to the denominational colleges, beyond what might go in the shape of scholarships.

Hon. Mr. Patton said that, as part of the scheme of affiliation, it was considered by all interested in the question, by the authorities of University College, by the Senate of the University, and by the other parties concerned, that the Act of 1853, under which the University of Toronto and University College were established, should be carried out, as the Legislature intended it should be, when it was passed. That Act provided that,

after University College and the University of Toronto should have received what was required for their peculiar purposes, the balance of the income should be apportioned to such other Universities and Colleges as might affiliate with the University of Toronto. When he was asked, therefore, whether the intention was to hand over a sum of money from the University of Toronto, he said it was in connection with the act of 1853, by which the other Colleges of Western Canada were entitled to the surplus over and above what might be required for the wants of those institutions, provided they affiliated with the University of Toronto. That Act was still in force.

Mr. J. G. Hodgins said a few words in reply to Mr. Grover.

Rev. Prof. Irving said, if the scheme to which reference had been made, were accepted, there could be no doubt that Trinity College would be giving up some of its privileges; it would not be able to confer a degree upon any person without the sanction of the University. He was in favor, however—and he said it with all deference to his lordship and other members who took a different view—of some scheme which would enable them to work together with other colleges. He desired this, not so much with any view to pecuniary help, as with a view to securing a wider and healthier competition for their students.

Rev. Dr. Fuller spoke shortly in reply to objections which had been taken to the report. He said that looking at the expense of education in Trinity College, as compared with University College, making many send their sons to the latter institution although they preferred the former, he had considered it his duty to do all in his power to obtain for Trinity College a share in the endowment.

Rev. Mr. Hilton said the difference in the cost of education in the two institutions was at least £20 a year.

Judge Boswell contended that it appeared from the report itself that it was not the report of the Committee, they had never met to adopt it. He would strongly advise Dr. Fuller to withdraw it.

Rev. Dr. Fuller asked leave to withdraw the report, which was granted, and the various motions on the subject fell to the ground.

GREAT BRITAIN.

—UNIVERSITY OF CAMBRIDGE.—At the recent convocation of this ancient University, the Duke of Devonshire presided for the first time, as Chancellor, in room of the late lamented Prince Consort. The doors of the senate-house were opened shortly before half-past one o'clock, and a rush for seats took place,—ladies who had been patiently waiting for an hour or more meeting their reward in securing the best places. The undergraduates' gallery was soon filled, and this being of course one of the grand field days for those *in statu pupillari*, they indulged in their usual demonstrations. The platform and its neighbourhood were appropriated to the Chancellor, his friends, the various University dignitaries, and the illustrious men whom upon this occasion the University delighted to honour. The raised seats on each side of the floor were, with the orchestra at the east end, occupied by ladies; the floor and one gallery by members of the senate and their friends; and the other gallery, as has been stated, by undergraduates. The Bishop of Chester received three hearty cheers, as did also the Dean of Exeter; then the ladies, again and again. The University Commissioners and the Superintendent of Police were groaned at; Next there were three cheers and groans for "Dizzy," and the like for Palmerston. The name of Lord Derby produced uproarious cheering, but popular opinion (that is, of the undergraduates' gallery) was divided as to the merits of the Bishops of Oxford and Exeter and Mr. Gladstone. The Dean of Ely was in high favour; and Mr. Walpole was warmly cheered. Her Majesty's name came almost the last, but was greeted with a literal ovation. The "bulldogs" had rare "bow wowing," and it appeared for the nonce that all the canine species were congregated in the gallery. "Our noble selves" were applauded to the echo, and then the Pope and the King of Naples were derided. At half-past two the Chancellor entered, attired in his state robes, and, attended by the usual formalities, took his seat on the raised dais on the platform. As soon as the Chancellor was seated, the intended recipients of honorary degrees were ranged by the Senior Esquire Bedell, in academical order, upon the platform, and proceeded to sign the register, amid acclamations from the undergraduates as each was recognised. This matter concluded, and a congregation constituted, the Rev. Senior Proctor (Mr. Emery) read the graces authorising the conferring of the degrees, which were declared affirmed in due course. Then the Public Orator (Mr. Clark, of Trinity) proceeded to descant, in a Latin speech, upon the auspicious occasion of the congregation, especially as regarded the noble and distinguished men he should have to present to the Chancellor. So soon as the Public Orator had concluded his general address, he, on the parties being presented to him by the Esquire Bedell in the order below mentioned, dwelt upon the laudatory characteristics of each in happy vein, calling down rounds of applause, and introduced the candidate for the degree to the Chancellor. The degree was then confirmed by the Chancellor in the usual form. If the applause of the senate is to be taken as a criterion, then, of all the distinguished men presented, the venerable Lord Brougham was the favourite; Lord Lytton and Lord Stanley follow next, and then Sir Hugh Cairns, Sir William Armstrong, the Astronomer Royal, and Professor Faraday. The following is a formal list of the degrees: *Honorary LL.D.*—Duke of Argyle, K.T.; Frederick William, Marquis of Bristol; Spencer Compton, Marquis of Hartington; George William, Baron Lytton; Henry, Lord Brougham and Vaux; Lord John Manners; Edward Henry, Lord Stanley; Edward, Baron Belper; Sir Edmund Walker Head, Bart., K.C.B.; Sir Henry Creswick Rawlinson, K.C.B.; Sir James Emerson Tennent, K.O.G.; Sir Hugh M'Callmont

Cairns; Sir William Armstrong, C.B.; M. Chevalier; Charles James Selwyn, Q.C., M.P.; George Biddell Airy, Astronomer Royal; Professor Michael Faraday, Henry Wentworth Acland, M.D., Regius Professor of Physic, Oxon; and William Fairbairn.

The degree of Doctor of Music would have been conferred upon Herr Meyerbeer, but that eminent musician was not present. The ceremonial concluded at half-past three, and the Chancellor, having declared the congregation dissolved, retired.

—VICTORIA COLLEGE, JERSEY.—The Rev. W. G. Henderson, D.C.L., Principal of Victoria College, Jersey, has been elected Head Master of the Leeds Grammar School.

—QUEEN'S COLLEGE, CORK.—The Imperial Government has offered a reward of £100 for the arrest of the persons who set fire to Queen's College, Cork.

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON, C.W. FACULTY OF ARTS.

THE Twenty-First Session will commence on WEDNESDAY, the 1st October, 1862, when all Infrants and Undergraduates in Arts are requested to be present.

The *University Calendar* for Session 1862-3, containing full information regarding all the Faculties, may be obtained on application to

GEORGE WEIR, M.A.,

Kingston, Aug. 12th, 1862.

Secretary to the Senate. [pd

UNIVERSITY OF QUEEN'S COLLEGE, KINGSTON, C.W.

INCORPORATED BY ROYAL CHARTER.

FACULTY OF MEDICINE.

THE Ninth Session of the Medical Faculty of Queen's College will be opened on WEDNESDAY, 1st October, 1862, when the Professors will commence their regular Courses of Lectures and Demonstrations.

Surgery—Professor Dickson, M.D., Dean of Faculty.

Practice of Medicine—Professor H. Yates, M.D.

Materia Medica—Professor Fowler, M.D., L.R.C.S.E.

Forensic Medicine—Professor Litchfield, M.D.

Chemistry—Professor Lawson, Ph. D., LL.D.

Obstetrics—Professor Lavell, M.D.

Anatomy—Professor Kennedy, M.D., L.R.C.S.E.

Institutes of Medicine—Professor O. Yates, M.D.

Demonstrator in Anatomy—Michael Sullivan, M.D.

☞ Courses of Lectures on Clinical Medicine and Surgery will be given in the New Theatre of the Kingston Hospital—The above Courses are recognized by the University of Edinburgh, and by the Royal Colleges of Surgeons of England and Edinburgh.

Further information may be obtained on application to the Secretary.

GEORGE LAWSON, Ph. D., LL.D.,

Kingston, August, 1862.

Secretary. [pd

UNIVERSITY OF VICTORIA COLLEGE.

MEDICAL DEPARTMENT.

(Conducted at Toronto.)

THE WINTER SESSION commences on the 1st of October, and continues Six Months.

MEDICAL FACULTY.

Principles and Practice of Medicine—The Hon. John Rolph, M.D., LL.D.

M.R.C.S., Eng.

Midwifery and the Diseases of Women and Children—W. B. Geikie, M.D.,

Materia Medica and Therapeutics—Chas. V. Berryman, M.D., M.A.

Institutes of Medicine—John N. Reid, M.D.

Principles and Practice of Surgery—Wm. Canniff, M.D., M.R.C.S., Eng.

Medical Jurisprudence—Charles V. Berryman, M.D., M.A.

General Pathology—Wm. Canniff, M.D., M.R.C.S., Eng.

Chemistry and Botany—John Herbert Sangster, M.A.

Anatomy, Descriptive and Physiological—Hon. John Rolph, M.D., LL.D.,

M.R.C.S., Eng.

Anatomy, Practical and Surgical—Jas. Newcombe, M.D., M.R.C.S., Eng.,

and L.R.C.P., Lond.

Curator of the Museum—S. P. May, Esq., Naturalist.

Dean of the Faculty—Hon. John Rolph, M.D., LL.D., M.R.C.S., Eng.

☞ Particulars may be obtained by applying to THE DEAN, 20, Gerard Street, Toronto.

UNIVERSITY OF VICTORIA COLLEGE, COBOURG.

THE NEXT SESSION will commence on the LAST THURSDAY in AUGUST, prox. Expenses for Tuition, Board, &c., from \$100 to \$120 per annum. For full information, see *University Calendar*.

S. S. NELLES, D.D.,

Victoria College, July 16th, 1862.

President Uni, Vic. Col.

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