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AN ACCOUNT OF THE HIGHER SCHOOLS IN PRUSSIA.*

(Compiled by the Secretary from materials supplied by the Prussian Minister of Education.)

The higher Schools which exist in Prussia are divided, generally speaking, into two classes, called respectively *Gymnasien*† and *Real-Schulen*. These two classes differ from each other in their object, the business of the former being to prepare boys for the universities, and for those pursuits in life to which university studies are a necessary introduction; that of the latter to educate boys not designed for the universities. They differ, therefore, also in their course of instruction, the studies of the latter being of a more "positive and objective" kind than those of the former. But they do not differ in the principles on which their respective *curricula* are framed; that principle being, in each case, to aim at the thorough preparation and cultivation of the mind for its future work, whatever that work may be, rather than at the imparting of such knowledge as may be immediately and practically useful. They are not *Fachschulen*—not mere places of training for particular callings or professions. And they are, "before all things, German and Christian."‡

*Extracted from the Report of Her Majesty's Commissioners appointed to inquire into the Revenues of certain Colleges and Schools, and the Studies pursued and Instruction given therein; with an Appendix and Evidence. Vol. II.

†The title "Gymnasium" dates from 1822, when it was extended by authority to all schools of learning (*Gelehrte Schulen*), which were previously called Latin Schools, Lyceums, Colleges, &c.

‡See *Unterrichts u. Prüfungs Ordnung der Real-Schulen höheren Bur-*

Below the *higher schools* are the *Mittel-Schulen*, and below these the *Elementar-Schulen*, both of which differ essentially from the classes above them in this respect, that they do not aim at giving a general education, but at imparting some necessary rudiments of practical knowledge.

There are 143 *Gymnasien* and 61 *Real-Schulen*. All, with few exceptions, are day-schools (*Externate*); but of the *Gymnasien*, some have boarding-houses (*Alumnate*) in connection with them, and three are exclusively boarding-schools (*Internate*), which is not the case with any of the *Real-Schulen*.

The curriculum (*Lehrplan*) of all the higher schools comprises instruction in the following subjects, viz., the Christian religion, the German, Latin, and French Languages, History, Geography, Mathematics, Natural Science, Writing, Drawing, Singing, Gymnastics. The basis (*Grundlage*) of the course in the *Gymnasien* is Latin, Greek, and Mathematics; that in the *Real-Schulen*, Mathematics, Physical Sciences and the Modern Languages. Both *Gymnasien* and *Real-Schulen* have six forms of classes, ascending from the sixth (*sexta*) to the first (*prima*) some of them having various subdivisions. Boys are not as a general rule admitted into the sixth or lowest form till they have completed their ninth year; and they are required to possess a knowledge of reading, writing and ciphering. The whole course (*Schulcurus*) lasts from eight to ten years. There are other schools which in principle should be classified with the *Gymnasien* and *Real-Schulen* respectively, having the same course of instruction up to a certain point, but wanting the upper forms: these are called respectively *Progymnasien* and *höhere Bürgerschulen*. Most of the higher schools have a definite denominational character, which governs the selection of the directors and teachers. Of the 143 *Gymnasien*, 102 are Protestant (*Evangelisch*), 39 Catholic. Except, however, a few exclusively Protestant or Catholic Foundation-schools (which are boarding-schools), all the superior schools receive pupils of every religious denomination. There is perfect freedom in this respect; in some forms of some schools there are more Jews than Christians. This is especially the case in Posen and Silesia. As to the patronage and maintenance of these establishments, 62 *Gymnasien* are royal, 62 receive support from the State, which thus participates in the patronage

gerschulen, 1859. *Beilage* p. 3. There is an authoritative rule, dating from 1826 and still subsisting, that the lessons in all the Schools should begin with prayer, and that the head master and assistant should attend divine worship: *Preuss. Jahrbuch* for 1861.

of them, 20 are purely municipal (*Städtisch*, or supported for private foundations. Of the 61 *Real-Schulen*, one is royal, five others receive support from the State; the remainder are wholly maintained by the municipal bodies (*Städtische Communen*) to which they owe their existence. The number of the *Progymnasien* and *höhere Burgerschulen* is comparatively small. They are chiefly municipal establishments (*Städtische Anstalten*). A few of them receive support from the State.

Private schools, embracing the complete curriculum of a *Gymnasium*, or of a *Real-Schule*, do not exist in Prussia. In every province, however, and in the larger towns, there are some private schools, whose curriculum ascends sometimes to the third form of the public school, and in rarer instances to the second.

The scarcity of private schools is attributed partly to the greater security which the public ones afford to parents for the efficient teaching and superintendence of their children; partly to the advantages in the way of admission into the civil service and the army, which are obtained by resorting to the public schools.

Thus, no person can enter himself as a student of any faculty at any university, nor qualify himself for a degree in theology, jurisprudence, or medicine, nor aspire to any office or employment in Church or State, for which a course, whether of three or of four years, at a university is a legal prerequisite, nor enjoy any of the public *beneficia* or exhibitions founded for the assistance of university students, unless he has passed with success a certain examination called indifferently the *Maturitätsprüfung* or *Abiturientenprüfung*, which is held at a *Gymnasium*, conducted in a great measure by the masters of that *Gymnasium*, and arranged with direct reference to its studies. At the *Real Schulen*, again, similar examinations are now held, called by the same names, and these latter examinations are the door of admission to various posts in the civil service, and to the corps of *chasseurs à cheval*; whilst there are other places and privileges of various kinds, such as admission to the public schools of music, mining, gardening, veterinary surgery, and the like, which are accessible only to young men who have attained a certain place, first, second, or third form, as the case may be, in a *Real-Schule*.

In the year 1860, the number of those who, after passing the final examination at a *Gymnasium*, went to the universities and applied themselves to the *Facultätsstudien*, was 1456. Their respective faculties were as follows:—

Theology	Protestant	-	-	-	335
	Catholic	-	-	-	360
	Jewish	-	-	-	1
Jurisprudence and <i>Cameral-wissenschaften</i>	-	-	-	-	249
Medicine	-	-	-	-	279
Philology and Philosophy	-	-	-	-	153
Mathematics and Natural Science	-	-	-	-	74

The number of those who entered the army, after passing the same examination, was 245. Here there has been a steady increase; it was 79 in 1859, and only 55 in 1858.

About 60 entered the *Bau-Academie*.

The total number who passed this final examination has mounted from 1382 in 1852 to 1759 in 1860.

Of the total number (8652) who passed within the last five years (1856 to 1860, inclusive)—

70	were under 17 years of age.
407	“ 17
1252	“ 18
2013	“ 19
2059	“ 20
2851	were over 20.

The number of boys who, not having been at a *Gymnasium*, passed the final *gymnasial* examination, has decreased. It was in 56, 248; in 1860, only 62.

The proportion of boys who passed through all the forms in a *Gymnasium* does not average more than 15 per cent. Many leave the middle forms or the highest but one (*secunda*) to enter upon commercial or industrial pursuits, or the inferior branches of the civil service. The same observation applies to the *Real-Schulen*, the upper forms of which, since young men do not go from them to the universities, are commonly passed by those only who wish to acquire a thorough scientific education with a view to industrial or professional pursuits—*e.g.*, for the departments of mining and agriculture—or to gain certain advantages in the army. The great majority do not get beyond the third form.

The few strictly commercial schools which exist in Prussia are private enterprise, which have obtained on the whole no great success. It is far more usual for men in trade (*Kauf-Leute*) to send their sons intended for a similar career to a *Gymnasium* or a *Real-Schule*. “Persons capable of forming a judgment among the com-

mercial and industrial classes often express the opinion, as the result of their own experience, that a well-ordered general education (*ein geordneter allgemeiner wissenschaftlicher Unterricht*), without special regard to the boy's after-vocation, such as is afforded by the *Gymnasium*, and in somewhat lesser degree by the *Real-Schule*, proves more practically useful, even for an industrial calling, than the instruction afforded by special professional schools. Young men liberally educated shew, as a general rule, after a short time, more capacity and sounder judgment even in practical pursuits than those who have had an exclusively practical training, and have made themselves masters of a superficial routine (*eine äusserliche Routine*.)”

A census taken in 1858* shewed the following results:—

Public Schools.		Number of Boys.
Elementary Schools	- - - -	24,926
Middle Schools	- - - -	314
<i>Real-Schulen</i> and <i>höhere Burgerschulen</i>	- - - -	101
<i>Progymnasien</i>	- - - -	33
<i>Gymnasien</i>	- - - -	134
Private Schools.		
Private Elementary Schools	- - -	791
Higher Private Schools	- - -	151
		22,893
		6,255

The total number of persons of both sexes between the ages of 6 and 24 was 3,561,393.

In 1840 the number of boys attending the *Gymnasien* did not much exceed 20,000; in 1856 it was 35,645; at the beginning of the year 1861, 40,043.

The State has a legal right of supervision extending over all educational establishments, including private schools. Even in these no teacher can be appointed whose intellectual and moral qualifications have not been certified by authorised public officers. In every town there is a local superintending authority for education, to which the elementary schools and the higher private schools are subject. Most of the *Gymnasien* and *Real-Schulen* have a local body of school-curators (*Schul-Curatorium*), and all the schools of each province, as to all their affairs, internal and external, are under the supervision of a body of officers called the *Königlich-Provinzial-Schul-Collegium*. The *Schul-Räthe* of the several districts preside at the final examinations (of boys leaving school), and from time to time hold inspections of the superior schools within this district. Besides this, the minister of Education directs, as often as he thinks proper, an extraordinary inspection, by his *technische Räte*, of *Gymnasien*, *Real-Schulen*, &c., in different parts of the Kingdom. By the reports which it is the duty of the provincial authorities to send in at fixed periods, he is kept acquainted with the condition and performances of the schools, and issues such directions from time to time as he deems expedient. The general inspections above mentioned extend to all external and internal concerns of the schools, including their local situation, general management, and pecuniary condition, as well as the discipline, course of study, books, and method of teaching. The dismissal as well as the appointment of the teachers require the consent of the State authorities, and sentence of dismissal may be pronounced by them in case of proved incompetency or moral unworthiness, in conformity with an established disciplinary law which prescribes a regular judicial procedure, affording liberty for the party inculcated to make his defence, and allowing an appeal. The appeal is reserved exclusively to the ministry as a whole (*des gesammten Staatsministerium*). Every person definitely appointed a teacher acquires a legal claim to a pension on dismissal for age or infirmity. This claim begins with the sixteenth year of service; the amount depends on the length of service, rising ultimately to three-fourths of the stipend.

To the question whether means exist of acquiring from official reports, published works, or other sources, accurate information respecting the management of these schools, their system of discipline and methods of instruction, it is answered that there is at present no official publication of this nature, but that one is now preparing and will probably appear very soon. An account of the regulations issued up to 1854 may be found in the second part of Von Ronne “*Das Unterrichtswesen des Preussischen Staats*,” Berlin, 1855. Every *Gymnasium*, however, and every *Real-Schule* publishes annually its “*Programme*,” which gives an accurate account of the tasks done (*Unterrichtspensa*), the number of boys, and all other matters interesting to parents or to the general public. The example set by Prussia in this respect has been followed by 23 other German States, including Austria; and there is a regular interchange of these “*programmes*” between them and Prussia. The interchange with Denmark (with the *Gymnasium* at

Reikiavik in Iceland) has been stopped, on the side of Prussia, of late years. This practice has been very useful, but the expense it occasions (about £2000 in 1860) and the accumulation of volumes in the school libraries will, it is apprehended, render some change inevitable.

The Programmes of the Berlin schools, 13 in number, are furnished as samples. They all begin with an essay or dissertation by one of the masters on some classical, historical, or scientific subject. A detailed statement follows of the whole work of the year, the books and portions of books read, the themes or other compositions written, and the time consumed, and of the subject and problems set at the final examination. There is also a short history of the school during the year, notices of the masters who have left, and biographical accounts of those who have come. The numbers and class distribution of the school are stated, and the fluctuations they have undergone; the names and ages of those who have passed the final examination; the time they have spent in the school and in the first forms respectively, and the faculty each has chosen; the books, instruments, &c., purchased for the library and the laboratory, &c.; the holidays; the ordinances or regulations which have been made by authority affecting the school; and there is a notice of the public examinations which will be held during the ensuing year. There is also a table shewing how the work is distributed among the various masters, and the number of hours during which each is engaged. In these tables it is to be observed that each master is commonly charged wholly or partially with some one subject, which he teaches in several distinct forms, being himself perhaps also the *Ordinarius* of a form.

The complete normal course of instruction (*der vollständige Normallehrplan*) followed in the *Gymnasien* is fixed by certain instructions issued by the Minister of Education (24th October, 1837), and modified in some particulars by subsequent instructions of 7th Jan. 1856. An abstract of these documents is subjoined.

ABSTRACT OF INSTRUCTIONS OF 24TH OCTOBER, 1837, RESPECTING GYMNASIEN.

Admission and Qualifications.—Boys are not admitted under 10. The requisite qualifications are—

- a. To read fluently German and Roman text "*nicht allein mechanisch sondern auch logisch-richtig*," to know the parts of speech, and to be able to parse a simple sentence, and to write orthographically.
- b. Some facility in writing from dictation legibly and neatly.
- c. Practical facility in working the first four rules of simple arithmetic and the elements of fractions.
- d. Elementary knowledge of European geography.
- e. Familiarity with the history of the Old Testament and the life of our Saviour.
- f. First rudiments of drawing, with elementary geometry (*Geometrische Formenlehre*).

Subjects of Instruction.—The *Lehrgegenstände*, or subjects of instruction, in all *Gymnasien* are—

- Languages: German, Latin, and Greek.
- Religion.
- Philosophische Propädeutik* (now abolished).
- Mathematics, with Physics and Natural History.
- Writing, Drawing and Singing.

"The experience of centuries and the judgment of the intelligent declare that these subjects are eminently fitted to awaken, develop, and strengthen all the intellectual powers, and to supply to youth the requisite preparation for the thorough and thoughtful study of the sciences. This cannot, however, be said of Hebrew or of French. The former is useful as a special preparation for a special *Facultäts-Studium* (theology); the latter owes its elevation to the rank of a subject of public instruction, not so much to its intrinsic excellence and the *bildende Kraft ihres Baues* as to its utility for practical life." The two latter, therefore are admitted on *external grounds*, the former from their real and intimate connection with the object for which the studies of the *Gymnasien* are pursued.

"Of these (the former) none can be subtracted from the circle of study without materially endangering the education of youth; and all propositions having that tendency have proved, on closer examination, to be impracticable and unsuited to the object in view."

These several studies are to be kept with the strictest care in due harmony and proportion to each other; and it is only by unity and due subordination in the system and methods of instruction that the multiplicity of the *Lehrgegenstände* can be prevented from confusing and stupifying (*verwirren und abstumpfen*) as it is sometimes accused of doing, the learner's mind, and perhaps injuring his health.

It is with this object that Government has established for all *Gymnasien*, the system of forms and that of form-masters (*Klassen-*

ordnung und Klassenordinaria), and this also is the main object of the regulation of this ordinance.

Method.—Cognate subjects are not, as heretofore, to be studied at separate hours, but in the same lesson-hours (*Stunden*), with or immediately following each other.

It is, therefore, advisable as well as practicable that the following studies should be brought into close connection with each other.

Two Lower Forms.

Latin. } German. }	History. Geography. Naturbeschreibung. }
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Middle and Upper Forms.

Mathematics. } Physics. }	History. } Geography. }
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Also, to prevent the distribution of the instruction of each class among too many teachers, not only the branches of one and the same subject, but also those subjects which stand related or in close neighbourhood to each other, should be entrusted as far as possible to one teacher in each form. Hence the same teacher should, as a rule, take charge of:—

In the two Lower Forms.

Latin. } German. }	History. Geography. Naturbeschreibung. }
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In the two Middle Forms.

Latin. } Greek. } French. }	History. Geography. }
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In the two Upper Forms.

Latin. } Greek. } German. }	History. Geography. }
or, Latin. } Greek. } French. }	

And in the Highest Form.

Mathematics. } Physics. } Philos. Propäd. }

The two lower classes thus require only two teachers.

" middle " three "
" upper (at most) " four "

Again, instead of studying several subjects at the same time, and on different days in the week, it appears practicable and advisable to take them in a regular succession; so that, *e.g.*, whilst the same form in the same "half" (*Semester*) studies both Geography and History, the one should be read exclusively in the first months of it, and the other in the last, and the same division might be made in the case of Arithmetic and Geometry, and of Latin and Greek. And as to the two last, where one form in one *Semester* reads both a prose writer and a poet, the prose writer should be read exclusively in the first half of the *Semester* and the poet in the second.

Selection of Masters.—The Royal Prussian *Schul-Collegien* are to select the Form-masters (*Ordinarii**) with the greatest care, not only from the school in which the vacancy occurs, but from all the *Gymnasien* of the province, to transfer them as occasion may require, and take every care for the improvement of their position and circumstances. And the Minister undertakes to appoint as Directors of *Gymnasien* only persons who have earned distinction in the course of a long experience as *Klassen-ordinarien*.

Hours of Work.—Long experience, and the judgment of physicians, pronounce that for boys of average strength and health the hours of the *Gymnasien* are not too severe. These are—

4 hours daily in the forenoon,
2 hours in the afternoon, 4 days in the week,

a quarter of an hour's recreation in the open air being allowed after the second hour in the forenoon, and after the first hour in the afternoon, and a pause of five minutes at least between every other hour, with an interval of two hours between forenoon and afternoon.

* The *Ordinarius* or Master of a Form stands in nearly the same relation to his form as the Head Master (*Rector or Director*) to the whole school. It is his duty to maintain unity and proportion in the teaching of the form, and he has also the moral and spiritual charge (*Seelsorge*) of the boys in it. It has been considered advisable that the functions of *Ordinarius* should be united with those of teacher of religion to the form. Jahrb. 160.

Sundays are free; there are two half-holidays a week, and the regular holidays (*Haupt-ferien*) subtract a sixth part of the year. With such periods of relaxation, 32 hours per week, in light, airy, and spacious school-rooms, properly furnished with tables and benches (*Subsellien*), cannot be too much; the Minister sees therefore no reason to diminish the school hours, but strictly enjoins that they be in no case and under no pretext exceeded.

Arrangement of Lessons.—Each *Gymnasium* is allowed to adopt such an arrangement of the various lessons as may be deemed most suitable to its own circumstances and requirements. The Instructions have annexed to them, however, a scheme, designed to serve as a guide and model (*zur leitenden Norm*). (This scheme, with the subsequent modifications, will be found at the end of the Abstract of the Instructions of 1856. The figures denote the hours to be devoted in each week to each subject.) This scheme is not obligatory as a whole, but there are some points on which no deviation from it is allowed. The number of hours which it assigns to Religion, Languages (and particularly to Classics), and to Mathematics, must not be diminished, these studies being the most important factors of the result which the education of the *Gymnasien* has in view. French is not to be begun below the third form, one new language (Greek) having already a place in the fourth, and the subordinate object at which French aims—a practical acquaintance with a useful tongue—being attainable at a cost of two hours a week during the six years which, as a rule, should be spent in the three upper forms. Natural History may be substituted for Physics in the second form. Boys who have a special talent and inclination for Drawing or Singing are to be allowed to pursue them in the upper as well as in the lower forms. It is recommended that, to avoid confusing the boys' minds, two successive hours should be assigned, where it is practicable, to one subject, so that three, or at most four subjects, be taken in the day, and that the subjects requiring the closest attention should occupy the morning hours.

Work done at Home.—This is a very important part of the studies of the *Gymnasien*, and great care is to be taken that it be effective, and on the other hand that it occupy not too much of the boys' spare time. It affords the best test of the degree to which the boy has apprehended what he is taught and has made it his own. It should consist partly of tasks set and looked over; but a portion of time, varying according to the boy's form and capacity, should always be left for private reading of Greek, Latin, and French classics, in which the office of the teacher is rather to guide than to compel. The general subjects to be given for home work are to be settled at each half by the Masters in conference, and distributed by months, weeks, and days. There must be a task book for each form, so that the tasks set, and the amount of time thus engaged, may always be ascertainable at a glance by the Form-master or the Director. The Master of each form is bound to look over the tasks of his whole form once a month at least, and the Director must once a month at least look over all the tasks of some one form. He is strictly enjoined to be vigilant in restraining the practice of setting for German and Latin essays subjects of too abstract a character, and of which the boys have no knowledge, to bring out "what are called their own thoughts" (*bei welchen der Schüler über ganz abstracte oder ihm unbekante Gegenstände sogenannten eigene Gedanken produciren soll*), a practice, the Instructions say, which is too common, but which can but torment the pupil and is discreditable to the teacher. It is the duty of the latter, on the contrary, not only to give a theme which the boy can in some degree master (*einigermassen beherrschen*), but also to explain clearly the point of view from which he wishes it treated.

Progress from Form to Form.—In each of the three lower forms, every boy should remain one year, a period not long enough to weary and discourage him, yet long enough to make him feel the difficulty of the form-work, and enable him to master it thoroughly without an undue strain upon his powers. In each of the three upper forms the regular period is two years, but as to this no absolute rule can be laid down. At a more advanced age it is not necessary to guard so carefully against over-exertion as it is in the lower forms, and a boy's rise may therefore be accelerated by ability and industry. Promotion, however, must depend on proficiency, not in one branch of study only, but in all; not that equal progress is required in all, but no boy can rise from one form to another unless in all the principal subjects he has reached that grade of knowledge which the standard of the higher form requires.

Gymnastics are not compulsory; but it is desirable that the opportunity for such exercises as conduce to health and activity, under a competent teacher, should be offered to those boys who, or whose parents, wish it. The expense may be paid either by a small extra fee from those who practise, or by a trifling addition to the quarterly payments received from all the scholars.

Manner of Teaching.—It is a frequent subject of complaint, that whilst in the elementary schools a remarkable advance has been made during the present century in the method and practice of

instruction, this improvement has not extended to the higher schools. The younger masters in the *Gymnasien*, it is alleged, do not pay sufficient attention to the difficult art of teaching (*die schwere Kunst des Unterrichtens*); they are too apt, instead of thoroughly grounding their scholars, to overwhelm them with a mass of undigested knowledge; and they try rather to lecture like University Professors, than to teach like schoolmasters; their instructions want life and animation; they fail to accommodate themselves to the capacity of young minds, and they are unable to penetrate, keep on the alert, and handle successfully large masses of boys; and they are too apt to attribute the unsatisfactory results which too often follow, especially as regards proficiency in the classics, in German, and in history, to the stupidity and idleness of their pupils instead of the right cause. The Minister cannot and does not undertake to decide how far these accusations are just; all that he can do is to place them without disguise and in the strongest light before the eyes of those whom they concern. The teachers, by assiduous attention, careful study of the best methods and examples, and diligent practice; the Directors by watchful supervision, by frequently taking forms themselves, and by counsel and suggestions, given at the *Lehrer-conferenzen*, and to the aspirants during their trial year; the *Schul-collegien*, by a judicious selection and promotion of teachers, by introducing the best school-books, and by making use of the opportunities afforded by examinations and periodical inspections, may remove all pretext for these charges, and they are earnestly enjoined to do so.

INSTRUCTIONS OF 7TH JANUARY, 1856.

Modifications of prior Scheme.—*Philosophische Propädeutik* is no longer to count as a separate branch. The substance (*wesentliche Inhalt*) of it, viz., the elements of logic, may be included in the teaching of German. The two hours of German in Form I. are, therefore, increased to three; but the *Collegien* are allowed, if they think proper, to entrust the subject to the mathematical teachers, and to increase the time assigned to mathematics accordingly.*

Religion.—The two hours are increased to three in Forms V. and VI., to give time for Bible reading and Bible history, and for catechetical instruction. If the number in form be very small, the time may still be two hours.

Latin and German, being entrusted to one teacher for each of the two lowest Forms, 12 hours a week are enough for the two. Where the number in Form is large, and the division of the subjects between the two teachers inevitable, three hours may be given to German.

French is to begin in Form V., and the hours in that Form to be three.

For *History and Geography* the hours in Forms I. and IV. to be three instead of two. In V. and VI. historical instruction is to be confined to Bible history and to those facts to the imparting of which the Geographical instruction (two hours weekly) gives an opening.

Natural History, in the Fifth and Sixth Forms, is to be omitted wherever, in the opinion of the *Collegium*, the school does not possess a teacher capable of making it intelligible and interesting to young boys. In such case the Sixth will give one hour more to Geography, and the Fifth one hour more to Ciphering. The Geographical teacher should, however, take occasion to bring in the subject, in dealing with his own. It is to be omitted in the Fourth, since both Greek and Mathematics begin in this Form. If there is no competent teacher of Natural Science for the Third Form, one additional hour is to be given to History, and one to French. The History of Brandenburg and Prussia is always to form part of the work of the Third.

Writing is omitted in the Fourth Form. Teachers of all Forms above the Third are to be particularly attentive in requiring all school-work to be fairly written; and on this, as well as on other accounts, the written work is to be kept within its proper limits.

Hebrew, Singing, and Gymnastics are omitted in the new scheme, because the time given to them is wholly or partially out of school hours.

No Deviations to be allowed.—Deviations from the Scheme are not henceforth to be allowed, except such as have been first submitted to the Minister of Education, and received his sanction.

No dispensation from the study of Greek is hereafter to be allowed, except with the approval of the Provincial *Collegium*, in small towns where there is not, besides the *Gymnasium*, a *Realschule*, or a *Höhere Bürger-schule* in which Latin is taught. Whenever such a dispensation is granted, the boy is to be informed that he is thereby excluding himself from the final (*abiturienten*) examination.

These Instructions, like the others, conclude with an urgent appeal to Directors and Teachers of Schools to amend the defects com-

* This subject was introduced under the influence of Hegel, in 1826.

plained of in the manner and practice of teaching ; to bear constantly in mind that the work of every School, and of every Form, has its single aim, and requires that all its parts should be harmonised and kept in their due proportion and relation to each other ; to keep, as far as possible, in each form, the same work in the hands of the same teacher ; to limit the quantity of written essays and exercises, and avoid subjects which the boys are unable to master ; to teach thoroughly rather than to teach much ; to stimulate and test by their questions not only the memory but the powers of comprehension, thought, and combination, and to make the reading of the classics not a mere exercise of grammatical and lexicographical knowledge, but an introduction to the substance and spirit of the great writers of antiquity. For this latter purpose it is recommended that the boys should be more frequently called upon to give a clear and connected account of the contents of selected portions of these authors, which, it is added, might usefully be done in Latin.

SCHEME OF 1837.

SUBJECTS.	I.	II.	III.	IV.	V.	I.
Religion	2	2	2	2	2	2
German	2	2	2	2	4	4
Latin	8	10	10	10	10	10
Greek	6	6	6	6	..	..
French	2	2	2	..	..	..
History and Geography	2	3	3	2	3	3
Mathematics	4	4	3	3	..	..
Arithmetic and Elementary Geometry .....	..	..	..	..	4	4
Physics	2	1	..	..	..	..
<i>Philos. Propædeutik</i>	2	..	..	..	..	..
Natural History .....	..	..	2	2	2	2
Drawing .....	..	..	..	2	2	2
Writing .....	..	..	..	1	3	3
Singing .....	..	..	2	2	2	2
Total Hours	30	30	32	32	32	32
Hebrew in the case of Boys intended for Theology	2	2	..	..	..	..

SCHEME OF 1856.*

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion	2	2	2	2	3	3
German	3	2	2	2	2	2
Latin	8	10	10	10	10	10
Greek	6	6	6	6	..	..
French	2	2	2	2	3	..
History and Geography	3	3	3	3	2	2
Mathematics and Arithmetic	4	4	3	3	4	4
Physics	2	1	..	..	..	..
Natural History .....	..	..	2	..	(2)	(2)
Drawing .....	..	..	..	2	2	2
Writing .....	..	..	..	..	3	3
Total	30	30	30	30	30	28(27)

* It may be convenient to add here the Scheme laid down in 1859 for the *Real-Schulen* :

SUBJECTS.	I.	II.	III.	IV.	V.	VI.
Religion	2	2	3	2	3	3
German	3	3	3	3	4	4
Latin	3	4	5	6	6	8
French	4	4	4	5	5	..
English	3	3	4	..	..	..
Geography and History	3	3	4	4	3	3
Natural Science	6	6	2	2	2	2
Mathematics and Arithmetic	5	5	6	6	4	5
Writing .....	..	..	..	2	2	3
Drawing	3	2	2	2	2	2
Total	32	32	32	32	31	30

In the teaching of the *Gymnasien*, the boy's future vocation is never taken into account, except in the article of Hebrew. It is deemed to be of the highest importance that the fundamental elements of a good general education should be imparted, without reference to the future practical application of the knowledge thus bestowed. School Directors and Teachers are expressly forbidden, for instance, to lower or vary the general standard of work in the case of boys intended for the army. On the other hand, the individual capacity of each boy is to be considered as far as possible. Thus in the Final Examinations superior proficiency in mathematics is allowed to compensate for inferiority in languages, and *vice versa*.

French (as has been seen) is obligatory at the *Gymnasien* : both French and English at the *Real Schulen*. The standard for both is fixed by the requirements of the Final Examination. To impart the power of speaking these languages fluently is not deemed the main object of instruction ; such a power is attainable only in a very moderate degree by boys at public schools, taught in large classes. The business of such schools is rather to give that sound grammatical knowledge and familiarity with the vocabulary which are necessary for correct speaking as well as for correct writing, and also some acquaintance with French and English literature. The methods of teaching consist chiefly in oral repetitions of grammar and constructions, and in written translations from German done at home (*Extemporalien*), and in school without grammar or dictionary (*Extemporalien*). — *The Museum*.

II. Papers on Universities.

1. THE OXFORD COMMEMORATION.

A brilliant sun, a cloudless sky, and a summer air of exquisite softness, combining to form a day such as midsummer Day should ever be, June 21, will make the Commemoration of 1865, otherwise not very distinguished, a pleasant memory to those who witnessed it. At the usual early hour gay dresses were fitting about the solemn streets and old gray corridors of Oxford. The saturnalia of Undergraduate Oxford began early. Young throats were giving vent to those hearty shouts which are seldom uttered after two-and-twenty, and which are never heard without a thrill of pleasure by those who have once taken part in them. The first name was that of Lord Derby, which was lustily cheered. Then followed three cheers, loud and prolonged, for Jefferson Davis ; then a storm of groans for President Johnson, tremendous cheering for General Lee. The general political leanings of "young Oxford" were shown by repeated contests between opposite sections. For Lord Palmerston something like a unanimous cheer was raised, while the name of Mr. Whalley with a unanimous groan. "The Liberals" were repeatedly hissed. Lord Stanley's name was well received. Victor Emmanuel, the Bishop of Oxford, Dr. Pusey and Professor Kingsley, were cheered. Mingled applause and hisses greeted the name of Archdeacon Denison. The gallantry of the youth broke out repeatedly in the somewhat eccentric fashion on such occasions. Classifying under every shade of colour and style of dress, under every variety of age and almost of thought, "the ladies," received the rapturous plaudits of their admirers. "The ladies in blue" seemed to have the call—but were closely pressed upon by "the ladies in violet ;" "the ladies in black and white ;" "the ladies in green ;" "the ladies in hats ;" "the ladies with flowers in their bonnets ;" "the ladies going to the ball ;" "the ladies who dance," and so on *ad infinitum*. Among the cries of this kind less common than those we have mentioned were "the ladies going in for examination" (an allusion to the recent extension of the Cambridge middle-class scheme) ; "the ladies who are plucked ;" "the ladies who get through ;" "the ladies over 21 ;" "the ladies under 21," and "any other ladies." The general applause thus lavished on the weaker sex stood in marked contrast with the fierce anger concentrated on certain individuals of the other, who from time to time appeared in the area in white hats or coats, or who accidentally entered within the doors without removing their hats. Through all this storm of mingled approbation and disapprobation it was curious to see three Indian Princes placidly sitting, evidently surprised and somewhat amazed, but only by very slight signs betraying either feeling. Several warm cheers were given for these interesting foreigners, who received these marks of good-will with evident satisfaction. The arrival of the procession from the Vice-Chancellor's house caused a cessation of undergraduate cries, and convocation was formerly opened, the Vice-Chancellor submitting the names of the distinguished personages on whom it was proposed to confer the honorary degree of D.C.L. to convocation. Having passed the house, Dr. Travers Twiss, Regius Professor of Civil Law, presented them, in appropriate Latin speeches, in the following order :

Lord Lyons, M.A., Christ Church, G.C.B., late British Minister

at Washington; Lieutenant-General Sir Hugh Rose, G. C. B., K. S. I., who has lately returned from the command-in-Chief in India; Count de Vogue, a distinguished biblical antiquary and explorer of the Holy Land; H. I. Summer Maine, LL. D., Trinity Hall, Cambridge, author of a profound treatise on *Ancient Laws*, and now Legislative Member of the Council of India; the Hon. J. A. Macdonald, Attorney-General of Upper Canada, and senior member of the Canadian deputation; Dr. Robert Christison, of Edinburgh, the renowned toxicologist; and Dr. William Stokes, of Dublin, eminent for his physiological researches.

The reception given to the new doctors as they shook hands with the Vice-Chancellor, was of the most flattering description.

The Vice-Chancellor was heard attentively, and the degrees were conferred without any of that senseless clamour which for the last three or four years has disgraced the undergraduates. Interruptions were few and not impertinent; the addresses of the Professor of Civil Law (Dr. Twiss) were allowed to be heard, and the several recipients of degrees were received not without some tolerable appreciation of their merits. Lord Lyons, who came first, was warmly greeted; Sir Hugh Rose was received with even more favour; Count Melchoir De Vogue was evidently less known, but was fairly cheered; Mr. Macdonald, the Canadian, had a good reception. Mr. Maine disputed with Sir Hugh Rose the honours of the day. Professors Christison and Stokes had a fair amount of applause, but intermingled with some cries of "Don't know them." The Public Orator then commenced the speech, which constitutes technically "the Commemoration." The academic youths listened with patience for about five minutes, after which there was a great deal of interruption, mingled, however, with cries of "Order, order," and the result was that most of the speech, in which the undergraduate body was not spared: was pretty generally heard.—*Montreal Gazette*.

2. THE QUEEN'S COLLEGES AND THE ROMAN CATHOLICS.

"Denominational education" is becoming the cry of every party in the State. During the week the cause of "mixed education," as it is called, has been injured, so far as relates to the experiment in Ireland, commenced with such golden promise a few years ago, by the proffer of the Government to the Roman Catholics to affiliate a purely Roman Catholic College to the Queen's University at Dublin. The examination for degrees in arts, or law, or medicine, will be conducted by the authorities at the latter institution, while the preparation of the Roman Catholics can take place in a sectarian college. Party exigencies rather than disappointment in the results of the Belfast, Cork, and Galway Colleges, have brought this compromise about. The scheme, of course, will not stop here. Already it is assumed that the professors of the sectarian college must be added to the examining board; and there are ominous hints—suggestive of another Maynooth—that when even this is gained we shall be brought to face the fact of "four colleges associated on equal terms in one university, but three of them exclusively Protestant and largely endowed, the fourth Roman Catholic, but neglected by the State, though requiring aid more than all the rest."

3. UNIVERSITY OF BOMBAY.

Sir Bartle Frere in his address to the last convocation of the Bombay University, thus alluded to the new native Fellows of the Senate:

"Mr. Kursondass Madhowdass has by a long and consistent course of self-sacrifice inseparably connected his name with the cause of truth, enlightenment, and civilization in India. I feel assured that the spirit which has actuated him will give a life and vigour to the action of the university, and to its connexion with a most important section of the Hindoo community, which can not but produce important results. We welcome Luximon as the most eminent of native mathematicians in Western India. (Applause.) Dr. Muncherjee Byramjee Cola and Raho Sahib Mahiputram Roopram have both established similar claims to a seat in your Senate. They have visited the great universities of Europe, and have thence brought back something of those Western views of true learning and mental discipline on which we must act in this university, if we hope to attain that position which centuries of well-deserved labour and study have given to the universities of Europe. To Mr. Madhowrow Govind Ranadee, I would offer an especial welcome, as the first of what I trust will be a long and distinguished roll of Fellows who will look to this university as their own mother in learning."

III. Papers on Canada.

1. THE PROGRESS OF CANADA AND THE UNITED STATES.

For some time past we have been in search of statistics by which our readers could see the real progress of Canada and her rival, the American Union, are making in wealth and population. The official publication of the last census of the United States supplies the want. From the *Globe*, we gather full extracts from it, which we can compare with results of our own advancement, and so strike the balance between the progress of the rivals. First, then we learn that the census tables show that the population of Upper Canada is increasing at a far greater rate than the population of the United States. In 1850 the population of the United States and Territories was 23,191,876. In 1860 it numbered 31,433,322—an increase of 38.58 per cent in ten years. In January, 1852, the population of Upper Canada numbered 952,004. In January, 1862, it increased to 1,456,681—an increase of 53.01 per cent. In other words, says the *Globe*—"while the United States have added, in ten years, in round numbers, thirty-five persons to every hundred of her population, Upper Canada had added fifty-three to every hundred of hers.

So much for Upper Canada: The comparison does not, of course, hold so well as regards Lower Canada; but even there the States have not so much to boast of. In 1852 the population of Lower Canada was 890,261. In 1862 it may be stated to have been 1,138,430—an increase in ten years of 27.88 per cent, against the 35.50 per cent increase of the United States. But taking the increase of Upper and Lower Canada together against the increase of the States, for the two periods of ten years mentioned, we find that the increase in population in Canada has been five per cent. greater than that in the States! This is a great result, considering the gigantic efforts made by the States to monopolise the emigration of the world. These figures, it will be seen, are so far at fault, that they compare the progress of the States from 1860 to 1860 against the progress of Canada from 1852 to 1862. But, then, it must be borne in mind that the emigration to Canada in the few years preceding 1850 was very small, while the emigration to the United States for the few years preceding 1862 was large—a state of things which renders total increased rate of population on the part of Canada all the more remarkable.

A further comparison of statistics reveals the fact that Lower Canada, slow as she is, has in ten years increased her population at a greater rate than any single State in the Union, during a like period of ten years, with, we believe, one exception, Illinois.—And with regard to Upper Canada, the result is still more satisfactory. To make a single comparison—Upper Canada, in ten years, increased her population from 952,004 to 1,456,680—an increase of 53.01 per cent. New York during a like period increased its population from 3,097,494 to 3,880,735—an increase of only 25.29 per cent! Compared to the increase for ten years of the whole group of Western States, including Illinois, Michigan, Indiana, Ohio, Wisconsin, Minnesota, Iowa, Missouri, Kentucky, Kansas and the territory of Nebraska, the rate of increase in Upper Canada, for a like period, falls off. In 1850 the population of those States was 6,386,000. In 1860 it was 10,147,663—or an increase of 60.47 per cent; while, as we said before, the decimal increase of Upper Canada is 53.01 per cent. But manifestly the proper way to estimate the progress we are making is to compare the whole of the United States, Territories and all, with the whole of Canada, and according to this comparison, as has been already shown, Canada has increased her population, in ten years, five per cent greater than the United States. These figures are satisfactory so far. They show that, despite the assertions of the annexationists, Canada is increasing in population—and population in the western world means wealth—at a greater rate than the States. They also indicate a bright future for the country, when emigration developed by the government to its fullest extent, and when, as we hope will be the case, the fertile prairies of the North West are thrown open to Canada and old country settlers.—*London Prototype*.

2. THE RESOURCES OF CANADA.

In foreign countries a number of persons will be found whose custom it is to regard Canada as an inclement, unproductive region where the inhabitants for half the year are compelled to bundle themselves up in furs, and huddle closely together over roaring fires, denied of all the comforts and conveniences of life. Even in England, although of late our fellow subjects have become better informed about us, there are but few among them who have any

idea of the vast resources of our country, or the energy and productive industry of the Canadian people; and we ourselves are not perhaps altogether aware of the many natural advantages we possess. A brief consideration of our resources will therefore not be uninteresting.

First the mineral wealth of Canada is immense, needing only capital to develop it and render it a great resource of national wealth. The Lake Superior copper has already become famous for its extent and value, and the Acton Copper Mine, in Lower Canada is one of the richest in the world. The iron deposits in the neighborhood of Lake Superior seem to be practically inexhaustible.

In the vicinity of the Gilbert and Chaudiere Rivers, in Lower Canada, have been found large deposits of gold, which seem likely to conduce largely to the wealth and prosperity of the Provinces.

With the Oil Wells of Upper Canada we are all more familiar, but probably few among us have any adequate idea of their importance. The section of country embraced by them is over ten thousand miles.

The quantity of grain produced by Canada annually seems almost fabulous,—Of Wheat last year over 25,000,000 bushels was grown; 12,000,000 bushels of peas; 40,000,000 bushels of oats; over 1,500,000 tons of hay; 13,000,000 bushels of buckwheat; 28,000,000 bushels of potatoes, and 10,000,000 bushels of turnips. We also produced 30,000,000 pounds of beef, sheared 5,500,000 pounds of wool, and made 45,000,000 pounds of butter. The number of milch cows, horses, sheep and pigs is considerably over two millions.

Turning to our manufactories we find them by no means insignificant. Lower Canada alone contains over 2,000 saw mills, and in one year cut nearly 800,000,000 feet of lumber.

Our coast line from the Gulf of St. Lawrence to Lake Superior is over 2,000 miles, and besides our magnificent system of water communication, we have over 2,000 miles of railroad traversing the country in all directions.

The population of Canada liable to military duty is about half a million, the embodied militia 90,000 men, the volunteers alone numbering some 30,000.

There are nearly 300 newspapers in the two Canadas, employing 2,000 persons; 8,000 schools educating 60,000 boys and girls.

Let us hope that the people of Canada will have sufficient energy of purpose and industry to benefit by the many advantages they possess, and by loyalty and patriotism strive to preserve to their children the blessings they themselves enjoy.—*Hamilton Spectator*.

3. THE CANADIAN CONFERENCES WITH THE QUEEN'S CABINET.

The *Halifax Express* is permitted to make the following extract from a private letter written from London recently:—

"The affairs of the British American Provinces are said to be arranged with the Canadians now here, and although I, of course, have no personal knowledge of the details, I am inclined to attach importance to what every well-informed man in London asserts to be the case. Everything that an outside observer could see, gives additional countenance to the rumours referred to. At a late Queen's Concert, of which half-a-dozen are usually given at Buckingham Palace toward the end of the season, the Canadians were presented immediately after the Foreign Ministers, and Her Majesty, in the most marked manner, stepped from her place, walked over to where they stood, and conversed with them for several moments with great animation. Every other official attention which could be paid them, from the Prince and the Duke of Cambridge downwards, has been dictated by the same considerate spirit. From all which I think this inference is clear, that the Government of this country have not the remotest intention of throwing off your neighbours, or yourselves, just at present. The points agreed upon between the Canadian Ministers and the Queen's Cabinet were yesterday reported to Parliament, of whom all the colonists speak with enthusiasm. The papers are not yet printed, but you will probably have them by next mail. A member of the House, who had a rapid glance at the manuscripts, informs me that the agreement includes these four main points: I. A complete system of Colonial Defence; II. The Intercolonial Railway; III. The Hudson's Bay Company to be turned over to Canada to settle with Canada alone; IV. Every effort to be made at Washington for the renewal of the Reciprocity Treaty. There may be some other things included, but I believe I am correct in saying that these four are the main features of the new convention. Should this turn out to be the case, then the six weeks spent here by the Canadian Ministers will have proved the best "investment" Canada has ever yet made in the Metropolitan market of the world. Everything has conspired, as it were, to help them. The very uncertainty and anxiety felt about the policy of the new American President greatly enhanced the importance of their mission. Then it is only justice

to say that these men themselves were found fully up to their work. Mr. Cartier's Anglo-French political principles, always courteously but firmly maintained in all companies; Mr. Macdonald's mingled frankness and *finesse*; Mr. Galt's *suaviter in modo*, combined with Mr. Brown's *fortiter in re*; these several qualities of the different men, each had its uses in bringing about the general result. Mr. McGee's speech at Wexford, and his subsequent remarks at a most respectable and influential meeting in "the city," have also had a very happy effect in disposing the public mind most favourably to the Provinces. For the encouragement of Ministers about to enter on a new Colonial policy, on the eve of a general election, some such indications of public opinion were absolutely necessary; and it is admitted that nothing could have been more judiciously done. I send you, from the *Morning Advertiser*, the best condensed report I have seen of the city speech of Mr. McGee, but no report will give you any adequate idea of the impression made on the minds of the audience, of whom I had the honour to be one. I may say that this numerous delegation proved not one man too many, nor did they arrive one day too soon. Anti-colonial prejudices and opinions had made great headway the last few months in all circles and among all classes. Statements like Mr. Lowe's, and writings like Dr. Goldwin Smith's, were uncontradicted, silently doing their work of undermining every colonial interest, financial and political. The Canadian Ministers, however, by mingling freely with all parties and classes, Derbyites and Palmerstonians, Lords and Commons, editors and capitalists, by enlisting even the ladies on their side, by interesting Oxford dons and London club-men—have given a tone and direction, in all matters colonial, to the public mind, which, as a friend of the colonies, I sincerely hope may be carefully husbanded and "utilised." We are glad to hear that some of the statesmen of the Maritime Provinces are to be here shortly. They could not come at a better or more favourable time. But for one thing they must be prepared, viz.: that the continued maintenance of the connection on our part depends on your union among yourselves."

4. CANADA AT THE DUBLIN EXHIBITION.

A gentleman who recently returned to this city from the Dublin Exhibition speaks very highly of the Canadian collection and states that it is one of the finest and most imposing in the building. A large number of French gentlemen were prominent in their attendance on the collection, and appeared to view the productions of Louis XIV. with deep and regretful interest. The magnificent collection of minerals contributed by the Canada Geological Survey was especially admired and had no rival, the contributions in this department from other countries being few and far between. It attracted the special attention of many gentlemen from the British mining districts, and in several instances led to inquiries, which will probably be followed up by the introduction of British capital for their proper development. The grains made a good show and were pronounced by competent judges to be equal to anything on the ground. The clover seed was said to be the best ever seen in Ireland. Many of the carpenters' tools could not be procured in Dublin, and several were inquired for at any price. It was the general opinion that a good business in these articles could be done in Ireland, particularly in spoke shaves and other small tools. The agricultural implements were very superior, better than any shown. Furs were very good and attracted considerable attention. Many inquiries were made for the skates and snow-shoes, every article of this description having been bought at the opening. The photographic department was deservedly one of the features of the collection, and far surpassed the specimens furnished by the British and French photographers. This was particularly the case of Mr. Henderson's views of the Eastern Townships, and Mr. Notman's splendid book of copies from engravings and paintings. The atmosphere of Canada is peculiarly favorable to the photographer; but apart from this, these gentlemen have brought great natural abilities to bear upon the development of the art; and, favoured by a correct artistic taste, have succeeded in utterly distancing their European rivals. Mr. Duncanson's two paintings, "The Lotus Eaters," and "The Falls of the Chaudiere," were also greatly admired. The latter composition was sold to an Irish nobleman soon after the opening of the exhibition, for \$400. Much surprise was manifested at the beauty and solidity of the specimens of book binding contributed by Mr. George E. Desbarats of Quebec. A good many contributions had been sent into this department, but Mr. Desbarats' handiwork far exceeded them all. A host of works, well designed not only to show the elaborateness of the book binders' art, but also to illustrate the growing literature of the province. Mr. Lovell's collection of school books came in for its due share of praise in this connection, and for cheapness and high tone and character was pronounced by many dominies and learned professors

to be equal to anything shown. A good many specimens of flax and oil were exhibited. The flax was very favorably spoken of by Belfast and other Northern linen men, and compared very well in length and fineness of fibre with many of the specimens grown on Irish soil. The oils also came in for very favorable notice. The fine display was greatly admired. The Canadian tweeds exhibited attracted a great many inquirers, and persons interested in the manufacture of Scotch tweeds admitted that they could not undersell us in our own market, while the qualities shown were very superior. An enormous stride has been taken by Canada in this respect of late, and we may soon be able to compete with the British manufacturer on equal terms, duty or not duty. The Canadian woods were a source of astonishment to many who had only previously seen our pines and other rough, cheap woods, and were the finest collection on the ground. An exposition of the solar system was looked upon as a very interesting and ingenious work, and was not the least attractive feature in the collection. Our informant had a good opportunity to note the effect the Canadian collection had on the visitors; and expressed as his belief that, apart from the collections of England, France and other large European countries, it proved the most impressive and complete in the building. He also states that Ireland is in a very prosperous condition; that many new manufactories were springing up in the northern towns, and that the country was evidently entering on a new era of wealth and contentment.

IV. Biographical Sketches.

No. 46.—GENERAL ADAMSON.

Few men, in this or any other country, reach the advanced age to which the Hon. General Adamson, whose death occurred, a few days ago, at Norval, attained. He was 89 years of age when death called him away. General Adamson was a native of Dundee, Scotland. He entered the British army at the age of fifteen, and after doing duty in England, for some time, was sent to Ireland on the breaking out of the rebellion of 1798. He served through the rebellion. After this he joined the expedition to the Cape, when he acted as Brigade-Major to the Highland Brigade, commanded by Sir Ronald Ferguson. From the Cape he was ordered, with the regiment, the 71st Highlanders, to South America, where he was at the taking of Buenos Ayres under the command of Sir Home Popham, where he was taken prisoner. But, on making his escape, and after being conveyed 600 miles into the interior of the country, he was at the storming and taking of the town under Gen. White-lock. He was severely wounded while leading his company, which formed the storming-party, at one of the principal gates. After recovering from his wounds, he was ordered to join Sir Arthur Wellesley (late Duke of Wellington) in the Peninsula; where he served until the end of the war, and was engaged in many of the principal battles, for which he held a number of medals and orders of distinction; amongst others the gold medal for Salamanca, the star and order of the Tower and Sword, K. T. S., the Peninsula medal with clasps, for the Nivè, Nivelle, St. Sebastian, Vittoria, Badajos, Ciudad Rodrigo, Fuentes D'Onor, and the gold cross. He remained five years after the close of the war in Portugal where he had the command of the district of Pennifel. General Adamson came to Canada in 1821, where he remained until his death, actively engaged in the clearing and cultivating of a farm and improving of the country. He was made a life member of the Legislative Council, by his previous companion in arms, the then Governor, Sir John Colborne. Possessed of no boisterous activity, General Adamson was one of those who gave the tone of sobriety and scrupulous decorum, which even yet, the Legislative Council, in a very great degree, retains. During the rebellion of 1837-8 General Adamson raised and commanded the first provisional battalion. After this he retired to private life and spent his remaining years amongst his family, at his late residence—Toronto House. He was created General of the Portuguese army for his services in that country; and he held the rank of Colonel in the British army. He received a pension from the Portuguese Government; but we believe it was not, at first, or always, paid with regularity.

No. 47.—EGERTON F. RYERSON, ESQ., M.A.

Died on the 10th ult., at the residence of his father, in the town of Brantford, after a lingering consumption, caused by cold, Egerton F. Ryerson, Esq., A.M., Crown Attorney for the county of Perth, and only son of the Rev. John Ryerson, aged 38 years. He was born at Grimsby, Niagara district, on the 11th of September, 1827. At the age of nine years he was sent to the Upper Canada College, where he remained four years, and gained many honours

and prizes. The next four years he was sent to Victoria College, after which he entered University College, at Toronto, a year in advance. At the end of three years he took his degree of A.B., and afterwards the degree of A.M., in the Toronto University. He studied law in the office of Mr. Recorder Duggan, and after his admission to the Bar, he took his residence at Stratford, county of Perth, where he practised his profession thirteen years. By appointment of Government, he discharged with universal acceptance the duties of County Judge, during the nine months of the protracted illness which terminated in the death of County Judge Burritt. A short time before his last illness, Mr. Ryerson was, without application, appointed Crown Attorney and issuer of Stamps for the county of Perth. Besides being well read and much respected in his profession, he was fond of literature and science. He wrote Latin and French, and had a good knowledge of anatomy, chemistry, botany, geology, and astronomy, as well as of English and general literature. Before his decease, he sought and obtained peace with God by faith in the atonement of Christ, and died "in sure and certain hope of a glorious resurrection to eternal life." Several of his friends came from Stratford and Brantford to attend his funeral—including the High Sheriff and members of the bar of the county of Perth. The members of the bar from Stratford and Brantford attended the funeral in a body in their robes. The funeral service was read at the Wesleyan Church in Brantford, by the Rev. Mr. Porland, who had often visited the deceased during his illness, assisted in prayer by the Rev. Mr. Burnett, of the Scotch Presbyterian Church.

No. 48.—WILLIAM SMART, ESQ.

We deeply regret to record the death of Wm. Smart, Esq., Judge of the County Court of the County of Hastings. Mr. Smart was the only son of the Rev. Wm. Smart, who was forty years Pastor of the Presbyterian Church of Brockville, now a resident of Gananoque, and who still survives. He commenced the practice of his profession in Brockville, and was appointed judge by the Baldwin Lafontaine Administration, in the year 1843, which office he held up to the day of his death. Whatever may have been his faults—Mr. Smart was a gentleman and his death will be deeply regretted by a large circle of friends and acquaintances. The remains of the late Judge, which were taken to Brockville for interment, were followed to the Station on Tuesday evening by a large concourse of sympathizing friends.—*Bellerive Intelligencer.*

No. 49.—MRS. LYDIA HUNTLEY SIGOURNEY.

Mrs. Sigourney is dead. She died at 10 o'clock this morning, June 10, after a lingering decay. We believe there was no particular disease, aside from the failing powers of old age. She grew very thin, and wasted away. Her death, like her life and character, was marked by a quiet peace and a clear Christian trust. Lydia Huntley Sigourney was born at Norwich on the 1st of September, 1781, and was, consequently, in her seventy-fourth year. During the quarter of a century ending, perhaps somewhere about 1850, her name was more widely known in either hemispheres than that of any other American authoress. Latterly her poetry has given place in most libraries to that of a more modern and varied school, though it will never be wholly superseded. She was early addicted to verse making, possessed a temperament which, while it never marred her sound and solid health, was, nevertheless, keenly susceptible to the varied beauties and subtle influences of nature. She removed to this city in 1814, where she opened a select school for young ladies, and where her poetical talent and many lady-like and Christian graces soon attracted the notice and engaged the personal interest of the late Daniel Wadsworth, a gentleman whose artistic and literary taste was fortunately equalled by his pecuniary means; and he was the means of introducing her to the public, in a volume of "Moral Pieces in Prose and Verse." In 1819 Miss Huntley became the second wife of Charles Sigourney, a well-known merchant of this city; and since that time she, while engaged in the domestic cares of rearing a family of children, found time to contribute largely to the serious literature of the country, both in prose and verse. Her published works, in all, number nearly fifty volumes. Her prose is marked by vigor, beauty, and good sense, and, like her poetry, is full of good moral precepts. Her poetry belongs to a past school, in which we look for such names as those of Dr. Beattie, Hannah Moore, Mrs. Barbauld, Dr. Watts, and perhaps we may add, without injustice, the more eminent one of Goldsmith. She has been called the 'Hemans of America,' and in some respects the designation was not amiss; her poetry in some particulars was not much unlike that of Mrs. Hemans, though more subtle, and perhaps less imaginative. Some of her poems are by no means destitute of imagination; but their

main characteristic is their religious and preceptive spirit, blended with the evidences of the influence on the writer of natural objects and beauties. Mrs. Sigourney's funeral took place at Christ church. Rev. Dr. Clarke, the rector, made a beautiful discourse on the life and character of Mrs. Sigourney, closing with the language of consolation to mourning relatives and friends. Previous to his remark, Rev. Professor Pyncheon, of Trinity, read a funeral anthem, the choir alternately responding; and the Rev. Mr. Fisher read the lesson taken from First Corinthians, chapter 15, and the impressive reading was succeeded by that beautiful expression, in music, of the soul's exalted faith—

I know that my redeemer liveth,"

sang with thrilling effect by an unseen choir. During this time the coffin remained in front of the altar. It was of rosewood, covered with black broadcloth, and on it were a profusion of flowers, in wreaths and crosses, with a harp lyre. A laurel wreath lay at the foot, and a beautiful floral crown, made of roses and heliotrope, was seen at the head. While the coffin was borne slowly up the aisle by old and near friends of the deceased, the rector read the opening sentences of the beautiful services of the Episcopal church—

"I am the resurrection and the life."

and the deep, solemn tone of the organ blended with the tones that conveyed the words of Christian faith and trust. After the rector's discourse the closing hymn was sung, from Revelations, 7th Chapter 9th verse—

"Who are these in bright array?
This innumerable throng,
Round the altar night and day
Tuning their triumphant song"

After the concluding prayers the remains were taken to Spring Grove Cemetery, where the committal service was said and the benediction pronounced.—There in the beautiful grounds of Spring Grove, henceforth made more hallowed than ever, rests all that was mortal of the good and beloved Mrs. Sigourney. So sleep the just and the blest. "They rest from their labors, and their works do follow them."

No. 50.—CHARLES WATERTON, ESQ.

Mr. Charles Waterton, the Naturalist—or, as he was more familiarly called in the neighbourhood of the place where he passed the last years of his life, Squire Waterton—the well-known naturalist and traveller, died at his residence, Walton Hall, near Wakefield. Although he had reached an advanced age—namely, eighty-three—yet he was hale and vigorous beyond the common lot of those of his time of life. On the day before he died he fell from a rustic bridge spanning a small stream. Dr. Wright and Mr. Horsfall were called in to him. The shock which the system had sustained was too great for him to rally from. The Rev. Canon Brown, before the death, administered to him the last rites of the Roman Catholic Church, and it is understood the Pope telegraphed his benediction. Mr. Edmund Waterton, the squire's son, was in Rome with the Pope when the accident took place. The instructions which the departed squire left behind him concerning his burial are somewhat remarkable. A mausoleum for the reception of his body has long been erected near the top end of the lake. This sepulchre rests beneath the overhanging branches of two venerable oak trees. The body was not carried to the tomb by land, but across the lake in a boat; the mourners following in the wake in other boats. The squire had written his own epitaph. It is in Latin. The translation runs thus:—"Pray for the soul of Charles Waterton, born June, 1782, died 18—, whose wearied bones rest here."

V. Papers on Practical Education.

1. OBJECT-LESSONS.*

What can be more manifest than the desire of children for intellectual sympathy? Mark how the infant, sitting on your knee, thrusts into your face the toy it holds, that you, too, may look at it. See when it makes a creak with its wet finger on the table, how it turns and looks at you, does it again, and again looks at you, thus saying, as clearly as it can, "Hear this new sound." Watch the elder children coming into the room, exclaiming, "Mamma, see what a curious thing, look at this," "Mamma, look at that," a habit which

they would continue, did not the silly mamma tell them not to tease her. Observe that, when out with the nurse-maid, each little one runs up to her with the new flower it has gathered, to shew her how pretty it is, and to get her also to say it is pretty. Listen to the eager volubility with which every urchin describes any novelty he has been to see, if only he can find some one who will attend with any interest. Does not the induction lie on the surface? Is it not clear that we must conform our course to these intellectual instincts, that we must just systematise the natural process, that we must listen to all the child has to tell us about each object, must induce it to say everything it can think of about such object, must occasionally draw its attention to facts it has not yet observed, with the view of leading it to notice them itself whenever they recur, and must go on by and by to indicate or supply new series of things for a like exhaustive examination? Note the way in which, on this method, the intelligent mother conducts her lessons. Step by step she familiarises her little boy with the names of the simpler attributes, hardness, softness, colour, taste, size, in doing which she finds him eagerly help by bringing this to shew her that it is red, and the other to make her feel that it is hard, as fast as she gives him words for these properties. Each additional property, as she draws his attention to it in some fresh thing which he brings her, she takes care to mention in connection with those he already knows, so that, by the natural tendency to imitate, he may get into the habit of repeating them one after another. Gradually, as there occur cases in which he omits to name one or more of the properties he has become acquainted with, she introduces the practice of asking him whether there is not something more than he can tell her about the thing he has got. Probably he does not understand. After letting him puzzle a while, she tells him, perhaps laughing at him a little for his failure. A few recurrences of this, and he perceives what is to be done. When next she says she knows something more about the object than he has told her, his pride is roused, he looks at it intently, he thinks over all that he has heard, and the problem being easy, presently finds it out. He is full of glee at his success, and she sympathises with him. In common with every child, he delights in the discovery of his powers. He wishes for more victories, and goes in quest of more things about which to tell her. As his faculties unfold, she adds quality after quality to his list, progressing from hardness and softness to roughness and smoothness, from colour to polish, from simple bodies to composite ones, thus constantly complicating the problem as he gains competence, constantly taxing his attention and memory to a greater extent, constantly maintaining his interest by supplying him with new impressions, such as his mind can assimilate, and constantly gratifying him by conquests over such small difficulties as he can master. In doing this she is manifestly but following out that spontaneous process which was going on during a still earlier period, simply aiding self-evolution, and is aiding it in the mode suggested by the boy's instinctive behaviour to her. Manifestly, too, the course she is adopting is the one best calculated to establish a habit of exhaustive observation, which is the professed aim of these lessons. To tell a child this, and to shew it the other, is not to teach it how to observe, but to make it a mere recipient of another's observations, a proceeding which weakens rather than strengthens its powers of self-instruction, which deprives it of the pleasures resulting from successful activity, which presents this ill-attractive knowledge under the aspect of formal tuition, and which thus generates that indifference, and even disgust, not unfrequently felt towards these object-lessons. On the other hand, to pursue the course above described is simply to guide the intellect to its appropriate food, to join with the intellectual appetites their natural adjuncts, *amour propre*, and the desire for sympathy, to induce, by the union of all these, an intensity of attention which insures perceptions both vivid and complete, and to habituate the mind from the beginning to that practice of self-help which it must ultimately follow.

Object-lessons should not only be carried on after quite a different fashion from that commonly pursued, but should be extended to a range of things far wider, and continued to a period far later, than now. They should not be limited to the contents of the house; but should include those of the fields and the hedges, the quarry, and the sea-shore. They should not cease with early childhood; but should be so kept up during youth, as insensibly to merge into the investigations of the naturalist and the man of science. Here again we have but to follow Nature's leadings. Where can be seen an intenser delight than that of children picking up new flowers and watching new insects; or hoarding pebbles and shells? And who is there but perceives that by sympathising with them they may be led on to any extent of inquiry into the qualities and structures of these things? Every botanist who has had children with him in the woods and lanes must have noticed how eagerly they joined in his pursuits, how keenly they searched out plants for him, how intently they watched while he examined them, how they overwhelmed

* From "Education: Intellectual, Moral, and Physical." By Herbert Spencer. Educational Depository, Toronto.

him with questions. The consistent follower of Bacon—the “servant and interpreter of nature,” will see that we ought modestly to adopt the course of culture thus indicated. Having become familiar with the simpler properties of inorganic objects, the child should by the same process be led on to an exhaustive examination of the things it picks up in its daily walks—the less complex facts they present being alone noticed at first: in plants, the colours, numbers, and forms of the petals, and shapes of the stalks and leaves; in insects, the numbers of the wings, legs, and antennæ, and their colours. As these become fully appreciated and invariably observed, further facts may be successively introduced: in the one case, the numbers of stamens and pistils, the forms of the flowers, whether radial or bilateral in symmetry, the arrangement and character of the leaves, whether opposite or alternate, stalked or sessile, smooth or hairy, serrated, toothed, or crenate; in the other, the divisions of the body, the segments of the abdomen, the markings of the wings, the number of joints in the legs, and the forms of the smaller organs—the system pursued throughout being that of making it the child’s ambition to say respecting everything it finds all that can be said. Then when a fit age has been reached, the means of preserving these plants, which have become so interesting in virtue of the knowledge obtained of them, may as a great favour be supplied; and eventually, as a still greater favour, may also be supplied the apparatus needful for keeping the larvæ of our common butterflies and moths through their transformations—a practice which, as we can personally testify, yields the highest gratification; is continued with ardour for years; when joined with the formation of an entomological collection, adds immense interest to Saturday-afternoon rambles; and forms an admirable introduction to the study of physiology.

We are quite prepared to hear from many that all this is throwing away time and energy; and that children would be much better occupied in writing their copies or learning their pence-tables, and so fitting themselves for the business of life. We regret that such crude ideas of what constitutes education, and such a narrow conception of utility, should still be prevalent. Saying nothing on the need for a systematic culture of the perceptions and the value of the practices above inculcated as subserving that need, we are prepared to defend them even on the score of the knowledge gained. If men are to be mere cits, mere porers over ledgers, with no ideas beyond their trades—if it is well that they should be as the cockney whose conception of rural pleasure extends no further than sitting in a tea-garden smoking pipes and drinking porter; or as the squire who thinks of woods as places for shooting in, of uncultivated plants as nothing but weeds, and who classifies animals into game, vermin, and stock—then indeed it is needless to learn anything that does not directly help to replenish the till and fill the larder. But if there is a more worthy aim for us than to be drudges—if there are other uses in the things around than their power to bring money—if there are higher faculties to be exercised than acquisitive and sensual ones—if the pleasures which poetry and art and science and philosophy can bring are of any moment; then it is desirable that the instinctive inclination which every child shews to observe natural beauties and investigate natural phenomena, should be encouraged.—*The Museum.*

VI. Papers on Legal School Questions.

1. LEGAL INTELLIGENCE.

IMPORTANT SCHOOL CASE—POWER OF SCHOOL TRUSTEES TO LEVY RATES.

THE CHIEF SUPERINTENDENT FOR UPPER CANADA *in re. HOGG vs. ROGERS.*—This case was an appeal from the first Division Court of the County of Grey. The question involved was whether Trustees have the power to collect rates on an assessment roll of a previous year, levied prior to the completion of the assessment roll of the then current year. In this case the rate bill and warrant were dated 20th February, 1864, and endorsed “rate-bill, 1863.” The Judge of the Division Court held that the trustees should have waited for the making and completion of the assessment roll of 1864, and that the collector receiving the warrant in 1864 for the collection of a rate based upon the roll of 1863, was not legally authorised to execute the warrant. From this decision the Chief Superintendent of Education appealed under the provisions of the School Acts, to the Court of Common Pleas.

The case was argued in Michaelmas Term by Mr. Hodgins for the appellant, and on the respondent subsequently appearing, the case was postponed until Hilary Term, when it was re-argued.

Mr. Hodgins for the appeal. Mr. Sampson contra.

The judgment of the Court was delivered by Hon. Mr. Justice John Wilson, as follows:—

The sole question in this case is whether the School Trustees have the authority in any year, before a copy of the revised assessment roll of that year has been transmitted to the Clerk of the Municipality, to impose and levy a rate for school purposes upon the assessment roll of the preceding year.

The learned Judge in the Court below has taken great pains to review the Common Acts in his judgment, but with great deference to his opinion, we have been unable to adopt his conclusions.

It is clear that School Trustees may themselves, or through the intervention of the Municipality, provide for the salaries of teachers and all other expenses of the school in such a manner as may be desired by a majority of the free-holders and house-holders of the section at their annual meeting, and shall levy by assessment upon the assessable property in the section such sum as may be required, and should the sums thus provided be insufficient, they may assess and collect any additional rate for the purpose, and that any school rate imposed by Trustees may be made payable monthly, quarterly, half-yearly or yearly, as they may think expedient.

Many of the requirements of a school admit of no delay. The peculiar provisions respecting teachers demand great promptness in the payment of their salaries. Repairs to the school-house must be made when required; these may be sudden and unexpected. To oblige trustees or those entitled to payment to wait till the rolls of the year were made up would be productive of great inconvenience, and if the law had been less clear than it is we should not have felt justified in putting a stop to a practice which we learn has hitherto obtained unless on grounds admitting of no doubt.

The general principal is that levies for municipal purposes shall be made upon the revised assessment of the year in which they are made. It is true that one rate for the year is only struck by the municipal authorities; but suppose a sheriff got an execution at the suit of the Crown or of a municipality in the month of January, would he be justified in delaying to levy until the revised assessment roll of that year was completed, and a certified copy given to the municipality?

So, if the requirements of a school section created a necessity for levying a rate, would the trustees be excused from performing their duty by saying we must wait till the assessment roll of the year is completed before we can act?

The obvious answer would be, there is the last revised assessment roll; it is available for all purposes until the new one is made.

We think the error into which he fell arose from making the analogy between municipalities and trustees, and township collectors and collectors under warrants of trustees, identical, thus restricting the Common School acts by acts not necessarily affecting them.

On reading the 36th section we find that no township collectors shall collect and levy in any school section, during one year, more than one rate, except for the purpose of a school site or the erection of a school house, and no school collector shall give effect to any applications of trustees for the levy or collecting of rates for school purposes, unless they make the application to such council, at or before its meeting in August of the year in which such application is made.

But the 12th sub section of section 27 authorizes the School Trustees to employ their own lawful authority as they may judge expedient for the levying and collecting by rate all sums for the support of the school, for the purchase of school sites, and the erection of school houses, and for all other purposes authorized by the Act to be collected.

It is to be noted that the Legislature did not confer on the Trustees the power to apply to the Township Council at any time they chose to levy rates, but at or before its meeting in August, and then only for one rate, except for the purchase of a site or the erection of a school house. Suppose a second rate for a site or a school house were applied for in a part of the year from January to August, would not the Council be bound to levy it? During this period there would be but the existing roll to use for the assessing of this rate.

The restriction to one rate, and the exceptions in regard to the rates authorized to be raised by the municipality for school purposes, lead us to infer that when the Trustees chose to exercise their own authority to levy, they were not restricted, and might levy oftener than once for the payment of teachers, and for other purposes mentioned in the 27th section.

In the case of an arbitration between the Trustees and a teacher, the arbitrators may levy, but the Trustees are bound to do so, for by the 23 Victoria, chapter 49, in case they wilfully refuse or neglect for one month after publication of award to comply with or give effect to the award, they shall be held personally responsible for the amount awarded, which may be enforced against them individually by the warrant of the arbitrators; but if they are at any time thus bound to execute their power to levy, it must necessarily be done upon the existing assessment roll.

Looking, therefore, at the scope of the acts relating to the Common Schools, the duties imposed where Trustees, the exigencies of schools, and the powers conferred upon Trustees to levy rates, we are of opinion that they are not restricted to making one levy, but may levy at any time as need requires it, and may use, and can only use, the last existing revised assessment roll for imposing the required rate. The appeal will therefore be allowed.—*Globe*.

2. WHAT IS AN ARBITRATOR ?

Is an arbitrator the agent and advocate of the person who names him to settle a dispute employed to protect and further the interests of his client, or is he a Judge—bound in honor and conscience, to decide impartially and righteously, "without fear, favor or affection," and according to the truth of the case, without reference to its being adverse or favourable to the person appointing him ?

Some may smile at the simplicity which asks such a question. All upright and intelligent men will answer that the latter definition alone describes the arbitrator proper, and that the former only suits the ignorant or dishonest man appointed to a duty for which he is wholly unfit.

We believe that by the mass of our people the true position of an arbitrator is utterly misunderstood. The common mode of settling a dispute is "to leave it to two men." Each disputant appoints "his friends," whom he fully expects to look wholly to his interests, to object to everything that bears against him, and to consent to nothing that may prejudice him, and the friend so appointed is generally too ready to do all this most faithfully. His opponent does just the same, and instead of two honest men sitting down to decide uprightly and impartially on the facts, without reference to the parties, we have two advocates each striving with might and main to stand by the man who named him, and with no chance of making an award except by calling in some third person, at increased expense to turn the scale in favor of one or the other.

Now, almost universal as this is in practice, it is, to say the least of it, a monstrous perversion of plain duty. An arbitrator, no matter by whom appointed, is to all intents and purposes a judge, and if he be an honest man and know his duty, he should feel as much shocked at leaning to one side or the other, or favouring one man above the other, as he would be if he saw a judge in court exhibiting favour or partiality. But this, the only true and honest view of an arbitrator's duty, seems to be little understood.

Numerous instances have occurred, and are occurring among us, of the strange misconception that prevails. Arbitrators are heard talking of "their clients," meaning those who named him, just as the lawyer speaks of the person who retained his services. Men in good social position, who would be highly indignant at the imputation of dishonesty or ignorance, so to speak, and what is worse, so act on arbitrations, not seeking even to disguise their advocacy of their client's interests and yet beyond all shadow of doubt such men are either wholly ignorant of their duties or too dishonest to regard their proper performances. Instances are known of such men admitting that they bargained for a commission or per centage on whatever amount they could get awarded to the "client"! Between such and the judge who takes a bribe to pervert his judgment, there is no moral distinction whatever.

Awards have been made intelligible on no principle deducible by an impartial mind from the facts in evidence.

Besides, men dead to the plainest dictates of duty, are generally too much alive to their own interests. The one is frequently the effect of the other. Men who scruple not to gain all they can, honestly or dishonestly, for those who employ them, seldom forget themselves. The consequence is, in many cases, not only unjust awards, but saddled with huge bills of costs in the shape of arbitrators' fees, modestly assessed by the arbitrators themselves.

It is well to call attention to this state of things. We believe there are many really honest and respectable men who misconduct themselves as arbitrators from mere ignorance of duty. The prevailing idea seems to be that an "experienced" arbitrator's duty as it generally is his practice, is on the one side to get the largest possible sum for his friend, if the friend be seeking compensation, or on the other hand, if the friend be resisting payment, to strive hard to reduce the amount to the smallest sum, or to resist it altogether.

The evil is one of a most serious kind, and any person who can succeed in attracting public attention to it will deserve the thanks of all. As a large portion of the evil results from misconception, it is only necessary, so far as honest mind is concerned, to explain the true position of the case. The legislature is constantly providing for the settlement of disputes by arbitration, and it is of the highest importance that men should rightly understand that an arbitrator is not advocate or a partizan bound to stand by his client, but that he is a judge, bound to decide with rigid impartiality, and that if he favour one side more than another, or needlessly heap

expenses on either party to the reference, he does not act the part of an honest man.—*Upper Canada Law Journal*.

VII. Papers on Literary Subjects.

1. ROYAL AUTHORS OF THE PAST AND PRESENT.

There is to-day a slight lull in the criticism on the "History of Julius Cæsar." Society has almost exhausted its ideas on the preface, and is now eagerly awaiting the appearance of the work itself. The following list of crowned heads who have, like Napoleon III, also appeared before the world as authors, is published in the Paris papers : Charlemagne wrote a book against the doctrines of Felix d'Urgel, and one on the question of the worship of images ; the Emperor Frederick II. was the author of a treatise on hunting ; Maximilian I. wrote the genealogies of several illustrious men ; Charles V. wrote a treatise on art, and an account of his reign ; Chilperic celebrated the dogma of the Trinity in verse ; Alfred the Great composed hymns ; Marguerite d'Orleans, Queen of Navarre, wrote the "Marguerite des Marguerites" and the "Contes de la Reine de Navarre ;" Queen Elizabeth of England translated "Sallust" and "Sophocles ;" Mary Stuart read at Louvre a Latin discourse of her own composition, and also wrote poetry ; Charles IX. wrote a poem on Hunting ; Marguerite de Valois left behind her poems and memoirs : Henry IV. translated "Cæsar's Commentaries ;" a portion of the same work was translated and published by Louis XIV. ; Henry VIII. of England obtained his title of "Defender of the Faith" for his treatise against Luther ; James I. wrote several controversial works, and his famous treatise against tobacco ; Peter the Great composed treatises on naval subjects ; the Emperor of China Hoam-Ti, who built the great wall, wrote several works ; Louis XVIII. composed anonymously comedies and tables ; Napoleon I. made some valuable annotations on the "Commentaries of Cæsar ;" and Napoleon III. is the author of works on artillery and pauperism in France. Now he has produced his *magnum opus*. The evening papers devote most of their spare space—that is, most of their paper—to the subject of "Julius Cæsar ;" and M. Alexander Dumas, *per se*, is to lecture on the same subject tomorrow. There used to be a saying, "dead as Julius Cæsar," but the Emperor has brought him to life again, and spoiled the proverb.—*Paris correspondent London Telegraph*.

2. MR. DICKENS ON THE NEWSPAPER PRESS.

Mr. Dickens presided at the annual dinner of the Newspaper Press Fund, which took place at the Freemason's Tavern, London, on the 20th. In proposing the toast of the evening, Mr. Dickens warmly supported the object of the fund. He said : I think I may say that probably not one single individual in this great company has failed to-day to hear something derived from a newspaper which was quite unknown to him or to her yesterday. (Hear, hear.) Of all those restless crowds that have this day thronged the streets of this enormous city, the same may be said as the general gigantic rule. (Hear, hear.) It may be said almost equally of the brightest and the dullest, the largest and the least provincial town in the empire, and this observe not only as to the active, the industrious, the healthy among the population, but also as to the bed-ridden, the idle, the very blind, and the deaf and dumb. (Hear, hear.) Now, if the men who provide this all-pervading presence, this wonderful ubiquitous newspaper, where every description of intelligence, or every subject of human interest, collected with immense pains and immense patience, often by the exercise of a laboriously-acquired faculty, united to a natural aptitude, much of the work done in the night, at the sacrifice of rest and sleep, and quite apart from the mental strain by the constant over-tasking of the two most delicate of the senses, sight and hearing—I say, if the men who, through the newspapers, from day to day, or from night to night, or from week to week, furnish the public with so much to remember, that ought to be remembered by the public in return. (Loud cheers.) It would be absurd, it would be actually impertinent, in such an assembly as this, if I were to attempt to expatiate upon the extraordinary combination of remarkable qualities involved in the production of any newspaper. But, assuming the majority of this associated body to be composed of reporters, because reporters, of one kind or other, compose the majority of the literary staff of almost every newspaper that is not a compilation, I would venture to remind you, if I delicately may in the august presence of members of Parliament, how much we, the public, owe to the reporters if it were only for their skill in the two great sciences of condensation and rejection. (Laughter and loud cheering.) Conceive what our sufferings, under an Imperial Parliament, however popularly constituted, under however glorious a constitution, would be if the reporters could not skip. (Much laughter.) Dr. Johnson

in one of his violent assertions, declared the "man who was afraid of anything must be a scoundrel, sir!" Though admitting that the man who is afraid of a newspaper will generally be found to be rather something like it, I still must freely own that I should approach my parliamentary debates with infinite fear and trembling if they were so unskilfully served up for my breakfast. Ever since the time when the old man and his son took their donkey home, which were the old Greek days, I believe, and probably ever since the time when the donkey went into the ark—perhaps he did not like his accommodation there—but certainly from that time downwards, he has objected, to go in any direction required of him—(laughter);—from the remotest period it has been found impossible to please everybody. (Hear, hear.) This institution has been objected to, but the whole circle of the arts is pervaded by institutions between which and this I can descry no difference. It is urged against this particular institution of all that it is objectionable because a parliamentary reporter, for instance, might report a subscribing M.P. in large and a non-subscribing M.P. in little. (Laughter.) Now, apart from the sweeping nature of this charge, which it is to be observed, lays the unfortunate M.P. and the unfortunate reporter under pretty much the same suspicion—apart from this consideration, I reply that it is notorious in all newspaper offices that every such man is reported according to the position he can gain in the public eye, and according to the force and weight of what he has to say. (Cheers.) And if there were ever to be among its members one so very foolish to his brethren, and so very dishonourable to himself, as venially to abuse his trust, I confidently ask those here the most acquainted with journalism whether they believe it possible that any newspaper so ill conducted as to fail instantly to detect him could possibly exist as a thriving enterprise for one single twelvemonth. (Cheers.) No, the blundering stupidity of such a journal would have no chance against the acute sagacity of newspaper editors. But I will go further, and submit to you that the offence, if it is to be dreaded at all, is far more likely of commission on the part of some recreant camp follower of a scattered, disunited, and half recognised body than when there is a public opinion established by the union of all classes of its members for the common good, the tendency of which union must, in the nature of things, be to raise the lower members of the press towards the higher, and never to bring the higher towards the lower. (Cheers.) I am not here advocating the case of a mere ordinary client of whom I have little or no knowledge. I hold a brief to-night for my brothers. (Loud and continued cheering.) I went into the gallery of the House of Commons as a parliamentary reporter when I was a boy not eighteen, and I left it—I can hardly believe the inexorable truth—nigh thirty years ago; and I have pursued the calling of a reporter under circumstances of which many of my brethren at home in England here, many of my brethren's successors, can form no adequate conception. I have often transcribed for the printer from my shorthand notes important public speeches, in which the strictest accuracy was required, and a mistake in which would have been to a young man severely compromising, writing on the palm of my hand by the light of a dark lantern in a post chaise and four, galloping through a wild country all through the dead of the night at the then surprising rate of fifteen miles an hour. The very last time I was at Exeter I strolled into the castle yard, there to identify, for the amusement of a friend, the spot on which I once "took," as we used to call it, an election speech of my noble friend Lord Russell in the midst of a lively fight maintained by all the vagabonds in that division of the country, and under such a pelting rain, that I remember two good-natured colleagues who chanced to be at leisure, held a pocket handkerchief over my note-book after the manner of a state canopy in an ecclesiastical procession. (Laughter.) I have worn my knees by writing on them on the old back row of the old gallery of the old House of Commons; and I have worn my feet by standing to write in a preposterous pen in the old House of Lords, where we used to be huddled like so many sheep—(laughter)—kept in waiting till the woolsack might want re-stuffing. (A laugh.) Returning home from excited political meetings in the country to the waiting press in London, I do verily believe I have been upset in almost every description of vehicle known in this country. (A laugh.) I have been, in my time, belated on miry by-roads towards the small hours, 40 or 50 miles from London, in a ricketty carriage, with exhausted horses and drunken postboys, and have got back in time before publication, to be received with never-forgotten compliments by Mr. Black, in the broadest of Scotch, coming from the broadest of hearts I ever knew. (Hear, hear.) Ladies and gentlemen, I mention these trivial things as an assurance to you that I never have forgotten the fascination of that old pursuit. (Cheers.) The pleasure that I used to feel in the rapidity and dexterity of its exercise has never faded out of my breast. Whatever little cunning of hand or head I took to it, or acquired in it, I have so retained as that I fully believe I could resume it to-morrow. (Cheers.) To this present year of my life,

when I sit in this hall, or where not, hearing a dull speech—the phenomenon does occur—(laughter)—I sometimes beguile the tedium of the moment, by mentally following the speaker in the old, old way; and sometimes, if you can believe me, I even find my hand going on the table cloth. (Laughter.)

In the course of the evening subscriptions were announced amounting in the whole to about £1200.

3. THE DECAY OF CONVERSATION.

The ancient art of talking is falling into decay. It is an ascertainable fact that, in proportion to an increased amount of population, the aggregate bulk of conversation is lessening. People now-a-days have something else to do than talk; not only do they live in such hurry that there is only leisure for just comparing ideas as to the weather, but they have each and all a gross quantity to do, which puts talking out of the question. If persons remain at home, they read; if they journey by rail, they read; if they go to the seaside, they read; we have met misguided individuals out in the open fields with books in hand; young folks have been seen stretched underneath trees, and upon the banks of rivers, pouring over pages; on the tops of mountains, in desert, or within forests—everywhere men pull printed sheets from their pockets, and in the earliest, latest, highest occupations of life, they read. The fact is incontestably true, that modern men and women are reading themselves into a comparatively silent race. Reading is the great delusion of the present time; it has become a sort of lay piety; according to which, the perusal of volumes reckons as good works; it is, in a word, the superstition of the nineteenth century.—*Chambers' Journal.*

VIII. Miscellaneous.

1. SUMMER WIND.

It is a sultry day; the sun has drunk
The dew that lay upon the morning grass.
There is no rustling in the lofty elm
That canopies my dwelling, and its shade
Scarce cools me. All is silent, save the faint
And interrupted murmur of the bee,
Settling on the sick flowers, and then again
Instantly on the wing. The plants around
Feel the too potent fervours: the tall maize
Rolls up its long, green leaves; the clover droops
Its tender foliage, and declines its blooms.
But far in the fierce sunshine tower the hills,
With all their growth of woods, silent and stern,
As if the scorching heat and dazzling light
Were but an element they loved. Bright clouds,
Motionless pillars of the brazen heaven,—
Their bases on the mountains—their white tops
Shining in the far ether—fire the air
With a reflected radiance, and make turn
The gazer's eye away. For me, I lie
Languidly in the shade, where the thick turf,
Yet virgin from the kisses of the sun,
Retains some freshness, and I woo the wind
That still delays its coming. Why so slow
Gentle and voluble spirit of the air?
Oh, come and breathe upon the fainting earth
Coolness and life. Is it that in his caves
He hears me? See, on yonder woody ridge,
The pine is bending his proud top, and now,
Among the nearer groves, chestnut and oak
Are tossing their green boughs about. He comes,
Lo, where the grassy meadow runs in waves.
The deep distressful silence of the scene
Breaks up with mingling of unnumbered sounds
And universal motion. He is come,
Shaking a shower of blossoms from the shrubs,
And bearing on their fragrance; and he brings
Music of birds and rustling of young boughs
And sound of swaying branches, and the voice
Of distant waterfalls. All the green herbs
Are stirring in his breath; a thousand flowers,
By the road-side and the borders of the brook,
Nod gaily to each other; glossy leaves
Are twinkling in the sun, as if the dew
Were on them yet, and silver waters break
Into small waves, and sparkle as he comes.

2. ANECDOTE OF THE QUEEN.

While the Queen's father, the Duke of Kent, was at Gibraltar, the regiment which he commanded was discontented and inclined to mutiny, he had one servant named Hillman, who remained faithful to him. When the Duke returned home from Gibraltar he brought this servant with him, and assigned him a cottage near his palace at Kensington. Before his death the Duke charged his wife to look after Hillman and his family. This she faithfully did; and often brought the Princess Victoria with her to see them. At length, Hillman died, leaving one son and a daughter; the son was a little fellow, and was very sickly. The Princess Victoria (who was a young girl at that time) used often to come and see this little boy until his death. The daughter was also very ill, she had a complication of diseases. Her pastor, the Rev. Dr. Vaughan, who was lately in Canada, used to visit her about once a fortnight. Two days after the accession of the Queen to the throne, her pastor visited her as usual, and found her looking unusually bright; he asked her the reason, she put her hand under the pillow, and drew forth a book of Psalms, "Look there," she said. "Look what the new Queen has sent me to-day by one of her ladies, with the message, that 'though now Queen of England, as she had to leave Kensington, she did not forget me. The lady who brought the book told her that the lines and figures in the margin were the dates of the days on which the Queen herself used to read them, and that the marker with the little peacock on it was worked by the Princess' own hand. The young girl burst into tears, and said, was it not beautiful, sir.

3. THE PRINCESS ROYAL AS AN ARTIST.

When the proposal was made to hold an Art Bazaar in aid of the funds for the widows and orphans of the soldiers who fell in the Crimean war, the princess Royal was asked if she intended to send in a contribution. Diffident of her own powers, she exclaimed, What! send a picture to the public exhibition. Of course not. But when it was explained that it would be productive of great good to the cause if she did, since many people would go to see her work who, but for such an inducement, would not go near the place, and that the shillings so collected would add greatly to the sum for the charity, while the sale of the picture would realize enough to help some poor widow lady in her distress, she at once agreed, on condition that the Queen had no objection. The Queen gave her consent willingly, and the result was the picture of a dead guardsman, and the widow weeping over his body on the battle field. No one seemed to have an idea of the great talent for original design possessed by the Princess until this drawing surprised and deeply affected all who saw it.

The story of the picture after it reached the exhibition at Burlington is worth recording. The Princess had put a very modest sum on her work to dispose of it privately for a small sum, which she wished to enter as her subscription. She was sure that this would frustrate the aid of the fund and that the picture would fetch a handsome sum. The first offer made immediately as the doors of the exhibition were opened, was 80 guineas followed by another of 100 guineas. The names were entered in the book, it having been previously arranged that the highest offer up to a certain day at noon, was to obtain the picture. At the appointed time two hundred guineas had been offered by a person who was present to hear the clock strike twelve.—Just before the hour he said, well, I am surprised that there is not more appreciation of so fine a work of art, and that it may not be said that it was sold for 200 guineas, I offer 250, for which sum he wrote a cheque as the clock struck.—The result of the sale surprised the Princess who had too much good sense, however, to be elated by any foolish vanity while rejoicing in the success of her effort for the treasury fund.—*Leisure Hour.*

4. GOODNESS OF HEART OF THE FRENCH EMPRESS.

A correspondent of a London paper gives the following anecdote of the French Empress, as reaching him from Boston, Mass. :—A lady, in very reduced circumstances, but who had once occupied a superior station, formed a collection of the varied leaves of the magnificent trees for which the forests of America are so celebrated, and whose brilliant tints are well known to exceed in vivid coloring even the foliage of tropical plants. Part of this curious collection was placed in album and sent to one of the crowned heads of Europe, a precisely similar album being sent by the same steamer to the Empress of the French. But the reception of the poor lady's offering at the courts in question was very different. From the first arrived an acknowledgment, penned by an official, stating that "for once" the sovereign "had condescended to accept the offering, which, however, it was hoped, would not be considered as a precedent or encouragement for any future similar gifts." From the second the donor had the infinite gratification of receiving a

few lines from the pen of her Imperial Majesty, expressing her surprise at the extreme beauty of the specimens contained in the album, "*qu'elle trouvait revivante*," and requesting the lady to accept the ring which she enclosed as a token of her "*reconnaissance*"—the value of the ring being twenty pounds. Redtapism versus genuine kindness of heart.

IX. Educational Intelligence.

— UNIVERSITY OF TORONTO.—The annual convocation of the University of Toronto was held on the 8th instant. There was a very large attendance of ladies and gentlemen. The chair was taken by the Chancellor. The proceedings opened with the conferring of degrees by the Chancellor. The following gentlemen were admitted:—M.D.—P. Constantinides, M. S. Larrs, H. DeW. Martin, H. Nicol; M.A.—J. M. Buchan, W. B. Fleming, R. Harbottle, J. King, J. Ross, F. E. Seymour, H. B. Spotten, J. H. Thom; LL.B.—H. F. H. Gibbon, A. F. Smith, R. W. Smith; M.B.—E. Aikin, C. W. Buchanan, E. L. Burnham, O. W. Chapman, W. H. Chrysler, A. DelaHaye, F. W. Hodder, J. P. Jackson, E. E. Kitchen, C. Mackenna, J. L. G. McCarthy, W. Oldright, J. W. Passmore, W. R. Pentland, F. Rae, S. B. Smale, J. S. Tennant, R. Thorburn, T. White; B.A.—D. Bemiss, J. E. Bowers, J. Campbell, W. G. P. Cassels, A. J. Christie, R. D. Douglass, S. Foster, G. S. Goodwillie, G. M. Greer, J. M. Hagar, J. Hill, W. Malloy, A. Macallum, J. Muir, L. C. Robinson, R. G. Scott, J. Smiley, G. H. Squire, W. W. Tamblin, H. B. Taylor, J. B. Thompson, R. Wardrop, A. Woolverton; *Ad eundem statum*—Third year—W. McGeach, (Queen's College, Kingston.) The matriculants were then admitted. The medals were presented by the Chancellor, amid loud applause from the students. Dr. Aikins then called up Burnham, E. L., gold medallist in the faculty of medicine, McCarthy, J. L. G., and Kitchen, E. E., silver medallists, and presented them to the Chancellor. Dr. McCaul presented Foster, S., gold medallist in classics, Goodwillie, G. S., and Christie, A. J., silver medallists. Prof. Cherriman presented the silver medallists in mathematics, Malloy, W., and Wardrop, R. Prof. Wilson presented Campbell, J., and Tamblin, W. W., gold and silver medallists respectively in modern languages. Prof. Croft presented Thompson, J. B., gold medallist, and Bemiss, D., silver medallist, in natural sciences. Prof. Beaven presented Campbell, J., as the gold medallist in metaphysics, ethics, and civil polity. McDonnell, G. M., was called up by Mr. Moss, as the second-year scholar in the faculty of law. Dr. Barrett, one of the examiners in medicine, presented McEachy, W., Harbottle, R., and Beith, A., as respectively the first, second, and third year scholars in the faculty of medicine. The following gentlemen were also presented for scholarships in the faculty of Arts, the presentations being made in the respective departments by Mr. Kerr, Prof. Cherriman, Mr. R. Sullivan, Prof. Hincks, Prof. Beaven, and Mr. Moss:—*Greek and Latin*—1st year, A. Cassels; 2nd year, A. Hill; 3rd year, C. W. Bell. *Mathematics*—1st year, A. Hamilton, (double); 2nd year, E. G. Patterson; 3rd year, W. Fitzgerald, J. A. Patterson. *Modern Languages*—2nd year, J. White; 3rd year, W. Falconbridge. *Natural Sciences*—2nd year, G. Bryce; 3rd year, J. C. Morgan. *Metaphysics, &c.*—2nd year, E. H. Smythe. *General Proficiency*—1st year, 1st, A. Hamilton, (double); 2nd, T. M. Grover; 3rd, J. Purdy; 4th, W. R. Nason; 5th, W. H. Rennelson; 2nd year, W. H. Newburn; 3rd year, A. F. Campbell. Prof. Buckland presented Greer, G. M., as the prizeman in the department of Agriculture. Croly, J. E., was awarded the prize for the English essay, the subject being "The Augustan age of English Literature." Mr. Boyd presented King, J., as the winner of the M.A. Thesis, the last that the University would award for the thesis, it having been decided by the authorities to abolish it in future. Dr. Aiken presented Martyn, DeW. H., and Constantinides, P., as prizemen for the M.D. Thesis. Dr. McCaul presented Campbell, J., as the winner of the Prince's prize, a handsome silver inkstand.

The Chancellor then rising said that, before closing the convocation, he would occupy a few minutes in referring to the progress and work of the University during the past year. He was sure they would all be gratified to know that the prospects of this national institution were steadily improving, and its usefulness increasing; and be assured there were few now in the Province who did not look upon it as a national institution of the very highest importance. He was glad to be able to inform them that during the past year 70 students had matriculated at the University—31 in the faculty of Arts, 21 in that of Medicine, and 18 in the faculty of Law. He referred to the statements made at an early period in the history

of the institution, that it was absurd to expect that 30 or 40 would matriculate in one year, and said the results obtained must be very gratifying, and showed that there were many of the youth of the Province who were willing to take advantage of the opportunities the University afforded. He regretted that so few availed themselves of the opportunity to pursue a course in such a useful study as that of agriculture; and he concurred also with Mr. Moss that it was to be regretted that so few came forward for degrees in the faculty of law. He regretted that so many were entering a profession in which every year it was becoming more difficult to achieve success, and which did not, as many seemed to suppose, offer rewards without unremitting industry; and he thought some steps should be taken by the law society to compel students-at-law to take a degree in that faculty. With regard to the management of University College, every thing was proceeding most satisfactorily, and during the past year every step necessary had been taken to provide for its efficiency and at the same time to economize as far as possible. He then proceeded to say that on former occasions his predecessor in the office of Chancellor had found it necessary to answer some attack that had been made upon the institution; but latterly, he was glad to say, it had no enemies to attack it—there was no person to find fault, no one to censure it, and consequently it was a much easier task than formerly to go on with the ordinary work of the University. He next referred to the general acknowledgment now made throughout the country of the value of University education, and spoke of the influence it exercised in all work of reform, whether moral, social, or political. He alluded in complimentary language to the success of Mr. Campbell's and Mr. Thompson's academic career, and trusted that they, as well as all others who had passed through this University, would never forget that they had received their education in it, and that their future life would reflect honor upon it. He was glad to see so many friends of the institution present on this occasion, showing that they took an interest in its welfare, and he trusted that this interest would ever continue. After some further observations touching the success which the University had attained, his lordship declared the Convocation closed. The students then gave three hearty cheers for the Queen, and three for the ladies, after which the assemblage dispersed.—The customary annual dinner of the University Association, in celebration of the founding of University College, took place in the evening, in the spacious dining room attached to the rear left wing of the University building, and was, in every respect, equal to its predecessors, and a decided success.—*Leader.*

—UNIVERSITY OF VICTORIA COLLEGE.—The Annual Convocation of the University of Victoria College, took place on the 3rd inst., the Rev. S. S. Nelles, D.D., President of the College, in the chair. After an initiatory prayer by the Rev. S. Rose, the following Orations were successively delivered. *Latin Oration, Salutatory*, H. Burkholder, Hamilton. *Greek Oration*, Cyrus A. Neville, Newburg. *Valedictory Oration*, Hugh Johnston, Fingal. The Rev. President (after a few words expressive of the pleasure which the presence of the Solicitor-General West afforded him, and of explanation of the absence of the Hon. Mr. Wallbridge, Speaker of the Legislative Assembly, who was expected to be present) conferred the following degrees in the usual form: B. A.—Cyrus A. Neville, *Gold Medallist*; Hugh Johnston, *Silver Medallist*; Harry Burkholder, Abraham Devitt, Andrew Milne, Peter E. W. Moyer, Edward Parlew, Alfred M. Stephens. M. D.—John B. Bowman, William A. Comfort, William S. Downey, Moffitt Foster, Joseph A. Fyfe, John Jay Hoyt, John Jolley, D. W. Lundy, Nathaniel M'Clinton, Donald M'Millen, Archibald M'Tavish, Henry Maudesley, Samuel L. Nash, William Newcombe, John M. Penwarden, James Ross, William Sloan, Joseph D. Smith, William L. Smith, Richard Stanbury. LL.B.—Stephen Lazier, M. A. The President then introduced the Hon. Mr. Cockburn to the meeting as one who had kindly consented to take part in the proceedings of the day, by bestowing the Prince of Wales Gold Medal upon the successful candidate—Mr. Cyrus A. Neville, of Newburg. Mr. Cockburn briefly expressed the pleasure he felt in taking part as an *ex officio* member of the University Board in the very interesting proceedings of the day; as well as the unfeigned gratification he had in witnessing the increasing local pride that was felt and displayed in the advancing prosperity of the University of Victoria College. He also referred in a complimentary manner to the Orations that had just been delivered, and then, turning to Mr. Neville, handed to him the splendid prize, with a few words of well deserved eulogy. The Rev. Wellington Jeffers, D.D., also prefaced the presentation of the Prince's Silver Medal with the delivery of a very able and eloquent address. Mr. Hugh Johnson was the Prizeman. The other Prizes were presented as follows:—The

Webster, or first English Essay Prize, by the Rev. G. R. Sanderson, to Hugh Johnson; the first Scripture History Prize, by the Rev. H. Gill, D.D., to John Carrol; the Sophomore Class Prize (Ethics and Evidences of Religion), by the Rev. J. Borland, to Theodore A. Howard; and the Alumni Scholarship Purse, by W. W. Dean, Esq., B.A., to Charles R. W. Biggar. The Literary Association Prizes for Elocution were awarded to Hugh Johnston and Josiah Rodgers. After a few brief words, uttered with characteristic earnestness and eloquence, the Rev. President called upon the Rev. Dr. Taylor, to pronounce the benediction and the proceedings terminated. In the evening the Annual Conversazione of the Alumni Association was held in Victoria Hall. W. W. Dean, Esq., B.A., of Belleville, the President of the Association, occupied the Chair. The proceedings commenced with a prayer by the Rev. Mr. Bredin, of Baltimore, after which Dr. Harris gave a very interesting chemical display, explaining what is known as the Drummond lights. These experiments in the science of chemistry were then succeeded by experiments in other sciences. The music of Miss H. Stevens, of Cobourg, and Miss Bull, of Rochester, N. Y., drew forth hearty applause. They were ably assisted by Dr. Powell, Mr. R. Stephens, and Mr. Burkholder. During the evening Dr. Jeffers, the Editor of the *Christian Guardian*, delivered a short address.—*Star.*

—MCGILL UNIVERSITY.—The annual Convocation of the University took place on the 2nd instant. The Hon. Justice Day, LL.D., President of the Board of Governors, occupied the chair. The proceedings having been opened with prayer by the Rev. Canon Leach, Mr. Baynes, Secretary, Reg., read the minutes of the last meeting of convocation, which were approved. The following gentlemen were elected fellows for the ensuing year, of the faculties mentioned:—*Arts*—B. Chamberlain, Esq., M.A., B.C.L.; Robert Leach, Esq., M.A., B.C.L. *Medicine*—Dr. Sutherland and Dr. Godfrey. *Law*—W. B. Lamb, Esq., B.C.L., and F. Torrance, Esq., B.C.L. The Rev. Canon Leach now proceeded to award the prizes and honours to students in Arts. The Ann Molson Gold Medal, awarded last year to E. Duff, also that for this year, won by A. Borthwick, were handed to both gentlemen. A list of honours and prizes was read by the Rev. Canon Leach, who handed the medals to the parties entitled to them. Edward H. Krans was the graduate selected to read the valedictory, which, both in spirit and language, did him great credit. He was frequently applauded. The degree of M.A. was now conferred on Mr. Gilman. Professor Johnson then addressed the graduates in brief and eloquent terms. He said that this day would be an era in their lives, the remembrance of which would not soon pass away. Among the incidents of to-day was their promise that they would endeavour to do honour to this University, and preserve its dignity. He desired to lay before them what this promise involved, and the safest way in which it might be fulfilled. The learned Professor now glanced at the high importance of the existence of Universities for both the progress and maintenance of civilization. Every University had special claims on its own graduates. Institutions of this kind were distributaries of knowledge to the community—educating the educators. The leaders in all walks of life here received their training, and those who had never been within the walls of a University had nevertheless been consciously or unconsciously influenced by the knowledge and training therein imparted. From them came the masters of all the higher schools of the country from which went out masters for the inferior schools. We thus saw how Universities acted in the diffusion of knowledge and education. Then again, Universities had been always the receivers, distributors, and preservers of knowledge. The learned Professor forcibly pointed out the beneficial effects of education in the different nations, observing that the origin of universities was co-incident with the termination of the dark ages, and went on to show how the graduates best preserved the honour and dignity of the university, namely, by their exemplary conduct in life. He also ably commented upon the common error involved in expecting that university bred men should know everything, and warned the graduates against tacitly or openly countenancing such an idea, as persons who did so had their ignorance of many things invariably exposed. The object of university training was chiefly to train the mind and develop all the faculties in due proportion. Another and subordinate object was to store the mind with varied knowledge. The course of studies here was calculated to impress those truths on the minds of pupils. The good effects of this training of the mind were visible in reasonableness of thought, correctness and steadiness of view, and would manifest themselves afterwards in all branches of intellectual occupation. The speaker now touched upon the vices and defects which characterized the minds of those

not trained in institutions of learning, a prominent vice being over confidence and presumption. He warned the graduates of making pretence of what they did not know, or of trying to acquire a smattering of everything advising them to acquire thoroughly that to which they applied their minds. He congratulated them on the completion of their course with such credit to themselves and satisfaction to their professors, and referred to the many blessings and advantages for which they should be grateful, particularly those of peace and prosperity, while their neighbours were suffering the horrors of war. They owed many of these blessings to being British subjects, and should ever cherish sentiments of loyalty, for which Canada had always been distinguished. They should always love our glorious constitution, under which all enjoyed equal justice.

The Rev. Professor Hatch, of Morin College, now came forward and said he scarcely knew what topics to discuss on such an occasion. In the first place, however, he might congratulate Montreal on its University, of which it ought to be proud. But he lamented that the number of graduates and students was not in proportion as it should be. There were many causes which deterred young men, one of which was a doubt as to the utility of a University education, and whether the expense, labour and time expended were adequately rewarded. The rush among young men to take part in the active business of life was doubtless detrimental to learning. It was too much the custom to look on business as the end of life, and to be content to look forward to competence and a respectable position. It was also thought that the object of a University education was to fill men's heads with knowledge, which might possibly be obtained from the private study of books. The real object was not so much to give knowledge as power—to give the student ability to grasp any subject. The great element in university learning was method—to cast the student in a form and mould which could not be attained elsewhere, and make him a better and an abler man. In Morin College there were only three Professors, yet, with these and the one course to which they were limited, he believed they were doing a true work in giving students this power of grasping any subject that came before them. He trusted the time would come when McGill University would have a college in each important division of the country, and when there would be no difference of opinion on the subject of Protestant education—and when there would be only one Protestant university in Lower Canada, thus giving degrees and raising the standard of education. In the political changes about to take place in the country, there might be dangers in the future, but if McGill University went on with her present work and continued in the right path, she might come to be regarded as a public benefactor. He believed those who had this increase of mental grasp would be the ones who would take important positions in the country, which he trusted would become glorious and free.

Honorary Degrees were now conferred as follows:—*Arts*—Charles F. A. Markgraf, Prof. German Language. *Law*—T. Sterry Hunt, M.A., T.R.S. Principal Dawson, who made the above announcement in terms very complimentary to the gentlemen honoured, stated that the Congregational College of B. N. A. had been affiliated to McGill University during the year. They had no Theological Faculty in the University, and could not have one as at present constituted, but could have something larger and better, viz., a connection with any denomination which chose to affiliate its theological institution with the university. In this way, and by this means, Theological students could here receive their training in Arts which would reduce the expenses to the Theological establishment, which would only be required to maintain a Theological chair. He would like to see affiliated colleges representing all the Protestant denominations in the country. Till this occurred we could not fill the high place we might take in providing liberal education for this country. (Applause.)

Rev. Dr. Wilkes now delivered an able and eloquent address, which was frequently applauded, and of which we have space for only a brief synopsis. He said that the Congregational College, which had been affiliated with this University, had been training a succession of young men for the Ministry during the past twenty-five years. Many of them now laboured in various points of Canada. This college had, he was glad to say, obtained a connection with this University in order that its *alumni* might have the advantage of the curriculum of the latter in the Faculty of Arts, and that it might be able to spend its whole strength in theological culture. Without depreciating the importance of studies in law and medicine, he would say that many of the subjects of theology presented to the student were of grandeur infinite, and the study of many of the sciences led to contemplation of of the Creator of all things. The Rev. Doctor proceeded

to comment upon the vast field offered to the theological student, including the history and manners and customs of the races mentioned in Scripture and other branches of Biblical inquiry. He briefly commented upon the great progress made of late in theological studies, alluding to the ignorance which led men like Dr. Colenso to scepticism in matters of faith. These were subjects large enough to employ the loftiest culture and the highest talents of man. The Rev. gentleman also commented upon the importance of higher education as regards the pastors of the Church, who so largely influenced the community, and congratulated this university on its services in imparting such education. Though this was not a denominational university, which was one of its excellencies, other theological colleges could cluster around it, as some had already done. He looked forward to the time when he hoped the professional chairs would be filled by men of all christian denominations distinguished in their several departments—men of that breadth of view and christian spirit, who would not tamper with the faith of the pupils or the forms of any church, but would unite their abilities in forming and holding the minds of the youth on sound and proper principles, and imparting the highest kind of education. In conclusion, he said: We as your friends and coadjutors; we of the congregation and college of British North America, bid you God speed in your work, and place our college under the kind and fostering protection of your maternal wing. (Loud applause.) A benediction having been pronounced, the proceedings were adjourned till 3 p.m. to day.—*Gazette*.

ST. MICHAEL'S COLLEGE, TORONTO.—The annual examination of the College, at Clover Hill, took place on Tuesday, the 27th instant. It was numerously attended by the parents and guardians of the pupils, and by the reverend clergy. The Superior, Rev. Father Vincent, presided. The declamation was begun by Master Heenan, of Walpole, taking the negative on the question, "Is the Church opposed to science?" On the whole Master Heenan's production was beautiful, and well merited the applause it received. Another piece on the same side was given by Master Michael Murphy, of Caledonia. It was in a deeper strain than that of the last speaker. This discourse was very logical, and also merited the applause that was bestowed upon it. After this, there was delivered a discourse on education. It was a strong argument against the system of cramming, and an earnest appeal for the student to be permitted to remain at college until he becomes soundly grounded in the various branches of a polite education. The taking away boys from college before they have completed their education, is one of the most prevalent evils of the day. A farmer has three or four sons, and takes the notion into his head that he will send them to college. Instead of making a choice, and putting one or two through a complete course, he gives all a smattering, in order that they may be able to say, in after life, that they are college bred.—There was then given the beautiful piece of Damon and Pythias, by Master Robert McBrady. Next came Tennyson's "Charge of the Light Brigade," by Master John Murphy. During the intervals many duets, and other pieces, were sung at the piano forte; of them it is but fair to say, that the manner in which they were rendered reflects great credit upon the musical professor, Mr. Labitzky. A duet, by two young boys named O'Leary and Lemaitre, was beautiful. The drama was that favorite one of the "Foster Brothers," without costume.—This finished the exhibition, and Father Ferguson, in a few short and appropriate remarks, thanked the people for their attendance, assuring them that though teaching their pupils was a labour of love to them, the professors were as delighted at the prospect of a holiday as the pupils. Then followed the list of prizes.—*Mirror*.

—UPPER CANADA COLLEGE.—The annual distribution of prizes obtained by the scholars attending the Upper Canada College took place on the 11th inst., in the large public hall of the building. The principal of the college, Mr. G. R. R. Cockburn, occupied the chair, and was supported on his right and left by the different masters. At one o'clock, gymnastics, fencing, &c., took place in the college gymnasium, under the supervision of Capt. Goodwin, at which a large number of spectators were present. Specimens of writing were shown in the room of the second English Master and drawing specimens in the Mathematical Master's room. In the drawing room, we were pointed out some very excellent specimens of pencil drawing, done under the able tuition of Mr. Baigent. The recitations in the public hall were the first order of business—and, as is generally the case, excited no small degree of enthusiasm. The boys, generally, were well up in their parts, and in point of elocution, seemed to have been carefully trained. The Principal, in commencing to present the prizes, said that it was particularly gratifying to him to see so many Southern

boys who had obtained prizes. Their conduct was excellent, particularly when it was recollected that they were away from home influences. Captain Goodwin, amid applause, was requested by Mr. Cockburn to present the prizes for gymnastics. At the conclusion the Principal rose and offered a few remarks with reference to the general condition of the college. From a return, which had been prepared, he found that there had been an average attendance of 210. The next point he would refer to was the number of scholarships, and he found that in three years the college boys had taken off 7 out of 9 in the matriculation examination, which he considered no ordinary achievement. (Applause.) He then referred to the physical training which the pupils had undergone. For a long time the college had an eleven at cricket which was a credit to the institution, and while they had taken off prizes in scholarships they had also achieved an enviable notoriety in the cricket field. From the boarding-house return he found that there were 42 boys upon an average had taken advantage of the house. The senior boys were allowed a larger accommodation than the junior, but there was a kindly feeling existing between all and the Superintendent which was very pleasing, and which he (Mr. C.) trusted might long continue. (Applause.) Before dismissing them he would congratulate those boys to whom prizes had been awarded, upon their success, and he hoped that hereafter, instead of resting on their oars, it would stimulate them to continue their labors. He had to announce that through the kindness of Mr. A. M. Smith, one of the city members, and Mr. Moss, two new prizes would be offered next year. Mr. Smith had given a prize for the best English scholar. (Applause.) The day's proceedings being terminated, the audience dispersed.—*Leader*.

— WESLEYAN FEMALE COLLEGE, HAMILTON.—The usual "terminal examination" of the pupils of the above institution took place on the 6th inst., in one of the large and commodious rooms of the building on the second floor. The faculty of instruction consists of Miss M. E. Adams, principal; Rev. W. P. Wright, M.A., teacher of natural sciences and classics; Miss A. M. Adams, Miss Sarah M. Holland, Miss M. E. Rich and five other lady teachers. The Rev. S. D. Rice, governor and chaplain, occupied the chair. The pupils, classified in five forms and eight divisions, numbering one hundred, fifty of whom are boarders from different parts of the province, were put through their exercises in the various branches by their respective teachers, and acquitted themselves in a very creditable manner, both as regards the degree of mental culture attained under the system of instruction pursued, and the naturalness and facility with which the questions given were answered. With the view of testing the soundness of the instruction imparted in history, geography, &c., I followed the examiners with text book in hand, and must say that the answering of the young ladies to the questions propounded were not committed to memory and reproduced, but given *impromptu* with fluency and with much discernment. It is acknowledged to be a characteristic of American young ladies that their conversational powers are inimitable by those of any other nation. The causes which operate to produce this may be traced to the admirable system pursued in the college in teaching history, geography, philosophy and chemistry; for be it known to you, the teachers are American and the pupils faithful copyists of "the gift of nature." Bearing upon my well-intentioned allusions to nationality, I would here observe that the introduction of American works into one of our finest class seminaries in Canada is, to say the least of it, injudicious. We have lately thrown out of all our schools "Morse's Geography," a text book not at all adapted to the Canadian mind. Goodrich's History is not quite so bad. It is to be hoped that measures will be taken, when it suits the convenience of the pupils of this college, to send "Morse" adrift over the lake. The collection of crystals, fossil shells (four classes), metals, minerals, corals, trees of coal period, chalk and oolite specimens (English), Indian antiquities, &c., &c., make twenty-two departments, with between twenty-five and eighty specimens in each, so that there must be as many as one thousand geological, &c., specimens collected. These are arranged in three large rooms for the benefit of the pupils who receive lessons in geology every alternate day. A large number of the friends of the college and parents of the pupils attended in the evening to hear essays read, with vocal and instrumental music performed by the young ladies, several of whom are gifted with a good voice. The entertainment passed off pleasant and well.—*Leader Correspondence*.

— CANADIAN LITERARY INSTITUTE.—On the 1st inst. the examination of the students of this college commenced. The exercises continued over Saturday and Monday, and were concluded on Tuesday afternoon, when the standing of each student was read out by the several teachers, and the

report of the examiners received. As the students came from all parts of the country, the publication of their names would be of no immediate interest. Rev. Mr. Carey being then called upon, spoke in his usual eloquent and happy manner. He said that he had derived both profit and pleasure from his visit; and, further, expressed his gratification at the remarkable proficiency attained by many of the students. His time had been mostly occupied with the theological and classical departments, the members of which had acquitted themselves admirably. Having spoken thus for some time, "the most charming speaker in the Baptist denomination in Canada" closed with a kind and general address to all the students. Mr. Stuart followed in a humorous speech, and concluded with an excellent address to the theological gentlemen—all of whom leave this term. The principal, Dr. Fyfe, gave the concluding address, and formally closed the school. The next term will commence on Wednesday, the 12th inst., when the opening address to the students will be delivered by Prof. C. B. Hankinson, M. S.—*Com. to Woodstock Times*.

X. Departmental Notices.

USE OF AMERICAN GEOGRAPHIES ILLEGAL.

According to previous notice, the Council of Public Instruction has withdrawn its sanction to the use of Morse's Geography in any of the public schools of Upper Canada. Hereafter it will not be lawful (after the copies now in actual use in any school are worn out) to use either Morse's or any other American geography in either the Grammar or Common Schools of Upper Canada. A violation of this order in any case will subject the school concerned to the loss of its share in the Grammar School Fund or Legislative School grant, as the case may be.

BOOKS APPROVED BY THE COUNCIL OF PUBLIC INSTRUCTION FOR USE IN THE SCHOOLS OF UPPER CANADA.

The following books, published in Canada, have been approved and recommended by the Council of Public Instruction for use in the Grammar and Common Schools of Upper Canada:—

Lovell's General Geography; by J. George Hodgins, LL.B.
Easy Lessons in General Geography; by ditto.

School History of Canada and the other British North American Provinces; by ditto.

Sangster's National Arithmetic, in Theory and Practice, adapted to the Decimal Currency.

Sangster's Elementary Arithmetic, in Decimal Currency.
Sangster's Elementary Treatise on Algebra.

LOVELL'S SERIES OF SCHOOL BOOKS.

REDUCTION IN PRICES:—

Lovell's General Geography, Reduced to 70 cents;
Easy Lessons in Geography, ditto 45 cents.

JUST PUBLISHED: "A School History of Canada and the other B. N. A. Provinces." By J. George Hodgins, LL.B., F.R.G.S. Price 50 cents.

A comprehensive summary of British American History during the past three hundred years. For the Library as well as the School Room. For sale by all Booksellers.

In Preparation, by the same author: *Introductory Sketches and Stories*, for Junior Classes, taken from the History of Canada and of the other Provinces of British North America, for the use of schools. With numerous illustrations.

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