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Upper



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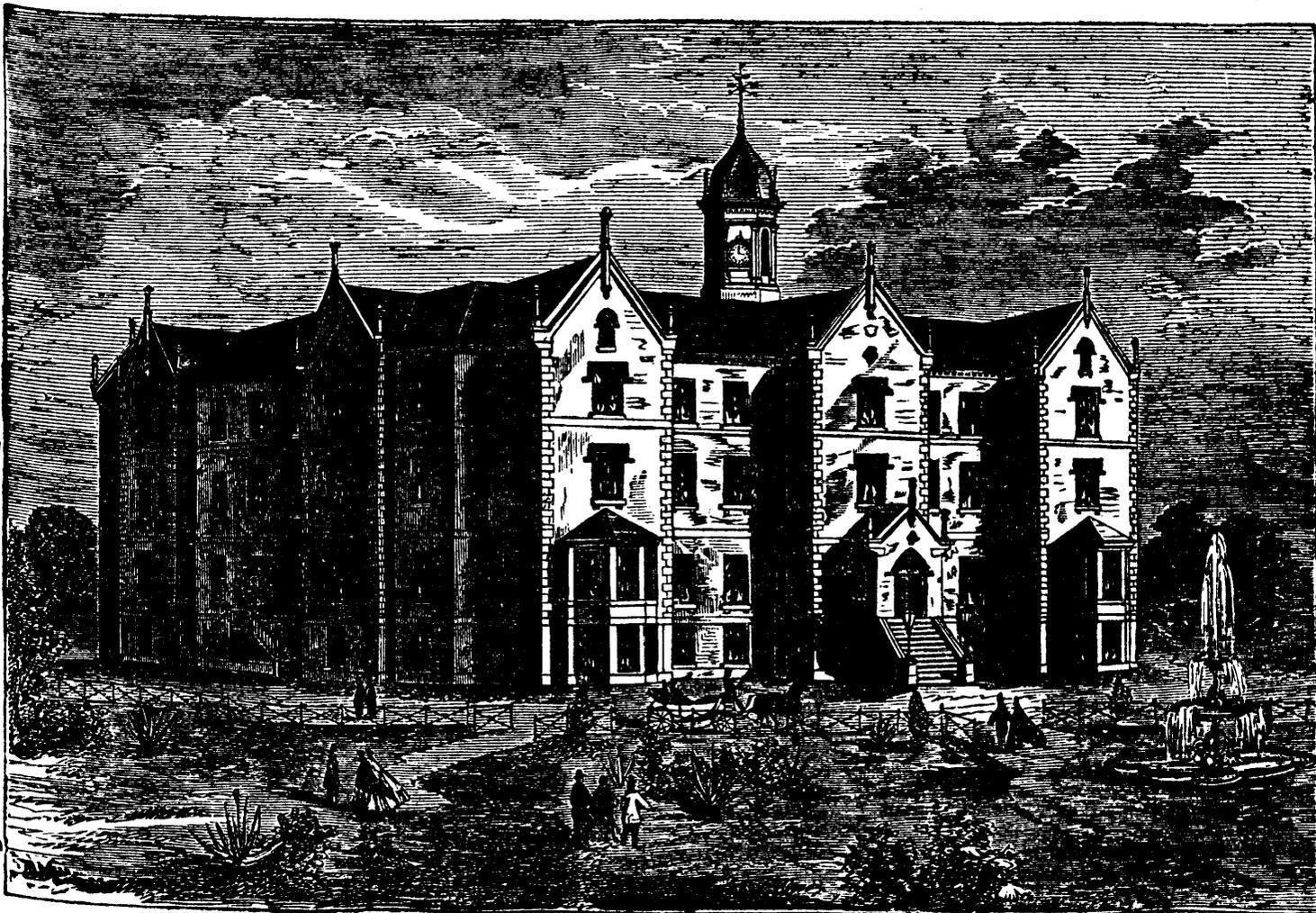
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1. THE LONDON COLLEGIATE INSTITUTE.

The information which we gave in the January number of this *Journal*, in regard to the public collegiate institutions of

the country, would scarcely be complete without some reference to the principal of that class of them which is so well represented by the London Collegiate Institute. Among the many excellent private schools of the province, it stands, confessedly,



THE COLLEGIATE INSTITUTE, LONDON, UPPER CANADA.

at the head. Although nearly allied to those institutions which have been established by various religious bodies in the province, it is, nevertheless, wholly independent of them, so far as official control and pecuniary assistance to it is concerned. It stands alone—a noble monument of the christian enterprize and zeal of the very reverend Doctor Hellmuth, Dean of Huron. This patriotic gentleman has, with munificent liberality, devoted the large sum of upwards of \$80,000, to found this admirable school; which, in the completeness of its details, and the excellence of its system of instruction, bids fair to rival the famous public schools of England. This, we believe, was designed to be its aim and object; and thus far it has not fallen short of the best expectations of its friends, or even the sanguine hopes of its projector.

The question has sometimes been asked how far such a school as the London Collegiate Institute interferes with or trench upon ground occupied by the public Grammar Schools of the country, which are largely supported by public funds. Experience has shown that neither the Collegiate Institute at London, nor the Trinity College School at Weston—or, indeed, any of the other higher seminaries in the country—interferes with the local Grammar Schools (even where they are situated in the same town or village), but that they are a help rather than a hindrance to the general object of these institutions. They cultivate a separate educational field, and perform functions which are peculiarly their own.

Thus far the London Collegiate Institute has ably served the cause of Canadian home education; that is, it has, by its superior advantages, induced gentlemen who formerly sent their sons to be educated abroad, to send them to London, to receive their preliminary collegiate training within its walls. It has, also, by the high standard which it has necessarily set up, reacted favourably upon the Grammar Schools generally, and has thus secured to our many excellent Grammar School masters a powerful and constant ally in their efforts to maintain a higher rank for their schools, in their respective neighbourhoods, than they might otherwise have been enabled to do. Being a superior boarding-school itself, having many of the advantages of domestic culture and training, and being amply supplied with a number of well-trained University men, as masters, the Collegiate Institute has succeeded, under the active personal supervision of its able head master (the Reverend Arthur Sweatman, M.A.), in giving, or greatly increasing a manly and high moral, as well as christian tone, to the character of the boys who have been in the Institute. This beneficent influence the founder of the Institute had long hoped to see brought to bear upon the personal character of the boys of the country, who may afterwards be among its rulers and professional men; and in this respect we believe he is more than gratified.

We have looked over the examination papers of the Institute for the last term with care, and are highly gratified to find that the high standard of instruction which has been aimed at has been so successfully maintained in the practical working of the Institution.

With these general remarks, we proceed to give a sketch of the building itself, its internal and external appliances, in connection with the engraving which will be found on the first page. Since that illustration was engraved, a fine dining hall has been erected in rear of the chapel, and was recently formally opened.

Through the kindness of the Head Master and Major Evans,—the excellent Secretary and Treasurer (late of H.M. 16th Regt.), the writer has had the pleasure of a personal inspection of the building, and cordially endorses all that is said in the following statement as to the completeness and admirable arrangements of the institution.

On 1st September, 1865, the *Prototype* says the Institute was formally opened, and auspiciously dedicated to the furtherance of the cause of education. Through the exertions of the indefatigable Dean Hellmuth, the corner-stone of the Institute was laid on the 17th of the previous October. In connection with Huron College, this Institution gives London a pre-eminence over all the neighbouring towns west of Toronto.

The building possesses all the advantages which are deemed requisite for the attainment of a superior preliminary training. Erected on a commanding eminence, the natural advantages of the position have been made use of to the highest degree in the institution, and all the conveniences and appliances which have been yet devised for the comfort and convenience of the young, and for their assistance in acquiring knowledge, have been introduced. The building itself partakes of the Elizabethan style of architecture, with a mixture of more modern styles, and is a pattern for its graceful simplicity. The design is the production of Mr. Wm. Robinson, city engineer, London. The building has a main body, and two wings of irregular length, the whole being somewhat of the shape of the letter L, the front facing the south being 190 feet in length, and the western wing 180 feet; the one to the east 100 feet. The main entrance to the building is attained by a broad

flight of stairs, on the base of which are erected handsome pillars, surmounted by gas lamps, which usher the visitors into a handsome porch. From this, a fine staircase leads to each story of the building, where communication is obtained by long passage ways to the different apartments of the building. In addition to this, side stairways have been run at convenient distances leading to the ground, securing a speedy exit from any portion, in case of fire. The front is further ornamented by large bay windows, which produce a very nice effect. A handsome cupola, about ten feet wide and twenty high, surmounts the whole. The building is of the height of four stories, the lower one of which is partially underground. In this is situated the culinary department of the institute. Bath rooms, laundries, kitchen, and the other necessaries, occupy this floor. In the rear of this portion of the premises is placed the steam-engine and boiler. From this point steam pipes have been run to every portion of the building, thus securing a uniform temperature at any season. To show the perfection sought to be attained, it may be stated that the washing, ironing, starching, drying, and, in fact, everything reasonable, is to be done by steam, securing much more uniformity and better facilities than by manual labour.

The ground floor of the building is entered from the outside by the main stairway. Except the east, or shorter wing, which is retained exclusively for the head master, it is occupied by classrooms. These are all fitted up with well-made oak chairs, and desks, affixed to the floor. The lecture-room of the scientific teacher contains the instruments intended to demonstrate the science which will form the branches of study in the college: mineralogy, geology, botany, zoology, physiology; and, in the experimental sciences: mechanics, hydrostatics, pneumatics, heat, optics, electricity, magnetism, and surveying; every department of these sciences being fully represented by some of the latest and most approved instruments in use. The handsome assortment is mainly from the noted house of Newton and Son, London, and cost about \$10,000; and are, consequently, all they are represented. A complete set of geological specimens, zoological and botanical diagrams, and a set of chemicals, physiological charts, globes, astronomical charts, and mechanical model pumps for demonstrating the principles of hydrostatics, pneumatics, and electricity, only form a portion of the large variety of instruments possessed by the institution; in addition to which, achromatic microscopes, a three-and-a-half foot astronomical telescope, mounted on brass pillars, with sextants, quadrants, theodolites, air pumps, and other scientific apparatus, are included in the appropriation for this department. A number of barometers have been provided, and it is intended to appropriate the cupola to the purposes of an observatory, from which indications of the weather, the rain, and other matters in that connection, will be accurately recorded. A large magic lantern forms one of the specialities of the college, there being thousands of objects in every branch of science provided, and, as many truths are much easier conveyed to young minds by representations of this kind, there is no doubt of its utility to the institution. In addition to the places named, the library and chapel, and a house-keeper's drawing-room, the latter a neat room on the main entrance, for visitors, are situated on this floor. The library occupies the south portion of the west wing, and its spacious windows command a fine view of the city. In the northern section of the wing is the chapel, the only portion of this floor that remains to be mentioned. It is, indeed, a pleasant place, and exceedingly well adapted for its purpose.

The Third and Fourth Floors.—Ascending by the main staircase, the long corridors which connect the dormitories with the rest of the building, are reached, and a full view is obtained of the preparations made for the comfort of the pupils. Here are some ten or twelve rooms, each containing from one to ten neat iron bedsteads, according to size, the number, altogether, being eighty on the floor. Each room is comfortably fitted up for the occupancy of the students. The steam pipe extends through the floor, and the interior of the room contains everything which combines to give comfort and cleanliness to the pupil. Each bed is covered by neat and scrupulously clean linen, and a beautiful counterpane lies on top, while a nice washstand, with basin, bowl, looking-glass, &c., are placed at the disposal of each.—The exactness of the founder is manifested in everything there. An excellent representation of the front elevation of the college is seen on each article of porcelain ware, the picture being burned in with the piece when made. The best arrangements for a free circulation of air exist, the top of each door being surmounted by lattice work, which allows communication with the rest of the building, and gives security for the health of the pupils. Side stairways connect with the lower and upper stories, so that each dormitory may be said to have a separate mode of exit. At the extreme north of the west wing, a sanatorium is situated, where proper fittings are erected for the care of the sick.

This department will, of all others, receive the attention of the principal, from the necessity of the circumstances of his pupils. The rooms of the mathematical and modern language teachers are also on this flight, and have, at all times, access to the dormitories, so that at night, as well as in the day-time, the scholars are under the vigilant care of competent advisers. A very nice provision has been also made by the erection of bath-rooms on each floor, there being several in each section, by means of which the scholars will have the use of hot and cold baths at will. The fourth story is in every respect a counterpart of the third, and fitted up with equal care to the comfort of the occupants. Still higher up is placed the tank which supplies water to the building. This is fed from the roof when obtainable; otherwise, the pumps are used to keep it filled. The east wing forms a separate and distinct portion of the building, and is exclusively occupied as the residence of the head master, the Rev. Arthur Sweatman, M.A., and so arranged as to give him a supervision over the entire building.

The grounds occupy the entire block of ten acres, on which the building stands. Walks and carriage drives are run over the land, while in rear a large enclosed shed is erected for gymnastic exercises. Here all manner of pulleys, ropes, and cross-bars will be erected, whereby the bodily growth of the scholars may facilitate their mental advancement. A racket-court and cricket-ground have been prepared, to further amuse the students, while a large pond has been made for skating.

The number of bricks used in the erection of the building exceeds 700,000. The cost of the entire structure, finished, including out-buildings, but without the interior fittings, cost in the neighbourhood of \$25,000 to \$30,000.

2. PROGRESS OF THE COLLEGIATE INSTITUTE.

Hardly a term has passed since the opening of the Collegiate Institute in September, 1865, that we have not had to record some additional efforts, some liberal expenditure on the part of its founder, Dean Hellmuth, for the good of the pupils, and general efficiency of the establishment. A few days since a large dining hall, built in the rear of the Chapel was thrown open, which is pronounced to be one of the finest rooms of the kind in the country. The cost of the entire erection, together with the fitting up and furnishing of this noble institution, cannot have been less than \$80,000, the whole of which has been furnished from the private resources of the Dean. And it is gratifying to know that his efforts and enterprise to found an educational establishment which shall be the leading one of its kind in Canada, and a model one for our neighbours in the States, have been received with great favour. Boys come to it not only from all parts of Canada, but the fame of it has so spread that New York and other distant cities in America contribute their quota of pupils. Parents have become assured in the experience of their children that not only has no expense or forethought been spared to secure their personal comfort and educational advancement, but that moral and religious training is zealously promoted. The personal, and it may be said the fatherly, interest which Dr. Hellmuth takes in the pupils has not gone unperceived, and it is the confidence felt in his continual supervision and watchfulness over the welfare of his charge which has contributed more than anything else to the remarkable success that has been attained.

The method of tuition is that of a system of forms, as practised at the best schools in England, by which the pupils are advanced step by step, and passing from the care of one master to that of another each day, an interesting and valuable variety of instruction is secured. Such a system does not depend therefore upon individual masters, but is based upon uninterrupted effort. Masters may change but the system continues. It may become necessary to dispense with services, but the plan is not broken, it remains. In bringing up so extended an institution to a desirable point of efficiency, changes must of necessity take place. It is so in all departments of life. But thus far, every change that has occurred in the institute has been an advance, every variation has been a progress. It is fortunate that the Head Master, Mr. Sweatman, is one possessing the utmost confidence of the Dean, for upon him rests, to a great extent, the executive efficiency. Report also speaks highly of him, as one peculiarly adapted to win esteem from those intuitive critics of character, boys. With a large staff of masters to guide, with an institution so governed and maintained, success is not extraordinary though deserved. It is most gratifying that so great strides are being made towards educational pre-eminence in so young a country as Canada, for the Collegiate Institute may be taken as illustrative of that desire for progress in learning which marks all classes of society. It indicates high aims, and is one of the best guarantees, that, come what may, the youth of Canada will be prepared to take its part in all that constitutes that which is salutary in a community.—*Free Press*, February, 1867.

II. Requests for Educational purposes.*

1. NOBLE LITERARY LEGACY TO LAVAL UNIVERSITY.

The late Mr. Faribault left a noble legacy to the Laval University, which has been unusually fortunate in this respect of late. It comprises, first, about 400 MSS., nearly half of which are originals or collated copies of ancient documents from 1626-36 and following years. Among these, the most precious and important is, undoubtedly, *Le Journal des Jesuites* (1645 '68), the only portion recovered to this day; and secondly, about 1000 printed works, some of which are very scarce and important—as, for instance, Lescarbot, 1609; Champlain, 1613; *Les voyages aventureux de Jean Alfon*, and *Relations des Jesuites* (the ancient editions, in 17 volumes). A large number of pamphlets, some of them very scarce, is also comprised in this portion of the legacy, which, in the third place, consists of an album containing about 100 plans, maps, portraits, etc., relating to the early history of the country, several of which are of great importance. Among them may be found an oil painting which Mr. Faribault had painted for himself, and which represented Jacques Cartier's winter quarters on the St. Charles river.—*Montreal Gazette*.

2. MUNIFICENT BEQUESTS BY THE LATE REV.

JOHN SPENCE, OF SCOTLAND.

We noticed in our columns the other day the death of the Rev. John Spence. Besides, by his last settlement bequeathing a number of legacies to his personal friends, Mr. Spence directs his trustees to pay £1000 to the Dundee Royal Infirmary; £1000 to the Perth Infirmary; and to hold the "free residue and remainder of his means and estate (which he estimated would amount to about £12,000) for the purpose of providing as many bursaries as the fund will support to promote the education at the Universities of St. Andrews and Edinburgh of such deserving students as should be preferred and selected by his trustees, each of the said bursaries not to be less in amount than £50 per annum, and his trustees having full power in exceptional cases, as to which they should be the judges, to increase the bursary to a greater amount than the aforesaid annual sum." He further authorises and empowers "his trustees to frame such rules and regulations as they should deem requisite to carry out the object he had in view, and to vary and alter such rules and regulations from time to time as they should deem circumstances required."—*Dundee Advertiser*.

3. MR. PEABODY'S DONATIONS.

Estimating the Mississippi bonds at half a million of dollars, we believe the following list of Mr. Peabody's donations approaches correctness:

To poor of London	\$2,250,000
Town of Danvers	60,000
Grinnell Arctic expedition	19,000
City of Baltimore	1,000,000
Phillips Academy	25,000
Massachusetts Historical Society	20,000
Harvard College	150,000
Yale College	150,000
To the South	1,500,000
	\$5,165,000

—*Express*.

4. MR. PEABODY'S MUNIFICENCE IN AID OF SOUTHERN EDUCATION.

In connection with Mr. Geo. Peabody's latest munificent gift, the following letter will explain itself:—It is addressed "To the Hon. Robert C. Winthrop of Massachusetts; Hon. Hamilton Fish of New York, Rt. Rev. Charles P. McIlvaine of Ohio, Gen. U. S. Grant, of the United States army, &c., &c.:

"GENTLEMEN,—I beg to address you on a subject which occupied my mind long before I left England, and in regard to which one at least of you—Hon. Mr. Winthrop—the honored and valued friend to whom I am so much indebted for cordial sympathy, careful consideration, and wise counsel in this matter, will remember that I consulted him immediately upon my arrival in May last. I refer to the educational needs of those portions of our beloved and common country which have suffered from the destructive ravages and not less disastrous consequences of civil war. With my

* In continuation of the series of papers on this subject in the *Journal of Education* for January

advancing years my attachment to my native land has but become devoted. My hope and faith in its successful and glorious future have grown brighter and stronger and, now, looking forward beyond my stay on earth, as may be permitted to one who has passed the limit of three score and ten years, I see our country united and prosperous, emerging from the clouds which still surround her, taking a higher rank among the nations and becoming richer and more powerful than ever before. But to make its prosperity more than superficial, her moral and mental developments should keep pace with her material growth; and in those portions of our nation to which I have referred the urgent and pressing physical need of an almost impoverished people must for some years preclude them from making, by unaided effort, such advances in education and such progress in the diffusion of knowledge among all classes, that every lover of his country must earnestly desire. I feel most deeply, therefore, that it is the duty and privilege of the more favored and wealthy portions of our nation to assist those who are less fortunate; and with the wish to discharge, so far as I may be able, my own responsibility in this matter, as well as to gratify my desire to aid those to whom I am bound by so many ties of attachment and regard, I give to you, gentlemen, most of whom have been my personal and especial friends, the sum of one million of dollars, to be by your successors held in trust, and the income thereof used and applied in your discretion for the promotion and encouragement of intellectual, moral or industrial education among the young of the more destitute portions of the Southwestern States of our Union, my purpose being that the benefits intended shall be distributed among the entire population without other distinction than their needs and the opportunities of usefulness to them. Beside the income thus devised, I give you permission to use from the principal within the next two years an amount not exceeding 40 per cent. In addition to this gift I place in your hands bonds of the State of Mississippi issued to the Planters' Bank, and commonly known as Planters' Bank bonds, amounting with interest to about \$1,000,000, the amount realized by you from which is to be added to and used for the purposes of this trust. I herewith place in your hands the documents marked A. The details on organization of the trust I leave with you, only requesting that Mr. Winthrop may be chairman and Gov. Fish and Bishop McIlvaine vice-chairmen of your body. And I give to you power to make all necessary by-laws and regulations, to obtain an act of incorporation, if any shall be found expedient, to provide for the expenses of the trustees and of any agents appointed by them, and generally to do all such acts as may be necessary for carrying out the provisions of this trust. All vacancies occurring in your number by death, resignation or otherwise shall be filled by your election as soon as conveniently may be, and having in view an equality of representation as far as regards the Northern and Southern States, I furthermore give to you the power, in case two-thirds of the trustees shall at any time after the lapse of thirty years deem it expedient, to close this trust, and of the funds which at this time shall be in the hands of yourselves and successors to distribute not less than two-thirds for such educational purposes as they may determine in the states for whose benefit the income is now appointed to be used; the remainder may be distributed by the trustees for educational or literary purposes wherever they may deem it expedient. In making this gift, I am aware that the fund derived from it can but aid the states which I wish to benefit in their own exertions to diffuse the blessings of education and morality; but if the endowment shall encourage those now anxious for the light of knowledge and stimulate to new efforts the many good and noble men who cherish the highest purpose of placing our great country foremost, not only in power but in the intelligence and the virtue of her citizens, it will have accomplished all that I can hope. With reverent recognition of the need of the blessings of a mighty God upon my gift and with the fervent prayer that under his guidance your counsels may be directed for the highest good of present and future generations in our beloved country, I am, gentlemen, with great respect,

"Your humble servant,

"GEORGE PEABODY.

"Washington, Feb. 7, 1867."

5. AMERICAN EDUCATIONAL BENEVOLENCE.

The spirit of benevolence appears to be largely on the increase. We take great pleasure in recording its numerous manifestations in the relief of the suffering, and in promoting the cause of education and religion. The noble example of Mr. Peabody is taking effect. We give below several items culled from the public journals within a few days past:

The Northampton (Mass.) *Gazette* says that a gentleman in that town has offered the magnificent sum of fifty thousand dollars to the State, in behalf of an independent movement for the deaf and

dumb, and an asylum for these unfortunates will probably be located in Northampton, as that is understood to be the wish of the donor. His name is not given to the public, but he is generally believed to be one whose private benefactions have endeared him to many, while his public gifts have added much to the beauty of the town.

The *Christian Witness* says: We are permitted to make public the important fact that a layman of our Church (Episcopal), of Emmanuel parish, Boston, who prefers that his name should not be known, has given one hundred thousand dollars to found a Theological School at Cambridge. E. S. Rand, Esq., the Hon. R. C. Winthrop, and Judge J. P. Putnam, are appointed trustees of the fund. The trustees have entered promptly upon their work, and have matured their plan for drafting the necessary papers.

Oberlin College, Ohio, has just received \$25,000 from the executors of the estate of the Rev. Charles Avery, of Pittsburgh, who gives \$150,000 in trust, to be devoted, according to the best judgment of the directors, to the "education and elevation of the colored people in the United States and the Canadas." The conditions are that the college shall never make any discrimination on account of color, against colored students.

The family of the late John P. Crozer, of Upland, Pa., in accordance with a purpose cherished by him in life, have bestowed a property of forty acres of land and a large and handsome building, which is estimated to be worth \$85,000, for the founding of a Baptist Theological Seminary. This is given by the four sons of Mr. Crozer to whom he bequeathed it. They, in connection with their mother and sisters, have also subscribed the sum of \$170,000 in money for the endowment of the Seminary and the erection of the professors' houses; and Mr. William Bucknell has added to this \$25,000 for the beginning of a library. This makes in all the handsome sum of \$280,000.

The following legacies were bequeathed by will of the late Mr. Isaac F. Curtis, of North Bridgewater, Mass.: American Tract Society, \$1,000; American Bible Society, \$1,000; American Board, \$1,000; Massachusetts Home Missionary Society, \$1,000; Porter Evangelical Society, North Bridgewater, \$1,000.

The will of the late Paschal P. Pope, of Boston, makes the following bequests: To the Boston Society of Natural History, \$20,000; to the Temporary Home for the Destitute, \$10,000; Boston Dispensary, \$20,000; Sailors' Snug Harbor, \$30,000; Howard Benevolent Society, \$20,000; Boston Provident Association, \$10,000; Home for Aged Men, \$36,000; Harvard College, for a Professorship of the Latin Language and Literature, \$50,000.

An occasional contribution for the Portland sufferers is still received and acknowledged. The latest statement in the press makes the grand total \$561,996—a noble contribution.—*New York Observer*.

6. EDUCATION OF PRIESTS IN ILLINOIS.

Bishop O'Reagan, formerly of the Chicago Diocese, who died lately at Brompton, England, left a considerable property by will—\$10,000 towards educating priests for Illinois; \$2,500 for an hospital at Chicago, and several similar bequests for Ireland.

7. "THE FIRST GENTLEMAN OF THE CLASS."

A recent bequest of five thousand dollars, by Mr. Leonard W. Jerome, one of the wealthiest and most fashionable gentlemen of New York city, to his *alma mater*, Princeton College, N. Y. has attracted much attention from the American press, because of the singular purpose to which the annual interest of the sum set apart is to be appropriated. It is to be awarded annually as a prize to the "first gentleman" of his class. In a letter to the Reverend John Maclean, President of the College, Mr. Jerome thus explains the motives which prompted him.

"I know you are surprised, dear doctor, at the novelty of the bequest, but you will be still more so when I tell you that you are the cause of it. I have not forgotten the remark you made upon a certain occasion to my class; 'Young gentlemen, with all your gettings, I advise you to get a little manners.' I am right, then, to offer a premium to carry out your views. I think the most pressing necessity of Young America just now is the article you recommend. We have plenty of science, and are pretty well up considering our years, but our manners, I must say, are rather rough. If the trifle I offer you shall have the effect to stimulate the young men under your charge to improvement in this respect, I shall feel that I have done them and the country service."

III. Papers on Meteorology, &c.

I. ABSTRACT OF MONTHLY METEOROLOGICAL RESULTS, compiled from the Returns of the daily observations at nine Grammar School Stations for JANUARY, 1867.

OBSERVERS.—BARRIE—Rev. W. F. Checkley, B.A.; BELLEVILLE—A. Burdon, Esq.; GODERICH—John Haldan, Jr., Esq.; HAMILTON—A. Macallum, Esq., M.A.; PEMBROKE—Alfred McClatchie, Esq., B.A.; PETERBOROUGH—Ivan O'Beirne, Esq.; SIMCOE—Rev. J. G. Mulholland, M.A.; STRATFORD—C. J. Macgregor, Esq., M.A.; WINDSOR—A. McGreen, Esq., M.A.

Table with columns for Station, Barometer at temperature of 32° Fahrenheit, Temperature of the Air (Monthly Means, Daily Range, High-Est., Low-Est., Monthly Range), Winds, Number of Observations, Humidity of Air, and Tension of Vapour. Includes sub-tables for Surface Current, Motion of Clouds, Rain, Snow, and Aurores.

Velocity is estimated, 0 denoting calm or light air; 10 denoting very heavy hurricane. e On Lake Simcoe. f Near Lake Ontario (on Bay of Quinte). g On Lake Huron. h On Lake Ontario. i On the Ottawa River. j Close to Lake Erie. m On the Detroit River & Inland Towns.

BARRIE.—On Sunday, 4th., at 9 p.m., barometer reached 29.499 in. If Sunday observations are reckoned, the mean maximum temp. was 29° 18'; the mean minimum, 6° 94'; and the mean range, 15° 19'. Snow on 2nd, 4th, 6th, 7th, 10th, 12th, 13th, 17th, 20th, 21st, 22nd, 24th. Storms of wind on 19th, 25th, 26th, 27th. Barometer remarkably unsteady, but no such wind as might have been expected from the sudden changes in barometer. BELLEVILLE.—Rain on 31st. Snow on 5th, 9th, 10th, 11th, 13th, 14th, 16th, 17th, 20th, 21st, 22nd, 26th. GODERICH.—The observer having omitted observations in the first days of the month, the results cannot be published. He remarks that the river rose to a very great height on the night 16th and 23rd Jan. On 16th, at midnight, the (max.) height was 31 ft. 3 in; on 23rd, at next day; the minimum height for the month was 15; on 23rd, at midnight, the (max.) height was 32; fell to 25 next day; the average height for month, 23 ft; the average height for December, 1866, was 12 ft; in 1866, the maximum height was, for Jan, 26.9; Feb, 27, 14th, 16th, 17th, 20th, 21st, 22nd, 26th.

and 28th, the most severe experienced for several years; the streets in the town and roads in the country almost impassable for several days. Snow also on 6th, 9th, 11th, 13th, 16th, 17th, 20th, 21st, 22nd. Fog on 25th. Storms of wind also on 13th and 20th. On 29th, at 4.30 p.m., *parhelia* visible; on same evening, from 7 to 8 p.m., a light seen in W., rising 80° above H., supposed to be zodiacal light. On 31st, rain.

WINDSON.—Rain on 25th and 31st. Snow on 5th, 8th, 11th, 12th, 14th, 16th, 20th, 21st, 25th, 30th. Storms of wind, 17th, 26th.

2. KINGSTON OBSERVATORY LECTURES.

The first of the two lectures on Astronomy for 1867, given annually in connection with the Kingston Observatory, was delivered last week by Rev. Professor Williamson. The subject chosen was that of the rotation of the earth on its axis. The lecturer began by explaining to the audience many of the errors connected with ancient Astronomical philosophy, tracing the progress of the science through its general stages to a more matured and enlightened system, up to the state of perfection in which it at present exists. Inferior instruments, the great difficulties in the way of disseminating knowledge, and other causes, had for a long time prevented the science from advancing as it might otherwise have done; and it was no great wonder, he said, that the errors of Ptolemy and others should have so long existed, even up to the time when Galileo by the aid of the telescope and his own superior penetration overthrew the fanciful theories to which the followers of Aristotle and the ancients generally clung with such stubborn tenacity. Having reviewed their objections to the possibility of the rotation of the earth being as they believed, the motionless centre of the heavenly bodies, he proceeded to give various well established proofs of the present received theories, and the reason why the earth must have a motion. He noticed the trade winds and currents of the ocean as conveying unmistakable testimony of the rotation of the earth on its axis. One of the most striking proofs adduced of this fact was the motion of the pendulum, (which the professor exhibited) but it was only one out of the many. He concluded a very interesting lecture by explaining the manner in which rotation is produced. The Professor made free use of maps, diagrams and machinery, the better to convey and enforce his facts and arguments, in which he was assisted by Mr. N. F. Dupuis. A vote of thanks, moved by Rev. Mr. Wilson, and seconded by Mr. Riddell, was passed unanimously and conveyed to Dr. Williamson by the chairman, Rev. Principal Snodgrass.—*News*.

3. METEOROLOGY IN ICELAND AND FAROE.

At a meeting of the council of this society, held on Tuesday, Mr. Buchan, the secretary, reported that the different sets of meteorological instruments supplied through the society by the Board of Trade to three stations in Iceland and Faroe had been received, and observations had now been begun to be made at Reykjavik and Stykkisholm in Iceland, and Thorshaven in Faroe. He also reported that he had received nine months' very complete observations, beginning with January, 1866, from Mr. Thorlacius, of Stykkisholm, and three months' observations of sea temperature made at Reykjavik.—*Edinburgh Courant*.

IV. Progress of Education in Upper Canada.

1. SCHOOLS OF NEW YORK AND UPPER CANADA.

We have some statistics of public instruction in New York State, taken from the report of the State Superintendent, Mr. V. M. Rice. The number of school districts, exclusive of the cities, was in 1866, 11,387, and of school houses, 11,547. The increase in the number of school houses in the rural districts has been but 5 in the last ten years, and 50 in the cities during the same time. This, of course, does not indicate the increased amount of school accommodation, as in a great many cases, the Superintendent says, one new and commodious house supplies the place of two or three poor ones. The amount expended in building has been large, amounting for the cities and country to no less than \$6,980,743 in the past ten years. The amount in 1857, was \$746,802, which was exceeded in 1858, and nearly equalled in 1859. The civil war shows its influence on the educational progress of the State by the diminished efforts at furnishing school accommodation. In 1860 the sum of \$642,290 was expended—a falling off of over \$100,000 from the preceding years. In 1861 the amount was \$656,177; in 1862, \$600,169; in 1863, \$429,568, which was the lowest point reached. From 1863 to the year 1866, there has again been an increase; but though in 1865 the nominal amount was nearly \$800,000, it would represent a far less augmentation of school accommodation than was represented by \$765,526 in 1858. In 1866 \$970,224 was expended for sites and

buildings, and yet the Superintendent complains that the accommodation does not keep pace with the growth of population, and that even in New York city and Brooklyn, the school houses are insufficient to seat the children who apply for admission. With the vast sums expended on the schools of New York city, one would suppose that such a thing as driving away children for want of room in the public schools could not possibly occur, and yet such is the testimony of the State Superintendent. In rural districts the same deficiency exists to an extent that a New York journal declares is "discreditable to the State." The inferior character of many of the school-houses, and the absence of any out-houses, is lamented, but the extremely heavy taxation of the past four years is given as an excuse for deficiencies. The Superintendent recommends that increased power should be given to School Commissioners as to the expenditure of money for buildings and repairs.

Of the attendance at school, and the number of children, the report furnishes full statements. The number of children of school age in the cities is 520,416, and in the rural districts 844,249. The aggregate number of days attended in the cities 30,040,357; in the rural districts 43,605,275, the advantage being in favour of the cities in the number of days of attendance as compared with the number of children; the city schools being kept open 43 weeks in the year, and the rural schools but 30 weeks and 20 days, as an average. The school age is reckoned in New York from 5 to 21 years, while our statistics include children from 5 to 17 years. The whole number attending school, over 5 years of age, was, in 1866, 938,000, or about twenty-four per cent. of the population of the State. In Canada West, the attendance in 1865 was, 329,918, or very nearly twenty-seven and a half per cent. In each case the census of 1860 and 1861 is taken as the basis of population: but the New York school report is for 1866, while our latest is for 1865. With the average increase in school attendance in Canada West, our figures for 1866 would show an attendance of nearly twenty-eight and a half per cent. on the population of 1860, while New York shows but twenty-four per cent. Mr. Rice speaks strongly of the large numbers in the State growing up in ignorance, and suggests "that the time may come when the State will be obliged, for her own safety, to make attendance obligatory;" but he does not recommend a resort to that expedient at the present time. He prefers that an effort should be made to accomplish the object by rendering the schools more attractive than they have formerly been, by better school-houses and furniture, capable teachers and free schools. In order to secure better teachers, the Superintendent recommends the establishment of more normal schools, of which he thinks there should be at least one for every thousand teachers required by the state schools, at least six additional normal schools for the State. The idle and truant children should be gathered into schools specially created for their accommodation, and the vicious ones who are arrested for criminal offences should be sent to Reformatories, to be taught some useful trade in addition to other acquirements. Mr. Rice concludes his remarks on this point in the following language:

"This recommendation is made in the confident belief that it is not for the good of society that the most degraded of such children be confined in prisons with hardened criminals, or that their services be sold to contractors, either for profit or employment; or to make a house of refuge a self-supporting institution, but that, on the contrary, the real welfare of society demands their moral reformation and kindly treatment and culture, and their instruction in some gainful industry, so that when discharged, they may be both able and willing to get an honest living."

This subject is one in which we in Canada have a deep interest, and the views here expressed are worthy of thoughtful attention.

The greatest defect in the school system of New York State is declared to be the retention of the rate-bill system, which should be superseded by a State tax. Mr. Rice holds that "our common schools can never attain their highest degree of usefulness until they shall have been made entirely free." The whole number of teachers employed was, 26,494, of whom 5,062 were males, and 21,432 females. The sums paid to teachers were in the cities, \$2,093,048; in the rural districts, \$2,465,847. The whole expense of maintaining the schools was, \$3,330,886 in the cities, and \$3,302,049 in the rural districts, or \$6,632,935 for the State. The incidental expenses are thus immensely greater in the cities than in the rural districts and if late revelations as to the mis-doings of commissioners and trustees in New York city are correct, we cannot wonder at the disparity. By dividing the amount paid teachers \$4,558,890, by the number of teachers employed, 26,494, we find the average earnings of the teachers to have been but \$172 for the year. To the amount paid as salaries to teachers should be added the sum of \$478,287 as the estimated value of the board of teachers who "boarded round." This would make the average salaries of the teachers \$190 per annum, or about \$140 in good money, a most pitiful remuneration for a person capable of teaching, when we consider the very high prices of the necessaries of life.

It is not to be wondered that the superintendent finds considerable to complain of, when the wages of teachers are less than of labourers. The fact of four-fifths of the teachers being females, will to some extent account for the lowness of the wages. The supply being in excess of the demand, the wages consequently come down to a low figure. The school board of Cincinnati report a similar condition in that city, and while deploring the insufficient remuneration of teachers, particularly of females, account for it by the fact that the women will teach for less wages than they can earn by manual labour. It is well that there should be numbers of educated women qualified to teach, but it is a pity that they should not be able to secure better wages by turning to other channels of usefulness.—*Toronto Globe.*

2. SCHOOLS IN MASSACHUSETTS AND UPPER CANADA.

A Boston journal furnishes some statistics of the schools of Massachusetts for 1865-'66, taken from the abstract of the returns of the school committees in the 30th annual report of the State Board of Education. In some respects a comparison between the Common Schools of Massachusetts and of Upper Canada would be a fair one. In other respects, our neighbors have a very great advantage over us. As compared with Massachusetts, Upper Canada is a new country, the Bay State having been a populous colony when Upper Canada was almost entirely a wilderness. In another respect, Massachusetts has a very decided advantage, the area of the State is so much less than that of Canada West, that for school purposes the facilities are much greater than in our country, and our neighbors are a very wealthy community. On the other hand, our population is slightly in advance of theirs, the number in 1860 being—Canada West, 1,396,091; Massachusetts, 1,231,066. In children of school age, that is between five and sixteen years, we have 426,757, and there are 255,323 between five and fifteen in the State in question, being 305 in 1,000 in Canada West, and 207 in 1,000 in Massachusetts—the difference in the school age accounting in part for the difference. The number of Common Schools are, in the former, 4,303; in the latter, 4,759. But, although they outnumber us in schools, their attendance of pupils, during the winter months, of which alone we have the statement, was 231,685; while ours was, for the year, 383,652. There were last year in Massachusetts 962 male teachers, and 4,895 females; in Canada West, 2,390 male teachers, and but 1,791 females. Female teachers are more in request in the Bay State than among us. There are two reasons for this; one of which is that they are preferred, as being more efficient, particularly in teaching small scholars in Massachusetts, and their services are secured at lower rates than male teachers; the average for male teachers being \$ 59 53 per month, and for female teachers \$24 36. In Canada the average salaries are—male teachers, \$32 83; female, 18,00. Taking into account the difference in the currency, and the cost of living, male teachers in Canada are at least, as well paid as in Massachusetts, and female teachers a great deal better. Another element in the calculation, as to the lucrativeness of the profession, is the average time during which schools are kept open in each country, our teachers' average time was eleven months and seven days; our neighbours' but seven months and nineteen days. On the whole we may fairly claim that teaching in the common schools is a much better profession in Canada than in Massachusetts.

Our cotemporary further tells us that "the aggregate amount raised in the State by taxes for the support of schools, with the income of surplus revenue and similar funds thus appropriated was \$1,997,715, 11." In Canada West, during 1865, the expenditure for common school purposes, was \$1,355,879. Again, the difference between United States currency, and our money would place us on a par with the first State in the Union in educational enterprise. We may conclude that, with all their interest in schools, the people of Massachusetts are hardly as much in earnest in common school education as the people of Canada West. They have a great number of schools and school teachers, and still their contributions to their support are little if any in advance of Upper Canada. Their population is more dense than ours, and that of itself should give them a great advantage in the attendance at school; but we surpass them in that matter. The distance which children necessarily travel, to attend school in Canada West, must be much greater than in Massachusetts, where schools are more numerous and the area of country less; but yet we find this difficulty surmounted. If our teachers are better paid than those of Massachusetts, they also have more work to do. The number of pupils to each teacher in Upper Canada is 81, while in Massachusetts the average is less than 44. In one very important particular we seem to be behind our neighbors, namely, in regularity of attendance of scholars at the common schools. While the aggregate number of scholars attending school is less than with us, their average attendance is greater than ours, being 187,358 against 156,766 in Canada

West. True, this average is for the winter months alone, when the attendance is very much greater than in the summer; but still the ease with which schools can be reached there gives them an advantage over us. It is tolerably clear, moreover, that while the average in Upper Canada is computed for the whole school year, the average for Massachusetts is computed upon the number of days actually taught. As the average time of keeping school open in Massachusetts is so much less than the full year, it will be readily understood that the difference in the two modes of computation is a very material one. Besides, if we take into the account the longer period during which schools are kept open here, we will very considerably exceed Massachusetts in the aggregate amount of teaching.

The school population of Massachusetts, between five and fifteen years of age, is 255,323. If these ten years furnished 255,323 children, an additional year to bring the school population to the same limits as in Canada, should increase it ten per cent., when it would stand at 280,855. The number of scholars of all ages attending the common schools, was 231,685 leaving an absentee list of 49,170. With a school population of 426,757 in Canada West, the aggregate attendance is 383,652, leaving 43,105 as absentees, a little over ten per cent. of the school population; while in Massachusetts the proportion of absentees is seventeen and a-half per cent. As children of school age attending the Massachusetts schools are not distinguished from those of other ages in the table before us, we cannot arrive at absolute certainty in this calculation, but it is probably as fair for one country as for the other. The number, too, of school age, who attend private schools, grammar schools, academies and colleges, not being ascertained in either case, adds to the uncertainty, but it cannot effect the correctness of the result very materially.

This comparison deduced from the latest school statistics in each case, is certainly a flattering one for Canada West. The descendants of the "Pilgrim Fathers," after a growth of over two centuries, must yield the palm to Canada West in the matter of common schools. Massachusetts, the learned and intellectual, the synonym for educational advancement in the American Union, is still behind our young country in school enterprise. We lately compared the agricultural statistics of New York State with those of our country, and now we have shown how our schools compare with those of Massachusetts, and in both cases we have abundant reason to be satisfied with the results.—*Toronto Globe.*

3. COMMON SCHOOLS IN NEW YORK AND U. C.

The Stratford *Beacon* says that a comparison between the last published report of the common schools of the state of New York and that of the Upper Canada schools bring out some interesting facts, entirely in our favor. For instance, while in Upper Canada the number of children of school age not attending school was but ten per cent of the whole, in the state of New York the non-attendance was twenty-six per cent. Again, in New York state, the cost per head was \$6.76—in Upper Canada \$3.53. We do not lose sight of the circumstance that one is shiplaster currency, and the other gold; but there is still a large margin in favor of Upper Canada.

4. UNIVERSITY EDUCATION IN ENGLAND AND CANADA.

The Cambridge university lists show that the senior wrangler for 1867 is an Aberdonian, Mr. Charles Niven, a native of Peterhead. At the university of Aberdeen he carried off the highest honors. Year by year the Scottish colleges are sending off their best young men to Cambridge, and they come out first in the academical lists. It is claimed that this result is caused by the Scotch sense of parental responsibility in the matter of education, assisted by the care bestowed by Scotch professors in the education of youth, who exact study and diligence. Any one knowing Canadian society, I think, would have to point out, however reluctantly, that it is in this respect that some of its greatest shortcomings can be seen. Now and then a man of genius breaks through the trammels of early association, and attains distinction in spite of bad example and imperfect training. As a rule men are what they are made. Forster in one of his essays speaks of the extraordinary physiological problem, if possible to be attained, which would be furnished by any old man living back to his youth, and dropping here, and dropping there, each influence and a suggestive event by which his opinions had been moulded and his life determined. It would then be seen how great had been the force of early example and the education of home. Every great man has owed his future to these small beginnings. History is full of their acknowledgements in this respect. "Never," says the Latin poet, "in my sane mind will I blush for this father;" and he relates how in an inferior position (*macro pauper ayello*) his

father set social theories at defiance and dared to give him the best education.

There is no reason why Canada should not send forth learned men, if one deficiency be supplied—the absence of good libraries. It is a discredit to a town of the wealth of Toronto that there is no public library at all. If this want ceased, there is every appliance to obtain as good an education as at an English university. I do not mean to say that the peculiar tone of Oxford and Cambridge would be extended, because there are many requisites needed, among them that of fellowship, by which a learned class is formed, so that knowledge continually receives an impetus. By these means there is a constricting attrition of thought, so that stagnation is impossible. Independently of such endowments you need an educated community, where literature is an appreciated resource. My meaning is: That for the preliminary education to the learned professions, and for the attainment of that knowledge which is to fit a man to follow a career, Toronto University is inferior to no institution in the world. What I am writing may meet the eye of those parties who, knowing the opportunities they have can impart to their children by their own care, those principles and those habits of study by which the real advantages of a university education can be extended.—*London Correspondence of Leader.*

5. THE HAMILTON GRAMMAR SCHOOL.*

The opening of the new Grammar School in this city, and the consequent separation of that school from the Central, marks an important era in the educational history of the city. For many years, we believe, the question of separation has been agitated, but only about eighteen months ago was it prominently and energetically discussed. Two motives influenced the demand for separation, one that owing to the want of a high school in the city, many parents were sending their sons abroad for education, or were sending them to private schools; and that as this class of persons comprised many of the heaviest ratepayers of the city, their views were entitled to some consideration; and the other and to our mind the stronger—that owing to the union, the Grammar School was so completely lost sight of in the Common, so completely subordinate to it, that however teachers might exert themselves, it never could become a really successful department. The testimony of nearly all—we might almost say all—of the leading educationalists of the country, has been against union schools where the Grammar and common Schools could be maintained efficiently as separate establishments; and, in spite of the excellence of the teachers employed, the testimony of the present Inspector of Grammar Schools was strongly against the results of the union as exemplified in our own school.

These motives prevailed with the Trustees, and in a spirit of earnestness they entered upon their work of providing for the City a high school which would be a credit to it. In spite of some opposition, and aided by the terms of the Statute, they have succeeded in erecting a building which, we are quite sure, the public at large will admit fully justifies their course in demanding that it should be built. To have acceded to the wishes of some persons, and rented a building by way of experiment, would have been to have courted failure in advance. Whatever may be said to the contrary, there can be no doubt that the surroundings of a public school have much to do with its success. Great men have been educated in log school houses, and we in Canada have especial reason to feel the truth of this. But it may be questioned whether even they would not have grown up with a spirit of still greater refinement, had their early training been associated with all the surroundings which the intelligence of the people now gives to our modern educational establishments. Mr. Buchan and his excellent staff of assistants will find it much easier to gain a high reputation for success for the Grammar School in the building which has been provided, with its spacious, lofty, well lighted and well appointed apartments, than in some old patched up building licked into rude shape for present use by way of experiment. Then again that plan would have insured a continued attack upon the Grammar School as a separate institution. There are in this city, as everywhere else, unfortunately, men who seek to build up a kind of popularity by constant appeals to the prejudices of the least intelligent portion of the community. We have recently had some striking instances of this, when we find a person securing his election by the issue of fly sheets which he not only knew, but privately avowed, to be untruthful in fact and in sentiment, and by his more recent attacks upon his fellow trustees, because with far more interest in the city than he possesses, with quite as thorough a love for popular rights, as he holds, they yet ventured to differ from him in one or two points. Such men as he is, would have maintained a constant warfare upon the school had it

been opened in a temporary building as an experiment. The erection of a permanent structure, large and commodious as the Grammar School building is, gives to the institution a character of stability, leaving to the trustees—not the task of defending it from assaults—but the duty of making it as thoroughly efficient as it can be made.

The public have their part to do in this work of making our Hamilton Grammar School a credit to the city and to the province. Those who have demanded this separation upon the ground that the absence of such a school compelled them to send their sons abroad, are bound now to avail themselves of it, since their demand has been acceded to. There is no good reason why a parent should send his boy away, until he is ready for the University, with such a school in our midst as Mr. Buchan, we feel sure, will make this one. There was no part of the address delivered by Dr. Ormiston on the occasion of the formal opening, which was more important, more fraught with serious warning to parents, than that wherein he referred to the value of home influences. Fathers may have great confidence in the training which their boys receive abroad, in the moral and religious atmosphere in which they are surrounded; but nowhere ought those influences to be so pure as under the parental roof and in the family circle. The excuse for sending boys from home for an ordinary Grammar School education has been removed by the inauguration of this new school in our midst, and we therefore may fairly hope that from that class of boys, the present Grammar School will be largely recruited.

There is another way in which our leading citizens can show their interest in the educational standing of their own city, and that is by the establishment, in connection with the Grammar School, of private scholarships for special branches of learning. We are quite sure that nothing would tend more to promote the best interests of the city than the securing for the Hamilton Grammar School a Provincial reputation. Conceal it as we may, laud our own Central School as we may, the fact yet remains that we have not hitherto had such educational facilities as would induce persons of means and intelligence, and having a family of boys, to settle among us. The Grammar School has been so completely overshadowed by the mammoth Common School, that was almost lost sight of. This now is changed, and if our leading citizens will only evince their interest in the new school by sustaining it by their hearty countenance, and by their purses in the shape of liberal scholarships, they will be more than repaid in the increased population which such an institution will attract to the city, and by the satisfaction of knowing that as Hamilton is second to no other city in the character of her merchants, and in the earnestness and honesty of her industrial classes, so is she second to none in the educational facilities which she offers to her sons.—*Spectator.*

6. BAPTIST CANADIAN LITERARY INSTITUTE.

The question has been asked, "Why should the Literary Department at Woodstock be perpetuated when Grammar Schools are so numerous and the University College, at Toronto, affords such excellent facilities for obtaining a thorough education?" We have a few words to say in reply to this. And, first, the advantages derived from the association of our ministerial students with each other, during their preliminary course of study, could not be enjoyed if they were scattered throughout the Province, at the various Grammar Schools. Some of these advantages are mutual acquaintance, societies for religious enquiry, and devotional meetings, the careful oversight of pious teachers, and the opportunities afforded for combined effort in seeking the salvation of irreligious schoolmates, or in missionary efforts in the neighbourhood. Besides, these ministerial students are plants of promise to the churches. We look to them, even in their preliminary literary course, with solicitude, and enquire, How many are there? How are they progressing? Have they means to go on? Are they possessed of gifts, without which they cannot hope for usefulness in the ministry? It is apparent that a rallying point, around which these young soldiers may gather, is important, in order that the churches may obtain this much desired information, and that their qualifications may be under review from the outset.

Again, many of those whom the Lord has called to prepare for the great work of preaching the gospel, are not of an age or in circumstances to spend six or seven years in literary studies before entering theology; and it would be a short-sighted policy on our part to insist upon their doing so. The Institute makes special provision for such cases, and at the same time its course of study is arranged with reference to the requirements of University College; and its affiliation to the University enables its students to pass examinations at Toronto, as they are prepared to do so; and those for whom the way is open to a full college course can be prepared for at least the second year at the Institute.

* See notice of the opening of this school on page 63.

In most cases students have to be sent from home, in order that they may attend Grammar Schools, so that no advantage on the score of economy can be claimed for them in preference to the Institute. The arguments in favour of the perpetuation of the Literary Institute at Woodstock, distinct from the theological school, are therefore very conclusive.

When so hearty a voluntary as our esteemed brother Fraser goes in for subsidizing the Literary Department by a government grant, the subject will come up before the minds of the Baptists of Canada for careful consideration, and may receive earnest condemnation by some, as compromising a principle for which we have long and earnestly contended; yet, in considering it, we hope that a due degree of candor will be exercised. Let the *pros* and *cons* be duly weighed; and if it can be shown, that when we assume all the pecuniary responsibility of the theological department, we may receive a portion of the government grant for secular education, without compromising our principles, let us, by all means, be ready to avail ourselves of it for the benefit of the Literary Department.

—Canada Baptist.

7. COUNTY VS. TOWNSHIP SUPERINTENDENTS.

The majority of the Peterborough County Council were favourable to the appointment of a County Local Superintendent, rather than retaining the system of Township Superintendents. The fact is, that in several townships it is difficult to find a local man capable of worthily discharging the duties of this office, and besides, the duties of superintending the schools of a township or two are apt to be overlooked when brought into collision with the requirements of the main business pursued by the individual. To be well done, these duties require that a man's whole time and attention should be devoted to them, and this renders it desirable that his field should be tolerably large. We are aware that the valuable services of more than one of the Township Superintendents of last year, have been discontinued with regret, and only that the principle of the appointment of a County officer might have ample scope. This system has worked admirably in the county of Northumberland and also in Durham, and it is difficult to see why equally gratifying results should not be attained here. Indeed the principle is not new in its application to this county. In 1844, and for several subsequent years, Elias Burnham, Esq., discharged the duties of County Superintendent, for both Peterboro' and Victoria, when the state of the roads required his long and toilsome journeys to be performed on horseback. The laborious task was undertaken more from patriotic than pecuniary considerations, for the remuneration was then a mere pittance of \$100 per year. In 1851, Mr. Burnham was succeeded in this office by Thomas Benson, Esq., at a salary of \$520, but he found the duties so laborious, and the remuneration so inadequate, that he retired at the close of the year. From that time until the present, Township Superintendents have been appointed, with results at times far from satisfactory. We trust the appointment now made will be found to meet the views of the greater number of Municipalities and that beneficial results will follow in the elevation of the character and general success of our public schools. As will be seen, the back townships are not included in this arrangement, and have superintendents of their own.—Peterboro' Review.

8. IRREGULARITY OF ATTENDANCE AT SCHOOL.

Can not something be done to secure the regular attendance of pupils at school? This irregularity of attendance is a great evil, and has been felt by teachers for years, but one in a great measure over which they have not the least control. I was glad some time ago to read of the subject being broached, but sorry to find that nothing has yet been done. I am almost ready to say (though it would be hardly true) that our school system is complete except in this one thing. 'Tis surely discouraging for a teacher, after working hard with a class to give them information and brighten their ideas, and perhaps to see his efforts beginning to be crowned with success, for a few of them to leave for a few days, come back again a few more, drop off, then come back again, &c., and each time of their coming back being not only behind themselves but (as the teacher has not time to have a separate class for the irregular ones) keep the regular attenders behind also who have (in a sort of way) to wait till the others catch up, and while this is being done some more drop off, and thus goes on the never-ending trouble. And what progress can a school make while such a state of things exists? Comparatively none at all. If progress is made it's almost a miracle. If not made, i.e. outwardly, 'tis useless for the teacher to complain about the irregularity of attendance. The trustees and parents pay him, and no matter what may be the discouragements (and they are many!) if progress is not found he must as soon as his time expires, leave, and another one be engaged in his

place. This (irregularity of attendance) is I think one of the most disheartening things with which teachers are concerned. No person likes his hopes to be disappointed, and neither does a teacher. Though I allow that if they were more inclined to excite ambition in their pupils and make the school a delightful place for them to come to, it would remedy it a little, yet it will not cure it altogether. The parents whose will is law are very little effected by this course pursued by the teacher and therefore will retain their children at home when it suits them even for the most trivial excuses. I think that nothing will effectually cure the evil till our head school authorities take the matter in hand and make a law somewhat of this nature: "To insist on the attendance of each child at school (except in cases of sickness, &c.), so many days in the year." I should be glad indeed to see something done to secure the regular attendance of pupils at school and that nothing should ever seriously hinder the prosperity of our system which even now is among the best, if not the best itself, that is in the world at the present time.—Fergus News Record.

J. S. ROSS.

West's Corners, March 7, 1867.

9. ENACTMENT REGARDING EDUCATION IN THE CANADA CONFEDERATION BILL.

93 Section. In and for each Province the Legislature may exclusively make laws in relation to education, subject and according to the following provisions:

1. Nothing in any such law shall prejudicially affect any right or privilege with respect to Denominational Schools which any class of persons have by law in the Province at the Union.

2. All the powers, privileges, and duties at the Union by law conferred and imposed in Upper Canada, on the Separate Schools and School Trustees of the Queen's Roman Catholic subjects, shall be and the same are hereby extended to the Dissident Schools of the Queen's Protestant and Roman Catholic subjects in Quebec.

3. Where in any Province a system of Separate or Dissident Schools exists by law at the Union or is thereafter established by the Legislature of the Province, an appeal shall lie to the Governor General in Council from any Act or decision of any Provincial Authority affecting any right or privilege of the Protestant or Roman Catholic minority of the Queen's subjects in relation to education.

4. In case any such Provincial Law as from time to time seems to the Governor General in Council requisite for the due execution of the provision of this section is not made, or in case any decision of the Governor General in Council on any appeal under this section is not duly executed by the proper Provincial Authority in that behalf, then and in every such case, and as far only as the circumstances of each case require, the Parliament of Canada may make remedial laws for the due execution of the provisions of this section and of any decision of the Governor General in Council under this section.

10. SCHOOL PROVISIONS OF THE CANADA CONFEDERATION ACT.

OPINION OF COUNSEL (OBTAINED BY THE "GLOBE" PUBLISHING CO.)

The effect of the 93rd section taken by itself is to confer upon the Provincial Legislatures exclusively the power to make laws in relation to Education, subject to certain restrictions or provisions; but at the same time to authorise the Parliament of Canada, in certain cases, and only so far in those cases as the circumstance of each case require, to pass remedial laws on the same subject. The restrictions or provisions to which the Provincial Legislatures are subject are as follows:—

1st. The first sub-section provides that no law of the Provincial Legislature shall prejudicially affect any right or privilege with respect to denominational schools which any class of persons has by law in the Province at the time of the Union.

2nd. The second sub-section provides that all the powers, privileges and duties which at the time of the union are by law conferred and imposed in Upper Canada on the separate schools and school trustees of Roman Catholic subjects, shall be, and they are by this sub-section extended to the dissentient schools of Protestant and Roman Catholic subjects in the Province of Quebec. We think the schools referred to are those established under the school law of Lower Canada.

3rd. The first sub-section it will be seen restrains the local legislature from prejudicially affecting any existing right or privilege. The second sub-section requires the extension of and does extend to dissentient schools in Lower Canada certain powers, privileges and duties, but there is no obligation to introduce a system of separate or denominational schools into any Province where no

such system now exists. If, however, the Legislature of such Province should hereafter establish a separate or denominational school system, then the right to the continuance of the system is so far secured by the third sub-section, that an appeal would lie under that sub-section to the Governor in Council, from any Act or decision of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority in relation to education. The right of appeal given by this sub-section applies also to Lower Canada and to any Province where a system of separate schools prevails at the time of the Union. The effect of an appeal under sub-section three is considered below.

The above embraces all the restrictions or obligations by this section imposed on the Local Legislatures; and subject thereto any law which a provincial Legislature may enact on the subject of education will have effect, but the Parliament of Canada may, in the causes to which the 4th sub-section applies, but only to the extent authorised thereby, modify or render inoperative the local enactment.

4. Under the 4th sub-section there are two cases or classes of cases on which the Parliament of Canada may pass certain remedial laws on the subject of Education:

First, Where such law is not made by the Local Legislature as to the Governor General in Council seems requisite for the due execution of the provisions of this 93rd section, the Parliament of Canada may, so far only as the circumstances of the case require, make remedial laws for the due execution of the provisions of the section. The Governor in Council, we take it, should make known to Parliament, by order in Council, message or other official act, what law he considers necessary.

Second—Where an appeal is made to the Governor in Council under the 3rd sub-section, and his decision thereupon is not duly executed by the proper Provincial authority, the Parliament of Canada may, so far only as the circumstances of the case require, make remedial laws for the due execution of such decision.

It is only in the above cases, and to the extent mentioned, that the Parliament of Canada have authority to legislate under this section, and in each case the preliminary action of the Governor in Council, referred to in the preceding paragraphs, is necessary to give jurisdiction.

Among the "provisions" to be executed, contemplated in the first case are those of the 2nd sub-section, for though that sub-section seems at once to extend to the Province of Quebec all privileges, powers, and duties therein mentioned, yet legislation may be required to arrange the machinery and details for practically carrying out the provisions referred to.

Possible cases may arise affecting the provisions of the 1st and 3rd sub-sections in which the Governor in Council might Act without any appeal being had to him.

The appeal provided by the 3rd sub-section is, from 'any Act or decision of any Provincial authority affecting any right or privilege of the Protestant or Roman Catholic minority, in relation to education,' in any Province in which a system of separate or dissentient schools exists by law at the time of the Union, or is thereafter established by the Legislature of the Province. This gives the right of appeal from any Act or enactment of the Local Legislature affecting the right or privilege mentioned. Also, from decisions affecting such right or privilege by the Department of Education or any similar authority having charge of the administration of the law on the subject of Education, on matters which a jurisdiction or discretionary action is by law given to such department or authority, so that in case the Legislature in a Province where a system of separate or dissentient schools is established enact a law affecting an existing privilege, of the Protestant or Roman Catholic minority, in relation to education, an appeal will lie to the Governor in Council; and if his decision upon such appeal is not executed or carried out by the local Legislature passing the necessary law for the purpose, the Parliament of Canada may make a remedial law necessary for the execution of such decision; but to warrant the appeal referred to there must be an existing right or privilege to be effected by the local enactment appealed from. So, also, in case of an appeal from the decision of the Department of Education or other similar authority, if the decision of the Governor in Council is not duly executed by the Department or other authority referred to, the Parliament of Canada may pass the law requisite for enforcing the decision. But the decision to be appealed from must be one effecting an existing right or privilege of the minority. No new rights or privileges are to be acquired by means of an appeal under the 3rd and 4th sub-sections.

S. RICHARDS, ADAM CROOKS, EDWARD BLAKE.

Toronto, March 9, 1867.

We also incline to the opinion that an appeal would lie to the Governor in Council from any decision of a Provincial Court affect-

ing any existing right or privilege of a minority, and that the Governor in Council may declare it necessary to pass a law providing the requisite machinery for the enforcement of his decisions, and that Parliament may upon such declaration and at the failure of the Local Legislature to act, pass such law.

ADAM CROOKS, EDWARD BLAKE.

V. Progress of Education in other colonies.

1. PROGRESS OF FREE SCHOOLS IN NOVA SCOTIA.

Since the adoption of the Educational Act, at the commencement of 1865, the progress made in school matters in Nova Scotia has been worthy of especial notice. A new impetus has been given to the educational interests of the Province, and the unpopularity of the measure at the time of the commencement of its operations is rapidly giving way to a just appreciation of its merits.

Among the evidences of the judiciousness of the present law is the fact that an unprecedented number of new school-houses has been erected, while schools have been established in many localities hitherto destitute of them or inefficiently supplied.

In the Island of Cape Breton there were 231 schools in operation during the last term, being an increase of 68 over the corresponding term for the previous year. In Inverness County thirty-three new school-houses were built during the past year; these, with twenty-five built during the previous year, make fifty-eight erected in one county since the Act came into operation. The term just closed shows an increase of twenty-four in the number of schools in operation as compared with the corresponding term of the previous year. In the County of Pictou 35 school-houses have been completed during the past year, and 15 others are now in course of erection. School registers for this county show an increase of 308 pupils in attendance over those of last year. The number of teachers employed in Yarmouth County during the past year showed an increase over the number previously employed of nearly 100 per cent. Other sections of the Province exhibit a proportionable advance. We learn also that school books, Maps, &c., to the value of \$10,000 prime cost, were furnished to the schools at half cost, during the months of November and December alone. This does not include those furnished to Halifax City Schools.—*St. John, (N.B.) Morning Telegraph.*

2. EDUCATION IN NEW BRUNSWICK.

New Brunswick covers an area of 27,700 square miles, and has a population of about 275,000 souls. It is divided into fourteen counties; its principal cities are Fredericton, St. John and St. Andrews.

This province with scarcely a thousand inhabitants, was united with Nova Scotia, a much more populous and progressive colony, until 1785, when it obtained a separate government, although retaining the same constitution.

The main sources of revenue are, the fisheries, the timber, ship-building, and grain. The annual exportations amount to five million dollars. As our purpose is more particularly to speak of the state of education, we shall not allude further to its commercial or political condition.

The Board of Public Instruction, which forms a section of the Provincial Secretary's Department, is under the immediate direction of its own Superintendent.

There are four School Inspectors. The local school administration is, however, in the hands of Trustees, appointed for several united parishes. There are, besides, certain Committees elected for the immediate oversight of the schools, but hitherto these committees have been appointed only in certain places. Mr. Bennet, the present Chief Superintendent of Education, in his report speaks in high terms of the advantages of these committees, and recommends their organization in every school district, in accordance with the provisions of the school law.

The Council of Public Instruction is composed of the Governor, the members of the Executive Council, and the Superintendent, who is also its Secretary.

At the head of the educational institutions is King's College at Fredericton, founded by royal charter bearing date 18th November, 1823. It was here that many of the leading men of the colony were educated. The college receives an annual grant of £2000 sterling from government. There are grammar schools in every county of the province, with the exception of the counties of York, King's and Victoria. By preparing pupils for the study of the Greek and Latin languages, these schools serve as feeders to the college at Fredericton. They receive annual grants of £100 sterling each from government.

The Baptist congregation have a Seminary at Fredericton; and there is at Mount Allison, an academy belonging to the Wesleyan Methodists.

Government has also established a Training School, with Model School annexed, for the purpose of preparing teachers for their responsible duties. Of 771 masters engaged in teaching during the March term of 1865, 563 were of the trained class,—an increase of 32 on the number of certificated teachers employed during the same term of the preceding year. Of 826 teachers employed in the ensuing term, 598 held diplomas.

The number of schoolmasters and schoolmistresses employed during the winter was 771; during the spring term 821. The schoolmistresses gained rapidly in numbers on teachers of the opposite sex. Of the 180 diplomas granted in 1865, 161 were given to schoolmistresses and only 60 to schoolmasters.

Each year the examinations have become more and more severe, so much so in fact that some of the teachers holding first class certificates obtained some years ago are now less qualified than those who received second class certificates during the last few years. This having created a desire to secure the renewal of the diplomas at stated intervals, a regulation similar to that which exists in Lower Canada has been demanded.

The teachers are divided into three classes, and receive from the public treasury the following allowances: masters of the Third class, £22.10; Second class, £30; First class, £31.10.5. The schoolmistresses belonging to the Third class receive £17.10; Second class, £22.10; First class, £27.10.5.

School corporations levying the assessment receive from government 25 per cent. extra grant. Nevertheless, the grant accorded by the government must not exceed the average sum of £200, for each parish in any one county; neither must it exceed the sum of £260 for any parish in particular. The number of schools in 1853, was 718, and of children attending them, 23,211.

The number of schools in 1852 was 688, attended by 18,591 pupils; in 1853, as shown above, 718, attended by 23,211 pupils. In 1865 763, attended by 24,417 pupils.

It does not appear from the figures given above that the increase in the number of schools and of children attending them has been very considerable during the past twelve years; still the Superintendent has cause to be satisfied with the progress which education has made in the Province, as will be seen by the following extract from his report.

"And here I may be permitted to add the testimony of many intelligent men in nearly all parts of the Province; and of all shades of political and religious opinions, that our schools have attained to a degree of efficiency and usefulness for which they have never yet received credit. It is within the memory of men still young, that throughout wide tracts of country, few persons could be found, except perhaps the Missionary or the Schoolmasters, that were able to compose a decent letter, or draw out the most ordinary document in writing. Now let one go into almost any district where a school has been in operation for a very few years, and it will be found that the occupation of the Missionary and Schoolmaster, as amanuenses, is all but gone. I make these statements as they have been made to me, not with a view indeed to disparage the past, but rather in the earnest hope that as we have thus improved upon the past, we may likewise be able to improve no less upon the present. Instead of contenting ourselves with having got above and beyond the standard, necessarily a low one, of a past age, or with a flattering comparison, not hard to find, with neighbors no better than ourselves, let us rather set up an ideal standard of perfection, and never cease from our efforts till our achievements shall at least equal our capabilities."

3. EDUCATION IN BARBADOS.

The subject of education receives considerable attention in the island. There is a college here, more especially for the training of theological students, and it exerts an extensive influence in elevating the standard of education, and the method of teaching in the schools of the island generally.—*Cor. N. Y. Sun.*

VI. Progress of Education in other countries.

1. NATIONAL SCHOOLS IN ITALY.

Frances Power Cobbe's recent works on Italy contain a great amount of valuable information, evidently derived from authentic sources, showing the rapid progress of the country under the new order of affairs. The following facts respecting the development of a free school system are drawn from the record of her observations. The Government which has adopted these enlightened measures is not reactionary:—

The new kingdom of Italy has crowned itself with glory by its efforts to establish a universal system of education for all classes of its citizens. Not the army even, on which the whole unity of the kingdom depends, has taken a more prominent place in its care.

There were nineteen universities in Italy in the old times. It would have been better to consolidate them into one or two institutions; but local jealousies make such a step impracticable. No material change has been made, therefore, in the universities. The total number of students attending them, in 1864, was 5,270. In addition to these universities, there are throughout Italy various institutions for the higher class of instruction, lyceums and technical schools.

Normal schools have been established and are the best guarantees that can be given that the Government has taken a long look ahead, and intends to effect a deep and complete reform. Till of late years the whole educational system of Italy was in the hands of the Church, and so long as this state of things continued, it was useless to expect the youth of the country to grow up with liberal opinions. It is so yet to a great extent, and unavoidably, owing to the fact that lay teachers, elsewhere so common, had been strictly excluded from Italy. In 1863, out of 14,253 masters and 7,604 mistresses of elementary schools, 6,378 were ecclesiastics and 1,106 were nuns.

There are now 31 normal schools for males and 19 for females in existence in Italy, with over 2,500 pupils, each of whom receives an annual "pension" from the government of about fifty dollars in gold. In addition to these institutions there are 40 *Scuole Magistrate*—ten for the training of masters, thirty for mistresses—in the Sardinian States, which were established in spite of the Church previous to the year 1859, and which are still maintained. They help to increase the number of teachers, which is still inadequate to the demand. In each normal school there are three professors, with salaries respectively of 2,200 francs, 1,800 francs, and 1,500 francs. In each female normal school there is an additional mistress charged with the moral care of the pupils. These pupils are instructed in the art of teaching the Italian language and rules of composition, geography and natural history, arithmetic and elements of geometry, the principles of physical science and elements of hygienics, calligraphy, drawing, and choral singing. The young men are taught gymnastics and military exercises, and the young women, needlework, in addition. These normal schools are greatly inferior to ours, but they are a vast advance on anything Italy has hitherto seen.

The elementary schools are a great glory to the new government.

In 1864, these schools contained 800,000 pupils, of whom 452,000 were boys. There were 21,857 teachers, male and female, or about one to every forty pupils. Out of 7,780 communes, 7,390 had schools, while the total number of schools was 21,256, or nearly three schools for each commune, two for boys and one for girls. Thus there are only 340 communes unprovided with schools, half of which are in Naples and Sicily. The total number of pupils forms one-twentieth part of the aggregate population. Yet the proportion differs widely in different provinces. In Liguria and Piedmont, for example, there is one scholar to eleven of the population, whereas in Sicily and Naples there is only one in seventy-five. In Sicily there is only one in every two hundred females who attend school.

These schools are divided into lower and higher, and the course in each lasts for two years. With few exceptions all the teachers are paid by the communes to which they belong and by whom they are appointed. The law requires the communes to provide gratuitous instruction for both boys and girls, and when any commune is too poor to support such a burden, the government grants subsidiary assistance. In 1863, half a million of dollars in gold was thus appropriated by the national government. Inspectors in each province report on the carrying out of the law. Instruction is entirely gratuitous in all these upper and lower schools.

Infant schools and evening adult schools have been established in different parts of Italy. In Genoa, for instance, there are four infant schools, with one hundred pupils; and in the Genoese district there are thirty-two thousand pupils.

2. COLLEGE OF THE SORBONNE, PARIS.

At the end of the year an interesting ceremony took place in the church of Sorbonne—a religious service on the occasion of the restitution of the remains of Cardinal Richelieu, through M. Duruy, Minister of Public Instruction, to the Archbishop of Paris. The once famous College of the Sorbonne, which subsequently was at the head of the University, was founded somewhere about 1253, by an ecclesiastic named Robert de Sorbonne, a native of Champagne, and whose learning and private virtues recommended him to St. Louis, who named him his chaplain. He was first canon of Cambrai, and subsequently of Paris; and he accompanied St. Louis in his foreign expedition. The reasons which actuated Robert de Sorbonne to found this college, which was destined to hold so high a place in the learned world, do him the highest honor. He had himself, when a candidate for honors, experienced the great difficulty the student had in obtaining the degree of Doctor when not favoured by friends or fortune. He resolved to facilitate these means by es-

establishing a Society of Secular Ecclesiastics, who should live in common, and who, provided with the necessaries and even comforts of life, should devote themselves exclusively to study and to the gratuitous teaching of others. "It was to the poor," says Crevier,—

"That Robert wished to afford succour. Poverty was the peculiar characteristic of the House of Sorbonne. For a long time it preserved the reality of it as well as the name; and even after the liberality of Cardinal de Richelieu enriched it, it was always proud of the epithet 'poor,' and regarded it as its first title to nobility."

Indeed, in its official documents it used that title; and down to the great Revolution described itself as "*pauperrima Domus*."

Next after the founder the greatest benefactor of the Sorbonne was Cardinal Richelieu. It was there that he began and completed his theological studies; and he filled for some time the post of proviseur—or head-master. The buildings of the college were fast falling into ruin, when he resolved to rebuild it on a grander scale than before. The plans were submitted to the faculty in June 1626, by Jacques Le Mercier, one of the most eminent architects of the period; were approved by the Cardinal; and competent persons, members of the College were named to superintend the works. The first stone of the new building was laid in 1627, by the Archbishop of Rouen. The great Minister added to the munificence of his act by erecting also, at his own cost, the church where the ceremony to which I have alluded took place on Saturday. Richelieu died in his 58th year, after accomplishing the great things, for good or for evil, which history has recorded, and he directed that his bones should be laid in the church of the college where he had graduated. There were few buildings in Paris, sacred or otherwise, that suffered more during the frenzy of the Revolution than the church of the Sorbonne. In 1793 it was sacked by the mob, the tombs were broken open, the remains of the dead were dragged from their resting place and flung into the kennel, or the Seine. Among others so treated were the remains of the Cardinal. The head was chopped off, fixed on a pike, and paraded about the streets of Paris amid the savage yells of the multitude. A person named Armez, whose son afterwards sat in the Chamber of Deputies under Louis Philippe, at the risk of mounting the scaffold, succeeded in getting it into his possession. He concealed it carefully as long as the reign of terror lasted; and when calmer times returned bequeathed the precious relic to his family. As an additional precaution Armez had the head cut in two, of which the fore part was only preserved. Some years ago it was delivered up by the descendant of Armez to the Minister of Public Instruction, as also the heart of Voltaire; the Minister on ascertaining that the relic was undoubtedly genuine, accepted the deposit, and on Saturday it was restored with due solemnity to the same church from which the remains had been torn. The choir of the church was hung in drapery of crimson velvet, and the chapel, in the centre of which was the tomb of the Cardinal, was also richly decorated. The representatives of the great bodies of the State, high functionaries, Ministers, members of the learned corporations, deputies from the French Academy, which was founded by the great Cardinal Minister and others, and many members of the University, were present. The Minister of Instruction, the bearer of the relic, was received at the chapel door by the Archbishop of Paris, and the Vice-Rector of the Academy. On presenting the oak box containing it, the Minister said:—

"Monseigneur,—I place in your hands all that remains to us of the great man whose name is here present, because he pacified and aggrandized France, honoured letters, and built this house, which has become the sanctuary of the highest studies. The University and the Academy fulfil a filial duty in offering together their homage at the foot of this tomb, which will never again be profaned."

The Archbishop thanked the Minister for the restitution to the Sorbonne of these precious remains. Mass was then celebrated by the Bishop of Sura, after which the relic was deposited in the tomb. The Abbé Perraud, Professor of Theology at the Sorbonne, pronounced a discourse, in which he reviewed the different phases of the ecclesiastical and political life of the Cardinal. The last blessing was pronounced by the Archbishop, and the ceremony was concluded.—*London Times*.

3. GYMNASIAC EDUCATION IN FRANCE.

A Paris letter in the *Nord* says it is contemplated to give greater importance to gymnastic exercises in all the colleges in France. Each of these establishments is provided with a gymnasium, and the pupils are furnished with special dress, but the exercises, which at present only take place once a week for an hour or more are to be renewed more frequently. This modification, which cannot fail to be advantageous to the health of the children, will also prepare them for marching and military manoeuvres, and render more easy the training as soldiers and the management of arms, which henceforth they will have to learn when they have reached the age for the conscription. The *enfant de troupe* in the line, and especially

in the Guard and the Engineers, early habituated to render their bodies supple, are remarkable for their agility and physical address.

4. MILITARY EDUCATION IN ENGLAND.

The fourth report of the Council of Military Education has been issued, the return thereof being brought up to March, 1866. First, that out of a complement of regiments and corps amounting to 177,430 men there are 21,700 who can neither read nor write, 28,600 who can read but not write, 116,000 who can do both, 11,000 who have received a superior education. The educational advance of our army is considered satisfactory, inasmuch as during the last six years the uneducated men have decreased by from two to eighteen per cent., the cavalry representing the least, and the Military Train the greatest percentages of improvement. There are three classes of children's schools for which all soldiers' children are eligible on payment of a small fee, and 17,163 are so educated at various stations of British troops in the United Kingdom and the Colonies. A list of garrison libraries is given in the report, by which it appears that they contain unitedly 203,700 volumes, an increase of 7,000 over the previous year. Aldershot, Malta, and Chatham are conspicuous in the list. The report concludes with an account of measures that have been lately adopted at the suggestion of Sir William Hamilton for giving definite recreation to troops on long voyages.

5. THE HIGH SCHOOL IN BOSTON.

The public schools of Massachusetts are celebrated as amongst the best in the world. Obligated to limit myself to visiting one school, I gave the preference to that which corresponds to our High School in Montreal. After some inquiries, I was shown to a very large and fine brick building, separated from the other houses, and surrounded on all sides by a narrow yard, paved with bricks, and which I was informed was the High School of Boston. I found the several stories occupied by large, airy, high ceiling, and well-ventilated rooms; the walls and furniture looking remarkably clean and tidy. Having selected for observation one of the more advanced classes, I was politely invited to a seat on the platform by the side of the teacher, and this I found to be the practice in all the rooms. The subject was banking, the calculation of interest on loans, and the discounting of notes. Some forty boys were before me, and answered with that rapidity and shrewdness for which Yankees are noted. They generally reached the result by mere mental calculation and without the aid of writing. They evidently enjoyed the lesson, were all kept wide awake, and almost in a state of excitement, from interest in the subject before them, and therefore could not fail to learn easily, rapidly, and pleasantly. This excellent result I ascribed much less to the method than to the *personnel* of the teacher who, young and lively, was endowed with the power of impressing his youthful hearers, and of never letting their attention flag for a moment.

The arrangement of the room was peculiar, and so novel to me that I had to ask some explanations. The teacher sat on rather a high platform, not in front of his pupils, but on their flank. If they were writing, he could see on his right the backs of those of the first rank, on his left the faces of those in the rear, and opposite the sides of the middle ones. The object of this arrangement, which is not introduced in all the rooms and partakes of an experiment, is to give the teacher a more complete supervision of his scholars and of their movements. Each has a desk by himself, supported on an iron frame, and a separate round-shaped seat, with a good deal of vacant space all around. The eye of the teacher can thus see through the whole class, and observe, under desks and seats, the hands and even the feet of the boys. There can be no secret screened from him by the backs of other boys, or by the obstruction of desks and benches.

A good deal of mischief is thus prevented. No contraband books or objects can be brought into the class; no listless boy can disturb the studious one; no tricks or practical jokes can be secretly performed; and no two boys can amuse themselves with their hands while their faces falsely profess to listen with attention. When not writing, they can all, by an easy turn on their seats, face the teacher, and when they are writing it is immaterial to them whether the latter is in front or on the flank. I know many a school-room in our city where such a system of supervision would be of decided advantage, since much that is wrong takes place under the eyes of the teacher, without his being in the least aware of it.—*Correspondence, Montreal Witness*.

6. MODE OF TEACHING IN THE LATIN SCHOOL, BOSTON.

Having inquired for the Latin class, I was told that there were none of them in the "High School," which is devoted to general

and commercial education, but that I must go to the "Latin School," which is in the same building, but with a different entrance, on the opposite side, and entirely separate from the first. I met there with the same polite reception, and found the rooms of similar style, with the commendable addition of a great many engravings, plans, models, and objects of art, mostly illustrative of antiquity, and which adorned the walls. Many valuable facts, and dates thus become familiar to the classical pupil without any effort. I should like to see the very naked walls of our High School thus usefully and gracefully adorned by donations from parents and friends.

STUDYING LESSONS IN SCHOOL AND NOT AT HOME.—NEW PLAN.

I saw three large classes of the Latin School occupied at the very same time in a very different manner. One had just been let out, with a recess of twenty minutes, to play together in the bricked yard; another class was translating a Latin text book, while I found a third in their room absorbed, as well as the teacher, in immobility and perfect silence. Indeed, the boys were so deeply engaged with their books as not to notice my presence while conversing with their teacher. He informed me that they were engaged studying their Latin grammars. "What?" said I, "do they study their lessons at school?" "Certainly, and under my supervision." "But does not this trench very much upon their lessons?" "On the contrary, we accomplish a great deal more, and proceed faster than under the old system by which they were left to study their lessons at home by themselves. Most of them then studied these imperfectly, and some not at all; thus keeping back all the class. Now we have changed all this; they learn their lessons under our eyes, and we see that the work is well done. The parents at home can never attend well to this duty unless they are themselves classical scholars, and even then they can but seldom afford the time." "But surely this system must compel you to keep the school open many more hours in the day than under the old system?" "Not in the least. Our hours are only from nine till two, then the boys go home for dinner and do not come back. There are some easy branches or lessons which we let them study at home, but all the difficult lessons, and in fact most of their private studying is done here." "The time allowed to study lessons being limited by the hours of the class, it seems to me that there must be some slow minds or lazy boys to whom it is insufficient." "Yes, it is so, but not often." "How can you prevent it?" "The boy who has not been able to keep pace with the rest, and does not know his lesson has to come back from home after dinner at 3 o'clock, on purpose to study it here until he knows it. This is both a privation and a disgrace, which they are anxious to avoid, and hence the eagerness with which you see each absorbed in his book." "But again, if the boy is hopelessly lazy and careless, and fails to return in the afternoon to study his lesson?" "Then we whip him." "And if the parent objects?" "We expel him from school; and this is felt to be such a disgrace that we are scarcely ever driven to that extremity."—*Ibid.*

VII. Biographical Sketches.

No. 8.—COLONEL GOURLAY.

It is with extreme regret that we announce the death of Colonel Gourlay, a gentleman well known in Hamilton, and honorably connected with the events of the last thirty years in this vicinity.

The deceased gentleman entered the British army in the year 1815, just too late to take part in the great battle of Waterloo, but with his regiment, the 23rd Royal Welsh Fusiliers, he formed part of the garrison which occupied Paris after the downfall of the Napoleonic Empire, and previous to the complete restoration of the Bourbons, and the ultimate pacification of Europe. The 23rd afterwards went to the Mediterranean, doing duty at Malta and other British stations in that quarter.—After many years of active service Colonel Gourlay retired from the army and settled in Canada at a time when the presence of such a man was of the utmost consequence to the Province.

At the outbreak of the rebellion Colonel Gourlay at once offered his services to the Government, which were readily accepted and he was placed in command of one of the incorporated battalions of the county of Wentworth, which did good service in front of Navy Island. At the close of the rebellion he received the thanks of the Government for the energy and patriotism displayed by him.

Since that time Colonel Gourlay has not taken a prominent part in public affairs.—The deceased gentleman has left behind him a noble record of patriotism, as well as of private worth, and his loss will be universally regretted. To him and to those who, like him, upheld the cause of constitutional Government in this country in dark and dubious times, who kept alive the fires of loyalty and truth when evil minded men sought to work our ruin, we are indebted in a great measure for those priceless blessings which we as a people

now enjoy. May his memory ever be revered and his example followed by the people of Canada.—*Hamilton Spectator.*

No. 9. MRS. JOHN, THE DAUGHTER OF BRANT.

The announcement in our paper last week of the death of this estimable Indian lady, Mrs. Catherine John, is deserving of some further notice, for she was the only remaining child of the celebrated Brant, the Mohawk chieftain, who, with his Indian bands, continued true, and fought to the last for the Crown; and rather than remain with these rebels, abandoned the houses of their fathers in the valley of the Mohawk, and retired with other loyalists to the forests of Canada. In consideration of their services and sacrifices the Crown granted to Brant and his Six Nations Indians nearly 700,000 acres of land on both sides of the Grand River; besides a tract of land on the Bay of Quinte which they and their descendants have long enjoyed.

Brant established his residence at Wellington Square, at the head of Lake Ontario, where he lived as a chief in somewhat regal style; there he died, and his remains lie entombed with those of his gallant son, Capt. John Brant, in the now ancient churchyard of the Mohawks, near Brantford. Brant had several sons and daughters, but all had long since departed to meet the Great Spirit, and leaving the immediate subject of this notice as the sole representative of a family whose generations are now gone. Mrs. John was tall, handsome—even in her old age—and of queenly bearing, a fine specimen of the pure and proud Aborigines of North America, of whom so much has been said and written; and no one could look at the aged lady without being impressed with feelings of respect and admiration. Latterly she lived in the house of her childhood, at Wellington Square—now the residence of her niece, Mrs. Osborne—and after a brief illness, quietly, and without a struggle, died of heart disease.

Her remains were brought to the Mohawk Institute, and from there conveyed on Sunday last to the old Mohawk chapel, and thence to their last resting place, close to the tombs of her valiant father and other relatives; the beautiful service of the Church of England being impressively read by the Rev. Mr. Nelles.

At the funeral were her nephews, Chiefs Simcoe Kerr, and Jacob Lewis, Mr. Osborne, her grandson, and other connections; also the venerable Chief, Smoke Johnson; the interpreter and many others of the Six Nations, old and young, all of whom appeared deeply impressed.

Among the pall-bearers and friends of the deceased, were Mr. Gilkison, visiting superintendent of Indian affairs, Mr. Cleghorn, honorary chief, Dr. Dee, medical attendant to the Six Nations, Mr. Matthews, and other gentlemen of Brantford and Neighborhood.—*Brantford Courier.*

No. 10.—COL. JACOB POTTS.

In the death of Col. Jacob Potts which took place at Vittoria on the 15th ult., another of the early and invaluable settlers of this Township has passed away; and thus one more of the few links that remain has been broken, which connects the present time, with the early settlement of the country. The deceased came to this Province with his father very shortly after the close of the Revolutionary War; having left their home in the State of Maryland for the then unbroken Wilderness of Canada, from attachment to the British Throne and Institutions. The same unswerving loyalty, which prompted his father to relinquish comfort and comparative affluence, for the hardships of a life in the primeval forest, far remote from modern civilization and its advantages; was the distinguishing characteristic *through a very long life* of the deceased. In 1812 he held a commission in the Militia, and was present at, and took part in the Battle of Lundy's Lane; and was ever after ready at his country's call, to go forward in her defence. Nearly sixty years ago he came into the Township of Charlotteville from the adjoining one of Woodhouse, where he settled and continued to reside for nearly fifty years. He carried on farming for many years on an extensive scale, and the skill that he evinced, and the untiring industry that he employed in his pursuits were followed by an unusual amount of success and acquired for him the reputation of being one of the best farmers in this section of the country. He was widely known and esteemed for his moderation, forbearance, kindness of heart, urbanity of manner, and sterling excellence of character. His long continued labor and enterprise having resulted in the acquisition of wealth, he proved himself an unostentatious, but liberal steward of the good things of the world he had been blessed with. He was for many years a most upright and zealous magistrate, and for a long time an associate Judge at the Court of Assize. He was a most consistent, exemplary member, and very liberal supporter of the Church of England, and an estimable husband, father, and friend. The uniform practice of high and honorable principles in the discharge of all the duties of life, won him the esteem and

regard of his friends and acquaintances; and so long as truth, justice, loyalty, patriotism, and religion are held in veneration by men, so long will the memory of the late Col. Potts be entitled to admiration and respect; and his character and conduct be deemed a fit model for emulation and imitation.—*Communicated.*

RECENT CANADIAN DEATHS.

— **WILLIAM SPINK, ESQ.**—We regret to have to record the sudden demise of Mr. Wm. Spink, for the last twenty years Clerk of Routine and Records in the Legislative Assembly. He had been in feeble health since last summer, yet had crossed over from his residence at Levis to visit a few Quebec friends as late as a few days back. The intelligence of his death will take most of his friends by surprise. He was an able, intelligent, and active chief in his own particular department; and was greatly esteemed by the members of the House, as well as by the large circle of friends he had gathered around him in the principal cities of Canada.—*Montreal News.*

— **MR. J. L. SPENCE.**—We regret to notice the decease of Mr. John L. Spence, editor and proprietor of the *Brampton Monarch*, which took place suddenly and unexpectedly in Brampton, on Thursday last. Mr. Spence was the only son of the Hon. Robert Spence, Collector of Customs in Toronto. He succeeded his father as editor of the *Dundas Banner*, some fourteen years since, and was subsequently connected with the *Hamilton Spectator* and *Toronto Leader*. Possessed of no small amount of literary ability, and much geniality of disposition, he has left many friends to regret his early death.

— **LIEUT.-COL. CAMERON.**—Died, at his residence, in Cornwall, C. W., on the 29th January, 1867, Lieut.-Col. John Cameron, aged 88 years, deeply and deservedly regretted by a large circle of friends and relatives. Deceased was born at Mayfield, near Albany, N. Y., on the 3rd May, 1779, and came to Canada during the revolutionary war, with his father's family and many others, who left the United States on account of their attachment to the Crown of Great Britain.—*Ottawa Times.*

The deceased was uncle to Col. R. Cameron, of East Nissouri, and was the last survivor of a large family, that, under the peculiarly trying circumstances of that time, counted no sacrifice too dear for the blessings of British protection and British liberty.—*Woodstock Times.*

VIII. Miscellaneous.*

1. THE POPULARITY OF THE ROYAL FAMILY.

"Of all conceivable spectacles of a ceremonial character. I think the sight of the Queen opening Parliament is one of the finest this country has to show. I am, of course, referring to what takes place inside, and not outside, the Royal Palace at Westminster. In spite of the fact that Her Majesty has long since passed the time when her girlish beauty touched the hearts and aroused the admiration of her spectators; in spite of the fact that she has ceased to wear the Royal robes, and to read, with her characteristic clearness and precision, the Royal Speech, the ceremony may be truly described as grand. It is a sight that transports you from the present to the past. Seated on the throne so carefully guarded on all occasions is the Queen. Around her, with all the insignia of office, are her leading ministers and members of the household. This one bears the Royal crown, that the sword of State, and others other signs of office. On her right are the reverend bishops, and the ambassadors glittering with the orders and crosses of every country under heaven. Of course there is one exception, and that is the Minister of the United States, none the less powerful that on his person there is a lack of barbaric pearls and gold. The members of the Royal family one by one have taken their seats. The House is getting very full; the galleries are crammed with the loveliest of England's daughters in full evening costume, with coronets of pearls and diamonds that dazzle and bewilder. In the body of the chamber are the peers, with their red cloaks and ermine tippets, and coronets, all of the olden time. With the strains of music coming nearer and nearer, Her Majesty has entered and received the homage of the House. * * * * * In a few minutes the ceremony is over. Mr. Disraeli is one of the first

* NOTE TO TEACHERS.—FRIDAY READINGS FROM THE JOURNAL.—Our Chief motive in maintaining the "Miscellaneous" department of the Journal is to furnish teachers with choice articles selected from the current literature of the day, to be read in the schools on Fridays, when the week's school-work is finished, as a means of agreeable recreation to both pupil and teacher. Several teachers have followed this plan for several years with most gratifying success.

to get out of the Queen's presence, and, amidst cheers and demonstrations of loyalty, Her Majesty returns home. She is followed by the Prince of Wales, who is also very loudly cheered, and who certainly looks all the better for his various trips since the termination of the London season, the many dissipations of which assuredly did make his Royal Highness look a little flabby, and paler than, as Tennyson says, 'should be in one so young.' The Duke of Edinburgh comes next, and he also meets with a fair share of popular applause."

2. "QUEENS SHALL BE THY NURSING MOTHERS."— QUEEN VICTORIA.

At the anniversary of the London Missionary Society, the venerable Rev. Mr. Ellis, in giving an account of his visit to Madagascar, said that in the draft sent out from England of a proposed treaty of amity and commerce between England and Madagascar, there occurred those remarkable words:—"Queen Victoria asks, as a personal favor to herself, that the Queen of Madagascar will allow no persecution of the christians." In a treaty that was signed a month before he came over, there occurred these words:—"In accordance with the wish of Queen Victoria, the Queen of Madagascar engages there shall be no persecution of the christians in Madagascar."

3. COUNT MONTALEMBERT ON ENGLAND.

The third volume, just published, of Count Montalembert's "History of the Monks of the West," opens with a sketch of the English nation, of which the following is a translation:—

"There exists in modern Europe, at seven leagues distance from France, within sight of our Northern coasts, a people whose empire is more vast than was that of Alexander or the Cæsars, who are at once the freest and the mightiest, the richest and most manful, the most undaunted and the most orderly that the world has known. No study is more instructive than the character of this people; none present so original an aspect or stranger contrasts. Liberal and intolerant, pious and inhuman, loving order and security as much as movement and renown, they feel a superstitious respect for the letter of the law, and practise the most unbounded personal independence. Conversant, as none others are, with all the arts of peace, and yet unconquerable in war, of which they sometimes are passionately fond, too often strangers to enthusiasm, but incapable of faint heartedness, they know not what is to be discouraged, or enervated. At one time they count all by the measure of their gains or caprices; at another they get heated for a disinterested idea or a passion. As fickle as any other race in their affections and their judgments, they always know where to stop, and they are gifted at once with a power of initiative which nothing turns aside. Eager for conquests and discoveries, they wander or rush to the utmost boundaries of the earth, and they return more attached than ever to their home, and more resolute in upholding its dignity and perpetuating its ancient stability. Implacable haters of constraint, they are yet voluntary slaves to tradition and to discipline freely accepted, or to prejudices handed down to them through generations. No people have been oftener conquered, but none have so absorbed and transformed their conquerors. Inaccessible to modern convulsions, that island has been an inviolate asylum for our exiled fathers, and our Princes, not less than for our most violent enemies. Neither the selfishness of these islanders, nor their indifference, too often cynical, towards the sufferings and servitude of others, should make us forget that in their country, more than any other, man belongs to himself and governs himself. It is there that the nobleness of our nature develops itself in all its splendor, and there attains its highest perfection. It is there that the noble passion of independence, combining with the genius of association, and the constant practice of self-control, have given birth to those prodigies of energy, of indomitable vigor, of stubborn heroism, which have triumphed over seas and climates, over time and distance, over nature and tyranny, and have excited the envy of all peoples, and the haughty enthusiasm of the English. Loving liberty for her own sake, and loving nothing without her, they owe little to their kings, who were nothing but through them and by them. On them rests the formidable responsibility of their history. After undergoing as much, and more than any other nation of Europe, the horrors of political and religious despotism of the 16th and 17th centuries, they were the first and the only people who threw it off once and forever. Reinstated in their ancient rights, their proud and brave nature has ever since kept them from delivering over to anyone their rights, their destiny, their interests, or their free will. They themselves know what to resolve and what to do; governing, raising up, inspiring their great men, instead of being seduced, led astray, or made the matter of traffic by them. The English race has inherited the pride, as it has inherited the grandeur of the people whose rivals and whose heirs they are, of the

Roman people—not the vile Romans enslaved by Augustus but the sterling Romans of the Republic. But that the race like the Romans to their tributaries has been fierce and rapacious in Ireland, and has inflicted, even down to recent times, the servitude and degradation which it repudiates with horror for itself. Like ancient Rome often hated, and too often deserving of hatred, it will always excite even among its most favorable judges, more of admiration than of love. But more fortunate than Rome, that race is, after a thousand years and more, still full of youth and youthful vigor. Progress, gradual, imperceptible, but never interrupted, has created for it an inexhaustible store of force life. Its sap overflowed yesterday, and will overflow to-morrow. More fortunate than Rome, and despite a thousand inconsistencies, a thousand excesses, a thousand foul blots, the English race is of all modern races and of all Christian communities the one which has best preserved the three fundamental bases of every society worthy of man—the spirit of liberty, the spirit of family, and the spirit of religion.”

IX. Educational Intelligence.

— REV. DR. RYERSON IN ENGLAND.—At the close of the last term of the Wesleyan Normal School, in London, Rev. Dr. Ryerson being present, spoke as follows:—“He must disclaim what had been said, (alluding to a remark of the Principal’s in calling up Dr. Ryerson,) that he was a great power, and something more, in the matter of education, in the country of his birth. It had, indeed, been his duty, during nearly twenty-two years, by the unanimous consent of the Conference of which he was a member, to occupy the position in which he then stood, of chief superintendent of education for the province of Upper Canada. It had already been his duty to make several visits to other countries for the purpose of enlarging his own views, refreshing his mind, and preparing for the more efficient discharge of his duties; and for the laying a deep and broad foundation for the future advancement of education, and contributing, as far as might be, in connection with a system of public instruction, to the diffusion of useful knowledge. He was now on his fourth official visit to Europe, and was about making what at his age he must consider his last visit of the kind to the principal countries of Europe, in order that he might compare the results in these countries with those in his native country, and that he might be enabled the more effectually to supply any defect in their own system, while at the same time he might inspire them with higher views and more fervent zeal for the advancement of that which must ever be the foundation of all good government and all real and solid civilization. He had come there, like the friend who had just addressed them, for the purpose of listening to the address, and of getting his own mind more deeply impressed with those views which he was sure would be enunciated by a gentleman so pre-eminent both for learning and piety and of almost unrivalled ability. He need hardly say that he had not been disappointed, but felt that however familiar he might be with these subjects in addressing students of a normal school under his own immediate oversight, and he had the administration of the law of his country over upwards of four thousand schools, yet at the same time he was not fully acquainted with those wants of society, those errors, and with those dangers to which young persons were exposed in society, which he had here heard described, and which knowledge was so essential to the delivering of a practical and instructive address such as that with which they had just been favoured. He thanked the Rev. President with all his heart for the address, and he congratulated the Students upon the opportunity of listening to such a one, which he was sure would instil feelings and establish principles for their future guidance, which would be to them a tower of strength in the future, and at the same time give them an impulse to zeal, activity, and success in their respective vocations. He might perhaps be pardoned for mentioning that when the President had referred to the three sources of influence, and three grounds for gratitude in the education of young people in connection with that College, he had thought of a fourth source of influence, and a fourth ground for gratitude, and that was due to their venerable Principal. He could not but think of the power and the influence which led to the establishment of that Normal College, and of that moral influence, and of that moral and religious system, which gave birth to the man who had laid the foundation of that Institution. (Hear, hear.) He could not but think of that glorious, and he was going to say, that divine Methodism, which had also produced the man who had delivered the address on that occasion, and had led to the raising up of a succession of men, of whom he might say that there were nowhere their superiors, and scarcely anywhere their equals, in the moral regenera-

tion of the age in which they lived. He could not but feel that every teacher owed a debt to Methodism, apart from his father, apart from the State, and apart from his neighbours; and that his heart would entwine around the system, and that he would endeavour to show it forth wherever he might be called to labour. A few years ago, in the course of his visits, he was at Rome, and had an introduction to some ecclesiastic authorities there, who wished to know who he was, and he told them he was a Wesleyan Methodist. “John Wesley,” said one, “I think I have heard of that man.” (Laughter.) That day he had been in conversation, by request, with the Under Secretary of State for the Colonies, Mr. Adderley, who was anxious to learn the Canadian System of education. He told them the constitution of their Council of Public Instruction, and that it consisted of clergymen of the Church of England, and Presbyterians, whilst he himself was a Wesleyan. He felt it not only a duty, but the expression of an appropriate feeling of gratitude, wherever, or in whatever society he was, to raise his colours and avow his religious profession. (Cheers.) He could not be considered yet what was called an aged man, yet he was the oldest member of the Canadian Conference, which numbered when he commenced labour in connection with it but 24 members, whereas now there were upwards of 500; he felt therefore that they were all under increasing obligations to the blessed agency of Methodism for the promulgation of truth, for the instilling of sound principles, and for the maintenance of that order in society which had done more to maintain the glorious institutions of England than the swords and bayonets of all her soldiers. He felt thankful to the venerable Principal for the allusions he had pleased to make, and he prayed God that the influences of that night might long abide with and bless all who had been present. (Applause.)—*Watchman.*

— OPENING OF THE HAMILTON GRAMMAR SCHOOL.—The formal opening of the Grammar School took place yesterday afternoon, the large room of the new building being filled with a most respectable audience. The chair was occupied by the Chairman of the Board of School Trustees, Mr. Jas. Cummings. The proceedings were opened by prayer by the Rev. Mr. Robson, and very interesting addresses were delivered by Revs. Messrs. Harper, Inglis and Dr. Ormiston, and by the Sheriff and the Mayor, all of whom spoke strongly of the importance of the Grammar School now being instituted and of our school system generally, impressing upon the audience the duty of sustaining the school liberally. The benediction having been pronounced by the Rev. Mr. Simpson, the meeting separated with three hearty cheers for the Queen. A letter was read from the Right Reverend Bishop Farrel, expressing his regret at being unable to be present, and his earnest wish for the success of the school.—*Spectator.*

— BROCKVILLE GRAMMAR SCHOOL.—It is gratifying to be able to record the continued progress of the school. The attendance has risen from ten in August last to thirty-five at the present time, and the people of the surrounding townships are beginning to avail themselves of the advantage of the school to a greater extent than heretofore. There is also a good prospect of continued increase. The education of pupils attending this school having been made free to them, we are satisfied that with energy and perseverance on the part of Trustees and Teachers there is no reason why Brockville should not possess the best Grammar School in Upper Canada. To make it so, however, the people whom the school is intended to benefit should become fully alive to their interest in it, and not rest content with what has been already achieved. The people of this town are justly proud of their Common School, but strange to say, do not seem to take that interest in higher education which characterizes the inhabitants of many smaller places. In some minds there seems to be an impression that the Common and Grammar Schools are in some way rivals, and that one can only be built up at the expense of the other. Nothing could be farther from the truth. The two schools occupy entirely different ground, and the school system is not complete without both. The Common School is intended to furnish the pupil with the education and training necessary for a successful course in the higher field opened to him in the Grammar School, just as the Grammar School is intended to fit him for the University. Any comparison of the two schools, in this respect therefore, can only proceed from misapprehension or ignorance. It is but just to say, however, that an increased interest in the success of the Grammar School is awakening, and now that the school under the new regime is no longer an experiment but a success, it is to be hoped that it will obtain that support and patronage which it deserves. We in Brockville need not be behind any place in matters of this kind. We may, if we wish, be equal with any.—*Recorder.*

STATE OF EDUCATION OF TORONTO POLICE PRISONERS, 1866.—Neither read nor write, 153 males, 274 females. Read only, 47 males, 134 females. Read and write imperfectly, 470 males, 231 females. Read and write well, 44 males. Superior education, 2 males.

— CHURCH OF ENGLAND GIRLS' SCHOOL.—A meeting was lately held in Toronto for the purpose of advocating the establishment of a church school for girls, in connection with the Church of England. The Rt. Rev. Dr. Bethune, Bishop of Niagara, presided. He advocated the necessity there existed for a school of a distinctive character, having for its object the religious as well as the secular training of the daughters of members of the Church of England. The Rev. Mr. Langtry, the originator of the movement, and who acted as secretary to the meeting, spoke at some length in reference to the progress that had been made towards the establishment of the school, and the apparent readiness that animated most of those with whom he had spoken to aid him in the good work in which he was engaged. Rev. Ven. Arch. Palmer, of Guelph, strongly urged the necessity there existed for distinctive teaching now-a-days. Rev. Provost Whittaker made a forcible speech in favor of instituting such a school as that under discussion; as did also Rev. Mr. McCallum and the Rev. Mr. Darling. The proceedings were brought to a close by Mr. M. R. Van-koughnet moving a resolution pledging the meeting to further and carry out a ladies' school in connection with the Church of England, which was carried unanimously.—*Leader.*

— EAST NORTHUMBERLAND TEACHERS' CONVENTION.—Mr. K. Mark, Teacher, writes from Castleton as follows:—I have read advertisements concerning Teachers' Conventions, and heard of such institutions; but never attended one prior to the 9th inst., when I had the pleasure of being present at the quarterly convention of teachers, East Northumberland. Having been engaged in teaching for some years, and looked with a certain amount of indifference on such meetings, I would wish, for the information of those who are not members of such institutions, and careless of the benefit to be derived from them, to state what I saw and took part in. The first, and perhaps the most practical part of the programme, was to have a class of children in attendance. A teacher was then called upon to give a lesson on some subject to these children, in the same manner that he adopts in his, or her, own school; his plan is then criticised and remarks made thereupon. By these means each teacher gains the experience of others, the younger members of the profession gain confidence, and feel that they belong to a class of the community which has the noble object of guiding and improving the intellectual and moral principles of the rising generation in our glorious country. The superintendent of the county is president, and he also takes an active part in the proceedings; having been a teacher for a number of years, and superintendent of schools for twelve years; he can give a history of each school, and its teachers, during that long period of office; besides he can corroborate a teacher's criticism or show him the defects of his theory when put into practice. The teacher is placed, more or less, in an insulated position; he comes in contact with those who do not share his zeal for intellectual growth, and cannot but feel they do not enjoy each others company. By means of these conventions, teachers meet in concord and harmony, sympathise with, and encourage each other in their various duties. All parents and others are invited to attend these discussions, and we had quite a number to attend our proceedings. They see we have the welfare of their children at heart as well as their dollars, and if they entertained any prejudice towards teachers as a class "who have easy times," &c., they must then acknowledge that our mental labors, and our anxieties for the improvement, intellectual, and moral of the children committed to our charge, is more or less taken notice of by them, and they must then exclaim that they did not think we worked so hard or thought so much for their children, and must give us their sympathy and the right hand of fellowship; teachers and parents are united together in one common object, the moral, intellectual, and right training of the children belonging to the rising generation, who are destined to become the legislators and rulers of an important country in this part of America. I would like to see our first or second class Normal School teachers give a short account of the Conventions held in their several localities as it must be beneficial to our younger brethren, if not to those more advanced in years, to hear the experiences of those who have had the benefit of such excellent training, as is bestowed by the Normal School Toronto.—*Communicated.*

X. Departmental Notice.

SCHOOL PRIZES, MAPS AND APPARATUS.

The Chief Superintendent will add *one hundred per cent.*, to

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

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

* * * If Library and Prize Books be ordered, in addition to Maps and Apparatus, it will be NECESSARY FOR THE TRUSTEES TO SEND NOT LESS THAN *five dollars additional* for each class of books, &c., with the proper forms of application for each class.

☞ The *one hundred per cent.* will not be allowed on any sum less than *five dollars*. Text books cannot be furnished on the terms mentioned above: they must be paid for at the net catalogue prices.

THE "AUTHORISED TEXT BOOK" SERIES.

THE Council of Public Instruction having issued a Revised List of Text Books for use in the Grammar Schools of Upper Canada, the Subscribers are publishing Canadian Editions of the following books on that list, under the general title as above.

- I. AN INTRODUCTORY LATIN BOOK, by Albert Harkness, Ph. D. 60c. *Ready.*
- II. A LATIN READER, intended as a Companion to the Author's Latin Grammar, by Albert Harkness, Ph. D. 75c. *Ready.*
- III. A LATIN GRAMMAR for Schools and Colleges, by Albert Harkness, Ph. D. \$1 00. *Ready.*
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