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RECENT SPEECHES IN ENGLAND BY EMINENT MEN.

I. CAUSES FOR THE ESTABLISHMENT OF SCHOOLS OF ART IN ENGLAND.

(Extract from the Speech at Manchester of Lord Granville, President of the Committee of Council on Education, in October last.)

While we were superior to all other nations in advantages for manufacture, both in regard to the enormous accumulation of capital and to the cheapness of the material we required, with regard to our maritime position, and with regard to the immensity of our mineral wealth, at the same time we thought —and I believe not unjustly—that we equalled, if we did not surpass, other nations in energy and love of honest labour. But there was one point in which our manufactures were certainly deficient, when compared with those of some of our continental neighbours, more especially the French. It was in that finish which art alone can give, and which often imparts greater value to an object than the intrinsic value of the material, or even the common labour that is displayed upon it can effect. Now, this was a thing Englishmen surely ought to feel was to be remedied. Parliament met the question, committees sat, and the result was, that Schools of Design, as they were first called, were established. Now, what was the reason of our inferiority to our French neighbours? I am quite willing to concede the great imagination of the French, their great cleverness, and the advantages of a very bright climate, but I deny that there is anything natural in our constitution or our temperament which makes it impossible for us, if our talents are properly developed, to excel also in art. For more than 1000 years the Government of the French nation have encouraged and fostered in every way the art education of the people. They have done it in every sort of manner. Their kings, some of them possessing very great taste, have done it in a manner which I believe was most baneful to the nation in other respects. While erecting palaces, lavishing upon them all the treasures of art, they forgot that they were doing it for their self-glorification, and draining the pockets of the people, which they ought to have encouraged to sustain themselves, to raise themselves; and, I believe, a bitter penalty was afterwards paid, in that first revolution, for these very extensive oppressions. But when you take it in the point of art, it is impossible not to feel that it did give a great advantage, and that by these institutions, the ornamenting of great public buildings, and the collections that were amassed, a great opportunity was given to educate the taste of every Frenchman of every class in that great country. Our own history was of a different kind. For some time there was encouragement to art from our kings in the same way. In the middle of the last century there was a great movement, and some of our admirable painters who then appeared, our admirable sculptor Flaxman, and other distinguished people who were in the habit of travelling on the continent, having wealth and leisure enough to do so, brought back a strong feeling for art. But that was never applied to manufacture; and the result, I believe, was perfectly true, and most certainly proved at the Exhibition of 1851, that in that respect, and I believe in that respect alone, our manufacturers were decidedly inferior to the manufacturers of France. Those are some of the reasons which created the necessity of schools of design. I believe it to be of the greatest importance to provide the best copies and examples for every school in the country, and I believe that a provision of this sort can much more easily be made, and much more cheaply made, by a central body than would be possible by individual efforts. I believe, again, that the training of masters, to supply one of the most important deficiencies at this moment felt, and which was still more apparent a few years back, is what a merely central authority can do. There is another object, which is to encourage the general taste by the making of collections which may show what the principles of good taste are. I quite admit that this is a point which may be very much abused. But we try as much as possible to avoid that evil, by dissemin-

ating through the country parts of the collections, in whatever way may be most useful to the country; and we endeavour to extend to every district the good which we disclaim wishing to retain exclusively to ourselves.

Utility of Art and Drawing in the Common Schools.—There was another point which I believe to be of the utmost importance to all, I mean with regard to the teaching of elementary drawing generally, not in the schools of art, where the pupils are of a higher order, *but in the common schools of the country.* I believe all that has been said about the advantages of teaching drawing to be perfectly true, and all the objections that are made to be perfectly false. I met yesterday one of the most munificent, intelligent, and judicious promoters of education I know, who objected to the universal teaching of drawing. I believe, even here, that there is no doubt the objection is a fallacy, and if you consider what Mr. Redgrave said about the sort of education which drawing confers, the precision and neatness it leads to, then the advantage of this kind of instruction must be very apparent. I believe, after all, there is a design in the cutting out of a frock; and a friend of mine went still further and suggested that, to lay a knife and fork perfectly parallel to one another required the sort of eye which was perfected by a drawing lesson or so. (Laughter.) And, still further is the fact agreed to by the general assembly of all the schoolmasters at Marlborough-house that, so far from drawing taking up time which might be more advantageously employed, they found the children who had half of the allotted number of hours given to drawing and half to writing progressed more rapidly in their writing than those who were occupied in learning to write during the whole of those hours. (Hear, hear.) I believe the advantage of this instruction is great in every class of life. I learnt to draw when I was very young, and the result was that I drew a certain church, which I used to take home to my parents. I am sorry to say that further attention to this pursuit was after some time omitted, until many years later, and not many years ago I found myself at Rome. Finding my enjoyment to be very great from the objects of art which are there to be seen, I went to an eminent artist there, who sometimes gave lessons, and asked if I was too old to learn to draw. He said, "Not at all; he had known persons of my age progress very rapidly and become very distinguished artists;" and he begged me to sit down and attempt a sketch. I immediately thought of my old church, and set to reproduce that, adding a cedar or two, and a cottage in the distance. I was not, I own, very much pleased with the result, but I showed it to the artist, who took it up and looked at it, and then said, "On the whole, I think if I was you I would not take lessons." (Much laughter.) Now, notwithstanding that discouragement, I think that I have no inherent incapacity for being an ordinary draughtsman; but I do very sincerely regret that that great usefulness and pleasure has been denied to me through life from the circumstance of not having attended to it when I was young. And I believe, what may seem paradoxical, that that utility and that pleasure go on increasing in proportion as we go down the classes less rich and less able to avail themselves of art, both for use and for pleasure. I believe, therefore, this elementary drawing to be conferring very great benefit indeed on the country at large, and hope it will progress satisfactorily. And I venture to appeal to those who have worked so hard in the higher branches of art, also to try to put their shoulders to the wheel and promote this elementary drawing wherever it can be forwarded. (Hear.) I think there is nobody here who will deny that our present Sovereign, together with Prince Albert, has shown an Interest in this subject. (Cheers.) And I remark just now that it is singularly characteristic of the spirit of the present age, and of the just appreciation by the Sovereign of that spirit, that whereas former monarchs worked almost entirely either for the gratification of their individual taste or for their self-glorification as to their regal state, I trust that in the encouragement from the Crown which has been given to art, while there is great individual enjoyment of the thing itself, an encouragement has also been given to education, and there has been an endeavour to make every class of the community co-operate in every manner in the work which was in hand. And I believe there is nothing more evident or that has done more good than the example set by the Queen herself, of the very generous use of any object of art in her possession, by circulating it as widely as possible, and letting it be known in every possible way. The example has been followed I must say, in a very marked manner. I may instance the fact of the public institutions being open to the people, and established more for the people, and also the very fact of this great Exhibition of the Art Treasures of the kingdom, which I believe would have been impossible some years ago, shows the sort of impulse which is now given to the public taste. The spread of education tends very much to it; and there are also other things. I was reading the other day an account of most interesting words used by a Frenchman on the union of arts and commerce, and he particularly dwelt upon this point, that he did not mind our rivalry when carried on by exiles of his own country, because there was something not fully vital in that, but that he did foresee great danger to their supremacy in what he remarked was taking place in England now, which was the recurrence to the old simple principle of art, and a determination to adapt the ornament and the design to the parts of the object which was ornamented or designed. (Cheers.)

Influence of Schools of Art on Public Taste.—But, with regard to these schools of art, I believe it is possible that, in this sort of institutions, the indirect effects are much greater than the direct effects. I believe it is perfectly possible to point out some very tangible results. I believe it is a result to find that the students in these schools in the last ten years have become exactly ten times more numerous than they were ten years ago. I think it is a result to find that our education costs exactly one-fourth of what it did seven years ago. I think it is a result to find, as a positive fact, that almost all the most eminent porcelain manufacturers, almost all the most eminent cabinet-makers, and upholsterers, and paperhangers, and almost all the most eminent ornamental metalwork men, have got in their establishments at this moment men whom they have drawn from schools of art in different parts of the country. I think this is a great result, and that from those local examinations, you will find that there are not merely many persons now learning to draw, but that you have a positive proof, in the drawings they produce, that they have profited by the lessons. (Hear, hear.)

Provision for Art Education in England.—Any town which chose to take the trouble of registering 500 students, or one per cent. of the population, who were willing to pay 6d. each for instruction for one year in drawing, might have a master recommended who would undertake for that small sum the instruction of those 500 children for one year, giving them one lesson per week. The State further undertook to test this instruction, to see that it was soundly carried on, and at the end of the year would send an inspector down, and by means of papers from which there was no escape, would examine those boys who chose to come up for examination. And, to induce them to come up, a small prize was given to every successful child, the prize being of materials that would assist him in the further progress of his art instruction. Moreover, to give the master an inducement, for every boy who received such a prize a small payment was made on his behalf to the master which was in aid of the mere 6d. he had to pay for the twelve month's instruction. Those who might visit the exhibition of the prize drawings during the week would find among the other works of art a copy of the paper given to the boy by the inspector when he came to examine him. It was executed in presence of the inspector, in a given time, and by every boy at the same time. It consisted both in free hand drawing, to educate his eye to precise imitation and appreciation, and his hand to power, and also a little way in those scientific principles, such as the nature of geometry and perspective, which enabled him to see the relation of things to one another. The prizes were also submitted to the inspection of visitors, and it would be seen that although they were all of a valuable nature, and such as the boy could not very well obtain for himself, the examination papers were such as would absolutely test the progress he had made. This education, therefore, was open to all who chose to come up and test their powers, and see whether they were really profiting by the instruction given to them. It was open to any one else besides those who received instruction from the masters appointed by the Government, and if they succeeded they would obtain the prizes, although if the master who instructed them was not appointed by the Government, he did not receive the reward. This formed what was called the first grade, and it was an extremely valuable part of public education, not only male but female. A bronze medal was given as a prize to all who were most successful in these prescribed examples. These bronze medals were given at the local competition. Only 30 could be given in any school, and it must be very satisfactory to the people of Manchester to know that their school had this year the whole number of these local medals (applause), while it was the only school throughout the kingdom that had thus distinguished itself. These drawings were again gathered together in one place—on this occasion it was in London—and two of our most eminent artists, Sir Charles Eastlake and Mr. Maclise, had assisted him (Mr. Redgrave) in making the award again upon these prize drawings, 100 national medals being permitted throughout the whole of the schools in the country, in such proportions as they might happen to fall upon the various schools. He would merely add, to sum up all that was endeavouring to be done, that in addition to various aids to instruction, which were valuable to all, the Central Department in London, the Department of Science and Art, were now making efforts to render all that it possessed available and fruitful in the provinces. They had been enabled to collect a most valuable library of art, an especial library of art; and, under very simple conditions, these valuable works, far too important to be bought by individuals, and hardly likely to be bought by provincial towns even, since they were many of them rare and not often in the market—these works were lent, by a sort of circulating library process, to the various schools of art for a short

period, with constant changes. Moreover, all that they got in their purchases for the museum at South Kensington was also circulated in the same way. He had, perhaps, now said enough to show the nature of the assistance given to art instruction throughout the kingdom. He would only say, that all that was being done was not done with the view of educating artists. No doubt artists would come out of such education, but this education was given with a view to produce an intelligent appreciation of art, and a right taste in matters of art.

II. BENEFITS OF UNITED ACTION FOR SOCIAL ADVANCEMENT.

(Extract from a Speech, at Birmingham, by Lord Brougham, in October last.)

Upon the beneficial effects of united action in its different applications I can venture to speak from an experience of some duration and considerably varied. It may suffice to mention two instances of this successful operation. About 30 years ago the society was founded for Diffusing Useful Knowledge, its object being to bring the different branches of science and of literature within the reach of the great bulk of the community by reducing the cost of books, maps, and prints to a very moderate scale, and by preparing various works at once didactic and attractive. The committee which carried on these operations consisted of 60 persons, among the most eminent in science and literature, ancient and modern, with members of three learned professions, and distinguished statesmen. Regular meetings were held to receive reports of sub-committees charged with preparing the various works composed either by their own members or by authors who were employed. Every matter was discussed by the general committee, both on the writings submitted and on the new works to be undertaken. The most severe examination had been applied by the sub-committees, but the proof-sheets were further submitted to the whole of the members, who had to consider both the substance and the manner of treating it; and even those who on any subject might not feel competent to criticize the scientific part, exercised a vigilant superintendence over the style, so that errors in composition and offences against correct, even severe, taste were sure to be detected. Now, the great number of our members, profiting, moreover, by the communications of about 70 local committees and the advantage of constant intercourse among the members of the central body, enabled the society in the 20 years of its active operations to publish not only with unbroken regularity treatises twice a month, but various other works not given periodically. Above 200 volumes have thus appeared. The circulation of the scientific works frequently reached 25,000; of those in more general use 40,000, while of the preliminary discourse the circulation was 100,000, and of the weekly or *Penny Magazine* it exceeded 200,000; and this gave rise to works of a like description, as did also the scientific treatises, so that the effects of the society's labors were not circumscribed within the classes among whom its works circulated. And it further had the satisfaction of finding that the price of books, maps, and prints was exceedingly lowered, while their numbers were greatly multiplied. Cheap literature was found to be the true interest of authors as well as publishers, and was no longer confined to light reading, but extended to works of science and art, prepared with unremitting attention to the explanation of all technical terms and all obscure allusions, and removing whatever obstructions are found in the path of the learner; so that the youth of humble station could no longer be met by those distressing difficulties, both in expense and in the want of truly didactic works, which had before made the pursuit of self-education all but hopeless. A still more important service, however, was rendered by teaching professional authors and publishers that there is a market for true and substantial knowledge among the people at large. Other important incidental advantages accrued from the society's labours. One of these advantages was that many works, some of them periodical, remarkable for their ignorance and folly, and others filled with ribaldry and scurrility, and of a hurtful tendency towards the interests of both church and state, were discontinued. Another beneficial consequence was, that the translation of several of the society's works into many European languages, as of the preliminary discourse into six of them, and some Oriental tongues, gave rise to the establishment in some countries—as France, Holland, and America—of institutions on a similar principle, and leading to similar publications. But the other experience to which reference may be had is that of the body whose objects approach most nearly to our own—the Society for Promoting the Amendment of the Law. It would not be easy to describe the many pernicious attempts at legislation which it has stopped in their earliest stages—attempts tending to the injury, not to the amendment of the law; and, if ending in failure and its attendant exposure, calculated to bring the great cause of legal improvement into disrepute. But it is more pleasing to dwell upon the signal benefits that have accrued from the measures maturely digested and strenuously promoted which have obtained the sanction first of the public assent—that is the approval of those who are capable and well informed—and, finally, the assent of the Legislature itself. I am bound to state that since its establishment in 1844, most of the Bills which I have brought forward, and of which many have been passed, making a great change in our jurisprudence, either originated in the enquiries and reports of the society's committees, or owed to the labors and authority of that body valuable help towards, first, their preparation, next, their adoption. Of the nine Bills presented by me to the House of Lords in 1845, and six of which are now the law of the land, two of the six were suggested by the society, and another, the most important of the whole, and which has entirely changed the course of procedure, the Act for the Examination of Parties in all Suits, I never should have succeeded in carrying but for the society's correspondence with all the County Court judges, and their almost unanimous testimony in favor of the change. Take another instance. Of the legal improvements in the session that has just closed, the most important are the Divorce and Fraudulent Trustees Acts.

III. PERMEATING TENDENCY OF THE DIFFUSION OF KNOWLEDGE—ITS HEALTHFUL INFLUENCE.

(Extract from the same speech.)

In the attempts that have been made for so many years to effect the more general diffusion of knowledge, the necessity has been too much overlooked of beginning with the upper classes of society. When these are well imbued with the taste for acquiring knowledge, they have a natural tendency to make those in other ranks partake of the same great benefits. It is not that the whole or even the greater part of one class will become educators, but some will be inspired with the desire, not more benevolent than wise, of bearing the torch to the regions still without those lights which they themselves enjoy. Thus is sound and useful instruction propagated by a sure and natural process. Nor is it more certain that the various layers of the great social structure are bound together by the mighty clamp of justice administered to all, and binding on all, from the broad basis of the people upwards, through the middle classes and the aristocracy to the Crown itself, on the narrow summit, than it is certain that knowledge pervades the vast pyramid by successively imbuing and disposing the couches of which it is formed. Knowledge thus diffused, but especially knowledge of social interests and rights and duties, even more than the firm and temperate distribution of justice itself, possesses the great, the cardinal virtue of insuring the stability of the social system. It is, to use the language of the day, in the very greatest degree Conservative, and in the highest sense of the phrase. But this diffusion has another and most happy tendency,—it leads to the improvement of the system, because it inspires all classes with the desire of promoting measures shown to be safe as well as effectual, in a word, wholesome reforms. Nor can anything be more groundless than the fears of progress entertained by some—affected by more. It is, in truth, ignorance continued, not knowledge advanced, which they have to fear—nay, which, when we come to an explanation with them, they really do fear. Knowledge is power; but its natural ally is the friendly power of virtue, with which its dominion is willingly shared. This is above all true of the knowledge which we shall seek to improve and to impart. The Supreme Disposer and Preserver, who "decketh himself with light as it were a garment, but defendeth all the earth as it were with a shield," has provided that the false steps into which we are led by the twilight will be prevented or retraced when the day dawns. If any one is still alarmed at the force which the people seem to gain when their faculties are expanded by cultivation, let him recollect that this happy process cannot be continued and further knowledge acquired, without a new security being given by that very increase of knowledge against the delusions and the excesses from which the peace of the community has most to fear. We are reminded by the subject, as well as by the place where we are assembled, of the exquisite invention, the happiest perhaps in the history of science, which makes the power of steam provide by its expansion for its own control, the one very nicely proportioned to the other. Knowledge is thus both power and safety—it exercises this self-control; it gives to the mighty social engine both the movement and the governor—

> "Unmeasured strength with perfect art combined,
> Awes, serves, amazes, and protects mankind."

But it is not safety alone that we expect; we fondly hope for more; we confidently look higher. Undaunted by the resistance of adversaries, undismayed by the obstructions which the bias of prejudice, or the conflicts of faction, or the strife of controversy raise to impede social progress or to retard, its friends lift up their view to the loftier heights where religious and moral truth sheds an eternal light. Piercing the darkness of ignorance that shrouds one region, the mists of doubt that obscure, the storms of passion that vex, the instinct of selfishness that chills another, the eye loves to repose on that bright

summit where the same beams dispel all doubt from our opinions towards God, and warm our benevolent feelings towards man:—

"As some tall cliff that lifts its awful form,
Swells from the vale, and midway leaves the storm;
Though round its breast the rolling clouds are spread,
Eternal sunshine settles on its head."

(Loud and prolonged cheering.)

NATIONAL ASSOCIATION FOR THE PROMOTION OF SOCIAL SCIENCE.

The object of the National Association, to which Lord Brougham refers in these two passages from his speech, is, as its name implies, to aid the development of the Social Sciences, and to guide the public mind to the best practical means of promoting the Amendment of the Law, the Advancement of Education, the Prevention and Repression of Crime, the Reformation of Criminals, the Establishment of due Sanitary Regulations, and the Recognition of sound principles in all questions of Social Economy.

The proposed mode of action is, once in every year to bring together the various societies and individuals who are engaged or interested in furthering any of the above objects; and without trenching upon their independent exertions, to elicit by discussion the real elements of truth, to clear up doubts, to harmonize discordant opinions, and to afford a common ground for the mutual exchange of reliable information on the great social problems of the day.

The better to carry out this plan, the Committee have divided the Association, for the present, into five departments, viz.:—Jurisprudence, and Amendment of the Law; Education; Punishment and Reformation; Public Health; and Social Economy; but at the time of each Meeting any Department will, if necessary, be sub-divided into sections for the more convenient transaction of its business.

The First Annual Meeting of the National Association will be held at Birmingham, on the 12th of October next, and the four following days.

Full particulars of the business to be transacted in each Department will be published previous to the Meeting, but in the mean time, and in order more fully to explain the range of topics on which papers and discussion will be received, a short statement is subjoined under the head of each Department.

First Department.—JURISPRUDENCE AND AMENDMENT OF THE LAW.—In this department will be discussed the Science of Civil Jurisprudence; its bearing on the social condition of the people; the advantages derivable from a wide diffusion of its principles; the practical defects in our laws, the evils arising from such defects; and the fitting remedies.

Second Department.—EDUCATION.—This Department will deal with the various questions relating to Education, both industrial and intellectual, whether of the upper, middle, or lower classes of society; the foundation schools of the country; the connection of Art and Literature with National Education, &c.

Third Department.—PUNISHMENT AND REFORMATION.—In this Department will be discussed the various questions relating to the prevention and repression of crime; the reformation of the criminal; the best mode of secondary punishment; prison discipline; the management of reformatory schools and institutions, &c.

Fourth Department.—PUBLIC HEALTH.—This Department will consider the various questions relating to the Public Health and the prevention of disease; it will collect statistical evidence of the relative healthiness of different localities, of different industrial occupations, and generally of the influence of exterior circumstances in the production of health or disease; it will discuss improvements in house construction (more especially as to the dwellings of the labouring classes), in drainage, warming, ventilation; public baths and washhouses; adulteration of food and its effects; the functions of government in relation to public health, the legislative and administrative machinery expedient for its preservation; sanitary police, quarantine, &c.; poverty in relation to disease, and the effect of unhealthiness in the prosperity of places and nations.

Fifth Department.—SOCIAL ECONOMY—In this Department will be considered the various questions relating to Social Economics; the conditions of Industrial Success, whether of nations or individuals; Savings' Banks, and Insurance: the relation between employers and employed; strikes and combinations; legislative interference with the hours and wages of labour; legislative regulation of professions, trades, and employment generally, and of prices and means of supply; emigration, its effect, and true conditions; exercise of public and private charity; relief of the poor; industrial employment of women; industrial and economical instruction of the labouring classes; social economics in relation to Education, &c.

IV. WANT OF AN EFFECTIVE PUBLIC SCHOOL SYSTEM IN ENGLAND.

(Extract from a speech, at Birmingham, by Sir John Packington, in October last.)

With regard to education, there was much to humble our national pride in the state of this question. When we compared our own position in this respect with that of some other countries which might point out to us that every one of their citizens had the means of elementary education at his door. He repeated that there was no better corrective for the national pride than to reflect upon the ignorance and intellectual destitution of the masses round us. It was to his mind a most humiliating consideration that here in England, where we had attained a degree of knowledge, intellectual power, civilization, and refinement which had never been reached before—in England, where we had attained such scientific pre-eminence, and had given to mankind the wondrous steam-engine and the miraculous telegraph—we were surrounded (and it was vain and mischievous to deny it) by masses of the people in our towns and rural districts steeped in ignorance, vice, and crime, than which scarcely anything worse could be found in an uncivilized land, and the blackness and the shame of which are rendered darker and more shameful by the civilization which prevailed around. (Hear, hear.) He had no wish to exaggerate the state of affairs, or to underrate the great exertions of the admirable educational societies at present in existence; but in his judgment it was clear to demonstration that the means now forthcoming were not sufficient to cope with the extent of the evil. (Hear.) We were always told when Parliament was asked to apply a remedy, "The thing cannot be done on account of the great difficulties which stand in the way." Now, he never heard this declaration of the difficulties without a feeling of shame, and, he might almost say, contempt. There were two modes of treating difficulties in the way of any great social evil; first, by perpetually talking of and magnifying such difficulties and always yielding to them; and, secondly, by firmly declaring that, there being a great social evil, we would trample under foot the obstacles in the way of remedying it. (Cheers.) The last was the mode in which he wished to see England deal with the subject of national education. After the best study he could give the question he believed that those difficulties were greatly exaggerated; indeed, he doubted whether a few of them had not been invented by some who, whatever might be on their lips, had no very ardent love of education in their hearts. (Hear, hear.) The bugbear of a national system was the religious difficulty, but he had no hesitation in saying that a fair solution of this difficulty had been offered to the country. He was one of those who admitted broadly and distinctly that religious instruction was the first and greatest point in education. No education could be complete without religion, and woe to the country which neglected this! But to correct many of the existing evils it appeared to him that we must have a better system of national education. We had now, he was glad to say, a Minister of State responsible to the House of Commons for the Department of Education, a body of able inspectors, and annual Parliamentary grants. But this was only half a system, and to complete it we required a local organization to co-operate with the Central Board, and some certain, permanent local fund to respond to the grants which Parliament made, and he should be guilty of concealing his own deep and sincere conviction did he not express his belief that the real remedy for most of the defects of the present system was to be found in a determined effort by Government and the Legislature to improve the quality of our schools. (Hear.) His hearers might depend upon it injustice was done to the working classes in this matter. (Hear.) Their social affections were as strong as ours. (Hear.) They were not indifferent to the welfare of their children, and we had no right to declare that they preferred the child's earnings to the child's interest until we had fairly tested that question by giving them schools which were fit to go to. (Hear, hear.) When this was done we should be able to say whether they would send their children to school or not, and whether the Government was called upon to adopt a compulsory system.

SPEECH OF THE REV. DR. McCAUL, AT THE RECENT CONVOCATION OF UNIVERSITY COLLEGE, TORONTO.

After a few introductory remarks, the President said:—

When I last addressed an audience in this Hall on an occasion similar to the present, I felt it to be necessary to advert to a misapprehension, which seemed to exist as to the degree of success that had attended the University and College during the period in which they have been in operation. At that time I proved that, even if number of students were adopted as the measure of success—a criterion, however, which I should not, myself, have selected—there was abundant reason for congratulation, if we compared our progress even in that respect with that of similar institutions. This point was established by reference to the annals of the Universities and Colleges in Her Majesty's colonial dominions, and the early history of the

principal Academic establishments in the United States; and the remarkable fact was noticed, that in the then preceding year, the number of students in attendance on lectures in this College, was greater than had ever been in the University at any period of its existence. At the same time, I expressed the opinion, that the degree of success which has attended the University and College, since their establishment, was much below what it might have been under other and more favourable circumstances; and that reference to the brief, but eventful history of our institutions, would prove, that the real wonder was, not that we had done so little, but that we had done so much—that we had overcome so many difficulties—surmounted so many impediments—outlived so many dangers—and yet, during a troubled and stormy existence, had, with the blessing of God, effected so much for the dissemination of valuable knowledge, and for the diffusion of a high order of liberal education. (Applause.)

Permit me now, to occupy your attention for a few minutes, whilst I advert to two or three erroneous impressions, which seem to exist relative to both the University and the College. The first which I shall notice, relates to the number of subjects of examination in the University, and of instruction in the College. This objection, so far as I have heard, is limited to those who were themselves, in their youth, trained in the more confined courses of the ancient Universities. Let us first of all consider, what are the subjects to which the objection applies. In languages and literature we have Greek and Latin, English, French, German, Italian, Spanish, Hebrew, Syriac, Chaldee and Arabic, but of these, the first five alone are essential—the other are optional branches. In the other departments we have Mathematics and Natural Philosophy, Logic, Metaphysics and Ethics, Civil Polity, Chemistry, Natural History, Mineralogy and Geology—all of which are necessary. Omitting, then, those subjects to which the objection cannot refer, inasmuch as they are in the same position with us as in the ancient Universities and Colleges, we shall find that the additional subjects, to which objection is taken, are the Natural Sciences and the Modern Languages.

The question, then, is what justification have we for the addition of these?

The answer is plain and obvious. Within the last few years, their development has been so remarkable, or their utility has been so generally recognized, that they can no longer be ignored as essential parts of a liberal education. Is there one whom I address, who is not persuaded that it is of the utmost importance, that our graduates should not leave our halls in utter ignorance of such subjects as Chemistry, Zoology and Botany, Mineralogy and Geology—strangers to even the leading characteristics of this globe, on which we dwell; of this air, which we breathe; of this light, whereby we see; of the countless myriads of animated existences, which flourish and die around us?

Again, can any one, who is at all observant of the features of the age in which we are living, question the expediency of having our students at least initiated in foreign modern tongues, and well versed in the use of their own language? Time was when Science and Literature chose the Latin language as their appropriate vehicle. But how many learned treatises and discussions are there now written in the vernacular of each country, and what immense stores of valuable knowledge are hidden from the view of those, who have not made some progress in this important department of education? I ask no other testimony on this point than that of those scholars, who either did not enjoy, or did not sufficiently avail themselves of the opportunity of acquiring a knowledge of German, and who now deplore their inability to master the noble productions, which are written in that language, comprehending some of the highest efforts of human ability, in almost every branch of Science and Literature. (Applause.) But it is useless to discuss the question abstractly. Let us enquire what has been done in the Universities at home. Within the last few years the Natural Science tripos has been established in the University of Cambridge, and the Royal Commissioners of Enquiry into that University, in their report, anticipate the institution of a Modern Language tripos, also. Again, in the University of Oxford, since 1850, a school of Natural Science has been established, and the Royal Commissioners of Enquiry notice the languages of Modern Europe as a fit subject to be included in the School of Philology. In the University of London, the undergraduates are required to take Chemistry and Animal Physiology, and at least one foreign modern language. In the University most recently established in the United Kingdom—I mean the Queen's University, Ireland,—both these departments are introduced into the course of study for the degrees in the Faculty of Arts. And let it be observed, that this testimony in their favour is of great weight, for the organization of that University was in the hands of distinguished Graduates, not of one, but of different Universities of the Mother Country, and their object was to form a system based on past experience, and at the same time, adapted to present requirements; to select from all, whatever might be available, and to add what the necessities of the time demanded.

But it is objected, that the result of introducing so many subjects, will be to make the education superficial—to send out the students with a smattering of many branches of knowledge, but without a thorough acquaintance with any one. Now, I admit, that if this were the necessary result, it would be an evil of the greatest magnitude, and so disastrous in its consequences, that I would at once abandon these additional subjects.

But is that the inevitable result? Can no plan be devised, whereby students can obtain during their academic career, a certain amount of knowledge of all these subjects, and yet reach as high a degree of perfection, as was hitherto attained, in some one or two of them? The question is a most important one, and has engaged the attention of some of the ablest men in both hemispheres; amongst others, of Dr. Wayland, formerly President of Brown University, for whose opinion I entertain a very high respect, as a profound thinker, a clear reasoner, and what is more important in the present question, a man who has had great experience in education. It is certain that the extent and accuracy of attainment must be most materially diminished, if seven or eight subjects of study be compressed into that period of time, which was formerly barely sufficient for four or five, and equal attention be required to be paid to each throughout the course. The only practical solution of the problem is to be found in the system, which has been adopted in this University and College, whereby, whilst each student is required to possess at least an elementary knowledge of each subject prescribed in the course, he is at liberty, within certain restrictions, to select those departments for which he has a special aptitude, or which are most useful, with a view to his future occupation in life. This system, after much consideration and prolonged discussion, was introduced in this University, in 1854. According to the plan, which was then brought into operation, the student after one year's study of a fixed course, was at liberty to select between the Greek and Latin languages, or the English and French or German, and between Mathematics or the Natural Sciences. As that arrangement did not, however, go so far as seemed desirable, I lately suggested the following general principle, which is now, with modifications, embodied in the statutes at present in force, viz.:—That all Under-graduates, not candidates for honors, shall be required to take up each of the subjects at two separate examinations, i. e., to continue the study of each during two years; whilst candidates for Honors shall be permitted to give up each subject on passing one examination, i. e., on devoting one year to the study of each; with the exception, of course, of that subject, or those subjects in which they desire to attain marked proficiency, the study of which may be continued by them throughout the whole four years of the course. From this arrangement, I anticipate the happiest results. I expect that its effect will be to supply all with a preliminary knowledge of each subject, on which they may afterwards build with advantage, whilst it secures to those, who desire to become masters of particular departments, the opportunity of cultivating the subjects of their choice to as high a degree of perfection as can be obtained under the circumstances of an academic course.

But it is objected to this system of options, that it is a novelty unsanctioned by experience. I am certainly far from being favourable to experiments in such a subject as Education, and have no community of feeling with those who disparage the practical wisdom of our forefathers, and extol the inventive genius of modern theorists. But, at the same time, I cannot condemn every proposed change, simply because it is an innovation. If it be based on sound principles, which promise success, and particularly if it be adapted to the circumstances of the country in which it is to be used, I would adopt it as an improvement likely to be beneficial in its effects. But how stands the present case? Is this system of options an untried experiment, an untested novelty? To this I would reply, that those who press such an objection, seem to forget, that for many years, the option of Logic or Euclid has been allowed in the University of Oxford; that further options have been permitted by the Statute of 1850, and that the Royal Commissioners have recommended still further extension of the principle.

In the University of Cambridge also, the Commissioners with a similar object recommended, that during the last four terms of residence, the students should be permitted to select the studies best suited to their aptitudes and destinations. In the University of London, an option is permitted between French and German.

In the University of Dublin, within the last few years, the same principle has been introduced, and students in the last year of their course in arts, whilst restricted to two out of five subjects, are at liberty to take any two others which they may prefer.

In the Queen's University, Ireland, the principle has been adopted after the first year of the course. What has been done in this respect by the Scottish Universities I have not been able to ascertain; but I feel persuaded, from their known zeal for improvement, that they will promptly adopt whatever promises to be useful or valuable to the students under their charge.

Let me now proceed to another objection which I have heard urged, relative to the scholarships in the University and the prizes in the College. They, it is said, are countless, whereby of course it is to be understood that their number is unprecedentedly great. In

discussing this question I shall not stop to enquire into the justice of the opinion held by some few, that no rewards should be instituted, but that our youth should be taught to discharge duty without any other incentive than the knowledge that it was duty. Of this it will be sufficient to say, that this theory is contradicted by the experience of almost every one practically conversant with education, and is in direct opposition to the usages of almost all educational institutions in every age. Assuming, then, that it is expedient that scholarships and prizes should be established, and bearing in mind, also, the circumstances of this young country, in which the taste for learning requires to be fostered and encouraged, and in which many of those who devote themselves to its pursuit want not merely honour but aid, let us consider whether this statement as to unprecedented number is borne out by a reference to facts. In the University of Toronto the number of scholarships originally instituted was 90; they have lately been reduced to 61, as the funds were required for the buildings at present in progress. Well, what has been the state of affairs in the mother country in this respect? In answering this question, I shall not refer to the ancient establishments of the United Kingdom, with their long and noble array of professorships, fellowships, scholarships, bursaries, exhibitions, sizarships and prizes, for I might be told, and told truly, that these are the accumulation during ages of public liberality and of private bounty.

I shall limit myself to the same establishment to which I have already referred, as the most recent in our parent isles—the Queen's University, Ireland, an establishment supported by public funds. The functions of that University are similar to those of the University of London, in England, and of the University of Toronto, in this country. With it are connected three Colleges—one in Belfast, one in Cork, and one in Galway. Their functions are similar to those of this College, but there is this point of difference between the arrangements of the University and Colleges there, and those of the University and College here—that whereas with us the Scholarships are attached to the University, with them they are attached to the Colleges. Remember what I have already stated—that the whole number of scholarships with us is 61; and what we are now inquiring is, what is the number in the Queen's Colleges, Ireland? In each of these three institutions there are 55, making a total of 165, a little short of three times the number that we have here; and this, too, be it remembered, in a country where there are many more able to bear the expense of providing their sons with education of a high order than there are, or could be, in this newly-settled land, and where, besides, there flourishes an ancient and wealthy establishment, offering rewards of unusual value and number, with between 20 and 30 professorships, 35 fellowships, 70 scholarships, between 70 and 80 exhibitions, and 30 sizarships. (Applause.) With reference to the number of prizes in the College, I think it a sufficient answer to the objection to state the principles on which they are awarded. In each department, two prizes are annually offered for competition—one amongst the Undergraduates, the other amongst the Occasional Students of each year. These prizes are awarded after the comparison of the results of the two Terminal Examinations in the Academic year, a standard of merit having been previously fixed, regulating the admission into the Classes of Honour, the result of which is, as I have already mentioned, that our prizes are given, not for comparative, but for positive merit. These arrangements relative to the prizes seem to me to be, on the whole, the best which could have been adopted, keeping in view the advantage of encouraging proficiency in each department, and the importance of securing to the students fair and even competition. I may also remark that such arrangements are rendered almost unavoidable by the adoption of the system of options. Another important characteristic of our Institution must also be borne in mind—that we have not here that class of students so common at home; I mean, of those who pass through an aca emic course, regarding such training merely as a recognised essential of the education of a gentleman—without any care for distinction—without any effort for honors—without any intention of using the knowledge which they have the opportunity of acquiring, in the practical duties of professional life. Here, on the other hand, we have not one who is not desirous of distinction—not one who does not aspire to honors in some department or other—not one who does not feel that, while engaged in academic study he is qualifying himself for the more efficient discharge of the duties of that station in which he may hereafter be placed, and from which he expects to derive his maintenance. But it is unnecessary to pursue the subject further. Let me, however, state, before I pass on, that the expense of all our prizes does not amount to the sum expended on the same object in each of the three Queen's Colleges, and that, too, although each of them has in addition 55 scholarships at its disposal.

I would now, in conclusion, briefly advert to a subject which is always of paramount interest on such occasions as the present. I mean the present condition of our University and College, and their future prospects. During the past year no fewer than between 60 and 70 have been admitted to the University, in the different Faculties. This exceeds any former number. (Applause.) The scene we have witnessed this day, of eight and twenty gentlemen presenting themselves for admission into the College, as Students in Arts, is alike unprecedented in its annals. (Applause.) The number of Undergraduates in attendance on our lectures is 50. This also is in excess of any former year. Within the last ten days we have had an influx of no less than between 60 and 70 Occasional Students, so that I feel warranted in estimating the present total number of such students as little, if at all, less than double the number of our Undergraduates. (Applause.) But are there no other encouraging circumstances which present themselves on taking a retrospect of the past year? Yes, there are; and well worthy of mention too. During the past year between 2,000 and 3,000 volumes have been added to the library, and more than double that number have been ordered. (Applause.) During the past year some hundreds of additional specimens have been added to the Museum of Natural History, and we are still engaged in adding to the number. (Applause.) During the past year we have obtained what we have long wanted, a Mineralogical and Geological collection, numbering some 5,000 or 6,000 specimens, and we shall shortly have as many more. (Applause.) During the past year those buildings—to the foundation of which I referred on the last occasion on which I addressed you—have emerged to view and revealed their massive but fair proportions. (Cheers.) Yes; those rising walls, with sculptured arch, with carved capital, with chiselled shaft, with decorated doorway, with graceful tower, and what is much better, with spacious halls and commodious lecture rooms within them; and what is better yet, with provision for the residence of our students—indicate that the graceful compliment paid on a recent occasion by that accomplished scholar Lord Carlisle, when referring to a splendid addition to the architectural beauty of Dublin:—"*Dignis invitant Palluda templis*"—may be applied with equal propriety to yonder stately pile, which, we trust, "Wisdom" may choose for her abiding home, as worthy of her presence. (Cheers.) With these facts then in view, can I be regarded as too sanguine if I look forward with confident expectation to the time when we shall have in these establishments of ours—I speak of the University and College together—for they are each the necessary supplement of the other, and must be combined to form a complete academic institution—can I be regarded as too sanguine, when I confidently look forward to the time, and that not far distant, when we shall have a Seat of Learning worthy of the growing greatness of this fair and fertile land; and worthy too of being placed on a level with those time-honoured institutions of which our mother country is so justly proud? Can I be considered too sanguine in anticipating, that some of us now engaged in the administration of the affairs of these establishments, and in the training of their students, shall see the day when our honours shall be a passport to dignity and emolument—when those whom we have prepared for the business of life shall be occupying and gracing the highest positions in the Province—when our *alumni* shall be scattered over every part of the country, each discharging the duties of that position in which it has pleased Providence to place him, with credit to himself, honour to his Alma Mater and benefit to the community—each, to borrow the language of the daily prayer of our College,—"whilst engaged in the discharge of the duties of time, ever mindful of the more important interests of Eternity"—"living in brotherly love and Christian charity towards his neighbours"—"Fearing God and Honouring the Queen." (Loud cheers.)

Three cheers were then given for Her Majesty the Queen, and three for Dr. McCaul, and the meeting separated.—*Colonist.*

THE FUTURE OF CANADA AS PREDICTED BY A FOREIGNER.

One of the most eminent of contemporary United States politicians, Mr. Senator Seward, has just concluded a tour through the British American Provinces. Though ostensibly absent from home on a simple pleasure trip, in search of health and novelty, it was of course impossible that so observant a statesman could fail to receive impressions from what he saw abroad during the period of his wanderings. The political deductions of his late journey he has communicated to a paper published in Albany, and from which we make the following extract:—

"Hitherto, in common with most of my countrymen, as I suppose, I have thought Canada, or to speak more accurately, British America, a mere strip lying north of the United States, easily detachable from the parent state, but incapable of sustaining itself, and therefore ultimately, nay, right soon, to be *taken on* by the Federal Union, without materially changing or affecting its own condition or developement. I have dropped the opinion as a national conceit. I see in British North America, stretching as it does across the continent, from the shores of Labrador and Newfoundland to the Pacific, and occupying a considerable belt of the temperate zone, traversed equally with the

United States by the lakes, and enjoying the magnificent shores of the St. Lawrence, with its thousands of islands in the river and gulf, *a region grand enough for the seat of a great empire.*

"In its wheat fields in the West, its broad ranges of the chase at the North, its inexhaustible lumber lands—the most extensive now remaining on the globe—its invaluable fisheries, and its yet undisturbed mineral deposits, I see the elements of wealth. I find its inhabitants vigorous, hardy, energetic, perfected by the Protestant religion and British constitutional liberty. I find them jealous of the United States and of Great Britain, as they ought to be; and, therefore, when I look at their extent and resources, I know they can neither be conquered by the former nor permanently held by the the latter. They will be independent, as they are already self-maintaining. Having happily escaped the curse of slavery, they will never submit themselves to the domination of slave-holders, which prevails in, and determines the character of, the United States. They will be a Russia in the United States, which to them will be France and England. But they will be a Russia civilized and Protestant, and that will be a very different Russia from that which fills all Southern Europe with terror, and by reason of that superiority, they will be the more terrible to the dwellers in the southern latitudes.

"The policy of the United States is to propitiate and secure the alliance of Canada while it is yet young and incurious of its future. But on the other hand, the policy which the United States actually pursues is the infatuated one of rejecting and spurning vigorous, perennial, and ever-growing Canada, while seeking to establish feeble states out of decaying Spanish provinces on the coast and in the islands of the Gulf of Mexico.

"I shall not live to see it, but the man is already born who will see the United States mourn over this stupendous folly, which is only preparing the way for ultimate danger and downfall. All southern political stars must set, though many times they rise again with diminished splendour. *But those which illuminate the pole remain forever shining, forever increasing in splendour.*"

Papers on Practical Education.

INSPIRATION IN TEACHING.

Many years ago, a clergyman of whom we are about to speak, was settled in a town of Western Massachusetts. He carried to his charge a passionate fondness for the study of Natural History. He spent many hours and days in watching the lives and ways of the birds, animals, insects, reptiles and fishes of the region in which he lived. He crowded his sermons and enriched his conversation with illustrations drawn from his favorite science. Years after, when the clergyman had ceased from his beautiful callings, a naturalist of high standing happened to pass some time in the town to which we have referred. He was surprised to find many of the dwellers in the town cultivated naturalists as well as himself. On inquiring the cause of the general possession of so beautiful an accomplishment, he learned that it was the result of the former clergyman's sermons and conversation. And he found a people educated in a noble science without, it is likely any of the machinery of the school-room; no recitations, no committing to memory from text-books, no set hours of study. The greatest of all educational works—the exciting of enthusiasm for a study—was effected when one ardent mind had imbued the minds around it with its own passionate love. We ourselves once saw a like effect from the ministrations of a clergyman who was an enthusiast in the study of history and its philosophy.

We inspire a mind with love for a study by bringing forward its attractive phenomena. Tell a scholar that if he looks upon his atlas he will find all the great peninsulas of the world—as Africa, California, Hindostan,—tapering towards the south, with the exception of Jutland and Yucatan, which taper towards the north; that the great mountain ranges of the world run in the lengthwise direction of the regions on which they stand; that, if he looks upon a northern map, like that of Russia, he will find, mainly, harsh words like Smolensk, Tchernigov, Cronstadt; but, if he looks on a southern map, as of Spain, he will find soft words predominating as Catalonia, Valencia, Sierra Morena, Sierra Nevada; he will recognize such facts as beautiful, will seek to verify or match them, will seek the reasons of their existence—and will be sure to become an interested student of Physical Geography.

Tracing out associations or attractive connections is another important means of inspiration. Tell a scholar that the River St. Lawrence was so named because the French entered it on St. Lawrence's day; that this St. Lawrence was an officer of an early Christian church, whom a Roman emperor martyred by broiling on a gridiron; that the Escurial—a fine palace of the kings of Spain, was built in the form of a gridiron in the same saint's honor; connect with the St. Lawrence the touching story of Wolfe's last days, and your scholar will be powerfully influenced towards the study of Descriptive Geography.

Let a study present to a student beautiful chains of reasoning, and it will fascinate him. For instance, the civilization of the world has had no slight dependence on its mountain ranges. With the atlas before him, let a student trace such connection, and he cannot avoid feeling the inspiration the reason is thus calculated to awaken. From the mountains come the great rivers; naturally, on the great rivers arise the cities and large towns. The cities gather and spread luxuries, stimulate mental action, concentrate and give efficiency to a nation's thought. The boy or the girl who has thus, for the first time, followed the waters of the Ohio, from the Alleghanies to the Gulf, has gained a rich sensation, and will be interested in the Danube, the Ganges, or the Nile, as he would never have been by the common mechanical form of study.

To cluster round our studies the rich facts and connections to which we have referred, we should use richly annotated text-books. Every school-room too, should have an Encyclopædia. Each of the facts to which we have referred as connected with the St. Lawrence, could be found in so common a work as the Encyclopædia Americana.

But on teachers of a varied scholarship we must rely the most. Yet in a number of years' experience as member of a school committee, we have found inspiring power in teachers a thing to be desired rather than looked for. Too often they have taken to teaching, not because they have loved study, but because they could thereby earn money. Many of them never, or rarely, have read a narrative or dramatic poem, a history or a biography, a work of scientific or literary philosophy, in their lives. Their teaching is, of necessity, mechanical, and they leave the impression upon their pupils that all study is merely mechanical also. They are certainly not fitted to point out the charming phenomena and trace the fascinating chains of connection to which we have alluded. Studies in such minds are not "richly dight." We wish the directors of our Normal schools would look to this matter. Let them have a class in Littell's Living Age if need be. And let those who examine the qualifications of teachers ask what they have read; and, if they have read little or read nothing, the most thorough technical knowledge of the text-books should weigh lightly against such a heavy disqualification. We wish every boy or girl should be made to understand the enthusiasm that prompted these noble lines of Waller:

"Say, for ye saw us, ye immortal lights,
How oft unwearied we have spent the nights,
Till the Ledean stars, so famed for love,
Wondered at us from above.
We spent them not in toys, or lust, or wine,
But search of deep philosophy,
Wit, eloquence and poesy,
Arts which I loved, for they, my friend, were thine."

—*New York Tribune.*

MANAGEMENT OF BOYS.

How greatly do parents and preceptors err in mistaking for mischief, or wanton idleness, all the little manœuvres of young persons, which are frequently practical inquiries to conform or refute doubts passing in their minds! When the aunt of James Watt reproved the boy for his idleness, and desired him to take a book, or employ himself to some purpose usefully, and not be taking off the lid of the kettle, and putting it on again, and holding now a cup and now a silver spoon over the steam, how little was she aware that he was investigating a problem which was to lead to the greatest of human inventions!

It has been said that we were indebted for the important invention in the steam engine, termed *hand-gear*, by which its valves or cocks are worked by the machine itself, to an *idle* boy of the name of Humphrey Potter, who, being employed to stop and open a valve, saw that he could save himself the trouble of attending and watching it, by fixing a plug upon a part of the machine which came to the place at the proper times, in consequence of the general movement. If this anecdote be true, what does it prove? That Humphrey Potter might be very *idle*, but that he was, at the same time, very *ingenious*. It was a contrivance, not the result of mere accident, but of some observation and successful experiment.

The father of Eli Whitney, on his return from a journey which had necessarily compelled him to absent himself from home for several days, inquired, as was his usual custom, into the occupations of his sons during his absence. He received a good account of all of them except Eli, who, the housekeeper reluctantly confessed, had been engaged in making a fiddle. "Alas!" says the father, with a sigh and ominous shake of the head, "I fear that Eli will have some day to take his portion out in fiddles." To have anything to do about a fiddle, betokened, the father thought, a tendency to engage in mere trifles. How little aware was the father that this simple occupation, far from being a mere fiddle-faddle, was the drawing

forth of an inventive genius to be ranked among the most effective and useful in respect to arts and manufactures,

It is related of Chantry, the celebrated sculptor, that, when a boy he was observed by a gentleman at Sheffield, very attentively engaged in cutting a stick with a penknife. He asked the lad what he was doing, and with great simplicity but courtesy he replied, "I am cutting old Fox's head." (Fox was the schoolmaster of the village.) On this the gentleman asked to see what he had done, and pronounced the likeness excellent, presenting the youth with a sixpence. How many would have at once characterized the occupation of the boy as a mischievous or idle one; losing sight, for the time, of that lesson which every parent should know how to put into use, "Never despise small beginnings."

Of Edward Malbourne, the painter, it is said, the "intervals of his school-hours were filled by indefatigable industry in making experiments, and endeavouring to make discoveries." One of his greatest delights was found in *blowing bubbles*, for the pleasure of admiring the fine colors they displayed. Thus it appears that even the soap-bubble amusement, idle as some think it to be, may have not a little to do towards leading the young artistic mind to discriminate nicely, between delicate shades of color.

The first panels on which William Etty, an English painter, drew, were the boards of his father's *shop floor;* and his first crayon a farthing's worth of *white chalk*—a substance considered now-a-days almost invariably ominous of mischief-doing in the hands of a boy, especially on the opening day of the month of April. Now what does the mother of "little Willie" do, on discovering the nicely swept floor *disfigured* with chalk lines? Of course she scolds, and calls him a mischievous little fellow? No, this is not the course the sensible mother pursues. In an autobiographical letter addressed to a relative, Etty, speaking of this circumstance in his youthful life, says, "My pleasure amounted to ecstacy, when my mother promised me next morning, if I were a good boy, I should use some colors mixed with gum-water. I was so pleased I could scarcely sleep."

The family tradition says of Edward Bird, that he would, at three or four years of age, stand on a stool, chalk outlines on the furniture and say, with childish glee, "Well done, little Neddy Bird." Even at the dawn he would be up to draw figures upon the walls, which he called French and English soldiers. No doubt the question often engaged the attention of the parents, as to how little Neddy should be broken of the habit of sketching so much on almost every thing about the house. The father finding, however, that his love of drawing and sketching was incurable, at length *wisely* ceased to counteract his artistic tendency, and, beginning to grow anxious to turn it to some account, finally apprenticed him to a maker of tea-trays, from whose employ, as every one knows, he advanced into the ranks of acknowledged genius.

When young West first began to display skill in drawing, and learned from the roaming Indians the method of preparing colors, he was at a loss to conceive how to lay these colors skilfully on. A neighbor informed him that this was done with brushes formed of camel's hair; there were no camels in America, and he had recourse to the cat, from whose back and tail he supplied his wants. The cat was a favourite, and the altered condition of her fur was imputed to disease, till the boy's confession explained the cause, much to the amusement of his father, who rebuked him, *not harshly*, but as becometh a *wise* parent, more in *affection* than in anger. To rebuke such an act wisely, required on the part of the parent a discrimination sufficiently clear to discern that *mischief-doing* had nothing to do in the affair. It was no small importance that the correction employed should be adapted to the circumstances of the case. So also the mother of West, when she was sent to seek her son by the anxious inquiries of the schoolmaster in regard to his absence for several days from school, did not, on finding him with his box and paints laboring secretly in the garret, vent forth her anger in a passionate way, as though the child were engaged in a "mere foolish piece of business.

Thus we see the necessity of great discrimination on the part of the parent in the correction of a child. Children do not always necessarily engage in doing things in a sort of perfunctory manner, merely performing them for the sole purpose of getting through, careless whether they are done well or not. Children need not always necessarily act out their manœuvres in a roguish manner, merely busying their brain for the purpose of working out some means to practice a trick. Chalk does not appear to be used invariably for such purposes as raising laughter and performing mischievous acts. Even at the sight of charcoal, so difficult to tolerate, it is not allowable for the parent to disuse discretion, though mischievousness may seem to make use of this exceedingly smutty substance as one peculiarly suited to answer its purposes. It is said that our Copley, at some seven or eight years old, on being observed to absent himself from the family for several hours at a time, was at length traced to a lonely room, on whose bare walls he had drawn, in *charcoal*, a group of martial figures engaged in some nameless adventure. The artistic tendency in such a case, needs a treatment far different from that which would attribute it to a love of mere sportive trick-practising. The manœuvres of a boy should be thoroughly studied as to their real nature before recourse is had to rod correction. Rashness on the part of the parent or teacher is never excusable. It should be remembered that in the plays and pursuits of the boy the future man is sometimes seen, and therefore it becomes of no little importance to know how the amusement and games of children may be improved for directing their inclinations to employments in which they may hereafter excel.—*Boston Transcript.*

NATURAL HISTORY IN PRIMARY SCHOOLS.

There is in the life of every child a time when the thoughts are fixed on external and visible objects. The artless prattle is all about some favorite dog, or pet chicken; something which has been *seen* and *heard*, fondled in the arms, or led by a string.

Every teacher of a public school has sometimes little gifts of flowers from the pupils; common, perhaps, and wilted by too close pressure of little hands,—but *flowers* still, and tokens of love. Let them not be lightly esteemed.

You are now yourself a teacher, can you not recollect some sunny morning, far back in the past, when with childish delight you gathered violets and daisies to grace the desk of the little country schoolhouse?

I shall never forget *one* such morning, when a large bouquet of buttercups, which I had just presented to our teacher, was hastily thrown out of the window! nor the mortification and grief which followed the disposal of my gift. Do not throw away the flowers, but on some afternoon when it is best to leave books for a time, select one for the first simple lesson in *Botany*.

Tell the children that a little seed was buried in the earth, that the sun warmed it, and the rain came down to moisten it, till at length, from one part came forth a stem tending upward; from another, a root pressing downward. Tell them that the little fibrils took from the soil just the nourishment needed by the plant; and the sap ascended, and the green leaves appeared to feed on the air by day, and drink the dews at night; and as the plant grew strong, in its own appointed season it put forth a tiny bud, which swelled and expanded till it burst into the perfect flower.

Show them the delicate petals, painted by the "Heavenly Artist," and tell them how closely they are folded at night, as if the flowers were going to sleep, like little tired children.

Almost any one can have at command a small magnifying glass, and it will be found of great assistance in examining the structure of the more delicate parts. Encourage the children to ask questions about the lesson, and by all means use simple language. Do not burden the memory, nor jeopardize the vocal organs, by requiring them to call the buttercup, "*Ranunculus Acris*," or the elder, "*Sambucus Canadensis*." They will easily learn these names after they become acquainted with the dead languages.

In the same manner, from the stones which lie in the yard, may be taught the first principles of geology. The pupils will delight to collect pretty pebbles in their walks, and you will be surprised to see how many really beautiful specimens will be brought together.

Sometimes talk about the flies that buzz so imprudently around the children's ears, and walk so easily on the ceiling,—thus introducing *entomology*.

The variety of *subjects* for lessons from Nature is endless. Teach the little ones to be observing,—to find some beauty or utility in all things; and thus they will be led to think of the wisdom and benevolence of Him who "clothes the lilies and feeds the ravens." Thus their young hearts will expand with love for all God's creatures.

And above all, remember that by every new view of the wisdom and goodness of the Creator,—by every outflowing of love to His creatures, is hastened the approach of that time for which all true hearts long, while they offer the divine petition, "Thy kingdom come."—*Massachusetts Teacher.*

Miscellaneous.

A RHYME FOR THE PUPIL.

"If the spring put forth no verdure, in summer there will be no blossom, in autumn no fruit; so if youth be trifled away, it will render manhood contemptible, and old age miserable."

Golden hopes and sunny prospects
Gild the morn of human life,
And the stripling deemeth little
Of the after toil and strife.
So it should be; life should open
With full joy and vigour rife.

But 'tis wise that e'en the young ones
Listen to a word of warning;
All your day of storm or sunshine
Much depends upon the morning;
That's the time to gather flowers,
For the after life's adorning.

Have you read of great and good men,
Toiling, blessing, shining on,
Till e'en round their solemn death bed
Rays of holy light have shone,
As along the western hill tops,
When the glorious sun is gone?

Would you tread their honoured footsteps?
Would you bless the world like them,
Living when your race is ended,
Treasured in the hearts of men;
Angels smile on such ambition,
Angel voices say, "Amen."

Now's the time to put the seed in,
Now's the time to turn the soil,
Now's the time to nerve the spirit
For the God-like after toil.
He that now lies idly dreaming,
Never will divide the spoil.

Bend the mind while yet 'tis pliant,
Mould the heart while yet 'tis soft;
Now's the time to form the future,
Loving much and praying oft.
He that prayeth not full early,
Never soareth far aloft.

Would you have your sun set golden,
As your youth is full of joy?
Guard your young heart, strictly shunning
Passion's taint and sin's alloy;
Gird your loins up, make yourself a
Truthful, loving, active boy.

—*English Journal of Education.*

RETIREMENT OF SIR A. N. MACNAB FROM PUBLIC LIFE.

With feeling such as must have been experienced by all who are about to be separated from an old and valued friend, we to-day record the retirement from public life of one who for upwards of twenty years has been the acknowledged leader of the conservative party. For nearly thirty years Sir Allan MacNab has occupied a most prominent public position in Canada. During all that time he has served his country faithfully, both in the Council and the field, and now retires into private life only because he feels himself incapacitated through ill health, to perform with justice to his constituents, and satisfaction to himself, the important duties devolving upon him as a member of the Legislature. In thus yielding up the trust reposed in him by the electors of this city, Sir Allan carries with him into his retirement the respect and good will of all. No man ever enjoyed a larger share of the confidence of the people of this country than he has done; for, notwithstanding his thorough party views, and fearless expression of them, he has ever shared the respect of the majority of those from whom he conscientiously differed in opinion.

It may not be out of place here, to give a brief retrospect of Sir Allan's life.

Sir Allan Napier MacNab, Bart., of Dundurn, was born at Niagara, in 1798, and is of Scottish extraction. His grandfather, Major Robert MacNab, of the 42nd Regiment, or Black Watch, was Royal Forester in Scotland, and resided on a small property called Dundurn, at the head of Loch Hearn. His father entered the army in Her Majesty's 71st Regiment, and was subsequently promoted to a Dragoon Regiment: he was attached to the staff of General Simcoe during the Revolutionary War; after its close, he accompanied General Simcoe to this country. He married the youngest daughter of Captain William Napier, Commissioner of the Port of Quebec. When the Americans attacked Toronto, Sir Allan, then a boy at school, was one of a number of boys selected as able to carry a musket; and after the authorities surrendered the city, he retreated with the army to Kingston, when, through the instrumentality of Sir Roger Sheaf, a friend of his father's, he was rated as a midshipman on board of Sir James Yeo's ship, and accompanied the expedition to Sackett's Harbor, Genesee and other places on the American side of the Lake. Finding promotion rather slow, he left the Navy and joined the 100th Regiment under Col. Murray, and was with them when they re-occupied the Niagara frontier. He crossed with the advanced guard at the storming and taking of Fort Niagara. For his conduct in this affair he was honored with an Ensigncy in the 49th Regiment. He was with General Lyall at Fort Erie, and crossed the river with him when Black Rock and Buffalo were burned in retaliation for the destruction of Niagara, a few months previous. After the termination of this campaign, Sir Allan joined his regiment in Montreal, and shortly after marched with them to the attack of Plattsburg. On the morning of the attack, he had the honor of commanding the advanced guard at the Sarane Bridge. At the reduction of the army in 1816 or 1817, he was placed on half pay. He then commenced the study of the law, and during this time was employed as copying clerk and clerk of the Journals in the Legislative Assembly, and when the Parliament of Upper Canada was extinguished by the act of Union, Sir Allan was Speaker. He was subsequently elected Speaker of the united Legislatures. He was called to the Bar in 1825, and commenced the practice of his profession in Hamilton, where he was for many years a most successful practitioner, having all the most important business in the District. He was then appointed Queen's Counsel, the first appointment of the kind in Upper Canada. He was first elected to Parliament in 1829, we believe, along with the Hon. John Wilson, for the County of Wentworth, and after serving in three Parliaments, was returned for the town of Hamilton, in opposition to Mr. Harrison, the Government nominee. He has been opposed successively since then, by Messrs. Tiffany, Freeman and Buchanan.

Sir Allan's zeal and efficiency as a Militia officer during the troubles of 1837-8 are fresh in the memories of all. He did not wait for the insurrection to reach Hamilton, but went with the "Men of Gore" first to Toronto, afterwards to the West, and then to the Frontier, during which time he commanded the Militia. His time and means were liberally given in defence of his country; the speedy termination of the troubles in Upper Canada was due to his activity and zeal. His services were duly appreciated, not only in his native country, but by Her Majesty's Government. He received the thanks of Her Majesty, of Lord Seaton, the two Parliaments of Canada (he being Speaker of the Lower House) and also received the thanks of the Legislatures of the Sister Provinces.

Sir Allan MacNab, though always consistent, proved himself to be more liberal than many of his opponents gave him credit for. It is known to all our readers how ably he battled for the retention of the Clergy Reserves: yet, finding that the country was averse to the continuance of the Reserves, he gracefully yielded to the wishes of the people, and finally effected a settlement of the vexed question. He has been in the House of Assembly for nine successive Parliaments, and was never absent from his place for a week except during the last two sessions, when illness confined him to his house. But now, when he finds himself unable to discharge his duties as heretofore, contrary to the generally expressed wishes of his old friends, he has resigned the trust reposed in him by the electors of this city. Having been born and brought up in Canada, and entering public life while but a very young man, he has been identified with every public improvement for the last 40 years. He became Prime Minister in 1854, and, during his administration, the Clergy Reserves question was set at rest; the Reciprocity Act was passed; the Seigniorial Tenure difficulties were adjusted; and the Militia Act was, we believe, Sir Allan's last measure, the admirable results of which are now generally admitted. Sir Allan was knighted in 1838, and was created a Baronet on his retirement from the office of Premier in 1856. Had he exerted himself as zealously for his own interests as he has for those of the public, there is no doubt that Sir Allan would be one of the wealthiest men in the Province. As we have already said, he carries with him into his retirement the hearty good will and esteem of his many friends; and while they cannot but regret to lose him as their representative in Parliament, they feel that he has taken the only course which a sense of duty to his constituents as well as to himself, seemed to point out. Their only consolation is in the hope of finding a competent successor to Sir Allan, to fill the void his retirement has caused.

Literary and Scientific Intelligence.

—"The Canada Directory for 1857–58: containing names of professional and business men, and of the principal inhabitants in the cities, towns and villages throughout the Province; alphabetical directories of banks, benevolent and religious societies, clergy of all denominations, crown land agents, custom houses and officers of customs, governmental departments and employees, militia, newspapers and periodicals, ports of entry, registrars, post office department, post offices and postmasters, with statements of imports and exports, provincial debt, revenue, expenditure, revenue from canals, trade, population, school acts, tariffs of customs, &c., and railway and steamboat routes throughout Canada, pp. 1544."

This is, without exception, the most important and valuable book of the kind which has ever issued from the Canadian press.. Though simply styled a "Directory," it is in truth a most valuable hand book, or guide to the Province of Canada, in its physical, social, educational, municipal and

governmental aspects and relations. Its abstracts of important Acts of Parliament, and general statistics, render it invaluable as a book of reference. As justly observed in the preface, "it is a Directory for the man of business and a Guide Book for the man of pleasure, an Index for the immigrant and an Instructor for the settler, a Gazetteer for the student and an Army-List for the militia officer, while for the statesman and others connected with official life it is a Statistical Chronicle of the progress of the country in all departments of enterprise." Although comprehensive as is the title page, yet it fails to give a complete analysis of the contents of this mammoth volume. A summary is therefore given on our last page. The work is accompanied by an original and valuable map of Canada, prepared by T. C. Keefer, Esq. and Sir Wm. Logan. The labor of compiling so vast an amount of valuable information has been almost incredible, but Mr. Lovell has spared neither pains, trouble nor expense in its accomplishment. He unites in himself the energy and promptness of the thorough man of business with the ability and intelligence of the enterprising and successful head of an extensive establishment, which, by his industry and application he has brought to a very high state of efficiency. The striking example which he has given us of these admirable business qualities, in the preparation of this large and beautifully printed volume deserves the most cordial and liberal co-operation of the Canadian public.

—— RE UNION AT MR. LOVELL'S ON THE FINAL PUBLICATION OF THE DIRECTORY.—On Saturday evening last, Mr. John Lovell gave a supper at his residence, Beaver Hall, to the principal individuals engaged in getting up his Canadian Directory. The supper was on the most liberal and princely scale. It was, indeed, a treat of no ordinary character; and to notice the kind sympathy and respect between the employer and employed exhibited on the occasion was exceedingly gratifying. During the evening many toasts were given and responded to in a manner that evinced the superior intelligence of the profession. Among the toasts were—Mr. Lovell, and success to the Canadian Directory; Mrs. Lovell, and her Fireside; the British Army in India: the Queen, &c. The health of Mr. Donald McDonald, as the senior printer in Montreal, was proposed, with a few prefatory remarks, and expressing the hope that he might live as long as Lord Lyndoch (93). Mr. McDonald replied in a few appropriate remarks; and shortly after eleven o'clock the meeting broke up.—*Montreal Herald.*

—— A PORTABLE OBSERVATORY.—The London *Times*, in giving an account of the inspection by General Sir John Burgoyne and Major-General Sir J. F. Love, at Chatham, of several companies of Royal Engineers, about to proceed to India, says:—Sir John Burgoyne and Sir F. Love also inspected an invention in the shape of a portable observatory for the use of troops when on the line of march. The invention, we believe, is that of Captain Noble, R.E., and is constructed entirely with the scaling ladders used by the Royal Engineers. The observatory was erected near the slope of the glacis at Fort Amherst, and rose to a height of about 50 feet, instruments for taking observations being placed on the top, so as to enable a spectator to reconnoitre the movements of troops at a great distance. One of these observatories can be erected by about 20 troops in half an hour, and when completed will accommodate as many as half a dozen persons on the summit.

—— INAUGURATION OF MOORE'S STATUE.—On the 14th ult., the statue of Ireland's bard, Thomas Moore, was inaugurated by Lord Charlemont, the friend of the poet, in the presence of the Lord Lieutenant, Lord Talbot de Malahide, Lord William Fitzgerald, Lord George Hill, the Lord Chancellor, the Lord Justice of Appeal, Baron Greene, Sir Philip Crampton, Sir Edward M'Donnel, Sir William R. Hamilton, the High Sheriff, Sir Bernard Burke, and a host of Irishmen famous in the literary, scientific and mercantile world. The statue, which is of bronze, and nine feet in height, is from a model by a national sculptor, Christopher Moore, and stands upon a pedestal of Irish granite 18 feet high. It is placed under the shadow of the grey walls of the poet's "Alma Mater," and in front of Ireland's ancient House of Legislation. At the close of Lord Charlemont's address the statue was unveiled. The Lord Lieutenant next delivered an eloquent speech on the subject of the day.

—— PROFESSOR AGASSIZ.—Professor Agassiz, of Harvard University, has been offered by the Emperor Napoleon the professorship of paleontology at the Museum of Natural History in Paris, made vacant by the death of M. d'Orbigny. The following is the letter from the French Minister of Public Instruction, dated "PARIS, August 19th, 1857.—Sir,—A chair of paleontology is vacant in the Museum of Natural History of Paris, by the death of M. d'Orbigny. You are French; you have enriched your native country with eminent works and laborious researches; you are a Corresponding Member of the Institute. The Emperor would be happy to restore to France a distinguished man of science, a renowned professor. I offer you, in his name, the vacant chairs. Your country will deem herself happy in recovering one of her children, the most devoted of science. Be pleased to accept, Sir, the assurance of my sentiments of high esteem." "ROULAND."

"M. AGASSIZ, Member of the Institute of France, Professor of Sciences, Boston, United States of America."

The following is a copy of the Professor's reply:—"To His Excellency the Minister of Public Instruction and Religion, at Paris:

"*M. le Ministre*,—After having passed the greater part of my life at a distance from the great centres of science, I should never have expected to receive the distinguished honor you have done me, by offering me, in the name of the Emperor, the chair of paleontology, at the Museum of Natural History, in Paris.

"The whole world considers the Jardin des Plantes as the most important establishment in existence for the natural sciences; I have, therefore, felt the liveliest joy in reading your letter, and in receiving, by your offer, the proof so precious to me that I am not forgotten in Europe. Unfortunately your proposition finds me unable to accept it, for I could not sever abruptly the ties which for a number of years I have been accustomed to consider as binding me for the remainder of my days to the United States.

"Moreover, I cannot suppose that the instruction which was entrusted to M d'Orbigny could be interrupted for a sufficient length of time to permit me to finish certain embryological labors, which I have undertaken with a view of comparison with the fossils of the epochs anterior to our own, and which would lose all their interest if they should be left incomplete. I find myself, therefore, under the painful necessity of refusing a position which in every circumstance I shall always regard as the most brilliant to which a naturalist can aspire.

"It may appear to you strange that I should allow a few ovules and embryos to weigh in the balance which is to decide for the remainder of my life; but, doubtless, it is to this absolute devotion to the study of nature that I am indebted for the confidence of which you have just given me a mark, as signal as it is unexpected; and it is because I would continue to merit this confidence for the future that I have taken the liberty of entering into these details. Allow me, also, to correct an error which has been circulated in reference to myself. I am not French. Although of French origin, my family has been Swiss for centuries, and I myself although expatriated for more than ten years, have not ceased to be Swiss.

"I beg your Excellency to receive, with the reiterated assurance of my lively regrets at my inability to accept the chair that you offer me, the assurance of my high consideration. "LOUIS AGASSIZ,

"Professor in the University of Cambridge, United States of America.

"Cambridge, Sept. 25, 1857.

Educational Intelligence.

CANADA.

—— UNIVERSITY OF TORONTO.—At the recent examinations in this University the following gentlemen passed the final examination of LL.B.

1. Thomas Hodgins, B.A. (with honors).
2. James McCaughey.

The following gentlemen matriculated in the faculties named:

Law.—T. G. Matheson, B.A., A. Cattanach B.A., F. McKelcan, J. Livingston, R. W. Adams, J. Dewar, T. H. Spencer, J. W. Hancock, J. McFadyan, W Kerr, S. Cochrane, S. H. Ghent, J. W. Bowlby, W. I. Stanton, G. K. Mulligan, T. McNaughton, R. L. Benson, G. C. Shaw, W. D. McIntosh, A. Howell, G. L. Papps, W. H. Foster, J. J. Curran, J. V. Ham, A. P. McNaughton, V. Cronyn, D. Blair.

Medicine.—Pollock, Elliott, Ogden, Eckhardt.

Arts.—A. Andrew, G. W. Buckland, A. Dick, J. Foster, C. McFadyen T. Muir, D. Ormiston, C. Warren.

This examination makes the number of students matriculated for this year 62—the largest number yet matriculated during one year.

—— UNIVERSITY COLLEGE CONVOCATION took place recently in the hall of University College, to witness the annual distribution of prizes for the past year. At one end of the hall a dais had been erected, upon which were

seated Dr. McCaul, the President, and on either side of him the Professors of the College. Before them were several tables, loaded with handsomely bound volumes, which were presented to the successful students, to whom, as the name of each was called out, a few words of congratulation were addressed by their respective Professors. The following is a copy of the official programme of the proceedings :—

1. ADMISSION OF UNDERGRADUATES.

G. Green, *3rd year;* E. Graham, W. McWilliam, T. McGuire, I. O. Ogden, *2nd year;* G. Irving, W. Stewart, D. B. McCool, *1st year;* Rev. G. R. Nortgrave, J. G. Ridout, A. E. Miller, J. Thom, A. McCallum, R. McGee, J. Brodie, G. W. Buckland, A. Dick, A. Grant, G. Grant, A. Hector, S. Lount, C. McFayden, J. McLean, T. Muir, D. Ormiston, J. B. Ross, J. Turnbull, C. Warren, *Matriculation.*

II. RECITATION OF PRIZE COMPOSITIONS.

1. LATIN ALCAICS, by W. H. C. Kerr. 2nd year; Subject—"Non omnis moriar.

2. FRENCH ESSAY, by R. Sullivan, 2nd year; Subject—"The Normans in Italy."

After the distribution of the prizes, the learned Principal delivered the address, which will be found on page 180.—*Colonist.*

—— KNOX'S COLLEGE, Toronto, was opened 14th Oct., by the Rev. Dr. Willis, Principal of the College. Dr. Frederick Monod, of Paris, was present, and a great many friends interested in the success of the Institution. The proceedings were highly interesting.

—— DIVINITY HALL OF THE UNITED PRESBYTERIAN CHURCH was re-opened lately in Gould-street Church. The Rev. Mr. Porteus, Moderator of the Synod, took the chair. There was a large gathering of the clergy, among whom were present the Rev. Dr. Taylor, of Montreal, the Rev. Dr. Jennings, Dr. Dick, Dr. Ferrier, Rev. Messrs. Gibson, Skinner, Ormiston, and King. The meeting was opened with a suitable prayer by the Rev. Dr. Ferrier, and was followed by the Chairman, who made a very interesting address. The Rev. Professor Taylor then delivered the regular opening lecture in an exceedingly able manner, giving an epitome of the course of study lying before the students, and showing, in a very forcible way, the necessity for a Christian and educated Ministry. He was followed by the Rev. Mr. Ormiston, who pointed out the necessity of independent thought, of reliance upon Divine assistance, and of perseverance in study. The meeting was well attended, and gave great satisfaction. The number of students is greater this year than has ever been attained before. A prayer offered by the Rev. Mr. Skinner closed the proceedings.

—— THE EXILED NEGROES IN CANADA.—STATISTICS OF EDUCATION, TORONTO.—The public schools of Canada are open alike to all, without distinction of colour. The negroes, as a general rule, are anxious for education, and many indeed attach more value to school education than perhaps it deserves. About one-half of all the colored children of Toronto attend the public schools. Of the remainder, many attend private schools. We saw several coloured children at the Model School, which is attached to the Normal School at Toronto The teachers informed me that they found them equally docile and intelligent with the whites. Some allowance had to be made for their conduct on account of the annoyance and teasing they suffered from the white children.—Cor of the New York *Tribune.*

—— UNIVERSITY OF MCGILL COLLEGE, MONTREAL.—We are happy to learn that in the present session, the University of McGill College is beginning to realise in enlarged public patronage the results of its active and enlightened efforts in behalf of improved education. The model schools attached to the McGill Normal School, were filled with pupils on the day of opening, and a large number were unable to obtain admission, the accommodation afforded by the school being limited to 230 pupils. In the Normal School there are 62 teachers in training, and we are informed that they are of a high grade in education and ability, and that most of them promise to be excellent teachers. The High School Department numbers 242 pupils, a large increase over the last session, and is giving even greater satisfaction to parents than in former years. The Faculty of Arts has raised its number of regular students to 30. In the Medical and Law Faculties, which opened last week, the classes are scarcely fully organised, but will probably reach to 100 students in both. In all about 650 pupils and students of various grades, will, during the present session, be receiving instruction from this institution, in addition to occasional students who may attend particular courses or popular lectures.

We are glad to learn that the University is constantly adding to its library, museum and apparatus. An electrical apparatus of the largest size has been procured and will be used in the lectures of this session. The important collection of insects formed by Mr. Couper, of Toronto has been acquired for the museum, where it will form a worthy companion to those of Dr. Holmes in Mineralogy and Botany, and to the varied collection in other departments of natural history, constantly increased under the care of the Principal. The collections of Dr. Holmes and Mr. Couper being of some historical interest in relation to natural science in Canada, it is intended to keep them distinct from other parts of the cabinet, under the names of their respective collectors.—*Witness.*

—— THE NEW PUBLIC SCHOOL OF GALT, placed on an elevated site, overlooking the town, is the great architectural ornament to Galt. It is a splendid edifice, and gives a telling testimony of the interest here taken in the education of the rising generation. We are altogether behind our neighbours in this matter, but we may yet emulate their example.—*Guelph Herald.*

BRITISH AND FOREIGN.

PUBLIC EDUCATION IN FRANCE AND ENGLAND.—It is not without surprise that we read in a pamphlet just published in Paris, on "The Budget of Public Instruction and of Literary and Scientific Establishments," by M. Jourdain, that the Government of England disburses more for public education than that of France. Thus, M. Jourdain says, that whilst in France a sum of 11,150,431fr. only, is allowed for primary instruction, the Parliament of England grants 10,000,000fr. in addition to the revenues of scholastic foundations, and of the national and other societies. Taking the number of pupils, it appears that whilst the French Government pays 1fr. 60c per head, the English Government (excluding of course the revenue referred to) pays 2fr. 25c. In France, the sum allowed for building, repairing, and furnishing schools is 1,490,000fr., in England it is 1,937,029fr. In France, for sixty-nine normal schools 1,309,938fr. are spent annually; in England, thirty-one such schools, about 999,000fr. For 4 Inspectors-General and 281 Inspectors, France pays 723,000fr., including travelling expenses; for 12 Inspectors and 40 Sub-Inspectors, England pays 756,000fr. Lastly, to make up the salaries of schoolmasters, France grants 3,433,197fr. England nearly 5,000,000fr.—*Literary Gazette.*

—— SCHOOLS OF ART.—There are 60 schools of art in the United Kingdom, receiving aid from the public purse, in payment towards masters' salaries, scholarships, and to pupil teachers. In the year 1855-6, these payments were thus distributed :—Aid by means of examples, £4,500; guarantee fund for salaries, £2,000; salaries to masters, £12,000; prizes, £2,400; travelling expenses, £2,000; Normal Lay School, Ireland, £500; inspection, £2,100; total, £25,000. The head school at Marlborough House cost last year, £1,920 for salaries; £3,731 for training masters; and £145 for guarantee. In 1851, in the schools of design were 3,296 students, costing the State an average, per student, of £3 2s. 4d. In 1852, being the commencement of the schools of art, 5,506 students cost £2 8s. 2d. each; in 1853, 17,200 students cost £1 4s. 4d. each; in 1854, 22,154 students cost £1 3s. 4d. each; and in 1855, 31,455 students cost 16s. 2¼d. each.

—— A BENEFACTOR TO EDUCATION.—M. Jean-Daniel Hannart, proprietor at Colmar, who died on the 11th July last, has left a sum of 400,000f. for acts of charity and public utility. He has bequeathed to the town of Colmar, 100,000f., of which 50,000f. are to be employed in the reconstruction of Protestant schools; 50,000f. in that of Catholic schools; and 300,000f. to the consistory of the church of the Confession of Augsburg, at Colmar, to be devoted to the constitution of a dotation, the annual revenues of which are to be employed in supplying the wants of that church, and in works of piety. M. Hannart, in his will says:—"A great man has said that he to whom God has given fortune ought not to quit this world without leaving some trace of his passage through it."

—— "POPULAR EDUCATION IN IRELAND.—At a recent meeting of the British Association in Dublin, Mr. James W. Kavanagh, Head Inspector of National Schools, read a 'sketch of rise, progress, and present prospects of popular education in Ireland.'

"The Rev. Mr. Marshall next addressed the section, warmly advocating the cause of unit d secular education, and separate religious instruction, but stated that in the population, as taken by the census of 1851, there was a diminution of 1,623,739, leaving the total population at the period to be 6,550,385; and of these there were persons over five years of age who could neither read nor write 2,763, 283, of those who could read only 1,203,046, and of those who could read and write 1,938,685. It would also appear that, while the totally ignorant had diminished by 1,000,000, of those who could read and write there was also a diminution of 236,802, or within a comparatively small number of the total diminution of the popu-

lation. But still this great fact remained to be accounted for, why at this period of their country's history so large a per centage of ignorance was to be found among them. The bulk of those figures could not be questioned, and then, if all parties were inquiring how it happened that with all the means available for educational purposes—and it was no exaggeration to say at least £800,000 a year was spent in education—yet one-half of the entire population of those over five years of age were in the most utter ignorance, and unable even to read. Mr. Marshall urged upon the section the necessity that there was for inquiry, and earnestly desired that the calm consideration of the subject might lead those acquainted with educational matters to provide a remedy for the evil, which struck at the foundation of, and was opposed to, all social progress and improvement.

"Colonel Beamish observed that the section must feel greatly indebted to Mr. Kavanagh for the very valuable and interesting manner in which he had brought forward the statistics relative to education. He trusted these figures and statements generally would materially assist in removing much of the ignorance and prejudice which existed on the subject. It was clear that no system of education could succeed in Ireland unless it was made satisfactory to the religious feelings of the great mass of the people.

"Mr. Pare, in the course of some observations, stated that the number of children receiving education in the various countries of Europe, as compared with the population, were—In France and Holland, one in eight; in Prussia and some parts of Germany, one in six; in Switzerland, one in five; and in Glasgow, one in fourteen.

"His Excellency the Lord Lieutenant here arose amid loud applause. and said, 'I do not intend to take up the time of this meeting with any observations on the subject now under discussion; but I wish merely to mention one fact—that the first time I ever saw the writer of the paper to which we have just listened, was as an humble school lad in one of the country schools of Ireland.'

"Lord Monteagle said he had listened with much satisfaction to the very excellent report which had been read with respect to the proportion of the children taught in these schools to the population of the country. He knew that there was great difficulty in securing their attendance after they had arrived at an age in which they were at all capable of employment, or could be of any use to their parents at home. The withdrawal of children from the schools was, therefore, owing to the causes operating in England, as well as in this country; for wherever there was a demand for labour they would find that children who could do any work would be taken from the schools, in those districts of the country which were agricultural; and where schools existed in which were added agricultural to intellectual teaching, they found the pupils were allowed to remain longer, until they grew up and became vigorous plants. This was an agricultural country, and it was necessary that agriculture should be taught in the national schools, in order to convince the masses that the instruction which their children were receiving applied to their occupation in after life, and would fit them for it. He considered, therefore, that the agricultural schools which the Commissioners of National Education had established in many districts were a great benefit to the country. In his (Lord Monteagle's) own neighbourhood they had a most excellent agricultural school, around which there was a cycle of other schools, and he could state that the boys, after working in the farm for part of the day, returned to their studies for the remainder of the time with increased activity, and with their mental and physical powers greatly invigorated."

Departmental Notices.

To Municipal and School Corporations in Upper Canada.

PUBLIC SCHOOL LIBRARIES.

The Chief Superintendent of Education is prepared to apportion *one hundred per cent.* upon all sums which shall be raised from local sources by Municipal Councils and School Corporations, for the establishment or increase of Public Libraries in Upper Canada, under the regulations provided according to law. Remittances must not be in less sums than five dollars.

PRIZES IN SCHOOLS.

The Chief Superintendent will grant one hundred per cent. upon all sums not less than five dollars transmitted to him by Municipalities or Boards of School Trustees for the purchase of books or reward cards for distribution as prizes in Grammar and Common Schools.

SCHOOL MAPS AND APPARATUS.

The Chief Superintendent will add 100 per cent. to any sum or sums, not less than five dollars, transmitted to the Department from Grammar and Common Schools; and forward Maps, Apparatus, Charts, and Diagrams to the value of the amount thus augmented, upon receiving a list of the articles required by the Trustees. In all cases it will be necessary for any person, acting on behalf of the Trustees, to enclose or present a written authority to do so, verified by the corporate seal of the Trustees. A selection of articles to be sent can always be made by the Department, when so desired.

SCHOOL REGISTERS.

School Registers are supplied gratuitously, from the Department, to Grammar and Common School Trustees in Cities, Towns, Villages and Townships by the County Clerks—through the local Superintendents. Application should therefore be made direct to the local Superintendents for them, and not to the Department. The present year's supply for Common Schools has been sent to the County Clerks. Those for Grammar Schools have been sent direct to the head Masters of the Schools.

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☞ All communications to be addressed to Mr. J. GEORGE HODGINS, *Education Office, Toronto.*

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