

trary idea was conveyed may be gathered from the impression which the statement clearly produced on the mind of the Governor General. In his reply he evidently applied an English standard to the institutions to which reference had been made in the address, for he said :—

“ In the admirable schools, colleges, and Universities to which you allude, you have a decided advantage over newer Provinces, for any one who comes here, be it from England, from Ireland, or from Scotland, may be sure that he can send his children to institutions which are the counterparts of those he would have chosen for them had he remained at home. Nowhere is the student better furnished with the means of making his way in life.”

While we cannot but feel the full force of the compliment intended to be conveyed by the utterance of such language by so high an authority (even if applied to the whole Province, and not to a single county), yet we feel that we do not deserve it, even as a Province; and that our Whitby friends have, we trust unwittingly, betrayed the Marquis into the expression of an opinion which is scarcely borne out by the facts of the case.

On the other hand, we are pleased to notice that the educational address at Cobourg and the address at Belleville were in marked contrast to that at Whitby. Indeed the educational address at Cobourg was singularly cosmopolitan in its character. It elicited an equally excellent reply, in which the Marquis touched upon some of those more general and yet practical points which we do not always sufficiently appreciate or consider in connection with our general system of education. He said :—

“ You have been so good as to allude to the interest the Princess feels in art, as well as in other branches of education. She rejoices with me to find that art and science have by no means been neglected in the university training in this country. If science teaches man how far he can raise himself in obtaining mastery over the forces of nature, art will teach him how best to use the power so acquired. In these studies, as in all, the student will find that he must labor at the elements of knowledge to be successful. It is, perhaps, peculiar to Canada that in many branches of study the teachers at the University have some of the initial labor devolving on those who have to ground the youth of the country, in knowledge, spared them; for the excellent system by which higher schools are spread wherever there is a considerable population ensures that crude ignorance is not here, as it often is at home, to be seen exercising the patience and consuming the time of a university teacher. The high standard attained by your universities is seen by the attraction they possess for other than Canadian youth, and I do not doubt that among the influences it is your duty to implant by your teaching, you find that it is not difficult to induce your American students to join in respect for authority, when that sentiment is embodied in a loyal feeling towards our Queen, of which you have been the eloquent exponent.”

In these remarks we may, however, say that the Governor General has over-estimated two things: First, the presence of “American” (so-called), or United States’ students in our universities, and secondly the absence of ill-trained students in these universities. In both of these matters the Marquis has been misinformed: American, or United States’ students, do not frequent our universities; and secondly, students in the universities have, in several cases, been refused advancement owing to the fact that their bad spelling and general lack of literary culture prevented it. We are, however, improving in these respects.

Contributions and Correspondence.

RIGHT VIEWS OF THE TEACHER'S OFFICE.

BY JOHN B. ADAMS, ST. GEORGE, N.B.

Some one has truly said that the future welfare of a people depends upon the character of its mothers and its teachers. A great writer says: “The government that is superior to the people will be brought down to their level; the government that is inferior to the people, will be brought up to their standard.” Many of those who are to be the future legislators and rulers of this country, and upon whom its future happiness may depend, are at present attending the common schools. They are therefore under the direct influence of the teacher a great part of the day, for five days in nearly every week, for the greater portion of the year. The teacher is therefore in a position to be a very powerful moulder of character and public opinion. Until these truths are recognized, and right views of the teacher's office entertained by our people and teachers, the profession of teaching in this country will never take its appropriate place, and Canada will never reach its highest degree of prosperity.

It is a gratifying fact that there are many school districts in New Brunswick, which are realizing the situation, and sustaining first-rate schools. Other districts are also exerting themselves for the establishment of good schools. However, there are yet very many places where the people are more willing to pay their money for anything else than for the education of their children. Their tailor must be a workman, their shoemaker a workman, their hostler a workman; but the instructor of their children must—work cheap. To obtain a second-class teacher's license in this Province, most young men require to attend school from five till eighteen years of age, and most young women from five till sixteen years of age, and then to spend nearly six months at the Provincial Training School, at their own expense for board, books, &c. To procure a first-class license, at least one additional year's study is necessary. After all this outlay of time and money, they are expected by many persons to work for less pay than that received by a labourer or domestic. It is hard even for a teacher to keep his patience discussing school matters with some people. A few weeks ago I was conversing with a farmer. He is a “well-to-do” man, and would no doubt feel very much offended if he were not regarded as a man of intelligence. Here are his very words:—“I don't think school teachers should get as much pay as hired help. They don't work nearly so hard. They work but six hours a day, and only five days in the week. Then, their work is easy enough. Who couldn't boss children round, and give them a clout aside the head if they didn't mind? I'd half kill them. School teachers have good easy times, and are far too well paid.” This man's idea of education does not seem to be much in advance of that of the African chief who declared his intention of sending his son to England “to learn to read and write and be great rogue.” How strange it is that some people evince excellent judgment in many things, and act with so little common sense in regard to education. It never occurs to them that a child can be only once a child, and that the duties devolving upon his preceptor at this critical period of the little one's existence are of the utmost importance, the instruction imparted may be everything for time and eternity. George B. Emerson, in speaking of education, has said: “The prevailing opinions in regard to this art are such as the common sense of mankind and the experience of centuries have shown to be absurd as to every other art and pursuit of civilized life. To be qualified to discourse upon our moral and religious duties, a man must be educated by years of study; to be able to administer