



THE JOURNAL OF EDUCATION

Devoted to Education, Literature, Science, and the Arts.

Volume XV.

Quebec, Province of Quebec, March, 1871.

No. 3.

TABLE OF CONTENTS.

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| <p>On the Present Social Results of Classical Education..... 33</p> <p>The Duty of Parents to Teachers... 35</p> <p>Examination Tests..... 35</p> <p>Teachers' Salaries..... 35</p> <p>Education of Business Men..... 36</p> <p>Poetry: Lu Memoriam..... 36</p> <p>Wake, England, Wake!..... 36</p> <p>Seraps from Blair..... 37</p> <p>Illustrious Old Men of 1871..... 38</p> <p>Official Notices: Appointments.—Diplomas Granted by the Boards of Examiners..... 39</p> <p>Text-Books Sanctioned by the Council of Public Instruction..... 40</p> <p>Editorial Department: The Death of Miss Chauveau..... 41</p> | <p>New Map of the Province of Quebec. 41</p> <p>Amendment to School Law..... 41</p> <p>An Act to Amend and Extend the Law Respecting Education in this Province..... 41</p> <p>Education in the Colony of Victoria. 42</p> <p>Annual Meeting of the Teachers' Association for the District of St. Francis..... 44</p> <p>Exchanges and Books..... 44</p> <p>Miscellany: Education..... 44</p> <p>Literature..... 45</p> <p>Science..... 46</p> <p>Art..... 47</p> <p>Statistical..... 47</p> <p>Meteorology..... 48</p> |
|--|---|

worthy consideration of the prestige or possible profit that their sons may derive from daily contact with the sons of the titled and the opulent, it will require some very strong impulse to decide what may be called the upper stratum of the middle class to accept for their families any education which almost appears a descent in the social scale. And yet it is precisely this class which is the most palpable sufferer under the present system. If indeed these chief laboratories of national instruction combined with their social prominence a large and systematic instruction in the requirements of active and industrial life, their tutelage would be the most effective apprenticeship to which a sensible father in that rank of life could entrust his son. Now, however, when the young manufacturer or banker begins what is to be the real business of his existence, he leaves irrevocably behind him every object to which his ten (or more) early years have been devoted, retaining little beyond some tastes in which only the idle or the independent can indulge with impunity, and a certain dim conceit of his own superiority over his fellows, who have only received a "commercial" training.

There are too many flagrant examples in the history of the human mind of the persistent adherence, not only of public opinion and private judgment, but of the religious conscience and the moral sense, to forms and ceremonies, after the beliefs on which they were founded have faded into shadows, to permit the hope that any amount of negative experience will bring about a reformation in the matter we are now considering. It is solely to a growing conviction of the necessity of larger and wiser instruction of our governing classes, if they are to remain our governors, that we must look as the source of any beneficial change. The first, and indeed the chief impediment to this result, is the extreme self-satisfaction with which not only our national pride, but the authority of our public institutions, regards the character of the present English gentleman. He is exhibited to us as an ideal of humanity which it is almost sinful to desire to improve or transcend; and it is, if not asserted, continually implied that if he in his youth were taught more or otherwise than he learns at present, some mysterious degradation would inevitably ensue. Now, without detracting from any single merit which is attributed to this high personality, never was there a greater confusion of *post hoc* with *propter hoc* than the theory that his actual excellent characteristics have anything whatever to do with the method of instruction which has been

On the Present Social Results of Classical Education,

By LORD HOUGHTON, M. A., TRINITY COLL. CAMBRIDGE.

(Concluded).

Among future statesmen we may have serious scholars like Mr. Gladstone, but we shall not again have Sir Robert Peel discussing with Lord John Russell what was Mr. Fox's favourite among the Odes of Horace, or sprightly men-of-the-world exchanging their Virgil and translating Homer.

Yet, however imperceptible may be the effects of classical training in after-life, either in manners or in mind, as long as the fashion of the education endures, our higher classes will continue to subject their children to it, and the large portion of society which desires, at any cost, to give their progeny what seems to them the best start in life, will follow the example. Whilst a boy is placed, on his arrival at school, according to his classical attainments, the preliminary classical teaching becomes necessary, whatever be the sacrifice of other natural, opportune, or more available instruction, because no superiority of childly knowledge, either of words or things, would compensate for the disadvantage of an inferior position to others of his own age and ability in the new world of which he is to form a part. Our great historical schools derive such a distinct moral benefit from their association with the tone of feeling and habits of demeanour that prevail in our best British homes, that, apart from the less