

able proportions. They prove conclusively that the system of public education is not meant only for youth.

It is in the highest degree important that men and women who have been deficient in early instruction, and who feel constantly their ignorance in the business and intercourse of everyday life, should have the means of improving themselves by public assistance. These persons are for various reasons, anxious, attentive and patient scholars. They understand their own wants and are grateful for the opportunities of learning. There is also in the city named a public night school for artisans. The instruction is of a scientific and technical character, and must be of the highest advantage to mechanics and artisans in their business duties. The branches taught are practical mathematics, mechanical and civil engineering, drawing, natural philosophy, with special reference to the steam engine, chemistry, anatomy, hygiene, business forms and penmanship. It has been found by experience that this school, at former sessions has been highly beneficial; and this year, encouraged by previous results, the Trustees have added to its efficiency by placing a large collection of the most approved scientific instruments at the disposal of the students.—*London Free Press*.

4. WHAT TO DO WITH DISCOURAGED TEACHERS.

Many true teachers become disheartened by the exalted standards which are placed before them. So do artists. But all true artists very well understand that such moments of self-distrust and agonized longing are partial proofs of their calling, and of their fellowship with the masters of art who have preceded them. So they reassure themselves, and address themselves again to the task, bow reverently before the ideal, and press forward, strong of will, valiant, and persistent. What shall we do, then, with discouraged teachers?

1. Congratulate them. He who has found that there is something exceedingly desirable which he does not possess, will be more likely both to seek and secure it than if he vainly imagined himself already the possessor of it.

2. Encourage them to give in detail the several grounds for this feeling of discouragement. This simple statement of them will be profitable. A good exercise for a teachers' meeting.

3. Answer with all frankness the several difficulties presented. Dissipate by your most assuring method the merely imaginary trouble, and emphatically endorse all that you believe to be real.

4. Give help. Train, illustrate, *drill* the teachers. If they cannot master the art of questioning, show them *why*, and then show *how*. If they handle illustrations awkwardly, spend one evening or more in "trying on" illustrations, and showing how they may be most effectively employed.

REV. J. H. VINCENT.

5. EDUCATING YOUNG WOMEN WITH YOUNG MEN.

President White, of Cornell University, has recently visited all the colleges of the country in which young women are educated with young men, and has given his views on the subject at a meeting in Boston. We infer that, on the whole, he is favourable to the plan, and it is probable that it will be introduced in his University. He says that at Oberlin the best reading of Tacitus was by a young lady; at the Michigan University, a lady carried off the mathematical honours, and the girls stood the highest in the botany classes; and at Antioch College they ranked very high in the German classes. So far as he could learn, the young ladies held their own remarkably well.

II. Biographical Sketches.

1. MR. DE LA HAYE.

The late Mr. De la Haye was well known to many in years gone by. His name has been a household word in the families of men who, when boys, attended Upper Canada College. A brief record, therefore, of his past life, will no doubt be read with interest:—A native of France, he was born in Bretagne, May 1799, and was therefore, when he died, in the 74th year of his age. He took his degree at the College of St. Malo, after which he resided for several years in England, as a teacher of French. When Lieutenant-Governor, Sir John Colborne (afterwards Lord Seaton) founded a College in Toronto, for the higher education of the youth of the country, Mr. De la Haye was appointed French master. Mons. and Madame De la Haye, to whom he was married before venturing to seek a new home across the ocean, arrived here (then "little" York) in the fall of 1829, and in January, 1830, Upper Canada College was inaugurated, Dr. J. H. Harris being Principal. In 1844

M. De la Haye revisited France, and passed a few happy months among the friends of his youth and the scenes of his boyhood, and up to 1856 he continued to fill the position which he had thus occupied for more than a quarter of a century. Having served the college so long and so faithfully, the authorities recognized his merits by granting him a pension; and, always attached to a country life and rural pursuits, he then settled on the large and attractive property, in the Gore of Toronto, which he had acquired many years previously, in view of the cherished wish and hope to spend the rest of his days, in peace and quiet, "on his own ground." In 1859 the beloved partner of his life, who had done so much to make his home happy and his condition prosperous, was taken away; and, though he felt this great loss, his country habits, his fields and his crops, continued to be a pleasure and a comfort, until, prostrated by the malady which has proved mortal, it became necessary to remove him into town. In the class-room Mr. De la Haye was popular with all; of the many hundred College boys who passed through the French Department in his time, we feel sure that no one retains, in after days, other than a feeling of, it may be said, filial regard towards him; while those who lived under his roof, and shared the domestic fireside, will always remember Madame De la Haye's kindly care and attention with the greatest affection; and in proof of Mons. De la Haye's place in their esteem, a handsome and valuable testimonial was presented to him, soon after leaving college, by his old pupils.

2. REV. JOHN GUNNE.

The subject of our sketch was born of pious and respectable parents in the town of McGuire's Bridge, County Fermanagh, Ireland, on the 12th of February, 1815, and was therefore in his 58th year when he died. After receiving a liberal education, he left home in 1838, to become a classical tutor in the city of Limerick, which position he held about six years, when he removed to Trinity College, Dublin. Mr. Gunne shortly after decided to come to Canada as a missionary of the Church of England, and arrived here in 1844 in company with Dr. Sandys. They were both ordained by the late Bishop of Toronto, and Mr. Gunne came to Florence and immediately entered upon his work, which he continued to perform with unceasing energy to the time of his death. His early labours in this district were very arduous, his charge including the villages of Glencoe, Wardsville, Aughrim, Florence, Dawn Mills, Thamesville, Kent Bridge, and other places, and throughout the large district included by these places the name of "Parson Gunne" is a household word. Of late his labours have been confined principally to Florence and Aughrim, until last year, when he was appointed rural dean for the County of Kent. In addition to his clerical duties, he has been local superintendent of schools and a member of the boards of public instruction for the Counties of Middlesex, Elgin, Kent, and Lambton, frequently acting as chairman, and the editor of this paper recalls with interest his first examination for school teacher in 1859, under Mr. Gunne, at London. In history, mathematics, and Greek classics, Mr. Gunne was exceedingly well versed; and his love for reading increased to his latest hours, his splendid library being one of the largest and best selected in West Ontario.

Mr. Gunne was a sound Christian, and an orthodox preacher of Christ and Him crucified. A man of great business qualifications and far-seeing judgment, his advice was sought by all. Many a neighbour owes his extrication from grave difficulties to this advice always freely given, and many a poor settler owes the possession of his farm to the intercession of this good man, either with the Government or importunate creditors. The unfailing resort of all who were in difficulties was to "ask the parson."

Mr. Gunne was a man of great energy, and his heart was in his work. The most laborious duties were most cheerfully performed, and no amount of fatigue or discomfort could banish the ready smile which was wont to greet his friends. Those who knew him best will be the first to admit that "We ne'er shall look upon his like again."

"His life was gentle; and the elements
So mixed in him, that Nature might stand up
And say to all the world, this was a man!"

—*London Herald*.

3. THE REV. MR. SENKLER.

The Rev. E. J. Senkler was a native of Dorking, England. He graduated at Cambridge in 1824, taking a high degree, and was ordained on the 23rd December, 1826. He came to Canada in 1843, and settled in Brockville in 1847. After arriving in Canada, Mr. Senkler occupied the position of Rector of the High School of Quebec for about a year, a position, from his scholastic abilities, he was well qualified to fill. For a considerable time after his arrival in