

it to useful purposes is the fifth and principal object desired in education.

This may well be called the principal object of education. It is the dexterous use of surgical instruments which alone constitutes surgery; it is the ability to speak and write grammatically, which alone deserves the name of grammar; and in like manner, it is the capacity of using and applying knowledge to useful purposes which alone deserves the name of education.

The method by which this great object is accomplished is not less easy than it is effective. By the simple operation of deducting practical lessons from subjects taught or facts communicated, whether religious, moral, natural, &c., the pupil is let into the important secret, that he himself is personally, and, therefore, deeply interested in all that he is taught. He is trained to perceive that every circumstance or piece of information communicated to him has a use, and may be used; that by a little attention and care on his part, he may take advantage of its utility, and turn it to some good purpose in his own experience. There is no limit, to the power of this simple principle. It embraces every subject which by any means can be rendered useful; and it is a most valuable and accurate test by which to try the value of any branch of education. If the subject taught be at all useful this principle in a system of education at once detects it, and trains the mind of the pupil of himself to perceive, when, how, and for what purpose it should be used. He is by this means taught the power of giving a new and an extended value to every thing in nature and impressing the stamp of utility upon every truth, and turning it into a coin, current and valuable, in all circumstances and on every occasion.

The application of what is taught must not be understood as confined to a few branches of education. It extends to the whole circle of the sciences.

One of the greatest defects in our systems of teaching is that we bring not within the limits of a child's education, and fully exercise him upon, the practical and useful parts of all the sciences. The scholar should be carried through them all so as to be able to perceive and remember the various uses he is to make of his inferential lessons in common life.

In every circumstance which occurs, he should thus be taught not only what he should do, but also how he should do it, and why it should be done.

I conclude my summary of hints in the language of Orinthus Gregory: "Truths should be, as far as possible, grouped upon principle, and with prospective reference, from the most elementary onwards, they must be received, not inertly, but with an attention stimulated and kept alive by a sense of their value; passve habits, must be replaced by continuous mental activity and persevering search after knowledge; the successive topics of instruction must be received as part of a whole; and each and all must be thoroughly comprehended, from the most elementary onwards and permanently secured by frequent retrospection and revision, while the faculty of looking forward, and the intellectual instruments for going forward, are gaining fresh strength from every new acquisition."

These summary views of education, and of the principles of intelligent and efficient teaching, will be found to comprehend much of what is admitted to be the leading principles of sound teaching. And wherever they are intelligently and skilfully applied in teaching youth, educators will not fail to prepare youth, for the various activities of life,—not as mere routine passive agents,—but as active men, sound reasoners, and useful intelligent members of society.

JOHN BRUCE,  
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Mr. James Lockyer Biscoe, residing at Rivière St. Pierre, provided with a diploma for elementary school, can teach English, and the rudiments of the French language.

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Applications to be addressed to the Education Office.

Mr. Miller, professor provided with a diploma from the University of Bonn, will give private lessons in the French, German, Latin and Greek languages; in algebra, geography, writing. He is also desirous of undertake the direction of a model school, and for this purpose intends to pass the necessary examination at the next meeting of the Board of Catholic Examiners for the City of Montreal.

For further informations apply at No. 23 Dorchester street, or at the Education Office.

Mrs. Cauvin (widow) from Paris, is desirous of a situation as teacher either in a school or in a private family. The highest recommendations can be given. Apply to this office.

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Messrs. the Secretaries to the Boards of Examiners are requested, when sending in the lists of teachers, to class the names in alphabetical order. They are, moreover, requested to send copies in duplicate of said lists.