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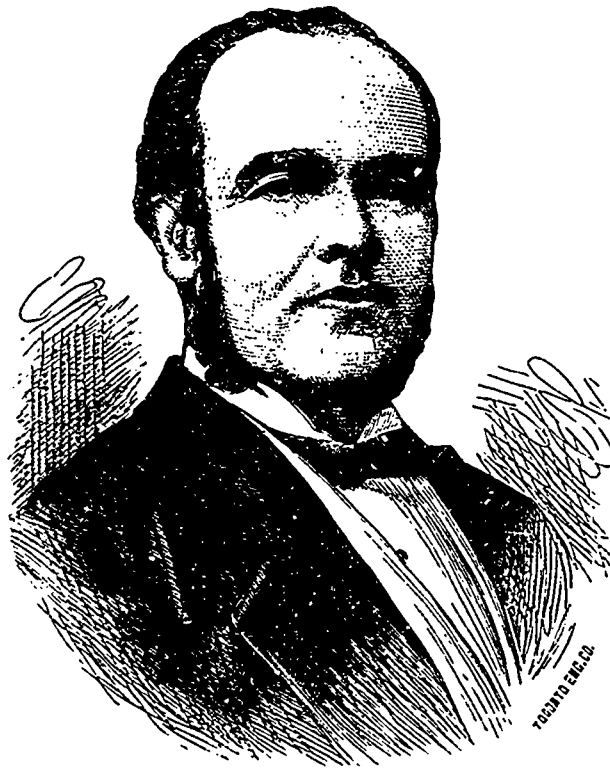
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One of the chief advantages of the position of Canada as a self governing colony of the British Empire is, that any one desiring to leave the Mother Country and seek fortune elsewhere, may settle down in it without being compelled to suffer the wrench which all must experience who may be compelled to transfer their allegiance to a foreign power, and accept institutions and modes of life widely different from those of the "old country." Canada has profited largely from this connection politically, socially, commercially, and in other ways, but in no way has she received greater advantages than in education. Many of her best educationists in the past, and not a few of her most successful teachers at the present day, have received their training in the schools and universities of England, Ireland and Scotland. Ireland has done her fair share—perhaps, indeed, more than her share—in this respect; and it is to her that Canada is indebted for the able educationist whose career is briefly sketched in the present issue.

Mr. MacCabe may be described fairly, if somewhat paradoxically, as a young man, but an old teacher—for, though but little over thirty-five years of age, he has been actively engaged in the exercise of his profession for no less than twenty-one years. He was born in County Cavan, in the North of Ireland, of a good old Catholic family, in January, 1848. His father was one of the most successful and enthusiastic teachers of the justly celebrated "National" schools of Ireland, and enjoyed a very high reputation in and around the vicinity in which he taught. Mr. MacCabe may thus be said to be "to the manor born", he was literally born in the profession, and he has never shown any desire to depart from it. Probably it was owing to the careful early training received in his father's school, and to the contagion of that father's example, that the desire arose in him so early to excel in the same profession; but, at all events, the natural bent of his mind—the ambition to become an instructor of his fellow-beings—displayed itself at a very early age. At that time the "Monitorial System" prevailed largely in the "National" schools (which correspond to our public schools),—a system which may be briefly described as follows. In any school, if any of the pupils from fourteen years old and upwards exhibited special ability and marked aptitude beyond his

fellow, he might be appointed as "paid monitor," and assist in carrying on the work of the school, while prosecuting his own studies at the same time with the help and supervision of the master. In the "District" Model Schools such a pupil might subsequently serve an apprenticeship to the analogous "pupil teacher" system in vogue in schools of that class. It is not our purpose to enquire into the working of either of these systems, on the merits of which public opinion cannot yet be said to be altogether decided. But this we may say, that however bad a system of education may be in itself, there will always be some few "born teachers" who will succeed in spite of every difficulty, by sheer force of natural aptitude and love for the profession—and this has undoubtedly been the case with the subject of our present sketch. Receiving

the appointment of "paid monitor" at the very early age of fourteen years, he, even then, gave proof of unusual fitness for the arduous profession of a teacher, no less by his skill in imparting instruction than by his almost precocious tact in the management of the children entrusted to his charge. It will thus be seen that he entered on his career as an educationist at an exceptionally early age; and we may add that the profession which he thus adopted in his boyhood has never since been intermitted or abandoned. Having finished the usual "monitorial" course of four years, he was promoted to the "District" Model School, where he completed the usual "pupil teacher" term of one year, to the entire satisfaction of the authorities and teachers. His position at this point of his career may, *mutatis mutandis*, and notwithstanding his long apprenticeship in subordinate capacities, not unfairly be compared to



that of a teacher holding a third class certificate under our own system. He was now qualified to accept the responsibilities of a "teacher," and after a brief tenure of the position of assistant teacher, he was offered and accepted the position of Head Master of one of the "National," or public schools, in which capacity he succeeded in winning "golden opinions from all sorts of men."

Subsequently, he entered the celebrated Dublin Normal School,—an institution which has, perhaps, done more than any other school that could be named to advance the cause of popular education, by constantly furnishing a supply of teachers thoroughly drilled and trained in all the best and most modern methods of imparting instruction. It used to be, and we believe it is still, the custom at the Dublin Normal School, to select out of the graduating