

the pressure of circumstances, was ever fit to have reached so high a position. The unfitness that can indite such blunders is *radical*, and no accidental or temporary haze of the judgment; and this fact forms the real condemnation of the party in question. One generous soul even descends this delinquency on the score of his "having been so long a teacher!" So might a case-hardened rogue excuse his peccadilloes by pleading that he had so long been dependent on his peculiar line of business for a livelihood.

"One fact more. our colleges are founded and sustained at an immense outlay of time, labor, and money; they are upheld in many cases by liberal endowments, or by frequent donations; they are provided with libraries, cabinets, apparatus; they are stocked with instructors, of whom, if some are bogglers, others are among the first literary and scientific names in our country. What, now, is the fruit of this great outlay? Why, that *five-sixths* of all the present attendants on these seats of learning look upon college life chiefly in the light of a "jolly good time," had at the expense of somebody other than themselves—that they smoke, drink, ride, and trust to the luck of impudence, and the aid of a "pony" to get safely through their recitations, and for their degree to the influence of their *house*, or the tacit understanding that the payment of their money and the serving of their time entitles them in due process to graduation. These hopeful scions manducate peanuts in the class-room, and look upon the "common branches" with hearty contempt. But question them, and you find that while they have not the most distant conception of the course of study and thought that marks a high intellectual career, they are equally guiltless of an acquaintance with the spelling or construction of their own language, the indispensable elementary truths of science, or with history, polity, or letters of their own or preceding times. "I declare," said a smooth-cheeked *junior*, of nineteen, in our hearing the other day, "it makes little difference whether the fellows study or not; they all seem to graduate." He had himself prepared for college in *two years*, and then entered *two years in absence!*

"Thus we have pointed to some of the *evils* of our existing schools and scholastic methods. They are no light matters; but deserving of reflection and action. If we speak of *causes* or *remedies*, it must be at a future time."

—A late official *Gazette* contains an announcement of the qualifications required from applicants for public employments:—To write a good hand; to spell correctly; to write grammatically; to write correctly from dictation; to be conversant with the elementary rules of Arithmetic. To enable the board to judge for what branch of the Public Service any candidate is best qualified, he may be examined, should he desire it, in the following subjects or any one or more of them which he may select: Translating English into French or French into English, and writing from dictation in either language; Arithmetic as far as Decimal Fractions; book-keeping; Elementary Geography; making abstracts of documents. Two referees will be required to answer the following question, viz. Are you related to the Candidate, if so, what is the relationship? Are you well acquainted with the Candidate? From what circumstance does your knowledge of him arise? How long have you known him? Is he strictly honest, sober, intelligent and diligent? What do you know of his education and acquisitions? So far as you can judge, is his character in all respects such as to qualify him for public employment?

—During the recent meeting of the American Association, at Montreal, the writer had an opportunity, through the courtesy of the Chief Superintendent of Education and his principal officers, of visiting the Lower Canada Education Office, and McGill Normal and Model Schools. The offices of the department, in the old government house, are handsomely fitted up and in admirable working order. The council room and library are also appropriately furnished. The library contains a very valuable collection of neatly bound French and English Educational works of reference, and a selection of works in general literature, etc. The Jacques Cartier Normal and Model Schools are attached to the Education Office Building, and are fitted up and furnished in the same manner as are the corresponding schools in Upper Canada. Every thing indicated the zeal and ability with which the department is managed.—A visit to Quebec, also, furnished an opportunity, through the kindness of Rev. Mr. Horan and the Ecclesiastics of the Seminary, of seeing the Laval Normal and Model Schools, and the Laval University. The visit to these institutions was a highly gratifying one. The arrangements of the Jacques Cartier Schools are excellent, and in one or two respects superior to our own. The Laval University, with its new and extensive additional buildings, its valuable library, interesting Museum, laboratory, and beautiful collection of philosophical instruments, is admirably adapted to promote the cause of higher education in Lower Canada.—(*Upper Canada Journal of Education.*)

—On the 24th of September, the new Masson College at Terrebonne was inaugurated. It is a substantial cut stone building, four stories high and 136 feet front. A handsome brick building prepared for the classes of the college of Varennes in the county of Verchères was also inaugurated on the 4th of October. His Lordship the R. C. Bishop of Montreal was present at the first mentioned ceremony and His Lordship Bishop Laroque was present at the latter. The Hon. Mr. Cartier, member for the county of Verchères and the Hon. Mr. Chauveau, Superintendent of Education,

addressed the meeting. The Superintendent was also present at the inauguration of the Masson College. This handsome and lofty building is chiefly erected at the expense of Madame Masson, widow of the late Honorable Joseph Masson.

—A Boy's Academy has been opened at Baie Saint Paul, county of Charlevoix. Mr. Amouroux, formerly of the College of Rimouski is the principal.

—C. Magill, B. A., formerly of Lennoxville College, has been appointed Professor of English and classical literature at St. Francis College, Richmond. This college was erected by the subscriptions of the merchants, mechanics and farmers of that and of the adjacent villages. It is a large and handsome brick building, in a commanding site near the depot of the Grand-Trunk Railway, midway between Quebec and Montreal.

—We find the following receipts for making black boards in an exchange, and very gladly transfer them to our columns:

For twenty square yards of wall, take three pecks of mason's putty (white finish), three pecks of clean line sand, three pecks of ground plaster, and three pounds of lamp-black, mixed with three gallons of alcohol. Lay the mixture evenly and smoothly on the surface to be covered. *Note*.—The alcohol and lamp-black must be well mixed together before they are mixed with the other ingredients.

Another.—To 100 lbs. of common mortar, add 25 lbs. of calcined plaster; to this add twelve papers, of the largest size, of lamp-black. This is to be put on as a skim coat, one-sixth of an inch thick on rough plastering, after it has been thoroughly raked and prepared. This should be covered with a coat of paint, made in the following manner: To one quart of spirits add one gill of boiled oil, to this add one of the largest papers of lamp-black, after it has been thoroughly mixed with spirits. To this add one pound of the finest flour of emery. This paint may be also put on boards or canvass. This should be constantly stirred when used, to prevent the emery from settling. If too much oil, or if any varnish be used, the board will become more or less glazed, and unfit for use. Some prefer to have the board behind the teacher green or bronze, which is more grateful to the eye. This can be done by using chrome green instead of lamp-black. None but the very finest flour of emery should be used. Some prefer pulverized pumice-stone to emery.

LITERARY INTELLIGENCE.

—It is proposed to publish a new English Dictionary under the auspices of the Philological Society. The Dean of Westminster (C. Trench), F. J. Furnivall, Esq., and Herbert Coleridge, Esq., members of the Council of the Society, are named as a Committee to make arrangements for the work. The deficiencies of the standard works, as vocabularies of the language, and as philological guides, being admitted, it is hoped that a more worthy *Lexicon totius Anglicitatis* may be had. The discovery of words and phrases is to be primarily sought from the less read authors of the sixteenth and seventeenth centuries. The older writers, such as Chaucer, Robert of Gloucester, and the still earlier or contemporary ballads and romances, have been already sufficiently searched, and their peculiarities of language recorded in the works of Wright, Halliwell, &c. But it is otherwise with the writings of Roger Ascham, Philemon Holland, the translator of Livy, Plutarch, Pliny, and other classics, Henry More, Ogyly, Quarles, Shelton, the translator of Don Quixote, Hackluyt, and many others that might be named. A number of English words and phrases in the works of such writers do not appear anywhere else, and it is proposed that they should now be collected and inserted. The results of the labours of those who are willing to co-operate in the work are requested to be sent to the Secretary of the Committee, Herbert Coleridge Esq., No. 10, Chester Place, Regent's Park, London, N. W., before the first of November, so that a report may be drawn up of the probable result of the proposal. The following rules and directions for the guidance of collectors have been published:—

Rules and Directions for Collectors, as agreed upon by the Committee.

I. That only such words be registered as fall under one of the following classes:—(a) Words not to be found either in the latest edition of Todd's Johnson, or in Richardson.—(b) Words given in one or both of those dictionaries, but for which no authorities at all are there cited.—(c) Words given in one or both of these dictionaries, but for which only later authorities are there cited.—(d) Words used in a different sense from those given in the dictionaries mentioned.—(e) Words now obsolete, for which a later authority than any given in Johnson or Richardson can be cited.—(f) Forms of a word which mark its still imperfect naturalization (as for instance, *extasis* and *spectrum* instead of *ecstasy* and *spectre*, in Burton's 'Anat. of Mel.') where they have not hitherto been noticed.

II. That all idiomatic phrases and constructions which have been passed over by Johnson and Richardson be carefully noticed and recorded, the collector adding, if possible, one parallel instance from every other language in which he knows the idiom to exist. This rule is not intended to apply to mere grammatical and syntactical idioms.

III. That any quotation specially illustrative of the etymology, or first introduction, or meaning, of a word shall be cited.

IV. That in every case the passage in which the particular word or idiom is found shall be cited, and where any clauses are for brevity necessarily omitted, such omissions shall be designated by dots.