

for here he who asks receives, and he who seeks finds. And now, on the strength of the answers, you find him diligently prosecuting his work of preparation for future usefulness. Grammar, Geography, Mathematics, Natural Sciences, Mental or Moral Philosophy, Latin or Greek, French or German, whatever it be whereby his usefulness can be promoted, is unweariedly pursued. Early and late you find him employed, and no figure of speech brings up so forcibly before us the desire which ever prompts his action as that just used by us when we spoke of a *thirst* for knowledge.

Now put the young man who has gone through such experiences into a school-room, and would you not expect him to succeed? Can you be near a fire and not get warm? Shall the sunshine, and darkness not flee away? Shall a young woman pass before you day by day into the school-room, who has consecrated herself for the good of the children to a life of weariness, bearing their perverseness and waywardness, and manifesting an unceasing regard for the welfare of her pupils, without becoming more fragrant to their moral senses than perfumes and spices are to our natural organs? Before such a teacher an unwillingness to study this subject or that would pass away as soon as the precept of the teacher, fortified by her own beautiful example, had taken hold of the tender heart of the pupil, and convinced him wholly that any study was to be loved and pursued according as it was fitted to make him better and more useful.

It is back of the school-room where the success may be gained, that the foundation of that success was laid. In the private chamber, where, seen only by God, he devoted himself to a life of usefulness; in the distant rural school-house, where, under many and almost insurmountable difficulties, he prosecuted his studies; in the rooms of this noble institution, where his industry and regard for every thing that is seemly and good has made his name almost a proverb,—in these spots his success was gained. Here he has sown: what remained for him was to go forth and reap his harvest.

A love for communicating knowledge. This, in the most successful teachers, is, in a greater or less degree, a natural gift. They are born teachers. They never knew when they did not love to teach. But this gift is also susceptible of high cultivation; and under those moral experiences, of which I have already spoken as giving life, energy and persistence to the thirst for knowledge, this love for communicating information becomes so intense that the mid-day meal will often be neglected for the pleasure of imparting knowledge. This it is that takes from the school-room now all that gloom and horror which, under the rule of some pedagogical tyrants, makes it appear as if it were draped in mourning. Under the smiles and sunshine of him who loves to teach, the school-room becomes to the pupil a place of pleasant and useful pursuits, and of joyful mastering of difficulties; the birth place of bright hopes and aspirations, and the spot to which memory, in after years, will look with a pure and serene joy. So well satisfied I am that the success of the teacher, in the highest sense of this word, depends on his own thirst for knowledge and his love for communicating, that if I were examining a teacher with a view to his employment, I should question him first and most fully on these two points; and if he was right here, I should feel that there was little reason to fear any deficiency in respect to mere book-learning. But if I should find that a hireling, an impostor, had come to be examined, a man or—oh, tell it not in Gath!—a woman, who neither loved children nor loved to teach them, I should expect to find him deficient also in the mere learning of books; and I should most assuredly try to find out his deficiencies, if he had any, and with heartfelt joy would see him turn his back—and with hearty good-will would help to turn his back—on the school-house of my or any other district. For if there is any one thing, short of the immediate frown of Deity, which more than another a parent may deprecate, it is the subjugation of his children to the tyrannous, soul-shriveling rule of a man or woman who, for six hours of the day, and for six days of the week, has under his care—care, indeed!—oh, sad misnomer!—the susceptible minds of children, to train them to the love and pursuit of those things which he himself hates.

Aptness to teach is the last element of the character of the successful teacher which I shall name.

It has been said that "what we know thoroughly we can usually express clearly, since ideas will supply words." If this statement is correct—and I believe it is,—then our teacher, with his thirst for knowledge and his love of communicating it, will almost of necessity fall into an easy, simple, clear method of communicating his thoughts, which will make teaching as natural and easy as the putting-on of an old glove. There will also be such a hearty sympathy between him and his pupils, almost by intuition he will see what is needed to make the lesson of to-day clearer and more impressive; and what was seen to be difficult to-day, the zeal and intelligence of the teacher will supply to-morrow. I never, indeed, knew a hearty teacher who did not thus become apt to teach. I have known those who, at first, were slow of

speech, and through diffidence hesitated much; at times, too, thoughts were given forth confusedly, and hence they failed at first to interest the children. But these difficulties soon disappeared before the zeal and industry of the teacher, who loved his work, and was resolved to succeed. He who himself thirsts for knowledge soon learns that right methods of study are essential to progress; that there is also a right and a wrong way of putting things, and that when the right method is used instruction glides gently into the understanding, wins the love of the heart, and then calls forth the prompt activities of the will. The whole man in the scholar awaits the bidding of the earnest, intelligent loving teacher.—*American Educational Monthly.*

OFFICIAL NOTICES.



APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Administrator of the Government in Council was pleased, on the 20th October, 1865, to approve of the following appointments of School Commissioners, viz.:

County of Gaspé.—Ste. Adélaïde de Pabos: Mr. Herménégilde Tétu.

County of Beauce.—Forsyth: Rev. Honoré Desruisseaux, Thomas Morel de la Durantaye and Hippolite Boutin, Esquires.

County of Arthabaska.—Tingwick: Messrs. François E. C. Proulx and Martin Corby.

Same county.—St. Norbert: Mr. Daniel Talbot.

County of Ottawa.—Hartwell: Messrs. Pierre Pilon, Bénéoni Proulx and Hilaire Larallée.

County of Portneuf.—St. Bazile: Messrs. F. X. Mollard, François Boutel, William Shanahan, Jr., W. Paquin and Félix Richard.

County of Dorchester.—St. Edouard de Frampton: Messrs. Henry Courty, Thomas Lapointe and Rev. Hyacinthe Gagnon.

TRUSTEES OF DISSENTIENT SCHOOLS.

His Excellency the Administrator of the Government in Council was pleased, on the 20th October, 1865, to approve of the following appointment of a Trustee of Dissentient Schools:

Three Rivers.—Mr. James Shortis.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

MONTREAL BOARD OF PROTESTANT EXAMINERS.

1st Class Academy (E).—Mr. John N. Muir.

1st Class Model School (E).—Messrs. Solomon Falkner, Donald McMaster, Solomon W. Young, and Miss Charlotte Maria Smith.

1st Class Elementary (E).—Misses Mary Cladwell, Annie Conoley, Grace Graham, Susan Grimshaw, Jemima Hartley, Elizabeth Hyatt, Catherine Irwin, Mary Jane Lindsay, Catherine McCormick, Catherine McGibbon, Jane McIntyre, Jessie McLaren, Sarah Odell, Rebecca Scales, Adaline Eliza Seely; (E. & F.).—Mr. William Henry Wadleigh.

2nd Class Elementary (E).—Miss Eliza J. Gibson.

September 23, 1865.

T. A. GIBSON,
Secretary.

BOARD OF EXAMINERS OF THREE RIVERS.

1st Class Model School, (F).—Miss Marie Exilia Deshayes and Miss Marie Délima Guilmet.

2nd Class Model School, (F).—Madame L. M. E. Toulon de Courval.

1st Class Elementary, (F).—Misses Beatrix Désillets, Marie Camille Gauthier, Marie Anne Lamanger, Ernestine Ouellet and Marie Louise Plourde.

2nd Class Elementary, (F).—Misses Marie Adeline Caya, Emélie Miché, Marie Adèle Morel, Rose-de-Lima Poisson.

August 1, 1865.

J. M. DÉSILLETS,
Secretary.