

said to have been driven mainly by those periodical seasons of destitution consequent upon the failure of crops or fisheries, or many of them may have been compelled to leave the isles of their birth by virtue of the conversion of the little properties they occupied into considerable farms; while a still larger number emigrated to other parts of the continent in consequence of the changes effected after the rebellion of 1745. After the defeat of "Bonnie Prince Charlie," the lands, by reason of the prudent exile of many of the Chiefs compromised, were transferred either by purchase, or Government order to "lairds," who had no sympathy with the tenant or his kilt, and thus a radical change was produced—the patriarchal system in all its ancient celtic glory being abolished—leading to the expatriation of many of the natives.

Steam had not been applied when they left their native land to any extent, if at all, to the propulsion of vessels, (I speak, of course, of a period more recent than 1745), and hence the influences of southern culture had not reached the Hebrides. The original emigrants, and even those that followed them, were consequently ignorant of all the world except that infinitesimal portion of it that came under their own observation. The little plot of ground in which they planted a few potatoes or sowed a few oats, comprehended the whole field of their agricultural experiments, and their knowledge of men and things was correspondingly circumscribed. In this condition they landed on the island, the more recent settlers being greeted with a Highland welcome on their arrival, by those who had preceded them. Now they occupy a fine country, speaking the celtic language in all its pristine purity, and cultivating just as much of the soil, as a general rule, as yields bare subsistence. They originally "squatted" on the soil, but Mr. Fairbanks, under the direction of the Government, has done much to give them a permanent proprietary right in their "holdings." The number of "squatters" was about twelve hundred, the half of whom now hold legal title deeds, and the property of the remaining number is in process of being legally secured. May I be permitted to say that the tact, care, and good feeling with which the Commissioner of Crown Lands has discharged this duty are highly appreciated by these simple minded people.

But have the Cape Bretonians made marked progress in the cultivation of the soil? A regard to truth compels me to say that they have not. Why? *The solution of the problem is to be found in the fact of their want of education, or, in other words, their ignorance.* They could neither read nor write, and their families have been, in great part, trained in the same manner, and continue so till this day. The increase of the population in the island, consequent on the extensive mining operations being carried on, has added to the comfort of the people in the district where the mines exist, as they obtain a good price for the produce of their farms; but in all other respects they remain essentially the same. I trust no one will imagine, from the foregoing remarks, that I in the slightest degree depreciate the great strides made in the development of the mineral wealth of the island during the last few years. This is far from my intention: my remarks apply exclusively to the agricultural population.

But the establishment of schools under the school act has inaugurated a new era in Cape Breton. Already the rays of the sun of knowledge are penetrating the gloom of ignorance in which this beautiful island has been too long shrouded—a ruddy glow, all the more cheering as contrasted with the surrounding darkness, streaks on the horizon, the harbinger of advancing day;—the seed has been sown, and already the green tender blade is peeping from the soil, giving promise of an early and abundant harvest. This is not the fancy picture of a fervid imagination, but a true living of reality, as indicated in the intelligent glance and improved bearing the children who are obtaining the benefits of knowledge at these schools.

The report of the Superintendent of Education for 1865 is a most interesting as well as valuable public document. The embracing of the reports of the County inspectors is calculated to ensure, in virtue of their intelligence and experience of the working of the system, improvements in its management. In visiting the schools in their respective districts, some of these gentlemen undergo considerable fatigue, besides encountering difficulty in reaching their destination. When I was travelling during autumn in Victoria

county, I regarded it as a somewhat novel and interesting incident that one of them should be obliged, without vehicle—there being no road—to make his way as he best could to Cape North. His visits are regarded by the people as constituting quite an agreeable periodic phenomenon, and it is to be hoped that he reached the most northern scholastic little luminary in safety. Verily "the Schoolmaster" in Cape Breton "is abroad" in a highly useful and beneficent sense.

WHAT EDUCATION CAN DO.

WHY is it that towns in New England, seemingly alike, so often yield such different contributions of talent and activity to the State? Why is it that from some one secluded and unpretending village there have not unfrequently gone forth in a single generation a surprising number of powerful and useful minds? Search into its history, and you will find that at some time the public spirit, either of the community or of individuals, has there provided superior means of education for the young, and so developed talent which else had slumbered in neglect. There was a spirit in advance of the age, and it is rewarded by furnishing to the age its leaders. . . . I could point you to a small town* in Massachusetts, which thirty years ago was little more than an agricultural village. A single individual, of limited means, but of large views, made that place his residence. He interested himself at once in the cause of education in the town. He lectured on the subject. He reached the good sense of the people. They united to establish an academy of the first order. The town rapidly advanced in consideration. It became the resort of scholars from a wide circle of country around. It was soon prized as a place of residence, and in twenty years the property of the town has increased in value six fold. The academy has since grown into a college, and is educating hundreds of the choicest minds of the State. How much will that town have reason forever to rejoice in the interest taken by Noah Webster in its educational concerns!—Rev. Wm. A. Goodrich.

CULTURE.

CULTURE, in its most general significance, is the modification or development of some given material; and the culture of man is therefore a development of his original faculties, both bodily and mental, in which, the man himself is to coöperate with nature, so as to become his own educator. But the bodily and mental faculties must be cultivated in intimate connection in order to a symmetrical or harmonious culture. It would be an exceedingly defective education, which might even be called mis-education, to cultivate the head, or the heart, or the taste alone. Yet we find many persons thus ill-trained, and indeed we find in almost all educated persons a preponderance in one of these directions. It is, therefore, a chief purpose of education and the design of all educational institutions,—which, for that reason have been not improperly called institutions of culture,—so to train man, from his youth up, that he shall be symmetrically developed, and thus be made competent to conduct his own development after attaining his majority.—Krug.

WE REGRET to learn that there are yet a few schools in Nova Scotia in which geography (so called) is taught by "singing it." The practice is surely wrong. Singing does not stimulate the intellectual faculties. Its province is with the feelings and the heart, and in its own sphere it is one of the most powerful of agents. But to attempt to teach geography, arithmetic, or any other science by means of singing, is to pervert nature. The definitions of such terms as "perpendicular," "horizontal," "circle," &c., so frequently heard in primary school songs, are quite on the verge in this matter. Singing may be used in primary schools to soothe the excited or over-strained minds of the children, or to beget a healthy emotional and physical excitement. Songs descriptive of simple physical actions, to be performed by the pupils, are highly appropriate. In all grades of schools, singing may be made a most effective agency for the maintenance of discipline, but its educative value consists in its being nature's chosen means for the transmission and expression of sentiment.

*Amherst.