

who aspires to eminence whatever may be his career in life. Coming from a financier and from a politician who has been so frequently entangled with the interests of trade, such an opinion must have a great weight. We give the following extract from Mr. Gladstone's speech.

"I frankly admit that I rejoice at the study of the ancient classics, because I believe that in no small degree is due to them that love of liberty which is the characteristic of Englishmen, and which is never associated with those wild theories of government which have marked the 19th century, and which, I think, show the necessity of such teachers. For, after all, liberty must not be mistaken for license, and it often happens that in countries with democratic constitutions, the freedom of the body and of the mind is worst understood. If we cross the Atlantic, to that wonderful republic America, we shall find that their constitution is far more democratic than ours, but that there is far less true liberty. And I will not shrink from expressing the opinion that, although this country has been the happy home of a well regulated liberty from a very early period, yet that the love of that liberty, and the comprehension of that liberty, have been in no small degree fostered and fortified in us by the great masters of antiquity and the lessons which they have afforded us. (Applause.) With respect to the cultivation of taste, when classical literature is condemned there will be such a descent in the taste of this country as will never be recovered from. In regard to another and more important effect, the command of language, which is a branch of human knowledge of which in parliamentary life every man feels the value, there is no school of English education to be compared with the study of Greek and Roman authors: because the rendering of them into the English tongue is a far more stringent exercise for the mind, from the accuracy of ancient thought and the method with which that thought is arranged, than the study of English writers. The copiousness of language, the exactitude of thought, and the accuracy and clearness of diction of the ancient writers, are likewise of much value to their students. It is not difficult in this world to find attractive study. Take railway reading. (Hear, hear.) Go to any station, and review the shilling volumes; you will find a number, some on one subject and some on other,—but all of them may be termed attractive. On the other hand, it is not difficult to name severe study. I see opposite me a gentleman most distinguished in severe study—Mr. Chase. But the difficulty is in obtaining that which combines the two qualities, and I know not where I could name the studies which combine these two qualities in a degree at all comparable to the writers of Greece and Rome. They are not only attractive, but also fit to prepare the man for the severe and practical duties of life. (Applause.) This is what we have to do with—the practical duties of life; and we see the way in which men who have been educated in this manner, when they are brought into contact with the world, meet every form of demand on human powers. (Applause.) I do not hesitate to say that the old studies are the best studies; and that if you want to find the man—I am not speaking of individual cases, but as a general rule—if you want to find the man who has the greatest aptitude, the greatest facility in acquiring what is new, the most thorough mind for the acquisition of new forms of thought and new pursuits, and the greatest facility in the description of them to another—for the solution of this practical problem and enigma in public life, give me the man who has had a thorough classical training; who has drunk the writings of the old masters into his bones and his marrow; who has stood in the race of competition with school-boys and with colleagues; and who has proved his powers under the course of study there placed before him. (Cheers.) Mr. Gladstone then said that they should be prepared to show the spirit and the principles on which education is founded. We ought not to shrink from discussion. I do not think it necessary that we should envelope ourselves in the mist of antiquity, or that we should make a mere pretext of antiquity, and refuse to open our eyes from the fear of charges. Let us take the right end of the question, and then fearlessly plunge into discussion if necessary, and stand on experience and authority. If we were to find that nearly the whole of Christian Europe, since the revival of letters, had been making a lamentable mistake as to the best mode of human culture, it would be most melancholy. Those men who so freely condemn preceding generations—what amount of claim can they have to respect when they are numbered with their fathers? While they have so freely condemned those who have gone before, they cannot expect for themselves anything but that of which they have set such a bad example. It is common to quote that wonderful saying of Lord Bacon,—and every saying of his is wonderful; he looked like the inspired master of infallible wisdom.—

"Antiquitas seculi, juvenus mundi."

And people quote that sentiment, implying that they are thereby entitled to overthrow all that human experience has hitherto established. No doubt Lord Bacon was perfectly right. It was the youth of the world, and modern times ought to be wiser; but how wiser? By employing all the wisdom that former times accumulated: by assuming possession of that. That is the starting point to any further progress. But if instead of that we throw overboard all that men in former times acquired, we are again in a new youth—a fresh start and a fresh accumulation of knowledge. And if such a mode is adopted, I do not see that we shall pursue the search under more favourable circumstances or with a more happy result than the generation who have gone before us."

—The Editor of the *Daily Wisconsin* who has recently paid a visit to the city of Toronto has published the following remarks on its educational institutions: "The institution which we most admired in Toronto is

the Normal School, for the education of teachers, &c. It is truly a princely institution, well deserving the more dignified appellation of a College or University. The edifice was erected some five or six years since, and is now in the full tide of successful operation. It is now educating 150 teachers in the Normal School Department—being a sort of high school for Toronto. In all its departments it has about 600 under instruction. It is an imposing looking edifice, situated in the midst of tastefully laid out grounds of eight acres—nearly in the heart of the city, and therefore it looks especially agreeable to see an institution of so much usefulness so pleasantly surrounded. The chapel is ornamented in a manner different from any that we have ever before witnessed. The busts of hundreds of the most eminent of all the great men who have illustrated the history of England—consisting of poets, painters, distinguished jurists, great physicians, and noble divines, are grouped candelabra like on the wall. The eye of the student, even while in the chapel, can thus gaze upon the features of men who have swayed and directed the noblest humanitarian enterprises of the age. We much like this association, particularly among teachers. We walked through the various departments, and the arrangements seem as faultless as they could well be. It cost the Canadian Government \$100,000. It is noble in its purposes—noble in its uses, and we are gratified to observe that there is no institution in this truly imperial city, which the Toronto people are more proud of, than their Normal School. One of the first questions asked of the stranger is, "Have you seen our Normal School?" Trinity College is a fine pile of stone buildings, similar to the castellated college buildings of the great Universities of England. It is an Episcopal College, and is liberally endowed by the members of that Church. But the crowning pride of Toronto is the College Avenue and the Park, of three hundred acres of admirably diversified land. Nothing gave me a nobler idea of Toronto and of the broad basis upon which this city was laid out, than this Park for the People. Upper Canada College has most tasteful grounds, not far from the Parliament House, but the buildings are about like those at Yale College, New Haven, of a dull red color."

—The directors of St. Mary's college (Montreal) lately offered a scholarship for competition among the students of the several colleges of the class immediately preceding that of *Belles Lettres*. The successful candidate was to have free boarding from that class to the end of his studies. The subjects of examination were the first *Catilina*, the first book of *Æneid*, the three first parts of Burroughs's Greek grammar and a Latin and a French composition. Five competitors entered the field, and Mr. Emilian Paradis of the academy of Saint Eustache has been proclaimed the successful candidate.

—We are happy to call the attention of school teachers to the good example of economy given them by Mr. Joseph Bernier of St. Barnabé District of Montreal. With a salary of £40 per annum he has provided for all the wants of his family, bought the firewood for his school house, and laid aside a sum of £9 which he has paid into the teacher's pension fund. We also learn with pleasure from the Inspector of Schools for that district that Mr. Bernier's is one of the best in that part of the country. He has adopted several modern improvements and among them has introduced mental arithmetic which has been hitherto taught in very few elementary schools in Lower Canada. Mr. Bernier has been a teacher for twenty one years and he intends pursuing his noble and useful task as long as God will permit him to do so. He is 52 years of age.

—By the rules and regulations recently promulgated to increase the efficiency of the British army, the knowledge of the French language is made a necessary requirement for candidates to military grades and offices.

—Speaking of the increase of the expenditure of the City of Paris, connected with public instruction, the Prefet says: "The extension given to our primary schools has created additional liabilities which I do not hesitate to submit for your approval. The number of schools and of teachers has been steadily increasing for several years back. In 1852, Paris had 269 schools, with 530 teachers and 48,534 pupils, and the expenditure was, 1,306,868 fr. We have now 296 schools, 601 teachers, 53,607 supported by the city and the budget for 1858 amounts to 1,732,411 fr. which I trust you will unhesitatingly and cheerfully vote."

The terms of subscription to the "*Journal de l'Instruction Publique*," edited by the Superintendent of Education and M. Jos. Lemire, will be five shillings per annum and, to the "*Lower Canada Journal of Education*," edited by the Superintendent of Education and Mr. John Radiger, also five shillings per annum.

Teachers will receive for five shillings per annum the two Journals, or, if they choose, two copies of either the one or of the other. Subscriptions are invariably to be paid in advance.

4,000 copies of the "*Journal de l'Instruction Publique*" and 2,000 copies of the "*Lower Canada Journal of Education*" will be issued monthly. The former will appear about the middle, and the latter towards the end of each month.

No advertisements will be published in either Journal except they have direct reference to education or to the arts and sciences. Price—one shilling per line for the first insertion, and six pence per line for every subsequent insertion, payable in advance.

Subscriptions will be received at the Office of the Department Montreal, by Mr. Thomas Roy, agent, Quebec, persons residing in the country will please apply to this office per mail, enclosing at the same time the amount of their subscription. They are requested to state clearly and legibly their names and address and also the post office to which they wish their Journals to be directed.

PRINTED BY SENECA & DANIEL, 4 & 6, ST. VINCENT ST.