Arrivals and Departures.

ST. LAWRENCE AND OTTAWA RAILWAY.

Leaves..... 8.05 a.m., 2.00 p.m., 5.[illegible] p.m.
Arrives..... 7.35 a.m., 4.10 p.m., [illegible]

CANADA CENTRAL RAILWAY.

Leaves..... 10.05 a.m., [illegible]
Arrives..... 1.30 p.m., [illegible]

GRAND TRUNK RAILWAY

Leaves Prescott Junction
Going West..... [illegible]
Leaves " East..... [illegible]

OGDENSBURGH AND QUEBEC RAILWAY

Leaves Ogdensburg..... [illegible]
Arrives in New York..... [illegible]
Leaves New York..... [illegible]
Arrives in Ogdensburg..... [illegible]

CENTRAL VERMONT RAILROAD.

Leaves Ogdensburg for Boston..... 12.15 p.m., 3.00 p.m.
Arrives in Ogdensburg from Boston..... 8.00 a.m., [illegible]

Local Intelligence.

ORDINATION.—There will be a consecration service this morning at eight o'clock at the Cathedral.

SURVEYING PARTY.—A party of land surveyors under the charge of Mr. Michaud, Civil Engineer, left by the St. & O. R. R. this morning for Sault Ste Marie.

ARRIVAL.—The Kingston excursionists are expected to arrive in this city on Monday at one o'clock. They will be treated with all that courtesy and attention for which our people are so noted.

FARMERS HIGH SCHOOL.—Refreshments for sale to take place this afternoon at 4 o'clock. Refreshments will be on the ground for visitors.

PARMOUR HALL.—We would advise all who can manage to spare time to go to the sale on Parmour Hall this afternoon as the choicest building sites in the city will be sold, and great sacrifices will be given as the present owners are determined to have the place cleared. Arrangements will be on the ground so prepare yourselves for much up-town.

REQUIEM SERVICES AT OTTAWA.—His Lordship Bishop Duhamel, accompanied by Revs. J. Bouvier, (Arnprior), Champagne, (Gatineau), and Mr. Foley, of the Palace, went down on Wednesday evening by the steamer Queen Victoria to L'Original, where the Bishop's Mass for the late Father Macdonagh took place on the following day at 10 a.m., several of the neighbouring clergy assisted at the Requiem service, as well as a large concourse of the parishioners showing their respect and veneration for their deceased pastor.

MAFFIT'S PANTOMIME AND VARIETY TROUPE.—This celebrated troupe will open with twenty-four artists in Gowan's New Opera House on Monday night. The show is represented as being a great sensation, consisting as it does of pantomime vocalists, acrobats, dancers, trained dogs and other specialities. The first part of the programme is devoted to the great German legendary pantomime entitled *Fluck and Flock*, in which Mr. J. S. Maffit and Mons. Jos. Caron take the leading *roles*. This will be followed by a very entertaining variety performance, said to be the best traveling. They will doubtless draw large houses for the three nights they remain in the city. Those desirous of having a good laugh should not fail to see the *Fluck and Flock* pantomime.

HULL CITY COUNCIL.—The City Council of Hull met last night at Mr. Archambault's office. His Worship the Mayor, Mr. Marston, and Aldermen Feely, Richer, Gauthier, Brigham, Daisde, Trudeau, Fauchier and Simard being present. The minutes of the last meeting after being read, were on motion adopted. The following names were proposed as Assessors of the city, Messrs. Trudelle, Dorion and Caron. The assessors will be selected at the next meeting of the Council. The By-law, regulating bonuses, etc., was informally disavowed, and it was resolved to defer further action upon it until their next meeting. The Council then adjourned to meet in Mr. Archambault's office at o'clock on the evening of the 26th inst.

GOWAN'S OPERA HOUSE.—There was a good attendance here last evening to witness the production of the sensation drama in four acts, from the fertile pen of Mr. Clay M. Greene, entitled "The Cut Glove, the plot of which may be briefly stated as follows: *Mr. Stacey*, a banker in Baden Baden, has a son *Henry* and two clerks, *Chauncey Burr* and *Holsworth*, in his office, all of whom gamble pretty largely. The first named clerk, in order to carry on his gambling propensities, steals some ten thousand francs from the safe in a manner to lead his master to believe that his son Henry had been guilty of the theft. Mr. Stacey going in pursuit of his son finds him at a club where, after explanations from him, he meets Burr and, on charging him with the theft, is stabbed while the glove worn by Burr is cut through. Jacob finds the glove and declares he will yet find the hand that fits it. The next act presents the latter party and the clerks on board ship bound for America, where *Burr*, after stealing the tin box of his sister containing a will and some money, throws her overboard, when *Jacob* jumps in after and rescues her. A concert garden in New York next appears as the rendezvous of the party, and here *Jacob* is arrested at the instance of *Burr*, who accuses him of having stolen his watch, and *Henry* who since the murder of his father has been on the track of the two clerks is arrested as an accomplice. They next turn up in Pennsylvania, where the two clerks intending to murder *Henry* write him a note enticing him to a lonely place in the mountains. Henry having dropped the letter on his road thither it is found by Jacob, who suspecting the design, starts in a hand-car and after a severe chase between the latter and the engine rescues *Henry*, and the two clerks are killed. The principal part of *Jacob* was last night very cleverly sustained by the eminent delineator of Dutch character, Mr. Baker; and for himself and his wife *Christina* (Mr. Farron) ample scope is allowed during the piece for the display of their abilities as singers and dancers. Mr. Harrison made a good *Henry*, and acted throughout with a correct conception of the part. We have, however, to take exception, as we have done on a previous occasion, to his dress, which resembled rather the garb of a clergyman than that of a cultured and fashionable son of a banker. Every one, except his friends, Mr. Harrison, might readily imagine that such a fast young gent would be very unlikely to present himself on every occasion in a suit of broadcloth. The parts of *Burr* and *Holsworth* were well sustained by Messrs. Mulligan and McGregor, although the latter was in a couple of instances evidently wide of the text, as, for instance, in describing the document abstracted on board ship as "the last will and testimony" before an audience in which the legal element was not unrepresented. The other parts were unexceptionally well sustained, but the chief recommendation of the piece is the *mise en scene*, especially the scene on board ship, where Jacob takes the "header" after the drowning girl, and the race between the engine and hand-car; both of which fairly brought down the house. To-morrow there will be a matinee, and in the evening the piece will again be presented, for the last time prior to the departure of this Company. We can truthfully say that the piece is one of the best yet produced here, and, if only the two scenes just be witnessed, will amply pay a visit.

TEACHERS' INSTITUTE.

A Convention of Teachers—Interesting Meeting—Instructive Exercises.

In accordance with a previous arrangement the teachers of the City of Ottawa and County of Carleton assembled at ten o'clock, a.m. yesterday, to the number of about two hundred in the Court House, to form an institute for the mutual improvement of those engaged in the teaching profession.

The Rev. Mr. May, Inspector of Schools for the county of Carleton, was called to the chair. The Rev. Mr. Borthwick, Inspector of the City Schools and Mr. J. Thorburn, Rector of the Collegiate Institute, were also allotted seats on the platform. Mr. E. D. Parlow, Principal of the Central School West, was chosen Secretary.

The CHAIRMAN, in a few well chosen remarks, congratulated teachers upon their presence, as it shewed the interest they felt in the great educational work they were to be instrumental in carrying out. He regretted the absence of Prof. Goldwin Smith, who had been prevented from attending owing to a previous engagement in the West in connection with a similar meeting to that in which they were now engaged. The Rev. Mr. Borthwick had however consented to fill the blank created through Mr. Smith's inability to attend by delivering a lecture in the evening, and that in a measure would atone for the disappointment.

Mr. DUNCAN, principal of the St. George's Ward Primary School, next read a very interesting paper upon "Composition."

A very critical discussion followed the reading of this paper, in which Messrs. Lee, Moore, Smirle, Martin, Thorburn and Lewis, Misses Phillipps, Ross and Borthwick took part. Mr. Duncan closed the debate in replying to the issues raised by the different speakers.

On motion of Mr. SMIRLE the first discussion for the afternoon programme was decided to be "On the Multiplicity of Text Books."

The Convention then adjourned till 2 o'clock p.m.

AFTERNOON SESSION.

The Chairman took the chair at 2 o'clock p.m., pursuant to adjournment.

The Rev. Mr. Ross, B.D., of the Metcalfe High School, was called upon to open the discussion "On the Multiplicity of Text Books in use in the Public Schools." He considered there were too many classes under the present system in our public schools. He thought much of the work done should be exclusively the work of High Schools. If they were abrogated the High Schools would be assigned their proper position in the country. High School teachers would have something to work for in effecting such an arrangement.

Mr. McMILLAN of the Ottawa Collegiate Institute next spoke. He stated that in the University they did not require to get up more than seven subjects, while in our Public Schools they have to teach seven, eight or eighteen. The first might require more research of thought, but for the difference comparing the ages of pupils the work was greater. Parents expected that their pupils would get their education in four or five years but the tendency was to superficiality in our training. He favoured a thorough mastery of any subjects taught in the Public Schools.

Mr. McARDLE followed in an admirable review of the practicability of the new programme of studies. He was of opinion with a school well graded the work prescribed could be successfully accomplished.

Mr. MARTIN of New Edinburgh considered that the Public Schools afforded the masses of the people the means of education. He took exception to the great number of subjects on the "programme of studies" and considered that a few subjects taught thoroughly would prove of more advantage to those who attended the Public Schools. He would adopt Grammar and Arithmetic as his basis and endeavour to make the pupils thoroughly understand them.

Mr. DUNCAN speaking from his experience as a teacher thought the programme of studies a feasible one, and with a judicious classification could be successfully carried out.

The Rev. T. D. PHILLIPS of the Collegiate Institute argued that even if a few teachers could from their experience prove that the classification was successful, the fact that a similar result could be attained by teachers generally was not shewn. He was satisfied that under the old system at least some subjects were thoroughly mastered. He was afraid there was too much inclination to borrow from the American system of education, where the tendency was to a superficial knowledge rather than a substantial training. He would favour the leaving out of the programme the study of the "Natural Sciences."

Mr. SMIRLE, Principal of the Central School East thought the discussion so far had been productive of good results, as it has elicited the opinion of experienced men in the profession. He was of opinion that there were too many subjects to teach in the public schools, but did not agree with the opinion expressed by the last speaker that the "Natural Sciences" should be dropped. He thought no reflections should be cast upon the Council of Public Instruction which should at least get credit for good intentions. He had found that even an introduction to the many subjects had created a taste for study, and in this way much good had been accomplished. He, however, would offer no great objection to dropping them provided the High Schools were compelled to take them up. He thought the programme too severely criticised, in the absence of its test by a longer experience.

Mr. HISLOP, of the Collegiate Institute thought it impossible to crowd eighteen subjects into the space of one week, and did not like the proposition of one speaker, that they might be extended over an indefinite time. He agreed with Mr. Smirle as to the advantage which accrued from the teaching of science, but the impracticability of carrying out the programme rendered it absolutely necessary that some subjects should be sacrificed. Many teachers in the West had met and discussed the feasibility of the New Programme of Studies, and came to the unanimous conclusion that it was an impracticable one.

A resolution was here submitted affirming the impracticability of the New Programme, and recommending a reduction in the number of studies.

Mr. LEE, of the Central School West, thought with others that there were too many text books in use in the Public Schools. He thought a greater success would be attained in education by thoroughly grounding scholars in the subjects of Reading, Writing, Arithmetic, Grammar, History, Geography and Book-keeping. More proficiency could be obtained and greater practical results would follow. He was of opinion that the Natural Sciences might be left out in preference to other studies.

Mr. ROSS offered an amendment postponing the discussion.

After some remarks from other teachers present, principally in opposition to the "multiplicity of text books," it was suggested that both resolutions should be withdrawn and the discussion brought to a close.

Mr. MUNRO thought no vote should be taken in the absence of a thorough discussion of so important a question. He was of opinion that the programme of studies was a practicable one, and the extra subjects were thrown in to be taught by lectures by way of relaxation from the more arduous studies. He would therefore, move in amendment to the amendment that the discussion now close without testing the sense of the meeting by vote.

Mr. THORBURN, Rector of the Collegiate Institute expressed much pleasure at what had been elicited by the discussion already. He thought a compromise might be effected whereby the golden mean of Aristotle might be reached in regard to this all important question. In his experience in High School work, he found the number of subjects too great to be thoroughly grasped in the time prescribed by the pupils. The Inspector of High Schools on a recent visit to the city, had given expression to a similar feeling, and stated that if had been the experience of most of the High School masters in the Province. He believed that too much work enfeebled the physical powers, and he for one was not prepared to sacrifice them for any great mental acquirements that might be attained. He believed in teaching a few subjects and acquiring a thorough knowledge of them. This principle once established, thoroughness in every sphere of after life was sure to follow. He felt that in the interest of education the number of text-books should be reduced. In regard to the Natural Sciences about which so much has been said, he thought they trained the powers of observation rather than those of the intellect, and to his mind the latter was the most essential to acquiring a thorough education.

The amendment to the amendment was then put to a vote and carried.

TEACHING GEOMETRY.

Mr. THORBURN next put a few of his class from the Collegiate Institute through some exercises in Geometry, with a view to explain a new and improved method of teaching this branch of Mathematics. The learned gentleman introduced the subject by a short historical sketch of the Science, giving some pleasant reminiscences in connection with the study of it by some of the learned men of the olden time in Greece. The very practical way in which the subject was handled by Mr. Thorburn was duly appreciated by all present.

Mr. PARLOW then moved an adjournment till this morning at 9 o'clock, coupled with which he fixed the reading and discussing of the following papers:—Mr. McMillan on "The Teaching of Arithmetic," and Mr. Smirle on "The Practical Training of Teachers."

The resolution was then carried, the Chairman reminding those present of the lecture in the evening by the Rev. H. J. Borthwick, Inspector of the City Public Schools.

EVENING LECTURE.

In the evening a large assemblage of teachers and others interested in education, met in the Court House to hear a lecture by the Rev. H. J. Borthwick, A. M., Inspector of the Public Schools of this city, on,

THE NECESSITY OF A HIGHER LITERARY CULTURE BY OUR TEACHERS.

In these times of intellectual progress, development and activity, when the Press is hourly pouring forth for the education, instruction and uplifting of humanity, its teeming myriads of volumes in almost every form of human speech, when one with an inclination towards "letters" hovering around the golden portal of the temple of learning, gathering up some wandering beam from the Altar-Throne within, when such a one I say is called upon from the circumstances of his position to address his fellow labourers, a difficulty at on e presents itself. "What shall I say?" "On what subject shall I treat?" Lectures and addresses illustrating almost every phase of thought and every subject of human knowledge are of such frequent delivery that novelty is impossible. Let me then, if I cannot be novel and original, let me be at least useful. Born, I may say, and bred a teacher, I would contribute my mite towards the elevation of that most useful of all classes of our fellow citizens, towards their elevation to a higher position than they now occupy in the estimation of the community at large; and in so doing, permit me to address you this evening, ladies and gentlemen, on the subject just announced, "The Necessity of a Higher Literary Culture by our Teachers." Let us remember that the teachers of our time need all the training and culture they can acquire. Our age is more dependent on intellectual culture than any previous one. The supremacy of labour in the service of intellect over labour guided by mere habit and instinct is established beyond dispute or argument. Between the weak hand and the gigantic but yet formless world of matter, thought has interposed the powerful tool, the representative of thought in the material world, which, making the intellectual accomplishments of the wise the common property of all, remains powerful even if wielded by the untutored hand. The hands of our age are not more skilful than the hands of ages that shaped the works of art which still delight and charm our eyes, nor has the rigidity of the material world, but of which civilization must tear its sustenance, become less stubborn. But between the hand and the task there has intervened a powerful instrument and it has accomplished wonders. To the present age it has been reserved to demonstrate the great truth that it is on the instrument, the agent, that the result is dependent. The highest truly demands the highest instrument. And thus the success of our education will be dependent on the instrument that is employed to enliven it, viz., the teacher. All ages have tried to educate, but to our time it was reserved to see the necessity of perfecting the most important instrumentality in education—the teacher. Hence works on education innumerable, libraries, training schools, lectures—hence my imperfect effort to show you now, that necessity is laid upon us to rise to a higher standard of literary culture, to open up for ourselves a wider range of study, to gather in from all garners of learning and wisdom, that, which becoming assimilated in our own mind, we have to impart to others. Thus, then, in insisting upon my theme, two questions present themselves before us. Can we, as a class, be called "Literary Men?" Are our teachers, ladies and gentlemen, generally of this kind? And, if not, ought they to be so? To the first I answer, No! To the second I answer, Yes. Men do not, as a rule, like to have their th ughts spoken concerning themselves, women still less so. In fact, we all have our sins and cherish our little failings. We are willing enough indeed, to confess in a general way that we have faults as others have, but beyond that we care not to go; we would rather not descend to particulars. Human nature is frail and erring, but it is also self-deceiving, it commits an evil deed and sins again by drawing a curtain over it to hide it from the eyes of men. But may not one of ourselves enter into judgment with us and open up unto us our failings. He may, but even he must do it tenderly. If he will apply the knife, he must handle it cautiously. If he will administer reproof he must just sweeten the bitter draught by acceptable words. No argument is required to prove the great importance of the profession of teaching to the highest interests of the community and of the high moral standing which it occupies—the most useful man being in the long run the greatest man. Of all men then, the successful teacher is a great man. Still he is but man. He has failings, peculiarities and deficiencies as other men, and like the rest of his race he dislikes to have his faults told to him. There are some, indeed, who hold that this is the weakest point of the teacher's character. By such men a schoolmaster has been looked upon as a little embodiment of self-sufficiency. "There struts a perfect man," we can hear them say in bitter mockery. There may in certain cases be truth in the assertion that teachers are self-important. Accustomed to rule and bear no rival near their throne, and finding none equal among those they may sometimes forget to lay aside their schoolface when they go out into the world. There are few however of this class, I am convinced among us. Permit me then to be the friend, the one of yourselves, who will give sweet counsel in words of kindness, reproving without holding up to ridicule, speaking the whole truth in a spirit of gentleness and love. Who will do this in answering the question, are our teachers literary men? Before he deserves to be called literary, a man must have done more than obtained a mere smattering of Latin and Greek. These are of great importance, indispensable as a foundation, but further than that they do not go. He only can lay claim to that title who has acquired a considerably extensive knowledge of the literature of his country past and present. Neither will the mere fact that he has read a certain number of books given him the right to a niche, however humble to the great temple of letters. He cannot be said to know a country who has merely passed over its surface led by the swift impulse of almighty steam, but he who has threaded its intricacies, studied its features, examined its prominent beauties and retains a lively intelligent remembrance of its points of interest. In like manner he is the truly literary man who has not only read extensively but who has in some degree made himself master of what he has read, who has learned to decide upon the genius and merits of different authors and to appreciate what is best in each. In short it is not dallying with the muses that will make a man literary. We must have reaped a harvest, rich, golden and abundant. The text must have been refined, the intellect strengthened, the judgment sharpened. The rude block of nature must have been polished by contact with minds of a higher order and must have become more graceful by that contact than it could have been without it. Let it not be said that we set up too high a standard. We do not expect or wish to see teachers become walking encyclopædias. We ask no more than what is within the reach of almost every teacher. So after all we look to the tendency more than to the amount of progress, to the direction of the text more than to the attainment made in that direction. The print may be scanty, but if it be of the right kind, we would accept of it as sufficient to establish a rightful claim to the fair epithet—literary. Now, do teachers in general work up to this standard. Are there many who do? Not many, we are assured. Why, then, are there so few. Simply because the course of study through which teachers have to pass in order to obtain a certificate even of the highest class is a comparatively limited one. Now, do not, I beseech you, imagine that I disparage in the slightest your noble efforts to obtain those distinctions now mentioned. They have in many cases within my own knowledge been obtained under many discouragements and after much honest and earnest labour; but still after all does the possession of these distinctions entitle us to be called literary. I trow not. Let us pass with the swift gleam of thought over the vast range of modern literature—not only that embodied in the English tongue, but that of the modern nationalities of Europe, of the German, French, Italian, Spanish and other peoples. Let us bring before our dazzled eyes Goethe and Schiller, Moliere and Voltaire, Dante and Petrarch, Cervantes and Calderon. How many of us have read the works of these mighty giants of literature even in translations? Tracing our steps up the stream of time till we reach the period when English and German, French and Italian, Spanish and Portuguese were not; when the language of Cicero and Virgil, Horace and Ovy was the form of speech of men of mind. Alas how meagre is our acquaintance with these giants of old, and with the even greater giants of Greek drama, of Greek eloquence, of Greek epic poetry. Passing all these then in review before the mind and humbly bowing the knee in awe and reverence as the matinee forms glide before us in shadowy outline we are compelled after all to confess that hitherto we have been but as children picking up here and there a pebble on the shore of the great sea of knowledge, in a word that as a class our teachers are not entitled to be called literary. Having stated our conviction, a conviction formed from a large induction of parts, that teachers are not in general literary, we come to the question—"Ought they to be so? What advantage would be gained if they were more distinguished as men of letters than they are?" In the first place I am sure it would greatly tend to revise their position in the eyes of the world. The teachers of Canada have been long spoken of as being a down-trodden, abject race, unable, or if able, careless to assert their true dignity and importance. Contented with obscurity, when they ought to have had, and might have had if they had claimed it, a much higher standing. This accusation is in a great part true, much more in the past, how ever, than now. A change has begun to be wrought with regard to this matter. Teachers begin to see that to be properly esteemed, their real importance must be known. To show their importance they must exhibit their strength—to be strong they must be united. Individual effort they see will not do. It is a mere expenditure of force without any result upon the elevation of the mass, but continued efforts with common aims and common interests will eventually command a higher social standing. On the other hand men are now showing themselves more willing to listen to the claims of the teacher. The blessings of education were never so highly nurtured as now, and the dispensers of those blessings are receiving at the hands of the public a greater appreciation. The teacher, however, has himself much to blame for the comparative lowness of his sound standing. He has not in the past approven himself worthy of a much higher place. He has not as a general thing kept pace with the advancement of the times. He has been moving, but his fellows have been moving faster. We do not at present speak of his professional attainments, he's merely scholastic knowledge is in general not deficient, we speak now of the teacher as a man and a member of society, viewed in that light he has not generally pro,ressed, other classes have acquired as much general knowledge and a better acquaintance with literature than he. That higher literary attainment will do much to elevate the teacher in the estimation of men can hardly be doubted. "Knowledge is power" it is said, but it is also honour, being always regarded with honour. Literary acquirements have everywhere become the great passport to distinction. The noble Lord and the humble worker, whether at desk or in the field, may be seen treading the same path. The community of letters is essentially republican, and presents no barrier to the admission within its pale of true merit, in whatever class it may be found. Lord Dufferin, is a citizen of this grand republic, not because he is a lord or Governor General of Canada, but because he is an author of repute, and able to express his thoughts by pen and tongue in terse and vigorous English, and Sangster, the poet of Canada, native born, inspired with the divine afflatus, although an humble toiler in a Government office, not only treads the outer court of the temple of "letters," but even ministers at her inmost shrine; and you teachers, ladies and gentlemen, if you but present a well-founded claim, will not be denied the rights of citizenship in this most glorious of all fields. Still further, a literary taste in the teacher not only tends to raise his position in the eyes of the world, but would assuredly have a beneficial effect on the taught. If children imitate the language, copy the gait and gestures of their parents, so must they naturally do those of their teachers, especially if there is a bond of sympathy between teacher and taught. As the poet says:

"From those we love unconsciously we learn,
We think their thoughts and win their passions burn;
Breathe the same accents—the same idioms speak—
Strong in their strength, but in their weakness weak."

A man cannot long give much attention to any pursuit without being in some degree moulded by the contact. Devotion, whether paid to worldly or spiritual objects, gradually assimilates the worshipper to the thing worshipped. This is especially the case in the pursuit of letters. A continual contemplation of the highest and best products of genius must leave an abiding impression upon the mind and heart. The sweet music given forth by nature's choicest sons finds a ready response in the universal sympathies of mankind. One can hardly commence with the Miltons and Shakespeares of the past—the Macaulays, Wordsworths and Tenysons of the present, without being made a better and a wiser man by the sweet converse. Their noble creations, like some fair plant on an old rugged wall, imperceptibly perhaps, but not the less surely entwine themselves around our hearts and creep into the rough crevices of our nature and find a ready lodgment, thus filling in the irregularities and imperfections and making venal man more symmetrical and more graceful than before. Nor is this good influence partial in its nature. It appears in the little as well as in the great things of life. It modifies the man's whole being and gives a new aim and direction to his individual likings. It extends the sphere of his sympathies, giving them greater intensity. It enters into the less and more pleasing concerns of life and imparts a greater attractiveness to the sterner and more repulsive duties that devolve upon us. As Cicero says in one of his famous speeches in the Roman forum, pleading the poet's cause—referring to the influence of literary studies. "These studies nourish youth, delight old age, adorn prosperity, afford a refuge and solace in adversity, give satisfaction at home, do not hinder us abroad, spend the night with us, accompany us in our travels and go with us to our country retreats." Great as is the influence which these studies exercise upon him who pursues them, the influence which the teacher has upon his pupils is still greater and more certain. In the one case the soil of the heart may have been early hardened by sinister impressions, so that it refuses to be softened—in the other, the hardening contact of the rude world has been anticipated and the heart opens itself readily to the sunny influences that are brought to bear upon it. We accept in all their breadth those common phrases which are used to express the plastic nature of children. "They are as wax—they are as blank paper," ready to receive any impression we please. "They are as things" whose beauty and fitness when matured depend upon the early training they have received. The school is a great nursery. Its influences are of wonderful power, second only to those of home, and the teacher is the guiding hand that lifts the sapling into sunshine, gives it direction and has in a great measure the power of deciding whether it shall be tall and sprightly or a stunted and improper thing. We do not say that all the influences of school depend upon or are traceable to the teacher. The associations, the friendships, the rivalries, even the petty feuds that form a part of every scholar's life have all an important share, are all only so many tutors silently but surely educating both head and heart, and determining what the future man shall be. But even these subordinate influences derive their tone and character from the genius and temper of the teacher who governs the whole. Like some great general whose enthusiasm is caught up by every soldier in the army, and whose commanding mind is seen in every thing, whether in the decisive onset or in the less momentous arrangements of the camp, the mind of the enthusiastic teacher pervades and controls the little as well as the great things that make up the early experiences of the young under his care. If the teacher is kind, intelligent, active and refined, his labours will be seen to produce fruits of the same quality, and the amount of the fruit will always bear some proportion to the intensity of these qualities in the ruling mind. The malleable material which he moulds will present an image—clear and distinct, or blurred and irregular; just as the die that is impressed upon it is well or ill defined. Such being the mighty influence of the teacher, and so great the necessity that that influence be the best possible both in kind and degree, of how great importance is it that he should bring the highest preparedness to bear upon the work. We have already pointed to the cultivation of literature as one great means of ameliorating man's moral condition, and the same discipline will assuredly make the teachers more fitted for his great office. Whatever elevates him as a man elevates him as a teacher. The same qualities that make him acceptable in society will give him success in the school. A man cannot personate two characters. His more domestic likings and habits invariably mingle themselves with and give a color to his official duties. Let it not be thought that we thus recommend literary pursits, because we imagine that the boys and girls of our schools should enter much earlier or much more deeply into literature than they do. Perhaps some advance might be made in this respect. It is in the spirit that literature infuses into the teacher, and which he again conveys to his pupils, that we conceive its chief merit to be placed. It is because of the elevated tone that it gives to the whole man. They do not believe that we have either sounded too highly the praises of literature or that we demand from teachers an attainment that is unattainable. If the importance of the study were fairly recognized, the barriers that stand in the way would soon be broken down. We earnestly trust that teachers will consider these things. They wield an instrument of mighty power. Let them see to it that they make that instrument effective only for good and that the good be the highest that can be attained. If they come to the work properly furnished with the qualification we have been demanding, as well as with those more usually required of them, they will speedily have their services more highly valued and more suitably rewarded. The greater and still greater influence that they exercise will be seen in the gradual elevation of the people, in the lessening of vice and crime and misery so often the offspring of ignorance and defective early training. In concluding this part of the subject let me endeavour to impress strongly upon your minds two things. The first is that the work of a teacher is the work of an artist dealing with complex and difficult subjects. None but a person who really has considerable culture and insight into human nature can deal adequately with the education of young people, and the teacher who has not proper culture and insight into human nature is very apt to produce, not education, but the very thing which of all others is to be avoided—dull routine. If teachers do not stir the educational faculties, they deaden them, and if they deaden a human soul a tremendous responsibility rests upon them. The second thing I desire to impress upon you is that I feel convinced there is an enormous waste of mental energy in this world. I believe the difference between a savage and an ordinary human being of this age is not one hundreth part compared with the difference of the ordinary human being, from what he might be if all his faculties were brought into full and harmonious play. There is a great future in education if we work it out fully. Teachers alone can do it. We must have parents educated, so that they bring to bear a right influence on the child's life. We must have the public educated so that men in high position might make arrangements which would not be detrimental to the whole interests of education, and we must have the whole community educated in that it might second the teacher's work. Every human being is capable of being a good and a happy man, and if that is the case, why should not we struggle as hard as we can to make all men good and happy. We have examined the two questions, them that naturally presented themselves at the outset in the consideration of our subject to now permit me for a few minutes to suggest the means by which teachers may thus elevate the standard of their attainments, and by doing so elevate their position in the community at large and especially in the world of letters. The study of the ancient classics must form part of the curriculum through which a teacher has to pass in order to obtain the highest position in his noble profession. To a competent knowledge of Greek and Roman literature must also be added an acquaintance with the literature of those modern languages which are used as the vehicle of thought by so many powerful minds of the present age. Without such skill in the ancient and modern literatures studied to, one cannot fully appreciate the grandest of them all either ancient or modern—that of our noble English tongue destined to be doubtless in the coming ages the universal language. Little argument is needed to prove this. All will at once concede that the study of language, if properly conducted accustoms us not only to correct thinking, but also to a correct and appropriate manner of expressing our thoughts. If the study of langua e in general then does this, what reason is there for giving a preference to the study of the dead language of Greece and Rome as the formation of all literary knowledge and excellence. First, because a very large and increasing proportion of the words of our own language are taken from the Greek and Latin, and cannot be properly understood without a knowledge of those tongues, and secondly, that the whole of our literature is in form and substance so much interwoven with that of the Greeks and Romans that it is impossible thoroughly to comprehend the one and thus a knowledge of the others. Examine the best authors in our literature from Chaucer down to the present day and you will find yourself obliged almost in every page to go back to Greece and Rome to light the truth that is to guide you on your road. Without that aid, half of our literature would be an unintelligible mystery. This is a great and stubborn fact which we cannot get rid of unless indeed we destroy our whole literature and begin afresh on an entirely new principle. Time and circumstances have made it and we cannot alter a single iota but must take it as it is and accommodate ourselves to it. Nay, the literature of all Europe—that of the present day and that of all time to come is and will be connected and in a great manner dependent upon that of the ancients—and the more we advance in science, literature and art the stronger will become the tie that connects us with the ancients, for it is to their languages that we are perpetually obliged to resort for new terms and forms of words. It would be difficult then, I say, nay, almost impossible, to discover any languages, the study of which combines so many and surpassing advantages for the prosecution of literature as the languages of the Greeks and Romans, for we have in them the languages which are no longer in a state of progress and change, but complete in themselves. The national minds of the Greeks and Romans in them, reveals itself to us in all its phases. We can trace it from the very dawn of literature to the time when it reached its highest point of developement, and we may witness the gradual decay of their languages until, in form and character, they became different tongues. We have thus placed before us two languages, as it were, in their entireness, manifesting in their organic development the same, or similar, phenomena that all other languages have to pass through. Every point is fixed and established and our investigations are not impeded by any of the conflicting opinions and fashions which, in a living language, so long as there is any vitality in it, we must needs encounter; and thus, for our mental training and progress in literature, we may choose the languages such as they were at the very best period of their existence and as they are handed down to us by the best writers of whom their respective nations can boast. What a vista opens up before us to gaze upward and inward into the profound beyond, and as we stand and gaze on with eager eyes, we hear as it were the melody of the spheres. We hear Homer in melodious hexametres, chanting for us with inexpressible simplicity and beauty the heroic age of the infancy of the world. We behold the passions of the human soul depicted for us in stern and awful grandeur in the tragedies of Æschylus—a grandeur which under serene aspects shines forth to us in the milder depths of Sophocles—we listen to the riotous irony of Aristophanes; the gay, pictorial narrative of Herodotus; the cutting and pregnant brevity of Thucydides; the simple and graceful wisdom of Xenophon; the soaring, serial, fancy tinted philosophy of Plato, and the last accents of Roman virtue breathed forth in the austere pages of Tacitus. We prize and reverence and love the noble band of thinkers and poets whom time and the human race have dignified with the title of Orient classics. And doing so, ladies and gentlemen, would you say I am Utopian in insisting upon it that a knowledge of these authors and with it the times in which they lived and moved and had their being, is a good thing for all teachers, and especially for those who aspire to literary distinction. But I also insist upon it that not only is a knowledge of the literature of those ancient times couched in the writings of these classic worthies necessary for the formation of a literary taste, but that also a competent knowledge of the literature of modern Europe will greatly tend to that elevation of position, and appreciation of the labours of the teachers which I am advocating. The literature of France, from the lays of the Provencal minstrels to the last poem of Victor Hugo, the last song of Beranger, and the dying strains of Maurice de Guerin, what a galaxy of illustrious names does it not include. It would be almost impossible for me to overstate the claims which the literature of France has on the attention of the student—Pascal, Fenelon, Montesquieu and Leplace. How much are we indebted to them in their respective works—Moliere and LaFontaine, Corneille, Racine and Boileau, Desartes and Malebranche, Bossinet, Massillon and Bourdaloue—what illustrious names, and what a study is embodied in their writings. Poetry and philosophy, earnest and sport, all are there. But all these are but as stars of the second or third magnitude compared with Voltaire, a star of the very first magnitude—a man who in his single person united whatever is best in each of the great geniuses enumerated in the roll-call of the grand French army. Voltaire—at once poet, dramatist, philosopher, historian, man of science—a man of universal acquirements—universal gifts. No man was ever perhaps endowed with a mind so flexible as his—his ideas always clear, always natural, came from him with that facility from which springs an enchanting grace which is spread over all his works and render them the delight of ages yet to come. But I must not dally too long in these charming groves of sunny France. Bear with me a little longer but I recommend to your notice in connection with the subject I have in hand—that most important interesting and opulent, both in itself and in its literature of the northern tongues of Europe, the great German language, and what a literature. From its earliest dawn in Winkleman in the middle of last century, with his "History of Art," followed by Lessing, he again by Herder—then all of them eclipsed by Goethe and Schutzler—a wit, a thinker and a poet; such was Goethe with wonderful creations of Werther, Faust and Wilhelm Meister—Schutzler—what a noble picture gallery of historical portraits has he formed for us all, depicted as they might have looked in reality but enhanced and embellished glittering in the light of genius. But we must hasten on from the cold regions of the north to the sunny south, to Italy, claiming our attention from the fact that its literature is the earliest of any consequence of which modern Europe can boast. At the threshold of modern European literature we meet the austere and venerable figure of Dante, and in his hand a book which shews us many more. In this book, "The Inferno," Dante, the greatest poet of the age and of many afterwards, has painted for us all his most celebrated contemporaries. After Dante, Petrarch, the priest, troubadour, troubled with his melodious sonnets, and then at more or less remote intervals, the daring, fantastic Ariosto, the melancholy, devout, and silvery Tasso, and all the long line of Italian poets, grave and gay, down to the sternest of them all, the gloomy and terrible Algieri. On the literature of Spain I may content myself with briefly remarking that it contains two names of men unrivalled in their several walks—Cervantes with his quiet and ethereal humour, and the religious dramatist L'Alderves—a poet in whose works the spirit of Catholicism and of the South has found an expression worthy of what is best in both, glittering and splendid as the Alhambra, that wondrous relic of the Moorish power in the land of the Hidalgo—solemn and awful as a Spanish cathedral. And now in conclusion, fellow workers in the noblest work in which man can be engaged, I have confessed for you and for myself that we are deficient in many things, and especially in the study of which I have spoken, the study of literature. I have shown you, feebly it is true, but still in all earnestness and love, the means of elevating our noble profession to its true rank. Men have hitherto denied that teaching is a profession, but we must show them that the teacher is the true artist. With enthusiastic ardour we must be constantly improving ourselves in our art, so that we may take our true place in the rank of life—the workers are the men who win, and of all workers we surely ought to be the best equipped seeing that we have to deal not with blocks of wood and stone but with beings created after God's own image, with immortal minds—minds to be moulded for time and eternity, and for the moulding of which we shall have one day to give an account.

A vote of thanks was moved the lecturer at the close by the Rev. J. May, Inspector of Schools for the County of Carleton.

Mr. J. Thorburn, M. A., Rector of the Collegiate Institute, seconded the resolution, which was carried amid loud applause.

Mr. Borthwick briefly acknowledged the compliment, after which the meeting adjourned.

HOTEL ARRIVALS.

WINDSOR HOUSE.—Harry Bower, Kempville; T. M. Longan, Windsor; Miss Carmichail, Marshan; W. B. McGinnis, Montreal; E. A. Phelp, St. Catharines; Thos. Trimble, Walter Stethan, Montreal; L. A. Daniels, Brockville; Thos. Hendry, Kingston; F. B. Smith, Ohio; J. Stephens, Oshawa; Geo. Lamb, W. Brown, London.

ALBION HOTEL.—W. H. Cooper, City; E. J. Leveless, Hull; E. B. Foret, West Randolph, Vt; Robert Hopkins, Detroit, Mich.; John Nichols, Toronto; James Wallace, North Gower; A. McNab, Toronto; Geo. Macartney, Toronto; Thos. Coates, Jno. G. Clarke, Prescott; Edward Duncan, J. Crawford, Henry Cowan, Gloucester; James Walker, Cumberland.

RUSSELL HOUSE.—T. Manly, Toronto; E. Patrick, Fred Massey, Montreal; Alex. Bertram, Peterborough; G. W. Oldland, Kidderminster; W. E. Balch, Boston; F. A. Cossly, F. Dudly, W. C. Macguire, Montreal; H. Macfarlane, Stratford; E. C. McManus, Brockville; Wm. Shea, Newfoundland.

POLICE COURT.

Before M. O'Gara, P.M.

FRIDAY, May 21.

Jean Baptiste Nadeau, charged with assaulting Pierre Nadeau