

We will give our concurrence to such improvements as are required for the better security and accommodation of the inmates of the Provincial Penitentiary.

We are happy to be informed by Your Excellency, that the Survey undertaken by Her Majesty's Government, with a view to the opening of a Military Road through these Provinces, is proposed to be made available for the construction of a Railway, as the country has been found to present great facilities for this vastly superior mode of communication. We anticipate, with Your Excellency, that great and incalculable benefits will result from the completion of this magnificent and truly imperial work, by developing the various resources of the Province—by giving an immense impulse to the settlement of its Wilderness Lands, of great extent and fertility—by facilitating the intercourse, to a degree hitherto un hoped for, of these Her Majesty's North American Colonies, and between them and the Parent State—and by strengthening the ties which now so happily bind the loyal people of this Province to their Queen and Country. Deeply impressed with these sentiments, we shall heartily afford every encouragement and assistance in furthering this great National undertaking.

We thank Your Excellency for the promised information respecting the labours of the Commissioners appointed to carry into effect the Fourth Article of the Treaty of Washington.

We fully participate in the regret expressed by Your Excellency, on the unsatisfactory termination of the negotiation for defining the boundary between this Province and Canada. While the highest confidence is entertained, that Her Majesty's Government will settle the claims of New Brunswick on principles of Justice, we are, at the same time, glad to learn, that Your Excellency continues to maintain the Jurisdiction of this Province over the Territory in dispute, as it always has been exercised.

It will be our most anxious desire to address ourselves to the business of the Session, with the unanimity and public spirit the interesting and important matters referred to by Your Excellency so evidently demand; and we trust that the blessings arising from Institutions so long and so peacefully enjoyed by this Province, as an integral portion of the British Empire, may continue to be cherished by Her Majesty's devoted and attached people, and, under Divine Providence, transmitted unimpaired to the remotest generations.

REPLY.

Mr. President and Honorable Gentlemen,

I receive with great satisfaction your dutiful and loyal Address.

From your devotion to the Public Interests, I anticipate the application of your zealous efforts to the attainment of a prosperous and honorable issue to the Session.

The House of Assembly waited upon the Lieutenant Governor yesterday, and presented their Address in answer to His Excellency's Speech at the opening of the Session, which will appear in our next number.

STATE OF EDUCATION IN FRANCE.

Secondary instruction in France—the most important of all, as containing the germ of all intellectual vigour in the country—is given in five kinds of establishments, colleges and schools. The number of pupils in them is fifty thousand.

On the re-establishment of the Catholic worship in France, a seminary for theological studies was founded in each diocese. The ordinary studies of those destined for the priesthood, were to be prosecuted in the ordinary schools; but the Bishops opposed this, and succeeded in getting seminaries of their own, exempt from the actual superintendence of the University, and possessing considerable wealth. They amount to eighty, contain from two to three thousand pupils, and are allowed to educate twenty thousand youths for the Church. The Protestant clergy receive all their education till manhood, or the verge of manhood, in the ordinary schools.

Secondary instruction in France is acknowledged to be very defective, from superficial acquirements in the multitude of studies pursued. In French colleges too much is taught. They educate youths from eight to fifteen years of age, and in addition to Greek, Latin, Geography, History, Mathematics and the modern languages, Natural History, Philosophy, Rhetoric, Logic and Chemistry are objects of instruction. This wide circle of studies, at an early period of life, must weaken instead of strengthen the mind.

Mental cultivation only properly begins after children can read, write and calculate. The great aim should be, not to give mere activity to the intellect—that is almost spontaneous—but to make it labour and wrestle with difficulty; so its native internal strength is produced and drawn out. The information acquired in the process should be regarded as a *medium* rather than as an *end*. It can at best be but meagre. But in order to the effect desired, there must be earnest application, what we call in our schools at home *fagging*. With, however, the pretension to teach many things, this is impracticable; and accordingly we find that in French colleges, it is laid down as a principle, that it should be rendered as easy, amusing and attractive to pupils as possible. The amount of information imparted in these colleges is considered the all-important matter, and difficulty and labor must be, as they are, shoved aside, to enable the scholar to travel over the wide extent of occupations spread before him. The consequence of this is, the memory

is exercised instead of the intelligence, a great quantity of facts, truths and ideas are obtained at the expense of very slight mental exertion. Quickness of apprehension, and activity and curiosity are nevertheless undoubtedly excited; but these qualities we think injurious rather than beneficial, for they love more naturally surfaces than depths, unless there be previously begotten a foundation habit of concentrated application. To neglect this primal requisite of education, in an impatient haste to impart a large stock of ready made knowledge, is to sacrifice the mind itself to its possessions.

The circle of school studies should be contracted that they may be rendered more serious and laborious; and the fittest and most valuable studies for working and opening the intelligence, is, without question, the *Latin* and *Greek* languages. Mathematics is, for this general purpose, too dry and narrowing. History of all kinds is too diffuse, and addresses itself, at a very youthful age, too exclusively to the memory. Philosophy, Rhetoric, Science, and Logic, are too vague and inflating, and too heartless and abstruse. But the ancient classics unite all advantages. The study of them is, at the same time, wide and close, poetical and logical, general and special. Their Grammar and construction offer a fine resistance to be overcome; there are minute details to be laboured through; there are stops and hindrances at every step, enforcing the discipline of patience and perseverance; and yet the close attention required does not, as in almost every other study, end in a special information separable from all other subjects, but unlocks simultaneously every chamber of the intellect. Reason, sentiment and taste, are all formed and grow up together. This *general* opening of the mind is precisely what education of youth ought to be confined to. It is also a great advantage that Greek and Latin are of *no use*, according to the modern acceptance of the word, in the ordinary commerce of life.

Education should, in our opinion, have as little direct reference to the gross utilities of the world as possible. On the contrary, it should form a distinct mental character, from which the professional character of after years may derive liberality and warmth to correct its natural selfishness and exclusiveness. Nothing proves the value of the ancient classical languages so much as the impossibility of finding a substitute for them for those who aspire not to elegant literature. Mon. St. Marc Gerardin, in his report on secondary instruction in Germany, makes many sensible remarks on this point. "The Commercial classes," he says "who reject the knowledge of Greek and Latin, can only be taught specialities or generalities, the former of which narrows as the latter weakens and bewilders the understanding. Breadth and solidity of mind combined can hardly be cultivated but by a studious application to the heathen classics. The aversion lately expressed towards these studies, is in its origin *democratic*. They are represented as obsolete and useless, because they cannot be conveniently followed by the lower classes. They should nevertheless be esteemed the great and essential instruments of education. They form such a *medium* for the general exercise and development of the intelligence as is nowhere else to be found. The acquirement of modern tongues has not for many obvious reasons their virtue. We have dwelt too much at length on the paramount value of these languages, because it is the habit at present to decry them; and by making them subordinate instead of principal studies, it is the object of many among us after the example of France, to render instruction *Encyclopædical* and so shewy and shallow, as to convert schools into mere apprenticeships, for the business of the world into which they ought as their prime aim, to carry correcting influences, pure from all gross egotistical or mundane interests. Of course we would not be understood to mean that nothing but the Classics should be taught. In every liberal scheme of education however, we are convinced they should greatly predominate. The sources of almost all generous mental pursuits are opened by our acquaintance with the learned languages; and thus opened they are followed tastefully and liberally because they are fetched from afar, and are connected with associations which have no *selfishness* in them. Greek and Latin produce the same effects upon the Student, as do the Ancient Monuments of Greece and Rome, upon the spectator. From the very distance of time to which they carry us back, they mellow, morally, and enlarge the heart, and the understanding; instead of mere acuteness, and ingenuity, they give sensibility and grandeur to the soul, and generosity and enthusiasm to the whole intellectual character.

PAYNE AND LODER'S PATENT,

FOR HARDENING AND PRESERVING WOOD.

[See Royal Gazette, page 2170.]

In a Country like New Brunswick, where, from the abundance of the material, wooden structures of every description have been, and are, for a considerable period to come, likely to continue in more general use than stone or brick, it can require nothing more than to call public attention to the importance of the above invaluable discovery, to insure its immediate introduction into the Province.

It gives to wood, without diminishing its elasticity, and but a trifling addition to its specific gravity, the hardness and durability of stone; rendering it indestructible by either rot, ignition, or insects, being applicable to wood for all purposes, or in whatever way manufactured. House building, Ship building, Bridges, Wharfs, Docks, Dams, Tanks, Railways, Shingles, Furniture, as well as Canvass, Ropes, Nets, &c. &c.