

dark and trying hours of our revolution, Congress gave Washington almost unlimited power. Did he abuse it? In our recent terrible struggle, did not President Lincoln use wisely and well the mighty powers placed in his hands? To be sure, power entrusted to our Presidents can be, and has been, abused; but in the long run you gain far more than you lose, by strengthening the hands and encouraging the hearts of those placed in offices of trust and responsibility. Teachers, to do their work effectively and well, must be trusted by parents, committees, and the community generally. All may not be worthy of trust, we know; let those that are not be at once removed, and competent ones put in their places. Personal vigilance by parents, as well as committees, over our schools, will do vastly more good than standing aloof and unjustly criticising them from the basis of transient rumors or isolated facts. An ounce of knowledge will be found to be worth a pound of opinion.

Employment is one of the best methods of disciplining a school. That teacher who can keep the minds of children constantly employed, will succeed as a disciplinarian with but little physical coercion. There never was a truer maxim for the school-room than this, "An idle brain is the devil's work-shop."

Let me urge upon teachers, if they would succeed as disciplinarians, a few ideas. No two schools can be governed in exactly the same manner; no two scholars exactly alike. To succeed, you must study the characteristics of the locality in which you labor; study the individual characters of your pupils, their homes and out-door habits, their mental and moral peculiarities,—in short, their idiosyncrasies of every name and nature. Avoid fixed arbitrary rules. Even at the risk of being unjustly called partial, you must not treat all pupils alike, even for the same offence. Some are not benefited by physical punishment; others are. Children should be governed according to their nature and temperament. Some can be subdued one way, some another. This matter of school discipline requires not only innate power and inborn adaptedness for the work, but patient and persevering study.

Time will not permit me to discuss the remedies for physical coercion. I will simply mention three of the most prominent.

- 1st. Judicious home government.
- 2d. Expulsion of refractory pupils.
- 3d. The establishment of Botany-Bay schools for the insubordinates.

Some year and a half ago, at the dedication of the Prescott School-house, a thought occurred to me, as the keys of that beautiful structure were presented to the master—a thought to which I will now, for the first time, give utterance. It will form, I think, a fitting close to the theme we have been considering. As I witnessed the ceremony of presentation, my mind ran forward to the time when thousands of youthful immortals would throng the spacious hall and commodious rooms of this magnificent edifice; and I said to myself, How little can city officials and school committees really do! They present us with splendid buildings and keys to unlock the various apartments, but who will give us the keys to unlock the chambers of these youthful intellects, and furnish them with rich thoughts and noble aspirations? Who will give us entrance into the various apartments of these young hearts, and aid us in their right development? Who will give us the keys to unlock the beautiful temple of these children's souls, and make them fit for His indwelling? No city authorities can give us these. No committees or government officials can give us more than the outward. We must go to the great Teacher for these spiritual keys. We must sit humbly and reverently at the feet of Him who took little children in his arms and blessed them, if we would unlock the inner chambers of their being, and develop their natures through their affections. While believing, therefore, that compulsory obedience is far better than no obedience, let us—educators—ever remember that we have not *saved* our pupils until we have firmly established in them habits of obedience to principle; until we have taught them to love knowledge, truth, virtue, and goodness, for their own

sakes; in fine, until we have so governed them that they shall have learned that best of all discipline—self-discipline.

We teachers, especially of Boston and vicinity, are living in trying times. In the present excited state of public sentiment upon the subject of school discipline, we are frequently misunderstood and misrepresented; but let us do our duty fearlessly and conscientiously, feeling far more our accountability to God than to man, and remembering that but a few short years, at most, will pass away, ere we shall reach that better land where all unjust human judgments shall be reversed, and righteous verdicts alone rendered.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency, the Lieutenant-Governor of the Province of Quebec, by an Order in Council of the 30th April last, was pleased to approve of the nomination of the following Gentlemen as School Commissioners for the hereinafter mentioned Municipalities:

County of Bagot.—St. Théodore d'Acton: Mr. Louis Vadenais, in place of Dosité Bérard. The election did not take place within the legal time.

County of Beauce.—St. François: Messrs. Ignace Poulin, Louis Fecteau, Féréal Poulin, François-Xavier Dulac, Jr., and Romain Marion. The elections having never been regularly made.

County of Charlevoix.—Sto. Agnès: Messrs. Guillaume Bailly, Eusèbe Martel, Joseph Simard, Edward Gobeil, and Thomas Tremblay. The elections not having taken place regularly.

County of Chicoutimi.—Notre-Dame de Laterrière: Mr. Germain Goudreau, who has consented to act for another term of three years,—his former term of office having expired in the month of July, and his reelection not having then taken place.

County of Lotbinière.—St. Sylvestre (North): Messrs. John Doonan and John Lowry, in place of Messrs. William Monaghan and James Magee, absent from the Municipality for more than six months.

County of Yamaska.—St. Zéphirin: Mr. Moïse Lampron, in place of Etienne Beauchemin, who has finally quitted the Municipality.

His Excellency, the Lieutenant-Governor of the Province of Quebec, was pleased, by an Order in Council of the 8th June, 1868, to approve of the appointment of the following Gentlemen as School Commissioners for the hereinafter mentioned Municipalities:

County of Gaspé.—Mont Louis: Messrs. Jean-Baptiste Nimeaux and Michel Lafamme, in place of Messrs. Edouard Blanchet and Louis Lafamme. The election not having been legal.

County of Argenteuil.—Harrington, No. 1: Messrs. Alexander Milway and William McLeod, in place of Messrs. Duncan Ferguson and James Milway. The election not having been held within the legal time.

County of Argenteuil.—Harrington, No. 2: Messrs. William Fraser, Alexander Bethune, Donald Cameron, Farquhar McCrimmon, and Archibald McCrimmon. The elections having been irregular since the first nomination.

County of Arthabaska.—Chénier: Messrs. Louis Morin, James Williams, Joseph Paradis, Denis O'Brien, and Joseph Desjardins. The preceding elections having been irregular.

County of Charlevoix.—St. Fiddle: Mr. François Tremblay, in place of Mr. Jean Brisson, deceased. The election not having been held within the prescribed time.

County of Chicoutimi.—Grande Baie: Mr. John Kane, in place of Mr. Joseph Kane, who has left the Municipality; the election not having been held within the prescribed time.

Two Mountains.—St. Augustin: Mr. Antoine Payment, in place of Mr. Moïse Charbonneau (whose term of office has expired) and Mr. Pierre Vanier. The election not having been held within the prescribed time.