

they should, I firmly believe, learn to spell solely by transcribing, i.e., copying every day a page from their reading-books. They would thus have good models of spelling constantly before their eyes, and their sight would be trained.—A. B., in *English National Society's Monthly Paper*.

### 3. HINTS ON ORAL TEACHING.

To secure the attention of a body of young children, while giving an oral lesson, is perhaps one of the most difficult parts of teaching that presents itself to a novice. If the pupil's attention can be obtained at the commencement of a lesson, generally, it is obvious that it may be easily maintained the remainder of the time, with a little experience on the part of the Teacher, as nearly all lessons become more and more interesting as they advance towards the conclusion; and therefore the children will have a natural tendency to listen to the information given for their benefit, without giving the Teacher any extra exertion to maintain their attention.

The following suggestions for securing attention and good order while giving an oral lesson may perhaps be acceptable to some of your readers:

I. That the pupils be strictly prohibited talking, and be made to sit in a convenient manner, with their arms folded.

II. That the Teacher should stand at such a distance, and in such a position, as to enable every pupil to see his face.

III. That all black-boards, maps, diagrams, &c., required to illustrate the lesson, should be ready for immediate use when wanted, and placed in such a manner as to enable all the pupils to see them without moving from their seats.

IV. That the Teacher should make it a general rule never to leave the class while engaged in giving an oral lesson.

V. That, if possible, the Teacher should find some attractive name for his lesson, which will enable him to secure the attention of his pupils. This plan can be very successfully pursued in the giving of Scripture lessons. For instance, if the Teacher wished to give a lesson on "Noah," let the title of the lesson be changed to "The first shipwright," or some equivalent phrase. If on "Dives and Lazarus," to "The rich poor man and the poor rich man." If on "Jonah," to "The living ship." If on "Naaman," to "The little slave," &c. &c. &c. In some case (when most convenient) it would be a good plan to disguise the real name of the lesson, and not make it known until near the end.

VI. To divide each lesson into four parts, and, at the conclusion of each part, to examine the pupils on the part previously explained to them.

VII. At the conclusion to make an examination (oral) on the whole of the lesson given.

VIII. To place the *incorrigibles* (if any) nearest the Teacher, and to trouble them with the most questions at the time of examination.

If Teachers arrange their lessons in a logical and interesting way, they will find, that, after obtaining the attention of their pupils once, their lessons will afterwards be courted, and that no extra exertion will be required for the preservation of order and attention.—Charles F. Redman in the *English Pupil-Teacher*.

## X. Biographical Sketches.

### No. 9. PROFESSOR C. A. GOODRICH, LL.D.

Professor Chauncey A. Goodrich, of Yale College, died recently in New Haven. He was born in New Haven, October 23, 1790, and graduated in Yale College in 1810. From 1812 to 1814, he was Tutor in the College. He was elected Professor of Rhetoric and Oratory in Yale College in 1817, at the accession of Dr. Day to the presidency. In 1839 he was elected Professor of the pastoral charge in the Theological Seminary, which office he filled till his death. Prof. Goodrich's literary labors have been various and successful. In 1814 he prepared a Greek Grammar, which was generally used. In 1827 he superintended the abridgement of Webster's Quarto American Dictionary, which was widely circulated throughout the country. In 1829 he established the Quarterly *Christian Spectator*, which he edited for nearly ten years. In 1832 he prepared a series of Latin Lessons, and soon after a like series of Greek Lessons for beginners. In 1846 and 1847 he prepared Revised Editions of the Unabridged and Abridged Dictionaries of Webster, and in 1856 the University edition of the same work. In 1859 he prepared an appendix for the Pictorial Edition of ten thousand new words and new definitions, with a very full and complete dictionary of synonyms. In 1852 he published his work on British Eloquence, which is superior to anything of the kind. Besides performing the literary labors involved in preparing and editing these various works, Prof. Goodrich has been prominently con-

nected with many of the most important benevolent societies of the country. As an instructor, as a minister, and as a man, indeed in all the relations of life, Prof. Goodrich was conspicuous for his nobility and excellence of character.—*N. Y. Commercial Advertiser*.

### No. 10. S. G. GOODRICH, ESQ. (PETER PARLEY.)

We deeply regret to announce the death of Mr. S. G. Goodrich, more widely known as "Peter Parley,"—the pseudonym under which he has acquired his reputation. He died very suddenly, at his residence in Ninth street, New York, on Thursday last, of disease of the heart. Mr Goodrich was a native of Connecticut, and was born in 1793,—though no one would have judged from his appearance that he was so nearly seventy years old. He had a vigorous constitution, which he preserved to the last by care and regularity in his mode of life. He began life as a publisher, first in Hartford and afterwards in Boston,—and edited in the days of Annuals one of the most celebrated of them, the *Token* from 1828 to 1842. His greatest success, however, was achieved in compiling books for children,—designed to convey instruction in natural history, travels, biography, and various branches of science and art, by simply-written narratives and anecdotes, copiously illustrated by engravings. He wrote as "Peter Parley" telling stories to children, and for many years the series of works thus published, extending to over forty volumes, had an enormous circulation, both in this country and abroad. They introduced a class of books which have since become universal. In 1841, he established a periodical called *Merry's Museum*, based upon the same general plan, which continued until 1854. In 1857, he published two volumes of *Recollections*,—containing an immense amount of exceedingly interesting memoranda concerning men and events in Connecticut, and forming one of the most readable books of the day. Mr. Goodrich was appointed American Consul at Paris under Mr. Fillmore, and held that office for several years. He performed his duties with great fidelity, and enjoyed the respect and esteem of all with whom he came in contact. He published several works while there calculated to diffuse a more general knowledge of America and its institutions, and upon his return prepared an elaborate and admirable *History of the Animal Kingdom*, which was issued last year in two large and elegant volumes. He was a man of great diligence, and continued to prosecute his literary labors to the latest period of his life.

## XI. Papers on Colonial Subjects.

### 1. RAILROAD SYSTEM IN CANADA—ITS EFFECTS UPON AMERICAN INTERESTS.

The following is an official letter from Wyman B. S. Moore, Consul-General of the British North American Provinces, dated Montreal, January, 1860:—

The completion of the Victoria Bridge, which must be considered, mechanically at least, the great work of the age, renders it proper that I should communicate to the Department such information as I am possessed of relative to the railroad system of Canada and its bearing upon similar interests in the United States.

The Victoria Bridge, with its approaches of massive masonry, is near two miles in length. The iron tubes are in length over seven thousand feet, resting on twenty-four piers and two abutments. It has been built at a cost of about seven millions of dollars. It constitutes the connecting link of a line of railroads from our Western cities, over Canadian territory, to the sea at Quebec and the River De Loup, one hundred miles below Quebec on the gulf, and over Canadian and American territory to the sea at Portland.

The Grand Trunk Railroad, of which this bridge constitutes a part, extends from the River De Loup to Port Sarnia on the St. Clair, and from Sarnia or Port Huron, on the opposite shore, it has caused to be constructed, under its control, a railroad to Detroit, and by a lease of the line from Island Pond to Portland, Maine, it has a united line of the same gauge under one management, commencing at Detroit, with two outlets to the sea, one at Portland, Maine, the other at Quebec or the River De Loup. The whole extent of this line is about eleven hundred miles.

To its construction the Province of Canada has contributed sixteen millions of dollars, the balance of the capital has been advanced by shareholders in England, and the line is now in working order at a total expense of sixty millions of dollars. Efforts are now being made to extend this line to the eastern British provinces by the way of Lake Temiscouata and the river St. John's, keeping its track entirely within the provincial boundaries. Its main resources must be American business. Its local business cannot support it. It is now doing a large business between our Western cities and its terminus at Portland. I have seen, within the few past weeks, large quantities of cotton, raised in Tennessee, passing