

of the State where employed; and in the next place, such persons should know that it is possible for a teacher to be supreme in the school room, and at the same time to recognize the rights of other parties, so far as they actually exist, and to respect them accordingly. The teacher who is unable to reconcile the existence and compatibility of the rights of others with his own, may, and most likely will, often quarrel with the school committee or superintendent; while the one who fully understands and acquiesces in the relation of all parties will, with proper discretion, seldom find occasion for any considerable trouble in that direction. We know very well that all kinds of people have the charge and oversight of schools; but it cannot be denied that they are generally men of intelligence who share to some extent at least, the public confidence; and we strongly incline to the belief that they are, for the most part, as easy to deal with as any class of our fellow men.

We earnestly beg of you, therefore, fellow teacher, if you have any trouble with your committee, not to prosecute a quarrel until you have seriously enquired who is the aggressor; and also whether you are entirely free from a foolish and perhaps groundless suspicion of interference, when no interference is attempted or meditated. Remember that many people suffer more from the anticipation and dread of troubles that never come, than from all the troubles that actually take place.

A similar spirit of jealousy is often exhibited in reference to the interference of parents. We are free to acknowledge that many parents are meddlesome in school matters, assuming not only to advise the teacher, but also to dictate to him in the discharge of his duties. The provocations from this are frequently such as to require great discretion and magnanimity to rise above them. Bear in mind that parents have a peculiar interest in their own children, and that it is one of the weaknesses of many parents, that they deem it necessary to superintend, and to have a voice in all that is done for their children by others. Furthermore, schools, and especially public schools, are considered as a kind of public property in the management of which every one has a right to take part. Such being the fact, it is very natural that injudicious parents should often seem altogether too officious in their intercourse with teachers and schools. Unpleasant as such intermeddling is, it need not generally be a source of much trouble or anxiety to the teacher. It is to be treated on the let-alone-principle. If resented or allowed to bring on disputes or altercations, it surely will increase tenfold; for a testy temper and angry words in a teacher are a sufficient provocation for fault-finders to do their worst. It is by such fuel that the flame of contention is usually fanned to its intensest heat. Not so, however, if it is met with an unruffled temper and with respectful silence. It can not flourish under neglect. It is a good rule to listen calmly and attentively to all the advice, and abuse even, that may be offered, or heaped upon you; and then, avoiding immediate action if possible, to follow your own judgment.

Many teachers very foolishly bring much trouble upon themselves by injudicious talk in school, or before their pupils elsewhere, about their parents. A teacher of some promise, occupying a good situation, had occasion to reprove a lad, and to make some changes in his studies which his own good and that of the school seemed to require. The mother of the boy injudiciously made some petulant remarks about it, but would probably probably have forgotten the whole affair in a month, had the matter ended there. But her remarks found their way to the teacher's ears, whose want of judgment allowed him to bring the matter up before the school, and to indulge in violent language, abusing the boy, his mother, and meddlers in general. The result was he lost his situation, and thereby received a just reward. Pupils should never hear from their teachers an unkind or disrespectful word about their parents.

It should be a principal object with the teacher, to keep out of trouble and to live on terms of peace and cordiality with pupils and parents, and with all others concerned. This must be done by the exercise of prudence and good judgment, and by a desire to deal fairly and justly with all. Care must be taken, however, not to vacillate where promptness is required, nor to shrink from the line of duty; for where that plainly leads he must go, cautiously, indeed, but fearlessly. But most of the troubles which this class of teachers encounter may be avoided by a determination to keep clear of them, as we have hinted above. Learn a lesson from the folly of the serpent, which is not always "wise." When a coal of fire is held towards one of our common field snakes, the spiteful reptile darts its forked tongue about it, and then, in wrathful folds, encircles it with its whole body. Result: A burnt offering uncalled for and ineffectual. So do not thou, fellow teacher. Repress the controversial element in your character; let your policy be pacific but firm; and by your fidelity and persistent magnanimity win the good-will and approbation of pupil and patron. A. P. S. —*Connecticut School Journal*.

OFFICIAL NOTICES.



NOMINATIONS.

LAVAL NORMAL SCHOOL.

His Excellency the Governor General in Council was pleased, on the 13th December, to appoint Daniel McSweeney, Esquire, English Teacher in the Model School annexed to the Laval Normal School and Adjunct Professor in the Normal School, *vice* Andrew Doyle, Esq. resigned; and also to appoint J. B. Cloutier, Esq., Adjunct Professor in the Laval Normal School.

ERLECTIONS &c. OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 12th December last, to detach from the Township of Morin, in the county of Argenteuil, the 7th, 8th, 9th, 10th and 11th ranges, and to annex the same to the School Municipality of Beresford.

His Excellency the Governor General in Council was pleased, on the 11th January last, to amend the Order in Council of the 26th July, as follows:

To detach from the school municipality of St. Irénée, in the county of Charlevoix, the concession known as Ste. Magdeleine, extending from the land of Vital Bouchard to the land belonging to Louis Maltais, exclusive, and to annex the same to the School Municipality of Malbay, in the said county.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

MONTREAL BOARD OF CATHOLIC EXAMINERS.

1st Class Elementary (E).—Mr. Thomas Levan; (F) Miss Marie Vitaline Demers.

QUEBEC BOARD OF PROTESTANT EXAMINERS.

1st Class Elementary (E).—Miss Jane McKenzie.

2nd Class Elementary (E).—Messrs. James A. Hume, Neil John McKillap, Francis Reynolds; Misses Margaret Brodie, Sarah Johnston, Margaret McKillap, Mary McKillap.

1st to 8th Nov. 1864.

D. WILKIE,
Secretary.

RICHMOND BOARD OF EXAMINERS.

1st Class Elementary (E).—Miss Hanna Armatage; (F & E); Miss Mary Ann Armstrong; (F) Misses Marguerite Labonté, Luduile Gervais and Marie Brady.

2nd Class Elementary (F).—Miss Philomène Marcotte.
2nd Aug. 1864.

1st Class Elementary (E).—Miss Mary Ann Morrill; (F) Misses Philomène Champoux and Mathilda Bouthilliette.

2nd Class Elementary (F) Misses Louise Vigneault, Julie Belisle; (E) Misses Adelin Gilman, Flora Shaw, Margaret Cassidy, Sophia Daying, Josephine E. Smyth, Mary Ann Hall, Lelia L. F. Rice; Mrs. Susanna Nelson Hull; and Mrs. Orpha Elizabeth Turner Hammond.

1st Nov. 1864.

J. H. GRAHAM,
Secretary.

DONATIONS TO THE LIBRARY OF THE DEPARTMENT.

The Superintendent acknowledges with thanks the following donations to the Library of the Department.

From Henry Judah, Esq. Commissioner on Seigniorial Tenure, *Cadastres abrégés des seigneuries de Québec*, 2 vols. *Cadastres abrégés des seigneuries de Montréal*, 3 vols. *Cadastres abrégés des seigneuries des Trois-Rivières*, 1 vol. *Cadastres abrégés des seigneuries de la Couronne*, 1 vol.