

## Miscellaneous.

### THE VOICE AND SMILE OF SUMMER.

Oh! where is the voice of the summer heard?  
In the flow of the stream, in the song of the bird;  
In the hum of the honey-laden bee;  
In the sound of the reapers' songs of glee;  
In the sweet, sad note of the nightingale's song;  
Such music doth only to Summer belong.

Oh! where is the smile of the Summer seen?  
In the golden cups that spring o'er the green;  
In the light that maketh the bright blue sky  
Shine like a golden canopy!  
But Summer its sweetest smile bestows,  
On the crimson leaves of the blushing rose!

Surely, if heaven has given to earth,  
One thought, in which we may guess its mirth,  
'Tis the radiant smile of the summer glow,  
As it wakes into life all things below,  
But we are as captive birds, that sigh  
To wing our flight to a brighter sky.

C. L. B.

### OPENING OF THE IRISH INDUSTRIAL EXHIBITION.

The Exhibition of Irish industry, at Cork, was opened on the 10th ult., by the Lord Lieutenant and the Countess of Eglinton. The whole proceedings were as grand (on a smaller scale) as the royal opening of the Crystal Palace in May, last year, and commenced in like manner with the singing of the Hallelujah chorus. The addresses were read from the executive committee and the corporation of Cork, interchanging compliments with his excellency, who crowned the proceedings by knighting, with vice-regal privileges, the Mayor, Mr. William Hackett. Having gracefully performed this office, the noble viceroy declared the exhibition opened.

The grand saloon, in which the ceremony of the inauguration took place, is 182 feet in length by 53 feet in breadth, and 50 feet in height. It is covered with an arched roof, which is composed along the centre of glass. The entire structure is built of yellow pine wood, the walls and arched ceilings being divided into compartments by richly transellated girders.

The north end of the hall opens by a lofty arched entrance into a vestibule, at the extreme end of which is a gallery. The aspect of this noble structure is truly magnificent.

At a grand banquet which took place, the chairman proposed the health of Lord Eglinton, who responded in part as follows:—

"It is true that we have not here the statues of Italy, the carvings of Austria, the malachites of Russia, the porcelain of Sevres, or the velvets of Genoa, but we have the marbles of Cork, of Kilkenny, and of Connemara. We have our linens, our tabinets, we have our lace embroidery, we have the results of the industry of the sons, and the handiwork of the fair daughters of Erin. But allow me to ask, what is there that the genius of Ireland cannot accomplish, whether it be the highest efforts of human ambition, or the humblest essay of talent? Does not Irish blood flow in the veins of the widest empire that the world has ever seen? Does not Irish blood flow in the veins of him whose career of glory not one defeat, not one selfish act has tarnished? Does not the capacious mind of Wellesley spring from an Irish stock? Was it not Irish genius that shone in the calm and illustrious eye of Caning, which sparkled in the wit of Sheridan, gave command to Burke, lent point to the irony of Tiernay, and taught Goldsmith to write of nature—which taught your own Moore to breathe forth words of beauty—words of fragrance—as sweet as your own harp, but nervous as the arm by which it was struck? And to come to your own county, or even to your own city, was it not the genius of Cork which made Curran what he was? I would ask you, does modern art own a better or more worthy votary than Maclise? Would that all Ireland could have seen what we have seen this day—would that she had seen the peaceful strife, the honest emulation, which Cork has given birth to! Gentlemen, it is not often that the representative of the sovereign in this country has an opportunity of speaking to those whom he governs—rarely, if ever, to an assembly like this. But I seize upon it with great eagerness, because there is nothing nearer to my heart than to try and persuade the people of Ireland that I am actuated by the most earnest desire for their welfare. I pledge to you my honour that I already feel affection for the warm-hearted people among whom I find myself—

I already love this beautiful Island which is placed under my charge, which I look upon as a trust which has been committed to me—not only as one for which I must answer to my sovereign and my country, but one for whose evil or good fulfilment I must hereafter answer to my God."

### ERRORS IN RESPECT TO SCHOOLS CORRECTED.

No. 4.

(By the REV. DR. SEARS, Secretary of the Massachusetts Board of Education, in his last Annual Report.)

The next point in order, in respect to imperfect instruction in the schools, is the want of a strictly progressive system in the course of studies. Reference is here had, not to what is demanded by the nature of the mind in respect to the laws of its growth, but to the order suggested by the subjects themselves and their dependence upon each other. It is not impossible to regard the law of mental development, and yet at the same time to arrange the various studies according to their natural sequence. To follow this order, it would be necessary to begin with the simplest elements of knowledge, the germ of all subsequent attainments, and proceed to that which most immediately grows out of it. Not that all elementary knowledge is equally necessary, or that all the branches of education may be developed from a single principle. The most essential elements of those studies only which are appropriate to the Common Schools, are here the proper objects of attention, and all the rest may be set aside. As these are not identical or even very similar in their character,—those, for example, of arithmetic and geography,—they must each have a beginning of their own. This is obvious enough. In organizing the parts of a single study there is no great difficulty to one who thoroughly understands the subject. But how to arrange different studies, how many to place in parallel courses, how to proportion them, how to connect them with kindred subjects as the pupils advance, beginning with a few threads and ending with a complete web, are questions not so easily disposed of. Language is the most comprehensive of school studies. It involves a knowledge of objects, which spread over a very wide surface. It relates to a voice, in articulation and purity of sound, and easily connects itself, through elocution, with music. It has to do with written characters, and ultimately leads to writing and even to the kindred art of drawing. It embraces the mechanical process of spelling and reading, and consequently the great labor of mastering our orthography and the contents of the books read in schools. It requires a knowledge of the structure of sentences, of arrangement and of style, and thus runs into grammar, rhetoric and logic. All this must be contemplated in arranging elementary studies in reference to the English language. Though it may not be necessary to teach them all, still they must be kept in view on every step taken, so that it may always be known not only whence the pupil comes, but whither he is going. With some modifications, similar remarks might be made of the knowledge of numbers, ascending in every direction and branching out into various sciences. Most of the courses of study pursued in the schools are quite too miscellaneous. Some things which are fundamental are omitted. Many are introduced which it would be better to postpone to a later period, or leave to be learned in practical life. In the studies which are judiciously selected, there is not unfrequently a want of proportion and proper sequence. All these evils spring rather from negligence than any other cause. If the proper persons would earnestly turn their thoughts to the subject, great improvements would be the immediate consequence.

In the management of the several branches of instruction in detail there are well settled principles which are not always observed by teachers. With a brief allusion to a few of these, I will close with this part of my subject. One of these is to proceed inductively, or rather analytically, in the method of teaching, wherever the nature of the subject will admit. By this is meant not that scientific analysis and mode of reasoning which can be pursued only by persons of philosophic habits, but that easy and natural process of beginning with the simplest and most obvious facts and proceeding to other connected facts, by an order which makes one step naturally follow another, and enables the child to answer the questions of the teacher from what he himself observes, rather than from what is told him. Something which can clearly be perceived is first exhibited to the class, and is noticed by each member, till the teacher is satisfied that it is well understood. In