

If the question is rightly answered, this it is:—nurses' stories and all manner of vulgarisms in speech and action. HIPPOL.

Teachers should treat their pupils as they would their own children; should have pleasure in being with and among them. should love them as affectionately as a good hen does her chickens; for in Donatus, first comes *Amo*, and *Docco* follows afterwards. GIZAS.

The teacher should be free from all selfishness; he should love, in his pupils, themselves and humanity; he should not respect a pupil less than himself, but should even observe, with reverence, whether he has not met, in the pupil, an individual of even higher grade of mind and capacity than himself.

The teacher should use all his powers to make his pupil a more valuable man than he himself is.

He should not claim any more influence over the pupil than the latter feels of himself.

If love inspire him, and patience assist him, the consciousness of his divine vocation will enable him to overcome the difficulties of his work.

He should employ only such incitements and means of training as are noble, pure, and in harmony with the essential ideas of humanity, and such as unite virtue, love, justice and beauty; so that the pupil may respect him as a true man. KRATSE.

The first and principal mark of eminent mental endowments is a memory which easily grasps knowledge, retains it faithfully, and renders it up when desired.

The second mark is imitation.

For it indicates capacity for being taught, if young people endeavor to repeat what they see.

A young man however does not give hopeful indications by trying to imitate for the sake of making others laugh.

If he really has talent, he will be modest; a feeble intellect would be preferable to a vicious tendency.

Yet this modesty will be very different from stupidity or indolence.

What such a boy is taught, he will understand without difficulty.

He will question inquisitively about many things; thus endeavoring rather to follow than to lead.

Too early a development of the mind does not easily bear good fruit. Such children easily learn some little things, but soon lose their mental activity.

Precocious geniuses accomplish everything quickly, but not much.

What they know has no substantial foundation.

It is like seeds of grain scattered on the surface of the earth, which indeed quickly spring up and put out leaves, but wither before harvest with empty ears.

This rapid faculty of learning is very successful in early youth, but soon comes to a stand, and all admiration of it dies with it.

As soon as a teacher has otherwise examined the capacity of a pupil, he should seek how his mind requires to be managed.

Some, if not stimulated, grow indifferent, others will not endure anything of an imperative nature. Fear restrains some, others it deprives of their spirits. A continuous strictness quite prostrates some, while others are encouraged by it.

A teacher must be able to study the variations of character in his pupils, and to treat them accordingly; and so to instruct each, that the peculiar excellences of his character will be developed, and that thus he will be directed as his powers require.

Nature must advance by means of art.

He who is urged into employments to which he is not adapted, will accomplish no more than he whose mind is neglected.

Examination of the mental faculties and of their reference to instruction is absolutely necessary.

For some show a preference for history, some for poetry, some for law; while others had better be sent to the plough.

But if we find one whose mind is quite corrupt, shall we allow him to proceed with his studies?

It is necessary for a young person to apply himself to something; shall he not be permitted to make any exertions to do so?

If he has any one good natural trait, it ought not to be neglected, but rather strengthened, and existing deficiencies, as far as possible, supplied.

Feeble intellects must be condescended to, at least as far as to learn what their natural tendencies are.

For in this way they may at least accomplish whatever they are capable of. QUINTILIAN.

The same education, under the same circumstances, may not produce the same virtues; for these differ according to natural endowments. For instance; the manly virtues are more commanding, the womanly more obedient, in character; and in like manner, minds vary in the same sex.

Our endeavors must therefore be directed towards the subjection of the unreasoning part to the reasoning part.

Thus are the virtues produced.

Education is intended to prepare the mind for instruction in moral excellence; as the land is prepared before the seed is sown in it.

Nature has planted within us an innate faculty of knowing and of conscience; by which we decide within ourselves upon existence and non-existence, in doing and not doing, with a yes or no, without any further reasonings.

The better manners are, the better the condition of the whole state; for the power of the law rests in great part upon usage.

If the gods concern themselves about men, that which lies nearest their hearts with regard to them is their nobler part—the improvement of the mind and moral faculties.

For as the eye receives light throughout the surrounding atmosphere, so does the mind through instruction. ARISTOTLE.

OFFICIAL NOTICES.



SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 1st instant:—

1o. To annex the first range of the township of Bulstrode, in the county of Arthabaska, to the School Municipality of Blandford in the county of Nicolet.

2o. To separate from the School Municipality of Neuville, all that part of the Seigniories of Noyan and Sabrevois, which is included in the county of Missisquoi, and to annex the same to the School Municipality of Stanbridge, as it is annexed for all other civil and religious purposes.

3o. To erect into a School Municipality the new parish of St. Albert, in the county of Arthabaska, comprising the sixth, seventh, eighth, ninth, tenth and eleventh ranges of the township of Warwick, less the part of the ninth, tenth and eleventh ranges included in the parish of Ste. Clotilde, lots numbers sixteen, seventeen and eighteen of the sixth range of the township of Horton.

4o. To erect into a separate School Municipality, by the name of St. Vincelas, in the county of Arthabaska, that part of ground comprising the fifth range of the township of Aston, from the river Bécancour to lot number twenty, inclusively; the sixth, seventh, eighth and ninth ranges, from the river Bécancour to lot number one hundred, inclusively, and the tenth range of the same township, from lot number six to number one hundred, both inclusively.

5o. To erect into a School Municipality the new parish of Ste. Eulalie, in the county of Arthabaska, comprising the eleventh range of the township of Aston, from lot number six to lot number one hundred, inclusively, the twelfth, thirteenth, fourteenth and fifteenth ranges, from the augmentation of Bulstrode to lot number twenty-five, inclusively, and moreover that part of the second range of Horton, which is situated between the Rivière du Loup, the augmentations of the townships of Bulstrode and Aston, and moreover the fourth, fifth, sixth, seventh, eighth and ninth ranges of the augmentation of the township of Bulstrode.

6o. To erect into a School Municipality the new parish of Ste. Clotilde, in the counties of Arthabaska and Drummond, comprising in the township of Horton the entire first range, the part of the second range which is not comprised in the parish of Ste. Eulalie, in the third and fourth ranges from the township of Simpson to lot number nineteen, inclusively, in the fifth range from the township of Simpson to the township of Bulstrode, in the sixth range from the township of Simpson to lot No. 15 inclusively, and moreover numbers A, B, C, D and E, and the eleventh and twelfth ranges of the township of Simpson; in the township of Warwick, in the ninth range, lots Nos. 24, 25, 26, 27, 28 and 29, in the tenth range lots Nos 24, 25, 26, 27, 28 and 29, and in the eleventh range from lot No. 16 inclusively, to the township of Simpson.

7o. To erect into a School Municipality the new parish of St. Léonard in the counties of Arthabaska and Drummond, comprising the thirteenth and fourteenth ranges of Wendover, in the township of Aston, the sixth, range from lot number twenty, inclusively, to the Seigniorie of Nicolet, the seventh, eighth, ninth, tenth and eleventh ranges, from lot number twenty-three, inclusively, to the Seigniorie and River Nicolet, and the twelfth, thirteenth and fourteenth ranges from lot number twenty-six, inclusively, to the River Nicolet.

8o. To erect into a School Municipality the new parish of Mont Carmel, in the county of Champlain, comprising the part hereinafter described of the parish of St. Maurice, the double range of St. Félix from lot number 49, inclusively, to the River St. Maurice, the whole ranges of St. Flavien and St. Louis, and the south-east range of St. Michel; bounded on the south-west by the river St. Maurice, on the north-east by the line separating the north-west range from the south-east range of St. Michel, line prolonged as far as the river St. Maurice, and passing on the south-east of the first lot of the range *Des Grés*, on the north-east again by the Seigniorie of Champlain, on the south-east by the line dividing the south-east range of St. Flavien from the north-west range of St. Félix, from lot number one to lot number forty-eight, inclusively, thence, coming down towards the south-east, following the line of separation between lots No. 48 and No. 49 of said north-west and south-east ranges