

sequences of this mode of education will be best illustrated by stating a few facts that have passed under my own observation. So far as my memory goes, about thirty boys, educated in this way—i. e., in contempt of all useful knowledge and occupation, spent their days in reading novels, the lives and confessions of pirates and murderers, &c., and their nights in the streets, dram-shops, gambling saloons, circuses and theatre—at the age of forty-five, one had been hung for murder, one for robbing the mail, and three as pirates; five died in the penitentiary, and seven lived and died as useless vagabonds about the streets; three were useful mechanics, and the fate of the remainder is unknown.

Of about forty educated with me by a really moral and scientific teacher, under the old foggy Puritanic system of restraint, as it is now called by Young America, at the age of fifty-five one was a member of Congress, one judge of the Supreme Court, two judges of the Circuit Court, three physicians, five lawyers, fourteen were dead, and of the remainder farmers and mechanics, and so far as known not one of them ever was called before the bar of his country on a criminal charge, and they all had comfortable homes, except two or three, and every one was passably respectable.—Dr. EDWARD LAWTON.

### Who Murder Innocents?

Mr. Slashaway, who writes for the Ocean Magazine, says the teachers murder them. Mrs. Prim, who picks the mote out of other people's eyes, says the same. Mr. Tradewell, who comes home at night with the headache, and does not like to be troubled with the children's lessons, iterates the same grave charge. And all lazy boys and girls offer themselves as the living witness that they expect to die of hard study.

We protest—

Who sends the children to bed with stomachs overloaded with indigestible food? Not the teacher.

Who allows Susan Jane to go out in wet weather with cloth shoes and pasteboard soles? Not the teacher.

Who allows the little child, in cold weather, to go with its lower extremities half bare, or but thinly clad, because it is fashionable? Not the teacher.

Who allows John and Mary, before they have reached their "teens," to go to the "ball" and dance until the cock crows? Not the teacher.

Who compels the children, several in number perhaps, to sleep in a little, close, unventilated bedroom? Not the teacher.

Who builds the school-house "tight as a drum," without any possibility of ventilation? Not the teacher.

Who frets and scolds, if "my child" does not get along as fast as some other child does? Not the teacher.

Who inquires, not how thoroughly "my child" is progressing, but how fast? Not the teacher.

Who murder the Innocents?—*Mass. Teacher.*

### The Tools Great Men Work with.

It is not tools that make the workman, but the trained skill and perseverance of the man himself. Indeed, it is proverbial that the bad workman never yet had a good tool. Some one asked Opie by what wonderful process he mixed his colors. "I mix them with my brains, sir," was his reply. It is the same with every workman who would excel. Ferguson made marvellous things—such as his wooden clock, that accurately measured the hours—by means of a pen-knife,—a tool in everybody's hand, but then everybody is not a Ferguson. A pan of water and two thermometers were the tools by which Dr. Black discovered latent heat; and a prism, a lens, and a sheet of pasteboard enabled Newton to unfold the composition of light and the origin of color. An eminent foreign *savant* once called upon Dr. Wollaston, and requested to be shown over his laboratory, in which science had been enriched by so many important discoveries, when the doctor took him into a study, and, pointing to an old tea-tray on the table, containing a few watch-glasses, test-papers, a small balance and a blow-pipe, said; "There is all the laboratory I have!" Stohard learnt the art of combining colors by closely studying butterflies' wings; he would often say that no one knew what he owed to these tiny insects. A burnt stick and a barn door served Wilkie in lieu of pencil and canvas. Berwick first practiced drawing on the cottage-walls of his native village, which he covered with sketches in chalk; and Benjamin West made his first brushes out of the cat's tail. Ferguson laid himself down in the fields by night in a blanket and made a map

of the heavenly bodies by means of a thread with small beads on it, stretched between his eye and the stars. Franklin first robbed the thunder-cloud of its lightning by means of a kite made with two cross-sticks and a handkerchief. Watt made the first model of the condensing steam-engine out of an old anatomist's syringe, used to inject the arteries previous to dissection. Gifford worked his first problem in mathematics, when a cobbler's apprentice, upon small scraps of leather, which he beat smooth for the purpose; while Rittenhouse, the astronomer, first calculated eclipses on his plow-handle.—*Smiles' Self-Help.*

## OFFICIAL NOTICES.



### DIVISION, ERECTION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, the 7th instant,

1. To divide the school municipality of Laval, in the county of Montmorency, into two municipalities, one of which to be called the school municipality of Laval shall comprise Lower Laval, Dawsonstown, Upper and Central Laval; the other, to be called Laval Island, shall include all the territory of that island and without its limits the whole of that tract extending from the land of Jean Le Rossignol, inclusive, to the northern and north-eastern boundaries of the said municipality of Laval.

2. To erect into a school municipality the new parish of Ange-Gardien, in the county of Ottawa, with the following limits: Bounded 1st. by Rivière du Lievre, 2ndly. by the Township of Templeton, 3rdly. by the River Ottawa, and 4thly. by lot number Twenty-eight included in Buckingham, comprising the first, second, third and part of the fourth concessions from lot number Twenty to number Twenty-eight inclusive.

His Excellency the Governor General in Council was pleased on the 13th instant,

1. To annex to the school municipality of Batiscan, in the county of Champlain, that part of the range designated *de Picardie*, situated in the school municipality of Champlain.

2. To annex to the school municipality of St. Robert, in the county of Richelieu, the following portions of St. Aimé, viz:—1st. That part of the Thiersant range, bounded on the south-west by the line between the land of the late Paul Lafleur and the lands of Joseph Hébert, and Simon Brouillard; on the north-west by the parish of St. Robert, and on the north-east by the parish of St. Michel d'Yamaska; 2ndly. That part of the St. Thomas range bounded, on the north-east, by the line between the land of Antoine Parenteau and that of Joseph Pétrin; on the south-east, partly by the line between the said Thiersant and St. Thomas ranges, and partly by the line between the land of Joseph Desrosiers and the land of Félix Hubert; on the south-west partly by the line between the land of Joseph Desrosiers and that of Joseph Desrosiers *fils de Louis*, and partly by the line between the land of Guillaume Houle and that of Félix Hébert; and on the north-west by the line between the said St. Thomas range and the reserves of Ste. Sophie.

The last above mentioned annexation shall take effect from the 1st July next.

His Excellency the Governor General in Council was pleased, on the 15th Inst.,

1. To divide the township of Stukely, in the county of Shefford, into two school municipalities,—which division shall only take effect from the 1st July next—as follows, viz:—

South Stukely shall comprise the first five ranges of the said township. North Stukely shall include the rest of the said township.

2. To annex to the school municipality of l'Île Verte, in the county of Temiscouata, the whole of that part of the first range of St. George of Gacouana, extending from the line of l'Île Verte towards the south-west, to the land of Joseph Vaillancourt inclusive.

## APPOINTMENTS.

### EXAMINERS.

His Excellency the Governor General in Council was pleased, the 14th instant, to appoint Charles Déry and Henri Garon, Esquires, to be members of the Board of Examiners of Kamouraska, in the room and stead of J. M. Hudon and Jean-Bte. Martin, Esquires, resigned.