

farming purposes. The prison itself is a substantial stone building, 111 feet long, 39 feet wide, and 24 feet high, which, with the office and grounds, occupy four acres, the whole enclosed by a fence 16 feet high. On entering we were conducted to the various workshops, which already consist of carpenters, tailors, shoemakers, and coopers, all carried on, with the exception of the latter, within the main building. It is indeed a hive of industry, each of the departments being presided over by a responsible man, and who, in addition to his mechanical duties, superadds that of keeper, or guard. Besides the workshops is a large dining room, school room, two chapels, Protestant and Roman Catholic, and sleeping rooms. The order of proceedings is as follows:—Rise at 5½ o'clock, muster at 6—school until 7—breakfast—after which told off to their different employments until 11.55—dinner at 12—the interval until 1 being filled up by play. Again muster and off to their different shops until 4, when the bell summons to school until 5.45, followed by supper, and closure of the prison at 6 o'clock. Two guards remain with the boys, who are allowed to read and study until 7½ o'clock, when all are ordered to bed.

Perhaps the most marked feature was the good order and apparent contentment of the boys, at present numbering 44, and varying in age and size from the *petit* to the "prodigious." We can testify to the zest taken by the boys in eating and exercise. The culinary department is conducted on a most economical scale; for while the best of bread and beef is given to the prisoners, the average expense of feeding each has averaged only eight cents a day. Religious exercise is provided twice a week, under the ministrations of Rev. Mr. Hallen, Episcopal; and Rev. Mr. Kennedy, Roman Catholic.—*Northern Advance*.

3. TRUANCY INSTITUTION, BROOKLYN, N. Y.

At the Truant Institution established three years since, children who refuse to attend the public or private schools, and who are so unruly as to be beyond the control of their parents, may be committed by a magistrate until they reform so far as to be willing to attend school, or be controlled by their parents. At the Truant School they are educated and taught some useful occupation by teachers provided for that purpose and who are perfectly competent to impart instruction to them. They receive religious instruction as well.

4. TRUANCY ACT, NEW YORK.

By this act, on the complaint of any citizen, a child between the age of seven and fourteen, found vagrant, may be taken before a police magistrate for examination; and the parent or guardian can be compelled to enter into an engagement to keep such child from vagrancy, and to send him or her to school "at least four months in each year." The act provides also for the punishment of the parent if this engagement be broken. It further makes it the duty of all police-officers who shall find truant and vagrant children, to make complaint as before described.

5. TRUANCY ACT, RHODE ISLAND.

An Act to prevent Truancy from School in the City of Providence, Rhode Island.

Be it enacted by the General Assembly as follows:

Section 1. The Board of Aldermen of the City of Providence, may, at any time after the passage of this Act, and annually thereafter, appoint one or more discreet and suitable persons in said city, whose duty it shall be to see that all children, truants from school, between six and fifteen years of age, residing in said city, who are without lawful occupation, and are growing up in ignorance, are placed and kept in some public or private school in said city. Said persons, so appointed, shall be called supervisors of schools, and shall have power to hear and examine complaints, and at their discretion to take such children to school; and in case of continued truancy, with the approbation of the Board of Aldermen of said city, as hereinafter provided, may commit any such children to the Reform School in said city.

Section 2. When any superior cannot induce any such child regularly to attend some school in said city, he shall report the name of such child, with their parents or guardians, to be brought before them by said supervisors, and the matters shall then be, by said Board, fully investigated; and if upon a full hearing of the case, said Board determine that said child cannot be kept at school, and that such child is growing up in ignorance, having no lawful occupation, said Board may order said supervisor to commit said child to the Reform School for a term not exceeding the period of his minority.—*Hon. E. R. Potter's Report. 1854.*

III. Papers on Practical Education.

1. SUBJECTS TOO LITTLE TAUGHT IN OUR SCHOOLS.

J. S. McColl, Esq., the Local Superintendent of Schools, Aldboro', in a recent address, recommended among other things the teaching of composition and practice of public recitations in our Schools. In consequence of their neglect, he shewed the difficulty that existed, even among our most advanced scholars, of composing, intelligibly, a letter on very simple business, and the incompetency that a man feels in rising to address an audience, tho' he may be quite conversant with the subject upon which he attempts to speak. The Superintendent concluded his excellent remarks by impressing upon teachers the propriety of giving their pupils occasional lessons on the constitution and Government of Great Britain, in connection with her colonies, and of calling their attention to the excellency of her institutions, thereby imbuing their minds with a love of country, and a loyalty for which Canadians are already so well known.

2. NECESSITY OF HISTORICAL KNOWLEDGE.

There is no department of human exertion, in which a preliminary historical knowledge is so necessary as in education. The education of a people bears a constant and most pre-eminently influential relation to its attainments and excellences—physical, mental, and moral. The national education is at once a cause and an effect of the national character; and, accordingly, the history of education affords the only ready and perfect key to the history of the human race, and of each nation in it,—an unfailling standard for estimating its advance or retreat upon the line of human progress.

3. CHILDREN OUR FUTURE RULERS.

The present childhood of the world is, under God, to control the destiny of the world. The ten millions of the youth of the land are to decide its character, for weal or for woe, either upward or downward. As surely as the sun hastes in its strength to the zenith, so surely will the world's youth course up to power, speedily occupy the inheritance of the present generation, and impress upon America and the world their own individuality of honour or of shame. Who shall prevent this young man of fervid intellect and untiring energy, from making his mark in life, and from standing, instead of before kings, a very king himself before the people? Who shall hinder this educated daughter, if trained to the life of ball-rooms and theatres, from shadowing the life of heaven from her own soul, and the souls of her companions? If the tree lies as it falls, so ordinarily does life go on as it begins, influentially and irreversibly.

Now a large proportion of these youth are educated youth. Their minds have been trained to knowledge, and disciplined by its acquisitions. There are the three or four millions of common school scholars throughout the land, the hundreds of thousands in academies, and the tens of thousands in colleges. These are a strong host fighting their way for the kingdom of this world. They leave more than ripples upon the surface of society; they are the mighty waves whose power gains victory in the mysteries of the deep, and dashes up defiance upon the land.

It may be affirmed that it is characteristic of the age to respect the claims of youth, to honour it as a power among mankind, and to give it increasing importance in the affairs of the world. The recruiting officer has his standard of height, and enrolls or rejects according to the degree of personal stature. Feet and inches go to make a soldier. But in our day, youth, influential by activity, becomes self-enrolled for positions of ascendancy. Youth is relatively more prominent than in old times, and in the future it will be, perhaps, in this country more so still. Under these circumstances of present and increasing influence in all the affairs of life, what momentous interests are wrapped up in the character of our young men and maidens, and especially of those whose education is qualifying them for the highest private and public stations.

4. GIRLS' RIGHTS.

There is a very important sense in which the rights of man and woman are perfectly equal, and perhaps identical. Girls have rights as well as women, and boys as well as men. With "Girls' Rights," for a watchword much more might be accomplished. Girls have inalienable rights to the same thorough course of mental culture with boys. What is the object of mental culture and mental discipline? Is it merely to prepare us to meet the force of physical necessities? to brace up against the contingencies of this present life? If this be the only design, then surely every argument must be in