

of manner, he brought all classes of men under his influence; and however disposed at first to ridicule or oppose his projects, whoever came within his reach almost invariably became his supporter. There cannot be the slightest question that in the main, his projects took their rise in an exalted desire for the public weal, and that he was a genuine benefactor of his country. He saw the Welland Canal rise through all its stages, from the original plan of petty locks of timber, to its present magnificent proportions. He saw it crowded to repletion with the vessels of both nations,—the American people paying tribute to the enterprise of Canada. He witnessed the immense development which its construction gave to the section of country through which it passes, in which his own personal interests lay, and more especially the striking prosperity of the town in which he resided, and which he may be said to have created. Having accomplished so much, Mr. Merritt might well have reposed upon his laurels; but his was not a nature to seek inglorious ease, even in advanced years. He devised and carried through to completion the Welland Railway, which he contended would be, instead of a rival, an assistant to his greater work. He involved his personal fortune in the completion of this enterprise, and it is probable that the difficulties he thereby encountered hastened his end.—*Cobourg Star*.

The funeral of the Hon. Mr. Merritt was the largest that has ever taken place in this part of Canada, and the attendance was from all parts of the country. The day was religiously observed as a day of mourning, every store and workshop in the town being closed, and the vessels passing through the canal had their flags half-mast high. There were between 150 and 200 carriages in the procession, which extended the whole length of St. Paul Street from Yale Street. The pall-bearers were Sir J. B. Robinson, Bart., Sir A. N. McNab, Bart., Chief Justice Burns, Colonel Gregory, Colonel John Clark, J. Keefer, Esq., R. Woodruff, Esq., and G. Wright, Esq. The Rev. Dr. Atkinson read the funeral service of the Episcopal Church at the grave side, and one of Canada's greatest men passed from our sight for ever.—*St. Catharines Journal*.

III. Papers on Practical Education.

1. TOWNSHIP SCHOOL CONVENTION.

The following letter addressed by Alexander McLean, Esq., Local Superintendent for the Township of Nelson, suggests such an excellent scheme for the successful operations of the Township School Conventions, that we insert it in this number of the *Journal* :—

Plan for a Township Convention of Common Schools, proposed to be held on September 30th, 1862, at 10 o'clock, a.m., in the Town Hall, Nelson :—

I. Teachers, Trustees and heads of families being associated with them, to examine their own schools previously and to report on the above named day, in writing the statistics of their schools since the beginning of the year. 1. Those pupils most proficient in all the branches studied by them, naming two, first and second best. 2. Those most proficient in any of the branches studied, first and second best. 3. Those making the most progress in all the branches studied, since the beginning of the year, first and second best. 4. Those having made the greatest progress in any branch, since the beginning of the year, first and second best. 5. Those most regular in attendance, neatest, orderly, mannerly, and best behaved either in or out of school, first and second best.

II. Teachers, Trustees, and parents to meet with such reported pupils at the above named time and place for their examination and competition for prizes.

III. Prizes in books to be awarded :—

1. To the first and second most proficient in all the subjects taught. 2. To the first and second most proficient in any of the subjects taught. 3. To the first and second who have made the most progress in all the branches studied since the beginning of the year. 4. To the first and second who have made the greatest progress in any branch studied since the beginning of the year. 5. To the first and second most regular in attendance, neatest, orderly, and of the best behaviour in and out of school. 6. To the first and second Teachers shewing the largest average attendance in proportion to the number of pupils on the Register. 7. To the Teachers first and second best in cultivating vocal music in their schools.

IV. Subscriptions for prizes to be solicited by the Teachers and the pupils whom they may appoint, and to be transmitted to the Township Treasurer, not later than September 20.

V. The examiners to be the Ministers, Magistrates, Council, Teacher and Superintendent of Nelson.

2. MAP DRAWING IN THE BOSTON SCHOOLS.

In the Girls' High School, we listened with much interest to an animated impromptu discussion, sustained by several of the pupils, upon the best method of teaching the alphabet. The results of their own observation were adduced in support of favorite theories, difficulties were freely suggested and readily met, and the same evidence was afforded here, as elsewhere, of minds accustomed to vigorous and continued exertion. A recitation in geography which we witnessed in this school may be worth a somewhat detailed description. The lesson was the coast of Europe. The latitude and longitude, in degrees and minutes, of some forty places,—capes, mouths of rivers, etc., commencing at the north-eastern extremity of the coast and following it around to the west, south, and east, had been written down by the teacher in a blank book and given to the class by dictation. A brief description of the physical features of the coast had also been given. The blackboard at the side of the room was divided into a number of spaces, perhaps three feet wide, and a pupil sent to each of these, who in a short time, without the use of a ruler, drew parallels and meridians, employing straight or broken lines instead of curves, and locating the lines at proper distances apart according to a scale which had been established, of so many inches or parts of an inch to a degree. Another set of pupils designated by means of dots the location of the points whose latitude and longitude had been given. Another set drew through these points the outlines of the coast, and one of the number recited, as she drew, the description of the parts about which she was engaged. While the drawing was proceeding in silence at the board, the rest of the class was occupied in reciting with great fluency the list before mentioned, one individual giving the first place on the list with its location, her neighbour the next, and so on. Maps are afterwards drawn upon paper with remarkable neatness and care, entirely from memory.—*Massachusetts Teacher*.

3. LAZY TEACHERS.

Many say that if a person is too lazy to do anything else, he is just the man to teach school. We do not believe that any but those nearly if not quite fools naturally, or others too lazy themselves to exercise their powers of intellect, think this; and we do not know what causes people to talk this way, unless it be that those who do, think there is no other occupation than that of teaching, that has so many indolent followers in it. We do not agree exactly with such; but that there is no profession having more is an extremely humiliating, disgraceful, but equally undeniable fact. The extensiveness of this indolence among teachers, is not so worthy of consideration as the quality of the sin. The ministerial excepted, there is no other calling, the neglect of the duties of which is deserving to be so much dreaded as is that of teaching. This idea is as old as the hills, and admitted universally. If a lawyer fails to prevent the administration of justice in a case by being indolent, very good; if he fails to secure it, the result is bad; but what is the consequence of his neglect, compared with that of him, whose influence good or bad, operates not only upon the few, comparatively speaking, that may be the direct subjects of his suasion, but through them also upon thousands, perhaps of others; and which may extend to the future world?

We call any teacher an unfit one, who fails to come up square to this standard—the ability to keep his pupils so employed in school as to secure their utmost possible attainment. To secure this utmost possible attainment, requires the most incessant watching, and unwearied efforts in assisting—an amount of activity, in connection with other qualities, that but few possess. All the positions in Colleges that have been filled, all the titles of A. M., &c., that have been granted, in the universe, do not, alone, confer it. It must be in the man. Scholars imitate to a great degree the habits of the instructor. Here is another reason why the pattern should be a good one, in quickness of action. If, however thorough or advanced his book wisdom may be, he does business in a long-measure, half-awake style, many within his charge will try to do likewise, and those at all disposed will succeed, as nature probably would if unassisted; certainly she would, aided.

School Trustees, we are certain, do not consider sufficiently this all important feature of energy in making selections; neither do the patrons of private schools, in their choice.—*Bradford (U. S.) Argus*.

PROVINCIAL CERTIFICATES GRANTED BY THE CHIEF SUPERINTENDENT OF EDUCATION.

The Chief Superintendent of Education, on the recommendation of the masters of the Normal School, and under the authority of the following section of the Upper Canada Consolidated Common School Act, 22 Victoria, chap. 64, has