

"Facts such as we have stated are in favor of a certain low degree of nerve action as existing under every variety of state, from the light sleep to the most profound. On this hypothesis, when all the currents, of the brain are equally balanced and continue at the same pitch, when no one is commencing, increasing, or abating, consciousness or feeling is null and mind is quiescent. A disturbance of this state of things wakens up the consciousness for a time; the variety or stimula in this waking state forbidding this perfect equilibrium from being attained. . . ."

"Sleep is a positive necessity. It is a period of recuperation, during which there is a restoration of what has suffered collapse, waste or disturbance during the period of waking activity. The tired brain and the aching muscles regain, by rest, strength and power to obey the mandate of the will. The demands of the material form for rest are so great as often to defy the actions of the mind. During the cholera summer of 1849, while practising in the country, so constant and fatiguing were my professional labours that I have ridden for miles on horse-back sound asleep. Almost every physician in active practice during periods of epidemics, when his strength was taxed to the utmost, has dropped into a sleep, as I have done many times while walking the street. During the battle of the Nile many of the boys engaged in handling ammunition fell asleep even while the roar of the battle was going on around them. It is said that in the retreat to Corunna whole battalions of infantry slept while in rapid march. The most acute bodily sufferings are not always sufficient to prevent sleep. The worn-out frame of the victim of the Inquisition has yielded to its influence in the pause of his tortures upon the rack, and for a moment he has forgotten his sufferings. The Indian burned at the stake, in the interval between the preliminary torture and the lighting of the fire has sweetly slumbered, and been only aroused by the flame which was to consume him curling around him."

MISCELLANY.

The Manners of Pupils of Public Schools.—We all of us brag a great deal about our public schools, (i. e. those of the United States,) although we take occasion not unfrequently to criticise them freely in this or that particular. There is one defect in the system, however, that we believe has not been pointed out. This is the manners of the pupils. Those who have occasion to see much of the boys and girls turned out of the public schools are a little startled at the free-and-easy manners they possess, at the remarkable self-possession and self-assertion they exhibit, at the supreme confidence in themselves and supreme disregard for their elders which they manifest at every turn. It cannot be assumed that discipline is not maintained in our public schools; when one visits these institutions he discovers no lack in this particular; yet let him encounter the pupils anywhere in public, and he finds that in a majority of instances their manners are wholly bad. They seem to respect neither places nor persons. They are insolent in bearing and insolent in language when they have an opportunity; they swagger as they please; they would wear their hats before the king if there were such a personage in the country; they whistle and sing in every presence; they loudly assert, by their manner, that they consider respect for their elders an unmanly weakness; they wholly lack that fine and admirable spirit of subordination that in well-trained youth is so excellent a preparation for the time when they may for themselves exercise authority. All these evidences of bad breeding are really very surprising as well as vexations. We wonder how it is that, in institutions where a certain discipline is well maintained, so much ill-breeding should be exhibited by their graduates. The young people—but we are thinking more particularly of boys, so let us confine our observations to the masculine sex—the boys that graduate in the public schools are some of them well-mannered youths. but this is because their home training has been good; and there are others, gathered from the streets, who have gained something in decorum by their school experience; but, as a whole, the influence of the schools upon manners is very slight indeed. As we have said, this is very puzzling, and can only be accounted for by the fact that, while a necessary order and discipline are

maintained in the class-rooms, there is no instruction in the principles of politeness, no distinct ethical training, no enforcement of a code of conduct. This is unfortunate. It might be well to consider whether it would not be an advantage to the pupils, and to the public generally, if the lads at these establishments should be sent forth with a little less grammar and arithmetic, were these deficiencies compensated for by that personal discipline which makes well-conducted men. Society falls into chaos where there is no subordination, no reverence and respect, no concern for the comfort or rights of others. Politeness not only includes a multitude of minor virtues, but it is the one thing that is indispensable if contact with the world is to be rendered endurable; and for the reputation of the American name, as well as that of our system of public education, it is greatly to be wished that the curriculum of our schools should include a system of training calculated to make gentlemen as well as creditable scholars of the pupils. —*Appleton's Journal.*

THE JOURNAL OF EDUCATION.

(FOR THE PROVINCE OF QUEBEC.)

The Journal of Education.—published under the direction of the Hon. the Minister of Public Instruction, and Edited by H. H. MILES, Esq., LL. D., D. C. L., and G. W. COLFER, Esq.,—offers an advantageous medium for advertising on matters appertaining exclusively to Education or the Arts and Sciences.

TERMS:—Subscription per annum \$1.00; Public School Teachers half price; School-Boards &c., free.

Advertising.—One insertion, 8 lines or less \$1.00, over 8 lines, 10 cents per line; Standing advertisements at reduced charges, according to circumstances, but not less than \$40 per annum.

Public School Teachers advertising for situations, free. School-Boards &c., free.

All communications relating to the *Journal* to be addressed to the editors.

Meteorology.

Observations taken at Halifax, Nova Scotia, during the month of June, 1875; Lat: 44° 39' North; Long. 63° 36' West; height above the Sea, 130 feet, by 2nd Corporal J. T. Thompson, A. H. Corps. Barometer, Highest reading, on the 9th..... 30.347 inches.

"	Lowest " " 8th.....	29.211	
"	Range of pressure.....	1.136	
"	Mean for month (reduced to 32 F).....	29.970	
Thermometer,	Highest reading on the 22th.....	83.4	degrees.
"	Lowest " " 2nd.....	29.4	
"	Range in month.....	54.0	
"	Mean of all highest.....	73.6	
"	" " lowest.....	42.8	
"	" " daily range.....	30.8	
"	" " for month.....	58.2	
"	Highest reading in sun's rays.....	129.0	
"	Lowest reading on the grass.....	25.3	
Hygrometer,	Mean of dry bulb.....	62.8	
"	" wet ".....	56.9	
"	" dew point.....	51.9	
"	Elastic force of vapour.....	388	grains.
"	Vapour in a cubic foot of air.....	4.3	
"	" required to saturate air.....	2.1	
"	The figure of humidity (Sat. 100).....	.67	
"	Average weight of a cubic foot of air.....	530.0	
Wind, Mean direction of	North.....	1.5	days.
"	" North East.....	1.0	
"	" East.....	0.5	
"	" South East.....	2.0	
"	" South.....	3.5	
"	" South West.....	6.0	
"	" West.....	6.0	
"	" North West.....	6.5	
"	" Calm.....	3.0	
"	" Daily force.....	2.7	
Cloud, Mean amount of (0 to 10).....		6.0	
Rain, Number of days it fell.....		6	
Amount collected on ground.....		4.26	
Fog, Number of days.....		4	