

got into working order, and good empty and oiled serviceableness start your immortal locomotive, at twenty-five years old or thirty express from the Strait Gate, on the Narrow Road. The whole period of youth is one essentially of formation, edification, and instruction. I use the words with the weight in them, in taking of stores, establishment in vital habits, hopes and faiths. There is not an hour of it but is trembling with destinies,—not a moment of which once past the appointed work can ever be done again, or the next blow struck on the cold iron. Take your vase of Venice glass out of the furnace, and strew chaff over it in its transparent heat, and recover *that* to its clearness and inbred glory when the north wind has blown upon it; but do not think to strew chaff over the child fresh from God's presence, and to bring the heavenly colours back to him—at least in this world.—*Ruskin's Modern Painters.*

THE PARENTS DUTY IN REGARD TO SCHOOL MATTERS.

First—Be careful to send your children to school regularly, and at the appointed time: irregularity of attendance is opposed to a child's progress, for what he learns in one day, if not kept up, may be forgotten the next. Let nothing short of sickness induce you to keep your child away from school; although you may find little advantages to yourself by making use of him for odd jobs at home, recollect that in doing so you would be depriving him of his time,—the only time he may ever have for being under wholesome discipline and religious training and teaching. Recollect that what your child now loses, after years cannot restore to him; many things can only be acquired in youth, and the age will soon arrive, when he will be forced to work for his daily bread. Now, therefore, is the child's time; do not rob him of it, it is sinful to do so; you had better suffer an inconvenience and even loss, than rob your child of that only period in which his mind and soul may be cultivated for time and for eternity.

Second—Take care that your children return home when the school hours are over. Why? Because if they stop to play, they may take up with bad habits and get into mischief. All that the school teacher may do for them, in the way of moral training, by a morning's labour, may be overthrown by a very short ramble with bad companions. In every town or village there are numbers of loose boys; the roughs and blackguards of the place, prowling about to tempt others to idleness and wickedness. If you suffer your children to have the greater part of the time between school hours to themselves, the probability is, that all your efforts at home, as well as those of the teacher at school, will prove useless, and that they will grow up swearers, liars, and thieves. "Evil communications corrupt good manners," "Whoso meddleth with pitch shall surely be defiled," says the proverb. One bad companion is sufficient to ruin any child, even the best; for as I told you before, children are great copyists—they fall into vice as they do into virtue, by imitation. What folly it must be in a parent, to think that his children can play with the profane, the idle, the passionate, and the impious lads in the streets, without defilement. No, my friends, if you value your own peace or your children's happiness, you must resolutely keep them from the streets, and from the society of improper characters. If you do not do this, expect to spend your old age in mourning over the ruin of their bodies and souls, with the bitter reflection that the fault is yours.

Third—Never give heed to any complaint made by your children against the teachers, till you have had an opportunity of making a proper enquiry. Nothing is more common than for children to come home and make complaints against their teachers, and the better the discipline of the school, the more prone troublesome children are to do so; they dislike correction, they do not like tasks or control, and they frequently come home with gross misrepresentations, tending to excite the ire of their parents. In all cases of complaint, therefore, go to the schoolmaster or schoolmistress, speak in a mild and friendly manner and let him or her fully understand that you do not come there to find fault, but to enquire. At the same time show your readiness to support them in their duties, if you think they are properly performed. If you do this, the teacher will listen to anything you have to say, and you will co-operate together cordially and happily for the benefit both of your children and yourselves.

Fourth—Make a point of holding communication with the school-teachers from time to time. Let them see that you are anxious for your children's improvement—shew your readiness to assist them in their labours to the best of your power—ascertain from them not only the intellectual progress your children are making, but their moral behaviour also—don't conceal their faults from them, but ask their assistance in correction. Do not interfere with the school-teachers in their duties—often undertaken, be it remembered, from the purest motives, and carried on with the warmest zeal, under the prospect of a very inadequate reward; the school-teacher, as I have already told you, is one of your best friends.—*Extract from How do you manage your Young Ones.*

Educational Intelligence.

BRITISH AND FOREIGN.

— MAP AND APPARATUS DEPOSITORY FOR THE NATIONAL SCHOOLS IN IRELAND.—A gentleman connected with the National Schools in Dublin, in a recent letter, writes as follows:—"We are getting a large room built in our central establishment for the exhibition and sale of school apparatus; and already it is becoming a most important auxiliary in the improvement of our schools. Another important step has been the appointment of one of our head inspectors, with ten or twelve very clever assistants, to organize the schools in the most important districts. They are now in Belfast, and will reorganize and supply with apparatus all the schools in the neighbourhood, so as to bring them all into a high state of discipline, and an uniform system. The present arrangement is for them to devote a month to each circle of schools; one organizer to each school; the whole superintended by the head Inspector." Important results are expected to flow from this salutary improvement in the Irish system of superintendence and inspection. In this matter Canada has already taken the initiatory, so far as the supply of apparatus, &c., is concerned. The other feature of the scheme is well worthy of our imitation and extension.

— THE NEW ENGLISH EDUCATION BILL.—Sir J. Pakington and Mr. Cobden's Bill, to "Promote Education in Corporate Cities and Boroughs in England and Wales," has been printed, prior to a second reading, which it now awaits at the hands of the House of Commons. One hundredth part of the persons assessed to the poor-rate in any borough may require the mayor to take the sense of the borough whether the Act shall be adopted or not. A majority of the rate-payers will decide the question; if in the negative, the decision will hold good for one year. If the Act be adopted, a "school committee will be elected, to consist of twelve persons in every borough of which the population shall not exceed 50,000; of eighteen where the population shall be under 100,000; and of twenty-four persons where it shall exceed 100,000. The qualification for membership is property of the rateable value of £20 a year, or real property of the value of £500. The electors will be those assessed to the poor-rates not in arrear. One-third of the school committee must retire annually, but the retiring members will be re-eligible. The school committee will be a body corporate. The committee will admit such schools "into union" as are situate within the borough, and where some fee or remuneration is paid for every scholar, in addition to the payment to be made under this Act. There is a proviso for mixed and free schools. Except as regards certain regulations laid down at length, the committee may not interfere with the management or constitution of any school into union admitted. Parents may send their children to any school that is in union with the committee. If all the regulations be complied with the school committee will pay certain fees to the managers of such schools,—for every boy above seven years of age 3½d. per week, and for every girl above seven years of age 3d. per week; for every infant between four and seven 2d; and in respect of free scholars 6d. per week for boys, 5d. for girls above seven years of age; and for every infant 4d. A fourth part of these payments will go for the purchase of books, &c., and three-fourths for the payment of teachers. For raising the funds required the school committee may make orders of contribution on overseers out of the poor-rates, and enforce them as boards of guardians.

— GYMNASIICS AND MANLY EXERCISES IN HARROW SCHOOL.—Lord Ebrington has recently presented to Harrow School seven massive silver cups, in cases lined with velvet and satin, to be held by the champion for the time being for the following games and pastimes, namely—running, eaping, swimming, batting, bowling, fielding, and rackets. They are all engraved with the arms of the school, and bear the following inscription:—"Champion Cup, presented by Viscount Ebrington."

— THE TURKISH LANGUAGE IN EUROPE.—The Turkish Government is about to send some learned Turks to Europe, who are to establish courses of instruction in the Turkish language at Paris, London, Brussels and Vienna.

— THE QUEEN'S COLLEGES IN IRELAND.—Reports of the Presidents of the Queen's Colleges of Galway and Belfast have just been published and presented to Parliament by command of the Queen. At Belfast the number of students in the session of 1855-56 amounted to 193. Their success in competing with the students of other universities and colleges for public appointments is quoted as a proof of the excellent instruction imparted in this college. The principle of mixed education is fully sustained, and the professors of all creeds receive together in the same halls the advantages of an education "such as expanding science and the advancing age require, amid the existence of perfect harmony and a generous feeling pervading the whole body of the students." In the last session 33 students belonged to the Established Church, and 106 to the General Assembly. Sixteen were non-subscribing Presbyterians, nineteen Romanists, and the rest dissenters of various sects and persuasions. Those of the General Assembly are in a large majority. At the College of Galway, in the session of 1856-57