

perfect the schools of the section or township are committed to them in their united capacity—One board of officers is appointed to manage the school and the whole school system—aside from the clerk, treasurer and collector—instead of their being in the hands of three sets of officers, who are liable under the old law, both to fail of being co-workers together, and often to embarrass each other. This is also to be a permanent board, or one-third of their number is to be chosen annually; which is an admirable feature of their organization. They do all the work of all the three classes of officers—the society committee, the section committee and the board of visitors, appointing or calling to their aid, if they wish, the best men in the township to examine teachers and visit schools. It is not necessary, in this place, to enumerate their separate powers, or the various duties assigned them. A fixed and uniform day is named, when all such consolidated sections shall hold their annual meetings. New sites for school-houses are to be fixed by a two-thirds vote of the section or township, or at their request, by the board of Education, who are the committee of the section. The deficiency in State, and township and invested funds appropriated for each year in supporting the schools, is to be made up by the usual rate bill wholly, or by taxation on the polls, and rateable estate of the township wholly, or partly by rate bill, and partly by such tax as the township or section shall direct. These are the principal new features of the law, and several of its sections are specified as still in force.

PROGRESS.

The reign of the Emperor Trajan was probably the most happy Europe ever enjoyed; but at that time true enlightenment had little effect upon the minds of men generally: now this enlightenment is being extended to all in Europe in some degree or other, for even Russia can hardly be excepted. This being the case, what progress may not be looked for in the next forty years? We are only forty years removed from the great continental war in the time of Napoleon I. Yet what marvellous progress has been made in commerce and its ever-accompanying benefits! Steam and instruction are now fairly at work in raising man to that dignity of intelligence and moral behaviour without which he cannot be really happy here on earth. With two such powerful agencies properly applied, what progress may not be looked for.

ARTISTIC WORKMANSHIP IN POMPEII.

There are scales and steelyards, which can only have been meant to weigh provisions, but the chains and bars of which are delicately wrought. The weight even is found made to represent a warrior, with a helmet most beautifully chiselled; and so genuine and true, so really intended for every-day use are these commercial implements, that one of them has stamped upon it its verification, made at the Capitol, declaring it to be just. The lamps also, and the candelabra by which they were supported, are most elegant, not made upon a pattern, a fashion of the season, but exhibiting true artistic beauty. This feeling is carried so far, that even surgical instruments found in those ruins, which could only have been meant for practical purposes, display equal attention to ornament and delicacy of finish. There is no end of other vessels, which must have served for domestic purposes, such as braziers, for instance, of which handles, rims, and other parts, are finished beyond what the finest bronzes now in Paris usually equal. What are we to conclude? You cannot suppose that these were made from the design of Flaxmans, the Stothards, and the Baileys of those days. Who has ever heard of any great artist in Pompeii or Herculaneum?—*Cardinal Wiseman.*

A MAN ENTERING INTO LIFE.

A man entering into life ought accurately to know three things:—First, where he is. Secondly, where he is going. Thirdly, what he had best to do under these circumstances. First, where he is—that is to say, what sort of world he has got into; how large it is; what kind of creatures live in it, and how; what it is made of, and what may be made of it. Secondly, where he is going—That is to say, what chances or reports there are of any other world beside this; what seems to be the nature of that world; and whether, for information respecting it, he had better consult the Bible, Koran, or Council of Trent. Thirdly, what he had best to do under these circumstances—that is to say, what kind of faculties he possesses; what are the present state and wants of mankind; what is his place in society; and what are the readiest means in his power of attaining happiness and diffusing it. The man who knows these things, and who has had his will so subdued in the learning of them, that he is ready to do what he knows he ought, I should call educated, and the man who knows them not, uneducated, though he could talk all the tongues of Babel.—*Ruskin's Stones of Venice.*

EMPLOYMENT IN SCHOOL.

The teacher who would govern his school, must keep in memory one of the first principles in the philosophy of mind, that what one does from his own election, is done much more cheerfully, than what is de-

manded of him as a task. If the teacher can interest his pupils in employment, excite their minds with the love of knowledge, and engage them in their studies, he may both improve them in knowledge, and easily govern them. Let the teacher, then say little about *government*; about what *he* shall do, or *they* must do; but let him devote himself sincerely and arduously to *teaching*, and exciting his pupils to the acquisition of learning. If he has any petrary scholar, let him devote that one to some particular attention, in the way of explaining his lesson, or interesting him in the school. This course will generally succeed much better than threats, or loud talk about order. Besides one cause of disorder is want of employment, more than deep-seated viciousness, or a settled determination to resist the authority or wishes of the teacher. If the teacher would ask himself, How can I govern my school? let him answer in part by another question: How can I engage every scholar in his studies? One method is, for the teachers to spend but little time in school hours in discourse about order, or other matters than those pertaining to recitations. If the teacher would have his pupils work, let *him* work; let him call upon every scholar to recite; and instead of faulting him as an ill-behaved scholar, ascertain why he has not learned his lesson.—*N. H. Report.*

Educational Intelligence.

CANADA.

MONTHLY SUMMARY.

Hon. Mr. Chauveau, in answer to an enquiry of Mr. Dufresne, stated that the Government intend to propose an increase of the educational grant; so as to permit of the establishment of a good primary school in every parish of Lower Canada, and to contribute still further to the prosperity of the Common School System of Upper Canada. . . . The inauguration of the Laval University at Quebec took place recently in presence of the R. C. Archbishop and Clergy. His Excellency the Governor General was present, and having taken the seat prepared for him, the Rev. Messire Cassault, Rector of the University, explained the object of this, the first session of the University, and was followed by His Excellency who made a short but very eloquent Speech. His Excellency then delivered the Honorary degrees in Law and Medicine to the following gentlemen:—In Law.—Hon. A. N. Morin, and Jacques Crémazie, Esq. In Medicine.—Jean Blanchet, J. A. Sewell, C. Frémont, Z. Nault, A. Jackson, and J. E. Landry. Bacheliers-en-Lettres.—Messrs Rousel et Paquet. The Ceremony was concluded by the Archbishop of Quebec, who returned thanks to His Excellency the Governor General, not only for his presence and the sentiments expressed by him on this occasion in relation to the University Laval; but also for his untiring efforts in procuring its charter. The band of the 71st was in attendance.

VICTORIA COLLEGE—MEDICAL DEPARTMENT.

It will be seen by an advertisement in our columns that Victoria College has established the medical department of their institution at Toronto, where it will be under the able superintendence of Dr. Rolph and other gentlemen of the "Toronto School of Medicine." This is a noble step of the College, and one which must confirm the prestige it has of late acquired under its learned Superintendent and professors. We may also congratulate the public of our city on the enlarged sphere thus opened to a department which in relation to the value of its services among them cannot be too highly appreciated.—*Leader.*

PRIZES IN THE COMMON SCHOOLS.

At a recent meeting of the Board of Instruction for the County of Waterloo, the proposal of the Municipal Council to appropriate £25 for distributing prizes amongst the pupils of Public Schools in the county, was taken into consideration, and the following recommendation adopted:—

"That each Common School within the county shall be allowed one scholar, of lawful school age, for such competition. That those schools having over twenty five scholars on the register be allowed to send two scholars; and for every additional twenty five scholars over fifty scholars on such register, be allowed to send one scholar; and that the grammar school be allowed to send three scholars for such competition.

"That the county council procure the aid of a competent teacher residing out of the county, for examining the scholars coming forward for competition, and also procure the aid of two associate Judges, who, together with such teacher shall award the prizes.

"That the following be the programme of examination: 1. Writing. (Scholars to present specimens of their penmanship, certified by their teachers.) 2. Mental Arithmetic. 3. Practical Arithmetic. 4. Elementary