

self, just so long does he make little or no progress. Unlike any other profession, teaching offers few or no facilities for any individual engaged in it to see how others go to work in the school-room. And yet there is no profession that has a greater necessity for availing oneself of the practical experience of others.

Teachers may, by reading, gain the manner in which other distinguished educators conducted the exercises of the school-room; but this is of little avail. Nothing can take the place of a visit in person to another teacher's room. There are thousands of little things that may thus be learned of which no book can give an account, nor can it be imparted to the inquirer by conversation. If a teacher desires to elevate himself in his profession, he must necessarily visit some of his brethren who are successful; he must go into the school-house and see how every lesson is conducted, see how the different scholars take their places in the classes to which they belong, how they walk along the floor, whether they have a heavy elephant tread, or one so light and silent as not to disturb a sick man's slumber; he must observe whether the pupils are kind and pleasing to one another and to their teacher, and are orderly in all their proceedings. Some teachers have a way of making everything go on smoothly, regularly and neatly, in their school room, of which others could make themselves masters did they but go and see how it was done. Some teachers will look a school into order, others will do it by a word, others by a smile, and others by a frown. Some have the faculty of making a recitation very lively and interesting; others very dull and tiresome. To see a thorough teacher—a successful teacher—before his class, and hear him conduct an exercise, is of more real value to any teacher than reading whole volumes of lectures on teaching.—J. H. B., in the *Woodstock Times*.

Attention.

The ability of any person to hold the mind in a fixed condition to receive whatever may be communicated to it, is the first element of intellectual power. Without it all the faculties of the mind must, necessarily, be enfeebled and their action aimless and superficial. A mind incapable of giving undivided attention must be deficient in the power of comprehension; perception cannot be acute; comparison and judgment fail; association is weak; and memory is consequently feeble and treacherous.

The importance of so training the mind of the child as to increase the power of attention, will be manifest to every one who understands the nature of the human intellect, or desires to place the elements of success within the reach of the young. The evils growing out of inattention are legion, but, in a vast majority of cases, are attributed to some other cause.

What teacher has not been surprised and disheartened, if not sorely vexed, when, after a most explicit presentation of a statement or announcement of a rule, has found many pupils declare, "I never heard you say so."

It is related of a teacher, that, for the purpose of testing the power of attention of her pupils, she stated a circumstance to one individual, in plain, positive language, and requested her to state the same with great care to a second, the second to a third, and so on, until the statement should be made to twenty persons. Then the twentieth individual was requested to relate to the teacher what had been communicated to her; but so changed had the statement become that the teacher could not recognize the slightest resemblance, in idea or language, to that which she had first communicated.

We take the liberty of presenting a very forcible illustration of our subject from an incident related by Prof. John S. Hart, late Principal of the Philadelphia High School, in a most excellent lecture on Attention. He remarks,—“At the examination for admission into the Philadelphia High School, as a means of testing how the faculty of attention had been cultivated, candidates were required to write a passage from dictation. On one occasion I took pains to copy a few of the exercises, in order to show the singular freaks which an uncultivated ear may be led into. The first clause of the sentence I read to be copied was thus:

“Every breach of veracity indicates some latent vice.

“The following are examples of the understanding of some of the candidates:

“Every breach of veracity indicates some latest vice.

“Every breach of vivacity indicates some great advice.

“Every breach of veracity indicates some late vice.

“Every breach of veracity indicates some late device.

“Every bridge of eracity indicates some late advice.

“Every breach of feracity indicates some latent vice.

“Every breach of rascality indicates some ladened vice.

“Every branch of voracity in the next some latent vice.

“Every reach of their acidity indicates some device.

“In another part of the passage occurred the words ‘petty operations.’ The following examples will indicate the understanding of some of the candidates:

“‘Petty alterations.’ ‘Petty observations.’ ‘Patriarchal institutions.’ ‘Petty oblations.’”

Prof. H. remarks, “we cannot take too much pains in early life in arousing this power of attention. Depend upon it, no matter how much learning, so called, is crammed into a youth, his intellectual development is not begun until this power is aroused. He may have a vague, dreamy sort of knowledge, may do some things by rule, may acquire by rote, but his powers are not invigorated. He does not grow until he really begins to see and hear, and to feel *terra firma* under his feet.”—(Mass. Teacher.)

OFFICIAL NOTICES.



ERECTION, SEPARATION AND ANNEXATION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council was pleased, on the 28th September last,

To erect the Village of Etchmin, in the County of Lévis, into a separate School Municipality, embracing the eastern part of the Parish of St. Romuald to Benson's farm inclusive, towards the west.

His Excellency the Governor General in Council was pleased, on the 2nd instant,

1. To erect into a School Municipality the new parish of St. Liboire, in the county of Bagot, comprising a tract of two leagues in depth by one and a half leagues in front, bounded north by Ste. Rosalie and St. Simon; south by St. Dominique and the Township of Milton; on the north-west by St. Dominique and Ste. Rosalie, and on the south-east by the Township of Upton.

2. To erect South Winslow, in the county of Compton, into a School Municipality, with the following limits, viz: Towards the north to extend from River Felton, having on every other side the same boundaries as the Township of Winslow.

APPOINTMENTS.

SCHOOL COMMISSIONERS.

His Excellency the Governor General in Council was pleased, on the 24th September last, to make the following appointments of School Commissioners, viz:—

County of Beauce.—Municipality of Shenley: Messrs. Thomas Champagne, Charles Leclaire, Pierre Chabot, Alfred Roy, and Gaspard Bizier.

His Excellency the Governor General in Council was pleased, the 28th September last, to make the following appointment of a School Commissioner, viz:—

County of Lévis.—St. Nicolas: Mr. Louis Dubois.

His Excellency the Governor General in Council, was pleased, the 2nd instant, to make the following appointments of School Commissioners, viz:—

County of Wolfe.—St. Gabriel of Stratford: Messrs. Michel Hébert, Georges St. Paire, Eucher Arcand, Rémond Gôté, and Eusébe Brotheur.

County of Temiscouata.—Rivière du Loup: Messrs. Georges Michaud, and Abondance alias Bonté Gagnon.

County of Bagot.—St. Liboire: Messrs. Médard Desmarais, André Vandandaigue, Toussaint Lamoureux, Sr., François Houle, and Joseph Fontaine.

County of Compton.—South Winslow: Messrs. Alexander McLeod, Henry Layfield, Colin Noble, John McIver, and Thomas Leonard, Esquire.

His Excellency the Governor General in Council was pleased, the 12th instant, to make the following appointment of a School Commissioner, viz:—