

serve processes issued from either of the Courts, summon juries, call out the forces of the county to preserve peace if required, to take care of debtors and criminals, and to act as first executive officer of the Crown in his respective county.

QUESTIONS.

How is British North America divided?—Who is the first Executive officer, how appointed, and what are his powers? What are the numbers and duties of the Executive Council, and how appointed?

The Legislative Council—how appointed and what are their numbers and duties?

House of Assembly—how constituted, and of what do their duties consist?

Departments.—How constituted? Name the different officers forming the heads of departments. What are the duties of the several officers forming the heads of departments, both political and non-political?

Judicial Institutions—what do they consist of? How are the different courts controlled, and what are their powers? Name each court individually, and their duties?

DESERTERS FROM THE NOBLE PROFESSION OF TEACHING.

The following hints which we find quoted in the *Rhode Island Schoolmaster*, have a special application to the teachers' profession. No calling suffers more from the desertion of its members. Teaching is used but as a stepping stone to some other business—a sort of Jericho where the youth may tarry a little while till his beard is grown, and he can successfully enter some other profession. Except in the higher departments, it is not looked upon as a proper business for a life time. Now, why is this? No work is more noble, more humane—nay, more divine—than that of the Christian teacher. No more exalted office is open to man than that of a teacher of his race. None labour for higher results; none wield a more potential influence.

Is it because an ignorant public sentiment pronounces other callings more respectable and pays them better wages, that the teacher leaves his business for the law or medicine? Let him reflect that true greatness is to be gained by cultivated growth rather than by climbing. A pigmy does not become a giant, merely by stepping into giant's shoes. Let the same mature learning and ripe talent persistently keep pace in the teachers' calling, that has given reputation to the law, and teaching will soon come to have as strong a hold on the public esteem as the bar or the pulpit. The school room furnishes as noble a field for the exercise and growth of sound learning and sterling ability as either of the other professions. The career of

Dr Arnold is a remarkable instance of this.

Let teachers take service for life; let them seek by frequent association with fellow teachers, to widen their experience and correct their views, and by diligent study and extensive reading, ripen and enlarge their learning, and no position in society would be counted more honourable than that of the teacher. A generous scholarship, profound without pedantry, and extensive without superficiality, would command a truer respect than is now paid the lawyer or physician, while the high moral character of his labours would win for the teacher the affectionate regard which is yielded to the clergyman's office.—Wages would increase with the real worth of the work done, and a grateful world would load with its rarest and richest honours, the men who were, in the full significance of their name, its **TEACHERS**.

This use of teaching as a stepping stone is a cruel wrong done to one of the most important and useful of human callings. — Would not the lawyer or physician justly complain if half educated young men were to go about practising medicines or pettifogging in the courts, till they could find something more profitable or more respectable to do? No profession could long maintain its respectability under such an infliction. But society, too, is deeply injured by thus degrading a profession on whose work the well being of society depends. The incoming generation might