

need the charity that "suffereth long, and is kind." A comparative degree of accuracy is all that can be secured in their case, without trenching upon the rightful demands of the great majority of the school. Providence evidently did not design this class to be scholars; but they will fill some gap in society, and may be useful to the world in some honorable calling.

No true discipline can be secured without the accuracy to which we have above referred. Accurate teaching presupposes, of course, a disciplined teacher,—a teacher whose mental processes are active, clear, and logical. The definitions given in text-books must not be accepted by the teacher as correct, without the most thorough tests. The order of thought will rarely be the same as that which the disciplined teacher will present. And even should the order in the text-book chance to be the same, the teacher will remould and reissue the subjects, bearing the stamp of his own mint—yea, his own "image and superscription."

Under careless teaching pupils are listless, without interest and without fixed thought; while accurate teaching secures attention, awakens thought and arouses enthusiasm in all but the dullest. But to teach accurately, requires constant study. Without this study every teacher is virtually retrograding. There must be a constant reaching out after new knowledge, a perceiving of new relations, and a remarrying of the whole gained for efficient use. The battle with ignorance, though bloodless, is long and severe; and the weapons of the faithful teacher's warfare must be kept burnished and ready for constant service.

The teacher's work is arduous; but the end to be secured for his pupils, a disciplined and heavenly mind, is glorious, and his own reward is sure.—*Mass. Teacher.*

Pleasant Echoes.

Personal gossip may not be particularly interesting; still we are tempted to trust a little note of what has interested us—pedagogically.

The day previous to the closing of our school term, and without intimating the object, we dropped a little *spirit* thermometer into the school-room, as an experiment, by writing the following on the blackboard: "Will each of the senior pupils, to-morrow morning, recite that verse in Longfellow's 'Psalm of Life,' which he likes best."

The morning came; and the recitation hour brought a very pleasant response from the young spirits around us—each heart-throb so innocently developed in those unconscious utterances.

"Their lesson was the Psalm of Life,
Our lesson was in them."

The school-room hushed, we watched with no little pleasure the "cropping out" of the various feelings and impulses, in the different localities, as manifested in the selection, by each, of his favorite stanza. A young man, determined to show his "go-ahead" pluck, broke the silence and dashed off with his opening peal—

"In the world's broad field of battle,
In the bivouac of life,
Be not like dumb, driven cattle!
Be a hero in the strife!"

Then away in yonder corner, instantly rang the clear, glad voice of a young lady who takes the world joyously—

"Tell me not, in mournful numbers,
Life is but an empty dream!
For the soul is dead that slumbers,
And things are not what they seem."

Eyes begin to brighten into the spirit of the scene; when a sadder and calmer nature, shading it with her thoughtful mood, continued—

"Art is long and Time is fleeting,
And our hearts, though stout and brave,
Still, like muffled drums, are beating
Funeral marches to the grave."

And the hush deepened as her plaintive tones breathed over the buoyancy of the gladder-hearted. A young man, more philosophical than sentimental, who would measure life by something done, thus responded to the sisters—

"Not enjoyment, and not sorrow,
Is our destined end or way;
But to act, that each to-morrow
Find us farther than to-day."

And then from the other side of the house, came the quick tones of a young girl, a little given to "hero worship," who would inspire others with an upward ambition like her own—

"Lives of great men all remind us
We can make our lives sublime,
And departing, leave behind us
Footprints on the sands of time."

And so on with other stanzas, till a stout-hearted young man swept the whole feeling of the school into his stirring chorus—

"Let us then, be up and doing,
With a heart for any fate;
Still achieving, still pursuing,
Learn to lab' and to wait."

And in the hush which followed, we could almost hear the "amens" that seemed to run like an electric current, from heart to heart. And how distinctly we had caught the pulse of each! "Like to like," thought we; and how the poet sings his song anew in these young voices, echoing his words like so many varied harp-strings trembling to his wizard touch.

Now this "exercise" may have been useful as well as pleasant, though not particularly "writ down" in any cold, school programme. Even upon the rougher and ruder natures some sunbeam may have fallen—some flower dropped at their feet—some impulse awakened, while each voice, in turn, indicated the various individualities of those participating in the exercise. Hence, a pleasant study to the looker-on, as we were.

And so, amid these morning echoes of the sweet "Psalm of Life," we plodded on through the sterner toils of the school day. And the recitation of the holier benediction of the old Hebrew upon the "tribe of Joseph," closed that day and the school term; and in a few moments the twilight curtailed the silent halls of "Walnut Grove." But those remembered tones are lingering in a living freshness that makes that silence less oppressive. And this all is nothing but "poetry"—and very poor poetry in his sight,

"Who loves no music but the dollar's chink."

M. A. C.

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OFFICIAL NOTICES.

ERECTION AND DIVISION OF SCHOOL MUNICIPALITIES.

His Excellency the Governor General in Council, on the 17th July, was pleased,

1. To erect the new Parish of St. Placide, County of Charlevoix, into a school municipality, including the Concessions of St. Joseph, St. Flavien, St. Narcisse, St. Félix and St. Benjamin; bounded on the north by lands not conceded, on the south partly by Côte St. Charles and St. Jean, and partly by the Concessions of St. Antoine and St. Gabriel; on the north-east partly by the land of Abraham Bouchard, and partly by that of Bernabé Boivin, and on the south-west by lands not conceded.

2. To divide the School Municipality of Percé, County of Gaspé, into two parts, and erect one of these as the *School Municipality of Percé*, and the other as the *School Municipality of Cape Despair*, the first including all that tract comprised between the Township of Malbaie on the north-west, and the line dividing the Parish of St. Michel de Percé from that of St. Joseph of Cape Despair on the south-west; said tract having a frontage of about three leagues and a-half on the Gulf of St. Lawrence, by about two leagues in depth, without including the Island of Bonaventure, which shall continue to form a separate school municipality.

The following limits have been assigned to the Municipality of Cape Despair: From the line dividing the Parish of St. Michel de Percé above mentioned from the said Parish of St. Joseph of Cape Despair, on the north-east, to the stream known as *Ruisseau Lapierre*, towards the south-west, forming a tract of about two and a-half leagues frontage on the Gulf of St. Lawrence, with a depth of about two leagues and two thirds.

His Excellency the Governor General in Council, on the 24th July, was pleased

To divide the School Municipality of Mansfield and Waltham, County of Pontiac, into two parts and erect one part into the School Municipality of Mansfield, with the same limits as the Township of this name; and the other part into the School Municipality of Waltham, with the same limits as the Township of Waltham.