

3. SHOCK OF AN EARTHQUAKE IN CANADA.

At a quarter past nine o'clock yesterday evening, a severe shock of an earthquake was felt in this city. It continued several seconds, and was accompanied by a low, rumbling report. Much consternation was occasioned by it, since it caused windows and doors to shake violently, and in some cases the walls and beams were seen to vibrate, while the inmates were almost thrown from their feet. The motion, which was of a vibratory nature, seems to have been North and South. Dr. Smallwood sends us the following: "A smart shock of an earthquake was felt at the Observatory, Isle Jesus, last night, (the 11th inst.) at 9 hour, 3 min., mean time; the wave passing from the West towards the East; the tremor lasted about twenty seconds. The *Sound Wave* was distinct from the *East Wave*. Barometer, 29.624 inch; Thermometer, 57.5; Wind, E. by S., calm; Sky covered with *cumuli stratus* clouds; considerable magnetic disturbance." The shock of the earthquake was also distinctly felt in Montreal and parts adjacent. Is this to be attributed to the Comet? At Chambly we learn that it lasted for eleven seconds.—*Montreal Pilot*.

VI. Biographical Sketches.

No. 15.—THE RIGHT HON. LORD CAMPBELL.

John, Lord Campbell, Chief Justice of the Queen's Bench and Lord Chancellor of England, was the son of a Scotch clergyman of ancient lineage. He was born in 1781, and educated, with a view to clerical pursuits, at the University of St. Andrews. Resolving, as time passed on, to seek fame and fortune at the English bar, Mr. Campbell, while pursuing his legal studies, exercised his literary skill as reporter and theatrical critic to the *Morning Chronicle*. Being called to the bar in 1806, by the Society of Lincoln's Inn, his talents ere long won him a prominent place among advocates; but his politics not being of a colour particularly grateful to Lord Eldon, he was not until 1827 invested with the silk gown of a King's Counsel, and admitted within the bar. Obtaining a seat in the House of Commons in 1830, he was, in 1832, appointed Solicitor General, and in 1834 Attorney General in Lord Grey's ministry. In the latter year he had the distinction of being elected member of the city of Edinburgh, and continued to represent the Scottish metropolis until June, 1841, when he relinquished the functions of Attorney General to accept the Chancellorship of Ireland and a place among the peers of England,—his wife, a daughter of Lord Abinger, having previously been created a peeress in her own right, with the title of Baroness Stratheden.

In the summer of 1841, however, the Melbourne Cabinet was under the necessity of resigning, and the exertions of Lord Campbell in his legal capacity were limited to his judicial functions as a member of the Privy Council and the House of Lords. Entertaining a becoming respect for Bacon's maxim in regard to every man being a debtor to his profession, Lord Campbell employed his learned leisure in writing "The lives of the Lord Chancellors and Keepers of the Great Seal," a work which was hailed by all parties as an accession to biographic literature, which he still further enriched by giving to the public his "Chief Justices of England."

The return of the Whig party to power in 1846, restored Lord Campbell to office as Chancellor of the Duchy of Lancaster, and as a member of the Russell Cabinet he took a leading part in the business and debates of the Upper House. In 1850, upon the retirement of Lord Denman from the Bench, Lord Campbell was installed as Chief Justice of England, and in that capacity added to the fame and popularity he had previously enjoyed. He was succeeded in the Chief Justiceship by Sir Alexander Cockburn; and upon the accession of the Palmerston Ministry to power, in June, 1859, was created Lord High Chancellor, with a salary of \$50,000 per annum, which office he held at the time of his death.

No. 16.—THE SULTAN OF TURKEY.

Abdul Medjid, Sultan of the Ottoman Empire, died on the 25th of June, in his 40th year, as he was born on the 6th of May, 1822. Had he lived six days longer, he would have completed the 22nd year of his reign, his ascension to the throne dating from the first of July, 1839. When he became Sultan, his empire appeared to be on the verge of extinction, and nothing but the intervention of the Christian powers of Europe prevented the downfall of the Ottoman family, and elevation of Mahomet Ali to the throne. He was not a man of much intellect, but his intentions were good, and on more than one occasion he showed spirit, and liberal disposition. In 1849 he was prepared to go to war with both Russia and Austria rather than surrender the Hungarian exiles; and in 1853 his decision brought on the Russian war, which led to the most important changes in the condition of Europe. His early death is to be

ascribed in part to the original weakness of his constitution, but more to indulgence in physical pleasures; but something should be allowed to the perplexities of his position, his empire continuing to exist only through the jealousy of the great Christian nations of Europe, the rulers of which cannot agree upon the terms of its partition. He is succeeded by his brother, Azis Effendi, according to a fundamental law of the empire, though he left several children.

VII. Papers on Practical Education.

1. A TALK WITH TEACHERS.

BY F. A. ALLEN, WEST CHESTER, PA.

How shall I secure a *regular* and *punctual* attendance at the school? This is a question often asked by teachers, and we have as often given an answer. The answer, while quite satisfactory to ourselves, may have been and doubtless often is quite otherwise with the asker. And this must necessarily be so, while we remain mere copyists. Every teacher has a *special individuality*, which distinguishes him from all others, and he can no more possess the individuality of another, and thereby carry out in detail another's plans, than he can look like another. It is true, he may do, so far as the act is concerned, just the *how*, the *when*, and the *where* of another. And yet he may fail.

Now, why is this? Simply because he lacks the spirit—the *special individuality*. A teacher seldom fails to accomplish that in which he enters with his whole spirit. The teacher must be zealous, and "his zeal must be according to knowledge." He who coldly or indifferently enters into the carrying out of certain plans or directions of another, cannot reasonably hope for success. What we need then, is to enter into the *spirit* as well as the letter. Yea, we may forget the letter if we but retain the spirit. Then we shall be able to put on our own individuality, and success may be ours.

But to the question above proposed. We shall endeavor to present an answer to this question, the spirit of which, if carried out, cannot fail of being satisfactory in its results. First, the teacher must study the habits and character of children. And he can do this, to some extent, by studying himself. And the farther back into his own childhood he can get, the better will he be able to study this matter. "What were the promptings that led me to the performance of certain acts?" "What were the inducements that drew me to the school-room or caused me to play truant?" And as you recall with pleasure a few bright days in your school scenes—days of all others you were the most anxious to be early there, and for which you would gladly have exchanged weeks of other days—the question should come to you with a double force—"Why were those days so full of interest? Why do I recall them so readily? and how came those so indelibly impressed upon my mind?" These are the questions that should suggest themselves to you, the answers of which will give you a sure key by which you may solve your own difficulties. Another question still you should ask. "What are the inducements that led me to the daily duties of the school-room?" The answer to this may indicate in some slight manner the condition of your own mind. Do you love to teach? Do you go to your labors with a heart full of cheer? Are you hopeful, and are you daily watching that most interesting sight—the opening and expanding of the youthful mind? Does the sight of your pupils, as morning after morning they greet you, gladden your heart? Or, do you go to your labors as a slave, looking only to the end of the term and the wages you are to receive? Remember this, the spirit you possess soon infuses itself throughout the school-room. And although you may so hide the thoughts, emotions and passions of your bosom that your words give no index to them, your face—"the unguarded rendezvous of all the imponderable couriers of the heart," will give a sure indication of the inward workings of your mind. How essential, then, that thoughts and words agree.

We have thus far spoken of the *spirit* of this work. A word as to the letter. Kindness is the key to the human heart. He who sympathizes with you in your troubles and distress, is drawn closer to you by the cords of your heart, instinctively. Again, he who interestedly enters into your plans, making suggestions, giving a friendly word of advice, and above all, encouragement, most certainly finds a lodgment in your heart. Then it becomes a part of your duty that you not only be kind, and sympathizing, but that you enter into the childish plans, yes, and we may say the childish sports and plays of pupils. Rest assured it will help you much. Have you ever assisted in the construction of a child's play-house in or around the school-yard? Did you ever participate in their sports, suggesting new ones, and assisting to interest all in the play? Here have you known the satisfaction arising from words and looks of thankfulness. The gratitude and kindly feelings entertained of you by your pupils, steal over you like grateful odors from the flower garden. Be mindful of the acts of your pupils. Watch the