

NOTICES TO CORRESPONDENTS.

TEMPERANCE HOTELS.—We have received a copy of the "*Freeholder*," published at Cornwall, containing an advertisement of a Temperance hotel, sent, no doubt, for the purpose of having the same transferred to our columns. We have no objection to do so, provided the parties interested comply with our instructions on this point contained in the *Advocate* of August 15.

TRACTS.—Parties ordering tracts will please give us the name of some merchant or other individual well known in a front town, to whom the same may be consigned, otherwise there is every probability that the parcel will not reach its destination.

Education.

THE MODEL SCHOLAR.

BY MISS E. PARK, OF DUDLEY HIGH SCHOOL, ROXBURY, MASS.

The various parts which, when summed up, form the character of the model scholar, are so numerous, that it would occupy more time and space than I have to describe them. There are many things which are useful, and yet which cannot be deemed absolutely essential.

Thus, natural talents, though they may be rendered, when not perverted, a blessing to their possessor and to mankind, are still not necessary; for a scholar with only common talents, can, by cultivating those which it has pleased his Maker to bestow upon him, and by acting according to the principle of right within him, render his career an example worthy of imitation by all of his companions.

He who would be a perfect scholar, must be actuated to the performance of his duties by proper motives; if he is not he will never succeed. He should also acquire knowledge, not that through it he may be known to fame, not from ambitious motives, but that by acquiring it he may benefit his species; for we are not furnished with talents merely for our own advantage, but for the advancement of those around us.

Some seek wisdom from a wish to excel, from a desire to be first in everything.—some for the reward it brings them, and others from curiosity, from a wish to search into the mysteries of nature, and become acquainted with her hidden springs of action. But he who acquires it for its own sake, must sooner or later triumph.

Perseverance is also a necessary principle in the character of the model scholar. Without it he can do nothing, for at the least obstacle he will become discouraged. Many who have commenced the pursuit of knowledge with a determination never to flag, have become disheartened from the rough and toilsome road they were travelling.

Without perseverance, Caesar and Napoleon would never have crossed the Alps. The mighty discoveries of Newton, which will cause his name to be remembered as long as science and truth shall be known, would never have been made, unless he had possessed, united with his great talents, an indomitable perseverance.

Let no scholar then despair, let each remember that this distinguished man was once a boy like himself, toiling up the ascent to greatness, and though he may not possess talents to shine as a second Newton, he may still be able to perform his part in the great drama of life, in as creditable a manner.

The model scholar should also be endowed with self-respect, such an inward conviction of his own worth as will deter him from stooping to perform any of those contemptible actions, on which school boys too often pride themselves.

He should never allow himself to speak disrespectfully of his teachers. On the contrary, he should always feel grateful for their instructions, and endeavor, by every means in his power, to obey their wishes. He should listen with attention to all that is said, and never allow his mind to be drawn away from the subject by anything that is occurring around him; for what can be more discouraging to a teacher, than inattention on the part of one whose mind he is endeavoring to improve.

He should conduct with respect towards his superiors, and with affability towards his inferiors. Not, however, that condescending affability, which would seem to signify a wish to impress on them

an idea of his superior attainments, for such an action would excite disagreeable feelings, and tend to make him more an object of their ridicule than respect.

He should bear with calmness the sneers of the envious. He must expect to meet with them, for there will always be found those ready to decry merit, wherever it may be found; but if he stoops to resent their conduct, he renders himself a worthy object of their contumely.

He should be careful to obey the rules of the school, and comply with the will of his teachers. The rules are made to maintain order, and are as necessary to a school as laws to a country; for in school, as well as in communities, you can always find some who will not do right unless they are compelled. A scholar should not feel that he ought to be exempted from the performance of any required duty; for much depends upon example, and if one is allowed to disobey with impunity, others will feel at liberty to do so.

He should be punctual in his attendance at school, for frequent absence is not only detrimental to his own interests, but is also injurious to the interests of his class.

He should always exercise politeness towards his companions, for much of our success in life depends upon the character that we carry with us into the world, and if, while at school, we habituate ourselves to rudeness, we shall never be able to free ourselves entirely from it.

If he perceives one below him, who is endeavoring to climb the steep hill of knowledge, and who has become discouraged at the many obstacles in his path, he will reach forth a helping hand, and cheer him on with words of hope and consolation.

If, then, a scholar is actuated by motives, loves wisdom for its own sake, is possessed of self-respect and kindly sympathies, adopts truth and perseverance for his guide, endeavors to obey the rules of the school, attends to the instruction of his teachers, and is punctual in his attendance, he may be considered a model scholar; his example may be presented as worthy of imitation.

And when he has passed through this inferior school, he will be fitted to enter the great school of life, in which we must prepare for the world to come, where, according as we have made the best use of the talent entrusted to our keeping, or have allowed it to rust in obscurity, we shall be admitted to the enjoyment of everlasting pleasure in an eternal home, or be dismissed from the presence of the Creator, as unworthy.

EDUCATION IN UPPER CANADA.

We have received the annual reports made by the Rev. Egerton Ryerson, D.D., Chief Superintendent of Schools in Upper Canada, to the Governor General, for 1847 and 1848. The thoroughness of the Superintendent's supervision may be inferred from the perfection of his reports, which are replete with statistical tables, and must have required great diligence and patience in the preparation. The number of schools in operation in that Province in 1847 was 2747; in 1848 it was 2890, and the average number of pupils attending at each school was also considerably increased.

The whole school population of Upper Canada in 1848 was 211,102, being an increase of 10,127 over that of the preceding year. In 1847 the whole number of pupils reported in attendance was 121,829; in 1848, 130,738, increase, 8,910. The average attendance in the summer of 1847 was 84,537; in that of 1848, 112,030; in the winter of each year respectively, 89,991 and 111,800. The amount appropriated by the Legislature for the purposes of education for 1848 was £19,247; amount imposed by the municipal councils in the different sections, £23,654; and imposed by rate bill, £38,769. The total amount of teachers' salaries was £101,565; of which £26,970 had been paid, leaving arrearages of about £5000 on salaries account.

We observe that out of twenty-seven districts, &c., which have reported the salaries of their male teachers, there are eleven which do not average more than £50 per annum; and that of nineteen districts which have reported the salaries of their female teachers, only six average more than thirty pounds a year. Of course, where the average only reaches to these amounts, many teachers must receive less; and there are four districts where the average salary of male teachers is under £38, and seven where that for males does not exceed £25.

The number of teachers employed in 1848 was 3,177, of whom only 670 were females. Of the total number 698 belonged to the