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	Per Quarter.
On a daily paper.....	2s. or 40 cents.
" tri-weekly.....	1s. " 20 "
" semi-weekly.....	8d. " 13 "
" weekly.....	4d. " 6½ "

These charges can be paid either by the publisher, at the mailing office, or by the subscriber, at the delivering office. When the above rates are not paid in advance, a charge of 1 cent each number, or 3d for 5, will be made.

Transient newspapers must be prepaid by a 1 cent stamp or they will not be forwarded.

Newspapers from England by the Canadian steamers to pass free ; those by the Cunard line, to be charged 2 cents each on delivery, that being the American transit charge.

Newspapers from the United States are to be charged 1 cent each on delivery.

Exchanges are to go free.

Periodical publications, not exceeding 3 oz. in weight, 1 cent each ; over 3 oz, 4 cents. If prepaid by stamp, periodicals published in Canada, weighing over 3 oz., 2 cents.

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Printed Circulars, Books, &c., sent from a Canadian office to any place in Canada, B. N. America, or the United States, 1 cent each ; over 1 ounce in weight, 1 cent per oz. But these rates must be paid in *ADVANCE* in Postage Stamps.

Parcels sent by Parcel Post to any place in Canada, 25 cents per lb. ; 5 cents additional if registered.

Postage stamps of the respective values of 1, 5, 10, 12½, and 17 cents, have been provided, and will be ready for sale to the public.

The old stamps in the hands of the public will be allowed to pass for a time after the first of July.

The Act declares that any of the following offences shall be considered a misdemeanor ;—

To delay, damage, or destroy any parcel sent by the Parcel Post ; to enclose a letter or letters, or writing to serve the purpose of a letter, in a parcel sent by Parcel Post ; to send a letter or letters, or writing to serve the purpose of a letter in a newspaper, except in the case of accounts and receipts sent by newspaper publishers to their subscribers, which are allowed to be folded in the papers.

## XI. Miscellaneous.

### 1. "STAND AS AN ANVIL WHEN IT IS BEATEN DOWN."

(*Ignatius to Polycarp—both Martyrs.*)

BY THE LATE BISHOP DOANE, OF NEW JERSEY.

"Stand like an anvil!" when the strokes  
Of stalwart strength fall fierce and fast ;  
Storms but more deeply root the oak,  
Whose brawny arms embrace the blast.

"Stand like an anvil!" when the sparks  
Fly far and wide, a fiery shower ;  
Virtue and truth must still be marks  
Where malice proves its want of power.

"Stand like an anvil!" when the bar  
Lies red and glowing on its breast ;  
Duty shall be life's leading star,  
And conscious innocence its rest.

"Stand like an anvil!" when the sound  
Of ponderous hammers pains the ear ;  
Thine but the still and stern rebound  
Of the great heart that cannot fear.

"Stand like an anvil!" noise and heat  
Are born of earth and die with time ;  
The soul, like God, its source and seat,  
Is solemn, still, serene, sublime !

### 2. MISS KINDLY'S METHOD OF TEACHING CHILDREN TO READ.

Have you never visited Miss Kindly's school? You ought, then, certainly to go there the first opportunity. There are so many things that she does excellently well. You ought to see how she commences a new term ; how early she is at her post, and how affectionately she receives her little ones, as they drop in one after another ; with what real interest she inquires about their fathers and mothers, and brothers, and sisters, and pets ; what pleasant words she has adapted to each one ; how patiently, nay, how enjoyingly she receives the deluge of kisses that has been gathering for her through the vacation, and how heartily she returns them ; and how firm the conviction is in the minds of all the children, that, next to their own dear mothers, (fathers are sometimes excepted,) the very best friend they have in the world is Miss Kindly. The school reverently and piously opened, it is a treat to observe how immediately she brings her scholars, the new as well as old, into school discipline, by setting them to march in exact order, to clap their hands in concert, and to perform other physical exercises at the word of command, while they are fancying, in their simplicity, that they are having a grand play. And so, in truth, they are.

Then you should hear one of her "Object Lessons." Taking a cap, or a glove, or a pencil, or an acorn, or a leaf, or a flower, no matter what, she will fix every eye upon it, and make it a key to unlock her pupils' minds, and to draw forth more thought and better expression than you would suppose them capable of. But the exercises which they seem to enjoy the most are what she calls her "Moral Lessons," but what they call "Miss Kindly's stories." Both names are equally appropriate. She tells a story illustrating some virtue or fault, and then appeals directly to the consciences of her pupils for their judgment upon it. Her method is essentially the same with that of Mr. Cowdery, in his admirable book of Moral Lessons, but, in accordance with the age of her scholars, is less elaborate.

"Did this boy do right?"

"Oh, no!" "No!" "No!"

"What ought he to have done?" They express their opinion.

"How would he have felt to be so treated himself?"

"Very badly."

"I hope you will never do so," &c.

One of the most marked characteristics of the school, is her method of teaching her little ones how to read, which seems to me to have more of artistic beauty, and is certainly more successful than any that I have ever witnessed elsewhere. It is alike philosophical and practical ; as, indeed, a true philosopher must lie at the basis of all correct practice. Having formed her "lambkins," as she sometimes calls her abecedarians into a class, she spends two or three days in such exercises with them as will lead them to feel perfectly at home, and train them to follow directions, to think together, and to express their thoughts. These exercises are partly vocal, partly gymnastic, and partly intellectual. They consist in repeating sentences, words, syllables, and elementary sounds, either individually or in concert ; in various physical exercises ; in object lessons ; in story-telling ; in simple lessons in counting and computing ; in drawing lines on the slates, with which they are all furnished ; in familiar conversation about home friends, and home scenes, &c. Having thus prepared the way, she introduces the lessons in reading somewhat as follows :

Miss K. "Now, do you all say *ox*."

Class. "Ox!" "Ox!" "Ox!"

Miss K. Who of you ever saw an ox?"

Most of the class raise their hands.

Miss K. "Tell us, Charles, where you ever saw an ox."

Charles. "Oh! we have two at home ; and father yokes them and makes them plow, and draw hay, and potatoes and wood."

When Charles has finished his account, the other children say where they have seen oxen, &c.

"How many horns has an ox?"

"Two ; and he sometimes hooks with them."

"If one of his horns were sawed off, how many would he have then?"

"One."

"How many eyes has he?"

"Two."

"How many feet has he?"

"Four."

"How many horns have two oxen?"

"Four."

Having carried this conversation as far as she deems it useful, Miss K. turns to one of the class and says, "Now, Susan, would not you like to learn how to write *ox* on your slate, so that when you go home and show your slate to your mother, she will kiss you and say, 'Why, Susan, you have written *ox*.'"

"Oh, yes!" replied Susan, eagerly, and all the rest join.

"Well, then," says Miss K., going to the blackboard, and taking a crayon, "you must first make a round letter like this," drawing a large