

been condensed and combined by Professor Verchere into one general report containing the following conclusions :

1. The business of the primary teacher is to give to the young an education and instruction calculated to form them into both moral and enlightened men.

2. He ought, therefore, to possess certain qualifications—physical, moral, and intellectual.

3. Among his physical qualifications, an essential one should be a good state of health, which should be maintained by a wise hygiene.

4. With reference to his moral qualities, the schoolmaster's character should in all respects be such as to obtain for him the confidence of families, the affection of children, and the respect of the public. Elevated piety, exemplary morality, devotion to duty, a serious view of his mission, sincere attachment to children, a spirit of good will and conciliation in his social relations, ardent sympathy—marked by disinterestedness and modesty—with everything that may contribute to the welfare of the people: complete dignity of bearing, of manner, and of language—these are the traits, which taken together, should represent the moral character of the schoolmaster.

5. As to his intellectual qualifications, the public has a right to demand from him a substantial and varied fund of knowledge acquired by previous instruction, and maintained and extended during his whole career. An enemy to mere immovable routine, he should welcome the progress realized by others, he should essay new methods of instruction, and search out for himself improved plans of procedure, remembering that a fundamental qualification of the teacher is to know how to reach the heart and intelligence of his pupils.

6. In school he should direct his attention, not only to instructing the young in various branches of knowledge, but also to inculcating sentiments of piety and virtue, love of work, and devotion to their mother country.

7. Out of school also there are different ways in which he should be actively employed. He should keep up friendly relations with the parents of his pupils, in order to secure their concurrence and support; he should aid with counsel and sympathy adolescent youth; he should enlighten the surrounding population to the best of his ability; and should lend his support to all useful undertakings that have for their aim the general good. He should also place himself in perfect accord with the authorities, political, scholastic, and religious.

In return for all this, society is under numerous obligations to the teacher.

1. Children are bound to be respectful, obedient and affectionate towards him. The best mode of testifying their recognition is to carry out in practice the instructions that he may give them.

2. The co-operation of the family is indispensable to render fruitful the work of the school; and it is necessary that the parents should themselves set an example of respect, confidence, and kindness, towards the educators of their children.

3. Society, and the authorities that represent society, should promote the work of instruction by taking all measures necessary for the good of the school; by aiding the master in questions of discipline; and by protecting him against all vexation, political or religious.

4. The teacher has a right to be guaranteed against arbitrary "deprivation."

5. The income of the schoolmaster should be sufficient to enable him and his family to live in comfort. The exigencies of the present day involve the necessity of raising his stipend above what it has been in the past.

6. A retiring pension should be assured to a teacher in his old age, or to his family in cases of his premature decease.

7. Schoolmistresses are entitled to these advantages equally with schoolmasters.

8. Inasmuch as military service is but little compatible with school work, it is desirable that teachers should be exempt from it.

9. The authorities to whom the work of inspection appertains should carry out their functions with serious and sustained interest, and in an enlightened large-hearted and kindly way, free from everything like partiality.

10. The state ought to facilitate the work of recruiting the ranks of the teachers' profession, and to furnish resources for their intellectual and professional improvement, by the creation of such establishments or auxiliary institutions as normal schools, courses of instruction in school management, libraries, meetings and conferences.—*Quebec Journal of Education.*

III. Miscellaneous Statistics.

1. THE METRIC SYSTEM.

This system has been adopted by nearly all the States of Europe and South America, and as it was made legal in the United States in 1866, its use should no longer be deferred. It is merely an extension of the system with which we are familiar as applied to our currency, as follows;—

MONEY.

10 mills make one cent.
10 cents make one dime.
10 dimes make one dollar.
10 dollars make one eagle.

The following are the metrical tables of weights and measures:—

WEIGHTS.

10 milligrams make one centigram.
10 centigrams make one decigram.
10 decigrams make one gram.
10 grams make one decagram.
10 decagrams make one hectogram.
10 hectograms make one kilogram.
10 kilograms make one mynagram.

LENGTHS.

10 millimeters make one centimeter.
10 centimeters make one decimeter.
10 decimeters make one meter.
10 meters make one dekameter.
10 dekameters make one hectometer.
10 hectometers make one kilometer.
10 kilometers make one myrameter.

CAPACITY.

10 millimeters make one centiliter.
10 centiliters make one deciliter.
10 deciliters make one liter.
10 liters make one dekliter.
10 dekliters make one hectoliter.

New York Witness.

2. AMERICAN GEOGRAPHICAL ELEVATIONS.

As geographer in the Rocky Mountains Expedition under the charges of Dr. F. V. Hayden, Mr. Jas. T. Gardner found it necessary to fix upon some datum point to serve as a base for the reckoning of altitudes, and met with a first difficulty in the different altitudes assigned by Denver, Colorado, they diverging between 200 and 300 feet. To eliminate the error, he undertook the "reconstructing of all possible lines of level from the ocean to the Rocky Mountains, using only official reports by engineers, and checking them by personal examinations of their note books and working profiles whenever practicable." The following are a few of the levels ascertained.

	feet.
Mean level of Lake Ontario above mean tide level	249.99
" Lake Erie.....	573.08
" Lake Huron.....	589.99
" Lake Michigan.....	589.16
Low water in Ohio at Cincinnati.....	440.00
Cairo city base, ordinary low water.....	291.23
Saint Louis directrix.....	429.29
Omaha, Low water base of U. P. R. R.....	977.90
" depot grounds.....	1,000.40
Denver, Col., O. P. & P. K. R. R. passenger depot	5,196.58
Cheyenne, U. P. passenger depot.....	6,075.28
Golden Colorado.....	5,728.98
Ogden, Utah, depot track.....	4,303.30
Pike's Peak.....	14,148.66

The level mean tide at Albany, N. Y. above mean tide at New York City, was taken at 4.84 feet, as ascertained by the Coast Survey. A few others of the heights ascertained are:

	feet.
Quebec, mean tide level.....	15.37
Montreal, summer water level.....	30.00
Lake Champlain, mean level at Whitehall.....	100.84
Pittsburgh, Pa., low water in river.....	699.20
Louisville, Ky., low water above Falls, about ...	404.00
New Albany, Ind., low water in 1857.....	379.76
" depot of L. N. A. & C. R. R.....	451.76