

ing of the character of the country. Both out and in, the country through which the visitors were driven was extremely beautiful, and was greatly admired by them. Prince Edward is certainly such a fine county, that there is no wonder at persons taking their first drive in the Province through it, being most favourably impressed in favour of the county, as were the ladies and gentlemen from the United States who went through it to-day. A more beautiful farming country, or one with finer roads, more charming woodland scenery, better or more comfortable farm houses (chiefly brick and very fine wooden ones), or more respectable-looking and intelligent people, it would scarcely be possible to find in the world. Evidence of prosperity and taste abound everywhere. The great number of large milk cans to be seen in the vicinity of the farm houses indicate the extent to which cheese making is engaged in this county. One thing in which the example of the people of Prince Edward County might well be followed is in planting trees along the roadsides. Nearly the whole length of both the roads traversed by the excursionists was a beautiful avenue formed of trees, chiefly maple, of ten or twelve years' growth, and thirty or forty feet in height, and through which charming vistas here and there presented themselves. The number of private burial places which are to be seen in driving through the county was remarked upon.

The excursionists left Picton on their homeward trip about nine o'clock, and reached Belleville shortly after midnight, every one expressing himself or herself delighted with the pleasant day they had spent, and the beautiful country they had seen.—*Globe and Mail Reports.*

I. Papers on Practical Education.

1. THE TEACHER.

GRACE A. BROWN.

I have read a charming story,
From a book you may not know,
A tale of a gentle teacher
Who taught long years ago;
He lived in a wonderful country,
Which lies in the sun-rise glow
So near to our poor lost Eden,
'Tis darkened e'en now by its woe.

This teacher's school-room was lofty,
For it reached the heavens they say;
And his words so tender and earnest
Lie warm in our hearts to-day.
He told grave truths on the mountains,
And beautiful things in the valleys;
And fair were his object lessons
From grasses and lilies.

'Tis hard to believe that *His* pupils
Could tire or listless grow;
For He listened to all their yearnings
And sorrowed in all their woe.
But this book tells a strange, strange story,
O'er which one might wonder and weep;
That while teaching the grandest lessons,
Some wearied and e'en fell asleep.

O, Teacher, whose sweet, clear voice
Rings down through the changing year
With the scent of the grasses and lilies—
A balm for all doubtings and fear,
Give, O give us a share of the patience
Which made Thy brief life so sublime!
The love and earnest devotion
Which gild the grey shadows of time.

2. ASTRONOMICAL GEOGRAPHY.

For the benefit of that class of teachers who are forever proposing puzzles or "gags" at teachers' meetings, and in their schools, we copy the following questions. They were propounded in a Rhode Island institute a year ago; and of a hundred and four answers, it is said that only forty-seven were correct:

1. On the 23d day of February, at noon, which way will a person's shadow fall,—he standing upon the Tropic of Capricorn?

2. At the same time which way will his shadow fall,—he standing upon the Equator?

3. On the 21st of June, which way,—he standing at the North Pole?

4. On the 20th of June, is the day longer or shorter at Montreal than at New York City?

5. A boy stands at the North Pole and throws a stone at an object. Which way will it probably go?

6. On the 21st of March, is the night longer or shorter at St. Petersburg than at Rio Janeiro?

7. On the 21st of June, is the day longer or shorter at Boston than at Baltimore?

8. On the 15th of October, is the day longer or shorter at Montreal than at New York?—*Michigan Teacher.*

To leave children at intermission without oversight, is wrong. The teacher should always be on the premises when the children are there. Supervising their plays is as important as supervising their studies.

II. Education in Various Countries.

1. VOTE FOR ENGLISH EDUCATION.

The vote asked from the English House of Commons for the State Education Department for the present year was £1,356,852 sterling, and it was granted without a dissentient voice. It is true that this sum was but £57,000 in excess of the preceding year, but a fair idea of the great progress which has been made in this educational movement will be got from the fact that thirty-five years ago the Education Department of the State was started with £30,000. Yet the maximum is far from being attained, and we have no doubt that as the people find the expenditure brings in rich returns, they will pay their money still more cheerfully. At present there are 2,200,000 boys and girls receiving instruction, but it is anticipated that by the middle of next year England and Wales will be provided with schools for four million children, of whom 2,500,000 will be educated in voluntary schools receiving grants, 1,000,000 in those not receiving grants, and 500,000 in the School Board establishments. Lord Landon, the Educational Minister, in asking for the vote, remarked upon the difficulties interposed in the way of this grand movement by the struggles of religious bodies. "He could not help sometimes fancying," he said, "that the great mass of the working population watched them with eager gaze while they were quarrelling and struggling about the education of their children, and he could not but express his earnest conviction that that Church and that religious body which showed most entirely an impartial spirit—not that which showed grasping desire to draw people by means of the national funds into its fold, but the Church which thought least of itself and most of the children to be educated—would be the one which would ultimately win the suffrages of the population."

2. IRREGULAR SCHOOL ATTENDANCE.

Few people are aware, or are in a position to avail themselves of the mass of interesting facts and valuable information contained in our public documents and parliamentary blue-books, which, though they cost large sums, and are ably drawn up by persons entirely conversant with the subject on which they exhaustively treat, remain as it were sealed volumes to the bulk of the community. Copies are distributed to newspaper editors and members of parliament, by whom, owing to the ceaseless pressure of modern journalistic and political life, they, perhaps, not seldom remain unread, or are only cursorily glanced at. But for the generalality of people they are as if they had no existence. These compilations are not in Canada on sale to the public as in England, where at an office in Duke Street, Lincoln's Inn Fields, every parliamentary paper can be obtained by anybody, at a price per folio, fixed by statute, and which cannot be exceeded by the printers. From this ignorance of the important facts contained in official records of things as they really are amongst us very misty or unfounded notions are prevalent respecting matters which, in the light of official revelations, are found to be very different from the popular conception. This remark is specially applicable to our reputed educational position and rate of progress. In these respects not a few persons have a fixed idea that we are all we should be—a model to the nations of the world—especially to the benighted countries of Europe. Certainly, in theory—or as it is often expressed, "on paper"—we show excellently well. But when we come to closely inspect the practical developments exhibited year by year in the bulky volume compiled by our veteran Chief Superintendent, we are confronted with a crowd of facts as indisputable as ugly, which send our buoyant ideas far on the road to zero. One of the most valuable portions of this comprehensive educational digest embraces