

his twig. He looked like a student of a German university, rather than the sovereign of nearly five million people.—*Montreal Daily News*.

5. READING FOR FARMER'S BOYS.

An intelligent and thrifty farmer says: "But for the co-operation of my boys, I should have failed. I worked hard, and so did they. The eldest is near twenty-one, and other boys in the neighbourhood, younger, have left their parents; mine have stuck to me when I most needed their services. I attributed this result to the fact that I have tried to make home pleasant for them. I have furnished them with attractive and useful reading; and when night comes, and the day's labour is ended, instead of running with other boys to the railway station and adjoining towns, they gather around the great lamp and become absorbed in their books and papers." Such is substantially the testimony of a farmer who has known how hard the struggle for a footing on free soil without a capital is, and how valuable and comparatively cheap are the aids which good reading brings to him.

6. PLANT TREES ROUND THE HOME AND SCHOOL HOUSE.

Trees can be had for the taking up, and a couple of days in the fall or spring would transplant what trees would beautify even the square log school house for ever. Without trees no school house can look well, and during the hot days of summer we know of nothing more suggestive of slow baking of children to death than the unsheltered, glaring school houses which everywhere meet the eye. And, on the other hand, we breathe with a sense of positive joy under the glorious foliage of the maple or the elm, through whose cooling leaves the faint breezes came loaded with perfume-infusing breath at every pore. We gladly acknowledge that we have many such school houses in our memory, but what we should fain see in our beautiful Canada is not one here and there, but a universal diffusion of that simple taste which sees beauty in plants and flowers, and which gathers such beauty around the school and dwelling house—the taste which makes the farm not a mere manufactory of bread and beef, but a beloved home. We know what home-love is. We all remember the fireside of childhood, hallowed by recollections of the honoured father and the much loved mother. This feeling will exist in the mind even of those whose early years have known no beauty of nature, but in the breast of those who have been born out and away from cities, among green clad fields and brooks, the picture of home is always associated with the old, old trees, whose branches shaded them from the suns of July, or sheltered them from the winds of December. We are regretting that so many of our young men leave us. We cannot help this. The spirit of adventure will draw them away; but beautify our homes and school houses, and the spirit of love will gently bring them back—back, were it only to the trees planted by fathers no longer alive to welcome them.

VIII. Educational Intelligence.

—FRENCH EDUCATIONAL INVESTIGATION IN CANADA.—M. Hippeau, formerly professor of Foreign Literature in Caen, France, has arrived in Montreal to make enquires into the system of education in the United States and Canada, including primary, secondary, and superior teaching. Mr. Hippeau will visit the schools throughout the country, as well as the schools and institutions in towns and cities, and intends making a thorough investigation for the purpose of reporting to the Minister of Public Instruction in France.—*Leader*.

—TRINITY COLLEGE SCHOLARSHIPS.—These scholarships were assigned as follows:—1st, Worrell, Trinity College School. 2nd, Armour, Hellmuth College and Trinity College School. 3rd, Poole, Cornwall Grammar School. 4th, Darling, Mr. Mulvany, Niagara.

—HELLMUTH COLLEGE SCHOLARSHIPS.—The result of the annual examinations for scholarships was announced on Saturday, as follows:—Hellmuth scholarship, \$100, Barwick, St. Catharines; fifth form, tenable in the sixth, 1st \$60, Macbeth, London; 2nd, \$40, Galt, Toronto; 4th form, tenable in the 5th, 1st, \$60, Davis, Birt; 2nd, \$40, Meredith, London.

—THE GILCHRIST SCHOLARSHIP, which was allotted by the Trustees for competition in Canada, has been awarded to Mr. Stephen R. Wiggins, of the Toronto University, who will forthwith proceed to England, and report himself to the authorities at the London University. Mr. Wiggins

is a native of the County of Lincoln, and a resident of the village of Welldport.—*Leader*.

—MCGILL UNIVERSITY.—The "Shakspeare Medal" for 1867-68, has been awarded to Mr. Wallace Clarke, of Montreal, and the "Chapman Medal" to Mr. Alexander D. Blackades, of Brantford.

—OCCASIONAL STUDENTS AT QUEEN'S UNIVERSITY.—For the benefit of persons in this community, especially every young man who can conveniently spare the time, we give publicity to an arrangement intimated in the Calendar, namely, that each class is open to those who choose to attend. Such occasional students are exempted from the rules which apply to undergraduates, with respect to a particular course of study, examinations, and academic costume. If they have neither time nor taste for the study of the Classics or Mathematics, they might derive much improvement from attending the prelections on Natural Philosophy, Natural History, Chemistry, Rhetoric, Logic or Metaphysics. In other places, an opportunity of this kind is extensively embraced. The fee for a single class, meeting five hours a-week for six months, is only ten dollars, including the use of the Library, which now contains a very varied and valuable collection of books.—*Chronicle and News*.

—KNOX'S COLLEGE was opened on 7th instant for the season. The introductory lecture was delivered by the Rev Professor Caven, who chose for his subject, "The connection between the Interpretation of Scripture and Systematic Theology." The object of the lecturer "was to show the importance of a correct interpretation of Scripture in regard to the connection of Exegetics with Systematic Theology—with Theology considered as a science.—*Globe*.

—SCHOOL LEGISLATION—ONTARIO.—Dr. Ryerson has issued a circular to the members of the Legislature of the Province in which he calls their attention to the special report which he laid before the Legislature last year on the educational systems of European countries and the United States, with suggestions for the improvement of public instruction in this Province. Dr. Ryerson invites the attention of members to this report before the meeting of the Legislature, because he has reason to believe that the whole subject of common and grammar school law will be taken up by the Government and referred, with the concurrence of the House, to the consideration of a large select committee, with a view to such a legislation as may be deemed necessary after a careful examination of the question. He also refers to a report which he has laid before the Government on the subject of the education of the deaf and dumb and the blind, and to his annual report for 1867, which has also been laid before the Government. Appended to the latter are reports by the Rev. G. P. Young upon the Grammar Schools of the country, the majority of which are in a very unsatisfactory state. Dr. Ryerson, in the last paragraph of his circular, makes a very proper appeal to members of the Legislature not to allow political feeling to influence their judgment upon a question so vital to the interests and character of the Province as education. We quote this paragraph as follows:—

"The grave questions respecting our common and grammar school systems have always been considered as above and beyond the range of political partizanship—as strictly patriotic and national, in which all parties have an equal interest, to be investigated and decided upon by men of all parties irrespective of party feeling or connexions. In that philanthropic and Canadian spirit I hope these vital questions will be considered and legislated upon during the approaching meeting of the House of Assembly. No person has more reason than I have to desire that our whole school system should be appreciated as highly as possible, it having occupied and engrossed twenty-four years of my life; yet I think the details and working of some parts of it are susceptible of important improvements, and I desire, while I have strength, to confer freely once more, and in our new state of political existence, with the representatives of the people with a view of so maturing and perfecting our school law, so as to render it permanent at least for some years to come, until the progress of the school system and the advancement of society shall render further modifications and improvements necessary."—*Leader*.