

3. AID TO FEMALE SCHOOLS—CAPE OF GOOD HOPE.

The following Government Education Minute on the subject of "girls" schools has just been published:—"The important subject of affording aid to girls schools, in accordance with the principles and regulations on which aid is now granted to mixed (boys and girls) and boys schools, has been under the consideration of the Government. The Government is desirous to encourage the careful education of the female portion of the colonial youth in all useful and suitable branches of learning, and in habits of neatness and industry, as well as of modesty in dress and demeanour. As these great and necessary objects cannot be fully attained in a system of mixed schools, the Government is prepared to assist in the maintenance of separate schools for girls, according to the following scale: To first-class girls schools, a grant-in-aid of £30 per annum, under the usual conditions and regulations prescribed for aided public schools, namely—1. Every such school shall occupy a locality or station not otherwise provided for. 2. The aid afforded shall be in the shape of a grant, renewable annually should the school be conducted to the satisfaction of the Superintendent-General of Education. 3. The Government grant shall be exclusively appropriated to the support of the Teachers. 4. The Government will exercise the rights of approving the appointment of the Teacher, and the scale of school-fees, and of inspection. 5. The school committee (the constitution of which shall be satisfactory to the Government) must provide school-buildings, with proper offices and recreation-ground; and must guarantee a sum not less than the Government grant, for a period of three years, as the local contribution for the salaries of the Teachers. This sum may be raised by school-fees or local subscriptions, as the inhabitants may prefer; and further, the school committee must furnish such returns as the Superintendent-General of Education may call for. 6. The school shall be accessible to all, and the religious instruction during the ordinary school hours shall be confined to the Holy Scriptures. In regard to the classification of the girls schools, those will rank as of the second-class, in which the instruction is purely elementary, consisting chiefly of reading, writing, and the elements of arithmetic; in schools of the first-class, provisions must be made for superior instruction in the English language and composition, outlines of history and geography, arithmetic, plain needle-work and domestic economy, as far as it may be practicable. In the case of existing mixed schools, where it may be thought advisable to form a separate school for the girls, the Government will sanction an additional grant for this purpose to the extent of one half of the allowance, namely £25 for a girls school of the first-class, and £15 for one of the second-class."—April, 1860.

4. THE HOLIDAYS A GREAT BOON.

"A blessing," said Sancho Panza, "on him who first invented sleep; it wraps a man all around like a cloak!" By this ejaculation Sancho intended a blessing upon repose. The Schoolmaster's holidays come upon him like sleep upon a weary man. Therefore, say we, "A blessing on him who first invented holidays; they wrap a Teacher all round like a cloak." No one *grudges* the Teacher his holidays, while many *envy* him. After his labor, comes repose. This is but natural, and repairs the wear and tear which would otherwise abbreviate still more his brief period of existence. Schoolmasters are proverbially short-lived men, and it becomes them to pay strict regard to the requirements of health. One essential to their physical well-being is a periodical unbending to the blessings of repose. It is a popular error to suppose that Teachers, as a rule, get one day in every week for this purpose. The anxieties of the week always cling fast to the Saturday, and, what with meetings, committees, rehearsals, business calls, and other arrears of the week, this last day often passes away with but little repose. In some quarters there did appear, at one time, reason to fear lest certain additional requirements, on account of his Pupil-teachers, would interfere with even the partial rest of this day. This fear has subsided, and we hope never to be revived. The earth would indeed be a barren wilderness, without green spots and wayside flowers, and the most healthy of Teachers a victim to dyspepsia and but the shadow of a man, without the reviving influences of repose and recreation. Hence we say, "A blessing on him who first invented holidays!"

The time is fast drawing upon us when town Teachers will scramble off into the country, and country Teachers run up to town. The school-rooms will be untenanted, and apparently deserted. The green grass will be making its appearance around the edges of the well-trodden play-ground, and the reading-book and the ferule will slumber in the cupboard together. Even while we are writing, some, who have not yet made up their minds, are inquiring of themselves, "Where shall I go this summer?" Inclination points one way, perchance, and prudence suggests another.

Another question may suggest itself. "How shall I employ my

holidays to the best advantage?" A very worthy consideration, and one which demands a satisfactory answer. First and foremost, the aim of the vacation is to recruit the wasting powers of body, as well as of mind. Without a healthy body we cannot expect long to possess a healthy mind. Renewal of the body is first to be sought—a good scramble, plenty of vigorous exercise, chests-full of fresh air, thorough unbending of the faculties, and becoming boys again—this should be one aim, and not the least important one. We would not express our unqualified admiration of the Teacher who should rush off with his Euclid or his Æschylus in his pocket, and sit down, like old Parson Adams, by the wayside, to addle his brains, while he should rather be chasing a butterfly, or hunting a hare. Let him leave his Æschylus behind him, and ramble about the green lanes, and respire freely the oxygen of the country air. The Teacher should be, and must be, a studious man; but there is for every thing a time and a season, and this is not time to study books. Health comes first, and if this opportunity of improving it be lost, twelve months may pass before such another opportunity may arise, and in the meantime the penalty of losing it may have to be paid. The more studious the man, the more will he require this relaxation, and the less likely is he to give himself up to it; therefore we feel the necessity of urging it upon him. The careless and non-studious will neither need the remarks, nor is there much fear of his sinning. If the Teacher is desirous of acquiring knowledge with his recreation, he will find a thousand-and-one ways of doing it, without poring over books, or taxing his brain with study. Let him follow insects sporting in the sun beam, or watch the wild flower expanding in the hedgerow, and he will be sure to see therein something that he never saw before. Nature is a book which is ever new, and has always an unturned page for her admirers:—

"Nature never did betray
The heart that loved; 'tis her privilege,
Through all the years of this our life, to lead
From joy to joy: for she can so inform
The mind that is within us, so impress
With quietness and beauty, and so feed
With lofty thoughts, that neither evil tongues,
Rash judgments, nor the sneers of selfish men,
Nor greetings where no kindness is, nor all
The dreary intercourse of daily life,
Shall e'er prevail against us, or disturb
Our cheerful faith, that all which we behold
Is full of blessings."

We would not have it supposed, that every book which a man could put in his pocket, so that he may seat himself upon a tree-stump and read for half an hour, to rest himself, after a five-mile walk, should be "tabooed." Books which at other times he may scarce find time to read, and which demand no absorbing thought, can now form his companions. A good Story or Travels of interest, and even should it be something that he can enjoy a good laugh over, so much the better; but none of your dry stuff, no Blackstone's Commentaries or Morell's Analysis, or Butler's Analogy. All very good in their way, but better out of the way at such a time as this. Leave both School and Teacher at home, and "sink the shop." By no means carry the shop about with you; let the shop, and its customers too, be all forgotten; and stand erect, without care or concern, and go for a sail, or a row, or a day's quiet angling, if you love it as well as we do, down some solitary mill-stream, and forget that there are such things as schools or teachers in the world. Make good use of your lungs and your eyes; remember "Eyes and no Eyes," and if you choose to render a passing tribute to art, by sketching, now and then, an old tree, or a dilapidated windmill, do so by all means. Put your name at the corner, for it may find its way into the Scrap-book of a connoisseur, or, better still, be exhibited in a new National Gallery, as a specimen of high art. Having renovated his frame and elevated his spirits, by the reasonable use and not the abuse of his holidays, the Master will return with a full flow of spirits, and a more genial temper, to the discharge of his duties; and both Teacher and Taught will find cause to parodize Sancho Panza's exclamation, as we have done, by invoking "a blessing on him who first invented holidays, that wrap a Teacher all round like a cloak."

To each, and all we wish "God speed!"

—English School and the Teacher.

Land and Labor are the principal sources of public and private wealth. The more fertility we can impart to the one, and the more intelligence we can infuse into the other, the greater will be the returns they make, and the greater our means of happiness; for it is wealth rightly employed, that enables us to multiply not only our own, but the comforts and happiness of those around us. Yet it is not a few very rich men, or very wise men, be the aggregate of wealth and talent ever so great, that give prosperity to a state. It is the general diffusion, among a whole people, among the rank and file of society, of property and knowledge, and the industry, enterprise and independence which they beget, that renders a state truly respectable and great.