

renewing the water on the way, they arrived as lively at the end of their journey as they were at the beginning. Those were the first salmon that had ever been known to inhabit the river Robe, a tributary of Lough Mask, which covers an area of ground thirty miles by ten."

### III. Papers on Practical Education.

#### 1. FAULT-FINDING AT RECITATION.

The child should be taught to manifest a due degree of independence in recitation. There are, however, two extremes here, and chiefly attributable to the practice of the teacher. We shall endeavour to guard him against both. The one is a blind adherence to books and customs, and a cowardly or indolent independence, which forbids every attempt to think for one's self: the other is an egotistic assurance, or self-conceited effrontery, that sets aside all books and definitions.

It is a disposition and a habit some teachers fall into, of finding fault with authors and every body else whose opinions do not agree with their own. They seem to think it a mark of wisdom to quarrel with definitions and rules. They build up their reputation with the bones of their demolished (?) adversaries, and often build upon their follies and weaknesses. They live by plunder. They are wisecracks. They are continually making discoveries that others have made long before them, but which their better judgment led them to see were no discoveries. They can see but one side of an argument, and that is their side, and unfortunately it is too frequently the wrong side. Such, for example, are those who must live by excitement, always straining to make the world believe that every thing has been going wrong until they happen to be born. They do not spend their time and energies so much in teaching the sciences as in finding fault with them; and hence weaken the confidence of the scholar that needs strengthening, unbend the energies that need stimulating, and unsettle and distract the purposes and knowledge that may have been half formed.

The other extreme is scarcely less detrimental to true progress, but not so dangerous. The one is absolute destruction; the other is simply a barrier. Whilst the first cuts loose from all mooring, carries no anchor, and ignores all faith save what its own dogmatism invents, the other remains bound fast to the ancient customs, and dares not believe and practise any thing that does not conform to the creed. The one is rapid radicalism; the other, rank conservatism. The one is meteoric, or gaseous; the other is fossiliferous. Both are destructive to healthy growth of mind.

The effects of either of these extremes upon the pupil can easily be imagined. They become either pedantic, self-conceited, and opinionated, or obsequious, stupid and parasitical. But there is a happy mean between the two extremes, and that the teacher should endeavour to follow. While I would not recommend a blind subservience to the old usages, and to texts and definitions as laid down by authors; yet I would say, agree with authors just as far as possible, lest your distrust and skepticism lead those who have less judgment too far from a settled belief, and lest you distract the interest and attention so necessary to progress.—JOHN OGDEN, in *"Science of Education and Art of Teaching."*

#### 2. VALUE OF A VISIT TO THE SCHOOLS.

Read the following excellent suggestions about schools, by the *American Agriculturist*:—"The man or woman who drops into the school-house often, and shows an interest in the pupils and in their comfort, is a public benefactor. Both teachers and scholars are encouraged to good behaviour and extra efforts. Who does not remember the stimulus to the whole school, of a visit from a parent or other person? A school visited two or three times a week—the visitors insisting that no show or change of programme be made, but that all things go on in regular course, will generally be twice as prosperous as the School never visited. No one should leave others to attend to this matter. The public school should be the pet and pride of every good citizen of the district. Visit it often as a recognized friend, not as a morose critic. If the good deeds be sought out and appreciated an occasional hint for improvement, in a kind tone, will be kindly received and acted upon by both teachers and scholars. Speaking evil or disrespectfully of the teacher in the hearing of your children, or to those who will repeat the words in their presence, inflicts a lasting injury upon them. Get the best teacher possible, and uphold him, or her, so long as employed for the children's sake. We have known a school deprived of all efficiency by a thoughtless word about the teacher dropped by a parent in the presence of his child, and repeated by the child to other scholars."

### IV. Papers on the Prince of Wales.

#### 1. THE LAUREATE'S ODE.

The following is the Ode written by Tennyson on the Royal marriage:—

Sea-kings daughter from over the sea,  
Alexandra!  
Saxon, and Norman, and Danes are we,  
But all of us Danes in our welcome of thee,  
Alexandra!  
Welcome her, thunders of fort and of fleet!  
Welcome her, thundering cheer of the street!  
Welcome her, all things youthful and sweet!  
Scatter the blossom under her feet!  
Break, happy land, into earlier flowers!  
Make music, O bird, in the new budded bowers!  
Welcome her, welcome her, all that is ours!  
Warble, O bugle, and trumpet blare!  
Flags, flutter out upon the turrets and towers!  
Flames, on the windy headland flare!  
Utter your jubilee, steeple and spire!  
Clash, ye bells in the merry March air!  
Flash, ye cities, in rivers of fire!  
Welcome her, welcome the land's desire,  
Alexandra!  
Sea-kings' daughter, as happy as fair,  
Blissful bride of a blissful heir,  
Bride of the heir of the kings of the sea,  
O joy to the people, and joy to the throne,  
Come to us, love us, and make us your own:  
For Saxon, or Dane, or Norman we,  
Teuton, or Celt, or whatever we be,  
We are each all Dane in our welcome of thee,  
Alexandra!

#### 2. THE ROYAL MARRIAGE.

##### THE RECEPTION OF THE PRINCESS ALEXANDRA.

Shortly after ten on the morning of Saturday the 7th March, the Royal yacht, *Victoria and Albert*, brought her head down the river opposite the pier at Gravesend, and presently came alongside the pier. The Princess, dressed entirely in white, with the exception of a few coloured flowers in her bonnet, left the Royal cabin, and came over to the starboard side of the yacht. Here she was received with tremendous enthusiasm, which she acknowledged with an expression of pleased astonishment and wondering pleasure at her reception, bowing from side to side, and every now and then speaking earnestly to her mother, apparently directing her attention to the extraordinary scene of delight. "Occasionally," says the *Times* report,

"As the port-side spectators grew deafening in their cheers, as a gentle reminder that they were there as well as the visitors on the pier, she went to that side also, but, as may be guessed, her appearance did not stop the cheering. Nothing did, in truth, till she withdrew at intervals altogether, but not for long. Her white bonnet and delighted face were soon to be seen peeping round from some unexpected window, when in a second she was discovered, and cheered, till she came forward and bowed, and had to go to another."

Presently the signal-bells announced the arrival of the Prince of Wales in Gravesend, and the sixty young ladies who had been chosen to strew flowers before the bride elect, filed two and two from the waiting-room, and ranged themselves—clad in red and white, the colours of the Danish kings—on each side of the path down the centre of the pier. At five minutes to twelve, the Prince arrived, in a plain morning dress, and with a face radiant with happiness, traversed the pier with rapid steps. For the loyal people of Gravesend was destined the most interesting event in the day's history.

"The Princess watched his coming from the window, but, as he neared the vessel, first came to the door, and then, after a moment's hesitation, out upon the deck towards the Prince, who hurriedly advanced, and, removing his hat, gave her an earnest, hearty kiss, in the presence of all the assembled thousands, who thereupon went into such ecstasies of delight and applause as made the shores of the river ring again."

We make no attempt to describe the splendour of the scene;—the river covered with steamers and boats decked with flags, the pier and the shores alive with thousands upon thousands of spectators; "a scene of such enthusiasm, and yet of such impossible beauty from the numbers which made up the display, that we cannot expect to look upon its like again in England for many years to come." At a quarter-past twelve the Princess re-appeared upon