

the kind that will make them mechanics or tradesmen, is a deplorable sight to those who have full opportunities to see the distressing effects of it in the struggle for such employment by those unfortunates who have put it out of their power to do anything else by neglecting to learn some permanent trade or business in which trained skill can always be turned to account. The applications for clerkships and similar positions in large establishments are numerous beyond anything that would be thought of by those who have no chance to witness it. Parents and relatives, as well as the boys and young men themselves, seem to be afflicted with the same infatuation. To all such we say that the most unwise advice you can give to your boy is to encourage him to be a clerk or a book-keeper. At the best, it is not a well paid occupation. Very frequently, it is among the very poorest. This is the case when the clerk is fortunate enough to be employed; but if he should happen to be out of place, then comes the weary search, the fearful struggle with the thousands of others looking for places, the never ending disappointments, the hope deferred that makes the heart sick, the strife with poverty, the humiliations that take all the manhood out of the poor souls, the privations and sufferings of those who depend upon his earnings, and who have no resource when he is earning nothing. No father, no mother, no relative should wish to see their boys or kindred wasting their young lives in striving after the genteel positions that bring such trials and privations upon them in after life.

How do these deplorably false notions as to choice of occupation get into the heads of boys? Why do they or their parents consider it more "genteel" or desirable to run errands, sweep out offices, make fires, copy letters, &c., than to make hats or shoes, or lay bricks, or wield the saw or jackplane, or handle the machinist's file, or the blacksmith's hammer? We have heard that some of them get these notions at school. If this be true, it is a sad perversion of the means of education provided for our youth, which are intended to make them useful, as well as intelligent members of society, and not useless drags and drones. Should it be so, that the present generation of boys get it into their heads that, because they have more school learning and book accomplishment than their fathers had, they must therefore look down upon the trades that require skill and handicraft, and whose productions make up the vast mass of the wealth of every country, then it is time for the controllers and the directors to have the interior walls of our school-houses covered with maxims and mottoes warning them against the fatal error.—*Philadelphia Ledger*.

A correspondent of the *Leader* thus writes on the subject:—"Why boys don't learn trades," instead of crowding the already over-crowded haunts of genteel idlers. Now I for one do not think that the boys themselves are altogether to blame in this matter, whatever the parents may be. Perhaps you are not aware that it is the most difficult thing in the world to get a place for a boy, even in this city, at the present moment, as an apprentice to any trade. As an instance of this, I may give my own experience. I have a boy 16 years of age: strong, healthy, and well educated, without a lazy bone in his body, and with a strong turn for mechanics. Now we have been to every workshop in the city, beginning at the Queen's wharf to the Don, and cannot find a single opening. There are always enough names on the books to supply them with apprentices for the next 20 years to come, provided they come in their proper order. I would willingly pay a premium to any shop that would take him for four years, and I offered in one place to let him go for one year without wages, merely to sweep the shop and clean the machinery, but this could not be entertained, as there were two boys already acting in that capacity, and upon these humble conditions. At present, my boy is learning to be a telegraph operator, and I have views of getting him into a bank, but the bent of his inclination is for other things, and he is no more fitted for these occupations than I am for the position of editor of the *Leader*.

PATERFAMILIAS.

4. A SCHOOL INCIDENT.

On one occasion, when visiting a school, the teacher, regarded one of the best in the city, led up to me a boy some ten or twelve years old, with the remark that she wished me to tell her what she should do with him, for he was a very bad boy—every day, all the time bad. The boy's head was as near in her bosom as he could get it. I told him to look up, and let me see the face of a bad boy. After much persuasion he did so. "What," said I, "this fine looking lad a bad boy? I should have taken him for one of the best in school, such a fine manly countenance." And in saying it I spoke my real sentiments. I then said to the boy, "Surely you can be a good boy if you try. Do you not think you can?" "Yes, sir," was the reply. "Well, then, will you promise me to try?" "Yes, sir." "Well, then, when I come again, will you come to

me from your seat without being called, and inform me if you have been a good boy since I was here before?" He promised to do so. I was not in that school again for several months, and the occurrence had escaped my memory. Soon after I entered the school-room, I saw a boy approaching me. "That," said the teacher, "is the boy who promised to inform you if he had been good since you were last here." He approached me with a smile. "Well, now," said I, "have you been good and obedient since I was here?" He replied in the affirmative. "But I must appeal to the teacher," I said. She at once replied that he had stated the truth; that he had given her no trouble in the least, and there was no better boy in school.

Now, what was the secret of that reformation. Plainly, in my mind, he had been so long and constantly told that he was bad, that he believed it, and would not try to be otherwise. But a word of encouragement was just what he needed.

WM. SLOCUMB—In *Ohio Educational Monthly*.

VIII. Educational Intelligence.

—ONTARIO EDUCATIONAL ITEMS.—The endowment of Victoria College progresses most favorably, between \$40,000 and \$50,000 of the \$100,000 have thus far been subscribed.—On the 11th inst., the students of Victoria University sent a committee to the residence of Professor Burwash, and presented Mrs. Burwash with a silver tea service, suitably engraved, as a wedding gift, together with an address.

—The Rev. Joseph Wild reports progress on his tour to raise \$10,000 for Albert College. He got five men in Nanpance at \$100 each, with a prospect of two or three more there. On the 6th inst. he had \$3,000 of the ten.—The new school house for St. Mary's Ward, Hamilton west end, near the Crystal Palace, was formally opened the other day by the chairman and members of the Board. The building is of brick, 42 x 48, has two class-rooms, each 22 x 22 feet in front, and two rooms in the rear, each 18 x 22, with fuel rooms besides—and will accommodate 300 pupils. The whole cost, including that of the site, is about \$2,500, which is considered cheap enough for the value received.—The following amendment to the Separate School Act for colored people was made at the recent Session of the Legislature of Ontario:—"That the following proviso be added to section 1, chap. 65, of the Consolidated Statutes of Upper Canada, and be taken and read as part thereof: Provided, always, that no person shall be deemed a supporter of any Separate School for colored people, unless residing within three miles, in a direct line, from the site of the school house of such Separate School, and that any colored child residing any further than three miles in a direct line from the site of any such Separate School shall be allowed to attend the Common School of such section within the limits of which he resides."

—AMERICAN EDUCATIONAL ITEMS.—The Confederate fighting Bishop, Leonidas Polk, had a favourite idea of establishing a Southern University, to be modelled after those of Oxford and Cambridge, in England. By his exertions previous to the war a site had been secured upon a plateau of the Cumberland Mountains, containing 9,000 acres of land. Buildings for the accommodation of the theological and junior departments have since been erected, with two boarding-houses for students, a chapel and a professor's residence. A preparatory department has been organized and placed under the charge of Gen. Gorgas, a graduate of West Point, and Chief of Ordnance of the Confederate States, with four or five assistant teachers. The location is exceedingly healthful, being 1,000 feet above the surrounding country, and 3,000 feet above the sea. The Southern Episcopal Bishops are calling for assistance to carry out the plans of Gen. Polk.—Professor Goldwin Smith deposits his valuable historical library in the Cornell University. Professor Playfair, of Edinburgh University, wants to present to Cornell University a splendid cabinet of the cereals of Great Britain, of which there are but two sets in existence. The *Tribune* this morning learns that Mr. Greene Smith, son of Gerritt Smith, has given the University his large collection of birds.—The Boston Latin School is the oldest school in America. It was founded in 1665—two hundred and thirty-three years ago.