

service was too mean to be compensated with such dignity. The young Duke is still contentedly teaching the children of the peasants in his Nice villa, and never interferes with his mother, regarding himself as dead to the world in which he once lived. It is now reported that she has given the income to the Pope.

Herr Von Gossler, Prussian minister of education, has issued a circular ordering that all the boys in the higher schools of the country shall be made to play games. For some time public opinion in Germany has been much exercised about the physical condition of the boys; they were good scholars but listless, inactive, unenterprising, often appallingly short-sighted. A remedy is to be sought not only in gymnastics, but in cricket and football and other outdoor games requiring skill and agility.

Victoria University, Manchester, founded and incorporated in 1830, and consequently the youngest university in Great Britain, held the first meeting for conferring degrees Nov. 1. The degrees which it is empowered to confer are Bachelor of Arts and Master of Science, together with a degree of Doctor, viz, Doctor of Literature, of Philosophy, or of Science. Professor Roscoe moved that a petition be presented to Her Majesty in council to grant a supplemental charter to the Victoria University empowering the University to grant degrees of medicine and surgery. The motion was adopted.

The *Cleveland Herald* thus advocates the cause of co-education:—"It is strange that educators can still persist in closing the doors of our great institutions of learning against young women who really wish to attain the highest possible scholarship. The knowledge that the day is inevitably coming when co-education of the sexes shall be an almost universal reality, seems to have the singular effect of confirming some men in this progressive course. In general the objection to the system proposed amounts to a prejudice against anything which threatens interference with the present order of things; in short, against any innovation. And thus it happens that most frequently the men who object to co-education are those who have never thoroughly investigated its workings. They seldom descend to an examination of the facts in the light of figures, and the chief weapons with which they answer the champions of co-education are contempt and good-natured ridicule."

At the recent meeting of the Maine Pedagogical Society the sentiment of the members seemed to be opposed to the marking system in schools. Principal Rounds of Farmington, declared that much of the marking is sheer nonsense, besides being a great burden to good teachers. He added that he had given up trying to find out a pupil's knowledge by searching examinations. He held brief examinations at unexpected times. Recitations, he added, cannot be judged so minutely as by tenths without interfering with the instruction. He thought that conduct should be taken into account in marking, because teachers undertake to do something more in teaching than merely to make scholars—they strive to mould character. W. J. Corthell, of Gorham normal school, would, he said, give more for the judgment of the teacher at the close of the term than for any system of marking; would promote scholars upon the individual opinion of their teachers that they were able to do the work of the higher grade. Marking, he thought, an unhealthy stimulant.

Since the modest beginning thirteen years ago of Girton College—the woman's college at Cambridge—it has twice been found necessary to make considerable extensions. The students have proved themselves eager to profit by the advantages afforded to them, as was shown by their distinctions obtained at Cambridge this year. It is now once more intended to develop the work of the college by making further and more elaborate extensions. For some time past a number of applicants have been refused admission owing to the want of space, and plans have at last been adopted which will make room for 23 more students, bringing up the number to 78.

An Oxford correspondent says that out of the 338 resident members of Convocation 200 are college officials, and 170 of them are engaged in teaching on behalf of the colleges as distinct both from private teachers and from university teachers. The number of undergraduates on the books is 2,800, and the colleges thus provide already one teacher to every sixteen or seventeen students. In 1864, when Mr. Matthew Arnold made his report, the thirty-four German universities had 2,031 professors and readers against 18,971 matriculated students, or one to every nine or ten, and the proportion does not appear to have been reduced since that time. Two years ago, for instance, the official returns for Prussia showed 995 teachers against 9,663 students.

The classical departments at Oxford still continue to attract the largest number of able men, being hard run, however, by the mathematical school. Natural science comes next, then theology, then history, and last of all law, in which only one first-class was obtained during the year.

The Parliament of Norway recently passed a law, which the King has signed, giving women the privilege of attending the universities and applying for degrees in all the arts and sciences; but the right to hold office in the service of the State and of participating in the competitive examination for such positions are not yet accorded to them.

## Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

OTTAWA.—The regular half yearly meeting of the Ottawa Teachers' Association was held in the Normal School, Ottawa, on Friday and Saturday, 1st and 2nd December. The meeting was called to order at 9 a.m. Friday, by the president, Mr. John Munro. The first subject taken up was "Probable Changes in the School Work," by Mr. L. Harstone, B.A. Among the changes referred to as both probable and desirable may be mentioned shortening of the school hours; abolition of home work for all excepting advanced pupils, and reducing it to a minimum even in such cases; a better system of physical education; and the making of our education more of a literary character. In the discussion which followed Mr. Harstone's address many of the members expressed themselves as in favor of the shortening of the school hours of study, and giving more attention to physical training, but on the subject of home-work there was a diversity of opinion, some maintaining that a fair amount of work for home preparation should always be given and that the majority of those who had excelled in any particular line of study have been home-workers. Miss A. MacLardy introduced a class of little girls from the fourth division of the girls' model school and taught a lesson in geography the principal girls and boys of North America. By means of pictures and an outline map, all sketched upon the blackboard, the teacher presented the subject in a very interesting manner, and upon the conclusion of the lesson Miss MacLardy was highly complimented by several members of the association. *Afternoon Session*—Mr. D. E. Sheppard held an able address on the subject of "English in Schools." In his opening remarks the speaker pointed out the necessity of beginning the study of English at an early age, and the importance of the teacher being able to speak grammatically with ease. Special attention was paid to the memorizing of poetical selections as a means of giving pupils a vocabulary of choice words and phrases. It was shown that the grand object of the teacher should be to create in the minds of his pupils a fondness for poetry and substantial reading, and as the chief instrument by which this end may be accomplished is the reading lesson, it is therefore desirable that our school readers should contain choice selections from standard authors. The next subject taken up was "Reading" by J. A. MacCabe, M.A., principal of the Ottawa Normal School. In the course of his very interesting address the lecturer spoke of the great importance of reading, classing the ability to read well as one of the five arts, ranking with painting, sculpture, music, &c. Respecting the teaching of reading in our schools it was shown that the text-books in use at the present time are not suitable for the purpose of practising reading, many of the selections being of little or no value for such exercise. The difficulty might be met, however, by not taking the lessons consecutively, but by making proper selection. The three qualities of good reading were given thus: 1st, distinctness; 2nd, distinctness; 3rd, distinctness, and it was pointed out that to read with expressive effect due regard must be had to time and expression. The speaker illustrated various points, noticed in his address, by reading selections from "Mark Anthony's Address to the Roman Citizens," "Tell's Address to the Mountains," Collins' "Ode to the Passions," and "Jugurtha in Prison." *SECOND DAY*.—Mr. D. McArdle introduced the subject of "Co-Education of the Sexes." He divided the subject under the following heads: 1st, economical view; 2nd, intellectual view; 3rd, social and moral view. Under the first head he pointed out that unless the sexes were educated together a much larger expenditure of money would be necessary. Under the second head he met the objection that the intellectual qualities of the sexes were so different that separation was indispensable. He then referred to the extent to which co-education was carried on in the United States in which 90% of the colleges and universities, and 60% of the high schools adhere to the principle and bear witness to the beneficial effects resulting from it. Referring then to the normal schools and Canadian universities he pointed out the tendency in all of these, and then passed on to the social and moral aspect of the question. Here he pointed out that the school life should