

stand or fall by scholarship, character, disposition and manners. The term of study could be lengthened by the use of the money that would thus be saved; and while a thousand considerations favour such a change, we are unable to think of one that makes against it." These reflections are suggested by the fact that in some of our schools the mere item of dress for young ladies is often over \$1000 a year.—*American Educational Monthly*.

OXFORD UNIVERSITY celebrates this year the 1000th anniversary—probably fabulous—founded by King Alfred.

SIR CHARLES LYELL is seventy-five years old. He graduated at Oxford, and commenced studying law, which he soon forsook for geology.

WOMEN are now admitted to fifty American colleges.

8. LINDSAY SEPARATE SCHOOLS.

Under the fostering care of the Rev. Mr. Stafford, Lindsay can boast of the best Separate Schools in Ontario. In these Schools have been able to compete successfully with those of the Public Schools. It speaks volumes for the Separate Schools of Lindsay when we state that no less a sum than fifteen hundred dollars *per annum* are paid for the salaries of Teachers.

9. SUNDAY SCHOOLS IN CANADA.

We suppose that in these days there is no question as to the utility of Sunday Schools, or as to the success that has attended their efforts. The consensus of opinion in every branch of the Church demonstrates the desirability of these institutions. All denominations are agreed that the surest way to spread the truths of the Gospel is by taking hold of the young and inculcating in them religious habits, whilst the vast numbers of children that each Sunday attend them are a convincing proof of the success that has attended their labours. It is impossible that so large a number of children can be gathered together week by week to listen to Christian teaching without a great proportion of them being benefited thereby; and if further proof were needed, the fact that the membership of every Church is largely recruited from the ranks of the Sunday School, would supply it.

But at the recent Sunday School Convention, where the thoughts of those present were naturally directed to the question, how they can be improved, how their appliances can be increased, and the success attained added to, it was suggested that one principal method in which that success could be increased was by interesting, to a greater extent than at present, the higher classes of society in the work of the Sunday School. It was complained by some of the speakers that this portion of society pay but little attention to the Sunday Schools of the Churches to which they belong, and leave the work to be carried on by persons of inferior culture, and smaller influence. This view was at the Convention considered open to question, and it was contended by some that at present the higher classes did take a fair share of the labours of, and incident to, Sunday Schools. An incident that occurred at the recent Church Congress held at Leeds, England, where the flower of the Church, both clergy and laity, was assembled, serves to confirm this latter view of the question. A debate on the subject of Sunday Schools formed one of the most interesting features of the Congress, and the fact that the question was introduced by a paper written by the Lord Chancellor (Lord Hatherley) proves that many of the most eminent of the laity take a warm interest in its discussion, that in England, at least, the upper classes do feel an interest in, and share the labour of, the Sunday Schools. Lord Hatherley, who is well known as an earnest and devoted Christian man, has been a Sunday School teacher for 35 years, and throughout that long period he has devoted himself to the labour incident to that office with quite as much assiduity as he has to the more onerous duties of his position as an eminent judge. We know that in England many similar instances could be easily found, and we believe that a similar result would attend a careful inquiry into circumstances in this country. Should an inquiry prove the contrary, the example set by the noble and learned Lord ought to, and we hope will, prove contagious.—*Montreal Gazette*.

II. Papers on Practical Education.

1. SCHOOL READING IS NOT READING.

Although about one-half of the teacher's time in the school-room is devoted to hearing the classes read, yet the results produced are most unsatisfactory, and good reading has become to be almost

one of the "lost arts." There is evidently a defect somewhere, either in the method of teaching followed, the text-books used, or the qualifications of teachers employed.

To be able to read well implies not only a correct articulation, but also a thorough understanding of the meaning of the words read. Attempting to read without this knowledge, is like pronouncing the words of another language without understanding their import. If a correct knowledge of the meaning of words is essential to correct reading, why do not teachers give this subject more attention? Why do we see so many classes in our schools called unto the floor, allowed to read round once or twice in a monotonous, sing-song drawl, and then sent back to their seats without a comment being made or a question asked by the teacher? Want of time may be one reason, and probably a true one, in schools where the classification is not good. In such schools the classes should be reduced in number, and thus time would be gained for the proper instruction of the remainder.

In many cases teachers are not properly qualified to teach this branch, and consequently are unable to awaken an interest in the little *impromptu* character of the readers used is also a matter, etc.; are not interesting to children from Shakespeare be required to read them; yet such extracts constitute the larger part of the readers used.

A reading book should be an instruction book, instructing the children in matters of every-day life, those things which come under their observation and with which they are familiar. The plants and flowers which grow in the fields; the curious forms and habits of insects; the animals, pebbles, and birds; the stars which twinkle at night, are all objects of interest to children. The higher English branches of study, such as natural history, human physiology, physical geography, etc., contain many useful things which children can understand, if presented in a simple and proper manner.

Introduce books containing such matter into our schools, and secure competent teachers, and the exercise in reading will become the most interesting and instructive one in school; and the scholars will gain skill in reading and become well grounded in the rudiments of the sciences, in less time than would be required to learn either by the old method.—*Eliza H. Merton, in the Maine Journal of Education*.

2. THE NEGLECTED LUXURY OF SPELLING.

Dickens in "Our Mutual Friend," when describing the number and variety of begging letters which, upon coming into his fortune, the owner of Boffin's Bower received, remarks with one of his inimitable strokes of humour: "Among the correspondents were several daughters of general officers long accustomed to every luxury of life except spelling." Now, I fear that the sarcasm with which our English author demolishes at a blow the false pretences of these young ladies would not by any means secure the like conviction in our country, for I have known bona fide daughters of general officers in America, who, if their title to the position depended upon correct spelling, would disgrace it every time they took pen in hand.

This was not so in the old time before us. Our grandmothers knew how to spell. Among their school exercises, besides the ordinary daily lessons, there were what might be called *field days* for the practice of the then honoured art. The scholars dividing into two parties ("choosing sides," as it was called), were ranged in lines facing each other. The words were then given out, and the lively contest of "spelling down" began. Each one who missed a word was obliged to fall out of line and take his seat, until by degrees only a few champions remained on either side; the high honour of standing alone occasionally falling to a single individual. Of course the match was won by the side which exhibited the greater number left standing when the lesson was finished. This was only one of several devices to secure attention to this humble and elementary, yet most important branch of education.

But now, alas! in the matter of orthography we have fallen upon evil days. The good practices above described exist to some extent still, in a few country schools, perhaps, but in general they are falling more and more into neglect. Much of our modern culture is merely for show, and under the thin tinsel of supposed acquirements in other languages lie strange deficiencies in the knowledge of our own.

In our schools, generally, too little importance is attached to the study of orthography. No pains are taken to secure its being taught; and, in fact, one would think, to examine the programme of studies, that now-a-days children had grown so clever that what used to take time and labour to teach would come to them by a sort of instinct.

In support of the assertion that attention to spelling is woefully