

be so? We have filled the various positions from the apprentice to the employer, and we unhesitatingly answer, it is an evil that need not exist if employers would but understand and attend to their duty.

If any person takes into his service youths, especially bound apprentices, who are to spend in such service their brightest days just preceding manhood, it is that person's duty, as far as in his power, to prevent them from being corrupted by evil communications during the hour of labour. We know whereof we speak. Where employees are under judicious discipline—a discipline that tends to make them respectable and respect themselves—they will respect their employers and render them cheerful and profitable service. The employee should know that the rules of his workshop do not allow of the use of profane swearing or filthy conversation; and that if he indulges in it, it is at the risk of loss of his position. These rules we have known to be strictly enforced, and with the most satisfactory results; but to be in a position to enforce such rules, the employer must keep his own skirts clean. We would retain no man in our employ for a day that would not submit to so wholesome a discipline, although his dismissal should cause us any amount of pecuniary loss or inconvenience.

Employers, as well as parents, have immense responsibilities resting upon them with regard to our youth, who are to be the men and women—aye the rulers—of the next generation. Let all see to it that they do not, for ease or lucre, shirk these responsibilities. Upon the good moral character of these youths does the future progress and well-being of our country depend.—*Journal of the Board of Arts and Manufactures for U. C.*

6. EDUCATION OF GIRLS.

Desultory and heterogeneous reading is the great evil of all young women. Our education (if education it can be called) is nearly ended by the time that our minds begin to open and to be really eager for information. When you men are sent to college we are left (such of us as are not obliged to gain our bread or to mend our own clothes) to positive idleness without any object, end, or aim to encourage any one employment of our mind more than another. Our imaginations are naturally more lively than yours, our powers of steady attention I think less than yours. What would you have us do? Entire frivolity or any and every book that falls into our hands are our only resources; and though nobody is more aware than myself that this sort of desultory reading during the first years of (mental) life does often much mischief and is attended always with a great waste of time, yet it has at least this good effect—*et scio quod loquor*—that a love of reading thus natural and thus indulged is often a happy preventive in future life against more serious follies, more pernicious idleness, and it is to be hoped may be counted upon as a real resource in those days when the attractions of the world and of society fade as much in our eyes as our attractions fade in theirs.—*Journal and Correspondence of Miss Berry, II. 313.*

Education partly gives us materials and partly skill to use them. So far as it gives skill by cultivating and training the mind, women's education is ordinarily arrested at the point before which skill cannot seriously be given. It is not true that a girl of seventeen can afford to shut up her books and amuse herself more than a boy of seventeen. It is not true that she is more eager to shut them up and amuse herself. But the modern world requires her to do so and has led her to expect it since she was seven. We think the world makes this requirement mainly because men prefer flowers to fruit. And when men mount their pulpits they term the result of their preference "female frivolity." . . . Until women are allowed education during the years when education is at once by far more of a pleasure and of a profit, it seems to me simply idle to affirm what nature allows or does not allow them to do in those regions wherein education in the largest sense is an essential pre-requisite.—*F. T. Palgrave.*

7. ALBERT COLLEGE.—BELLEVILLE.

Once Belleville Seminary; now Albert College: so named in a recent Act of Parliament, after the late beloved Prince Consort, Belleville Seminary, with new dignities conferred and new powers bestowed, takes her place among the Universities of the land. Having power to confer degrees, it remains for her friends to make her what she should be, an honorable and honored University of this Province.

Our Board of Management at its late Sessions appointed and empowered a Committee to seek of the Provincial Parliament such an amendment of our Act of Incorporation, as would change our name and enable us to confer Degrees on students that had completed a good and sufficient Course of Study. In pursuance of their instructions, this Committee after considerable effort, has succeeded in

accomplishing the object of the Board: and Albert College, to all our interests and necessities, a University, is ours to effect the very purpose for which the "Seminary" was originally erected.

New power implies new responsibility.—To a free being before an intelligent community and a just God, power and responsibility are commensurate. The one keeps pace with the other. We would not then flourish our abilities without feeling our obligations. The men who direct our educational affairs, saw that the very work we designed to effect in establishing a school must after all be undone, if we would not educate and graduate, and thereby retain our young men, therefore the application for this increase of power. And thankful should we be that it is secured, and determined to make ourselves worthy of it. We lift our heads for keen and vigorous competition. And we are able for it. Young men that we have sent to the Provincial University have passed, in the words of the Registrar, "a creditable examination." By liberality in our patrons, by diligence in our teachers, and by fidelity and care in our Senate, we may acquire for ourselves a fair fame and noble rank among sister Institutions. And so we have retained all our former abilities and acquired new ones, we ought to be better able to do our work for the Church. Let us unite then, brethren, and place ours in the van of Universities.—*Canada Christian Advocate.*

8. EGRESS FROM PUBLIC BUILDINGS.

We have had on our file for some time, and omitted to notice, an Act which was assented to on the 15th August last, and is of considerable importance for the public to know. It is to regulate the means of egress from public buildings, and corporate bodies, or proprietors of such, had better take notice of its provisions. The first section enacts that in all Churches, Theatres, Halls or other buildings in this Province hereafter to be constructed or used for holding public meetings, or for places of public resort or amusements, all the doors shall be so hinged, that they may open freely *outwards*, and all the gates of outer fences, if not so hinged, shall be kept open by proper fastenings during the time such buildings are publicly used to facilitate the egress of people, in case of alarm from fire or other cause. The section enacts that Congregations or others owning Churches, and individuals, corporations and companies owning Halls, Theatres, or other buildings used for the purpose of holding meetings, or places of public resort or amusement, shall, within twelve months from the passing of this Act, be required to have the doors of such Churches, Theatres, Halls or other building, so hinged as to open freely outwards. The penalty for violation of the Act is a fine not exceeding fifty dollars, and a farther sum of five dollars for every week succeeding that in which the complaint is made, if the necessary changes are not made. And Congregations of every description, Incumbents, Church Wardens, Ministers or Trustees are held liable for their different societies or congregations for any and every transgression of this act.—*Montreal Transcript.*

VIII. Educational Intelligence.

—YORK MILLS SCHOOL TEACHERS' ASSOCIATION.—The teachers of the above association met on Saturday, Sept. 22—Mr. Watson in the chair. The Errors of the School Room formed the subject for discussion, taken from the *Journal of Education*:—1. Want of order. 2. Teachers generally talk too much. 3. Waste of time at recitation in asking questions. 4. There are too many "is its." 5. Scholars help each other too much. 6. All scolding, threatening, and harshness are errors. 7. Time is waste in coming to order at morning recess. 8. Time is lost in coming to and going from class. 9. Too many studies. 10. Too many hours spent in recitation, too few in study. 11. Reviews neglected. A very animated discussion ensued on number 1 subject, in which all the members present heartily joined. The main feature, in which all agreed, was—that perfect silence is secured most effectively when each pupil is diligently employed, and with, at the same time, an object in view by being so engaged. Another view of the same subject was next brought forward, namely:—The effect of noise in distracting attention. It was argued that in the busy occupations of life men have to make calculations and compose under all circumstances, and from this fact it was inferred that if, during school hours, a pupil was subject to such annoyances, he would be more fit to encounter the difficulties of actual life.

XI. Departmental Notices.

NO PENSIONS TO COMMON SCHOOL TEACHERS
UNLESS THEY SUBSCRIBE TO THE FUND.

Public notice is hereby given to all Teachers of Common