

studies, and acquired a knowledge of farming. Forty of them have been returned to the Indian Territory. The boys will be put to farming and the girls be given positions as teachers in the Indian schools.

THE Paris correspondent of the *Times* writes: "The report of the British and American School founded in 1832, has reached me. Their object is to furnish to the children of the many English-speaking workmen in Paris a sound education, both in English and French, so as to fit them for employment in either country. Many offers of good situations have of late been made to boys and girls trained in the schools: and during the fifty years of their existence thousands of children have been trained in them, many of whom are now occupying good positions in the commercial world.

SENATOR STANFORD'S scheme for the establishment in California of a great university has been made public. His range at Palo Alto, near Menlo Park, about thirty miles from San Francisco, has been selected as the site. The several buildings comprising the university will be on the general plan of a parallelogram, and will be constructed so as to permit additions being made as the necessities of the institution may require. Senator Stanford will donate to the university, his Palo Alto, Gridley and Vina properties, worth \$5,300,000. To this he will add a money donation, so as to make the total endowment of the university \$20,000,000.

MR. HICKS, the new high school assistant teacher engaged by our school board arrived here last week, and has now entered upon his duties. Mr. Hicks comes to us highly recommended. He is a university graduate, who has had a very successful experience in his work. He was for some time head master of the Newburgh High School, and the results of his labors are highly creditable. The teaching staff of the Parkhill High School now is as follows: E. M. Bigg, M.A., head master; Mr. Parkinson, (1st Prov.) assistant teacher; D. Hicks, B.A., do. There is now an attendance of about 80 pupils, who have plenty of accommodation since the addition of a third room or high school purposes.—*Parkhill Review*.

A SPECIAL meeting of the Goderich School Board was held last week to consider a proposition to grant the use of the vacant room in the central school for the purpose of a night school. It was moved that the room be granted for the purpose of a night school and that the caretaker take charge of the school when the room is so used, and that he be paid by the occupants for his work. The motion carried. One gentleman contended that the board should grant the use of the ward school instead of the room in the central. After the board adjourned a class of over twenty young men, in age from 18 to 30, was formed, Mr. Embury with two assistants conducting the teaching. Messrs. H. I. Strang, S. P. Halls and A. J. Moore have also agreed to undertake their share of the work.

A SIMPLE and effectual method of supplying fresh air without draft to a school-room, appeared in the pages of the *Builder*. It may be described as an air-box made of sheet iron, and placed behind or connected with a stove. The box is connected by an air-shaft with the outside wall, and

has an inlet pipe above, which admits the fresh air into the room. In passing through the "box" the air becomes slightly warmed in winter, when there is a fire in the stove, and it is a good ventilating shaft in summer. It is most effective when it is most required, i.e., when other openings, doors and windows, are closed. Its advantage over the old plan of a simple opening under the stove, is that there is no danger of dirt or ashes falling into it and filling it up. I may add that I designed it twelve months ago, for a board school in Leicester, where it has been found to work admirably. The fresh air inlet pipe could be taken to any part of a room where the stove might be placed.—*Exchange*.

A SUCCESSFUL meeting of the teachers of Bayham was held in Vienna High School building on Saturday, 20th ult. This is the second of a series of township institutes being formed by Inspector Atkin. The officers elected are: President, Wm. Inman, Vienna; vice president, Wilson R. Smith, Port Burwell; secretary-treasurer, Miss Maggie Young, Staffordville. It was decided to hold the institute three times a year, and that the next meeting be held on Saturday, May 30th. The "Teachers' Reading Course" was discussed, and the teachers unanimously decided to read Fitch's Lectures on Teaching before the meeting of county institute on April 29th and 30th. The following programme proved an interesting one; most of the teachers present entered freely into the discussions: "Literature in Public Schools," "First Steps in Number," "Public School Drawing," and "First Lessons in Reading." Mr. Ventrice, of the high school, Vienna, recited "The Death of Little Joe," and Reeve McCally, a former teacher in Vienna and Port Burwell, addressed the institute on "Some of the Difficulties a Young Teacher Meets with."—*St. Thomas Journal*.

A VERY ripe scholar in what may be called the uncovenanted branches of knowledge is lost to us by the death of Dr. Birch. The Assyrian, Chinese and Egyptian languages are not included at Oxford or Cambridge, or any other English university, among the subjects for examination. They are not taught because they would not pay, we are always told. Why Latin and Greek can be made to pay better is probably a matter of pure accident; but it seems likely that a long period may elapse before an arbitrary restriction of this kind is formally removed. The career of Dr. Birch shows that even the universities can appreciate the merits of a scholar to whom Greek and Latin were objects of wholly secondary interest, who could read and translate Chinese easily, who was among the very first to decipher Chaldean inscriptions, and who was undoubtedly the most advanced Egyptologist in England.—nay, we might say, since the death a few months ago of Dr. Lepsius, in Europe. He had never, if we are not mistaken, enjoyed the advantages of a university education, and entered the public service at the early age of twenty-one; yet long before his death he was a D.C.L. of Oxford and an LL.D. of St. Andrews and of Cambridge, and an honorary Fellow of Queen's College. These well-earned honors were conferred on him in acknowledgment of a proficiency in studies which none of these universities recognize as within the sphere of human knowledge as taught by them.—*The Saturday Review*.

Table Talk.

"WHAT is this?" shouted the teacher, pointing to an ink blot on a boy's book. The boy addressed meekly replied, "I think it is a tear, sir." "A tear!" thundered the teacher. "How could a tear be black?" The meek, but not ingenious youth thus gave answer: "I think one of the colored boys dropped it, sir."

A YOUNG school girl lately puzzled her school teacher with the inquiry: "If the oldest child of an English ruler succeeds to the throne, what would happen if the eldest child was twins?" The girl was very much surprised at the teacher's inability to answer off hand, and tried to find out from her mother, but the question still agitates the village. *St. Thomas Times, et al.*

THE *Christian World* is responsible for the following: Children are taught to read Welsh within the first two or three years of their attendance at Sunday School, occupying about an hour of direct teaching per week. Why? Because Welsh spelling, with slight exceptions, corresponds with the sound. Learning to read Welsh simply means learning the alphabet, every letter, with one exception, having its own sound. Combining letters into syllables, and these into words and sentences, is a matter of practice.

Cassell's Saturday Journal says: "Correspondents will greatly oblige if they will kindly write to us in longhand, and not, as many have done of late, in shorthand. They might just as well inscribe in Hindoostanee, Arabic, or any other out-of-the-way language. There would be no difference. Not that we experienced any difficulty in reading the notes. None in the least. On the contrary, many of them are extremely well written, and deserve the warmest praise. But this is not a shorthand journal, and we cannot spare the time to attend to phonographic letters."

FOOTPRINTS.

SHE'D a great and varied knowledge, picked up at a female college, of quadratics, hydrostatics and pneumatics very vast.

She was stuffed with erudition as you stuff a leather cushion, all theologies of the colleges and the knowledges of the past.

She had studied the old lexicons of Peruvians and Mexicans, their theology, anthropology and geology o'er and o'er.

She knew all the forms and features of the prehistoric creatures—ichthyosaurus, plesiosaurus, megalosaurus and many more.

She'd describe the ancient Tuscans, and the Basques and the Etruscans, their griddles and their kettles and the victuals that they gnawed.

She'd discuss—the learned charmer—the theology of Bramah, and the scandals of the vandals and the sandals that they tread.

She knew all the mighty giants and the master minds of science, all the learning that was turning in the burning mind of man.

But she couldn't prepare a dinner for a gaunt and hungry sinner, or get up a decent supper for her poor voracious papa, for she never was constructed on the old domestic plan.

—*Lynn Union*.