

The preparatory college has accommodation for one thousand boys, and is attended by over seven hundred. The expense of those students who come from the country is \$200 per annum. The course is five years, and embraces the usual collegiate studies, John Stuart Mill's Logic being a favourite text-book. This preparatory college sends the boys to colleges of jurisprudence, medicine, engineering, and agriculture, which are well supplied with all the appurtenances of similar first-class institutions. Besides these public schools there are hundreds of private educational institutions, the various trades' organizations each having its own school. The Presbyterians, Methodists, and Episcopalians have flourishing mission schools in the Mexican capital.—*New England Journal of Education.*

6. SCHOOLS IN JAMAICA.

The American Commissioner of Education informs me that during the year 1874 the island of Jamaica had 500 elementary schools under the inspection of the school authorities, with an enrolment of 43,135 pupils, and an average number attending, 25,160; as the children of school-age, between 5 and 15 years, numbered 123,834, the enrolment is by no means a satisfactory one. These schools received £14,293 from the government, and collected about £6,087 for tuition fees. The school year has 45 weeks.—*Cor. New England Journal of Education.*

7. OLD-FASHIONED SPELLING SCHOOLS

Are the popular evening entertainments in New England just now, and from Eastport to Stamford old men and maidens, young men and children, are engaged in the youthful amusement of "spelling up" and "spelling down," for prizes and for honours; and spelling-books, dictionaries, and newspapers are ransacked from beginning to end for the toughest specimens of orthography. Never did gallant knights enter the lists for the honours of chivalry with more zeal, than do the graduates from spelling-books and grammars seek to be enrolled among the competitors in this literary contest for the victor's palm. Halls are crowded and doors are besieged with anxious and excited spectators, and dictionary-makers have a busy time in supplying the demand for prizes.

At Providence, R. I., the spelling mania is now raging with peculiar energy, and the present week has witnessed two of these bloodless contests, one on Tuesday evening, at Music Hall, presided over by Commissioner Stockwell, and open to all competitors, and the second a most remarkable trial of spelling strength between sixty picked men from the students of Brown University and an equal number of selected young ladies from among the pupils of the State Normal School. There were two elegant prizes, which the *Boston Globe* declared in advance would certainly be borne off by the young ladies, who would easily confuse their adversaries by their distracting glances, even if the collegians should be ungallant enough to attempt to outspell them.—*New England Journal of Education.*

Recently 60 boys in Boston spelled down the same number of editors, reporters, etc.

8. LORD DUFFERIN ON THE NEW YORK NORMAL SCHOOLS.

I spent two entire days inspecting the Normal Schools in New York. We arrived early in the morning for the purpose of seeing the scholars assemble for the day's work. We were shown to a large hall four or five times the size of this one. A bell rang, piano struck up, and in three minutes and a half eleven hundred young women had taken their places. We were then entertained by most beautiful singing in alternate chorus, and that part of the performance concluded with several of these young ladies rising in turn and repeating some apophthegm or other quotation which had struck them in the previous day's reading. This system had been adopted for the purpose of giving them confidence as teachers in addressing large audiences.

We then proceeded to the hall, where two hundred of them went through their gymnastic exercises, and a lovelier or more interesting sight no person could wish to behold than was presented to our view. From this we proceeded to the various class-rooms, and I was certainly struck beyond the power of expression by observing how thorough and how complete was the instruction there administered.

I went into the class-room where ladies were receiving instruction in geology, and the first thing that caught my eye was a spirited and accurate drawing, the size of life—if that is not an Irish bull—of a human skeleton. I said: "The surgeon who drew that anatomical figure must have been as great an artist as a man of science," so complete and so masterly were the outlines and shading, but the

teacher replied, "One of our young ladies did that." Then I heard them examined on various subjects.

For instance, they were asked if they could give any account of Shakespeare. A young lady got up, and in ten minutes she told me a great deal more about Shakespeare than I ever knew—and I imagine that a great many about me knew—in my life. And so we went on from astronomy, mathematics, botany, mythology. In every class was the same system and the same thoroughness.

I mentioned this circumstance in order that those who are interested in the bringing up of these younger children, sitting upon my right hand, may be able to comprehend what enormous advantages are open to those who, in the earlier portion of their lives, and while they are still school children, fit themselves, as it were, for passing on to that higher education which, I have ventured to describe to you. There can be no doubt that every year the secret of successful administering youthful education is better understood and more successfully applied.

9. TUCKERSMITH TOWNSHIP SCHOOL BOARD.

The ratepayers of the Township of Tuckersmith, to the number of about 250, met at the hall in Brucefield, 6th February, for the purpose of electing five gentlemen to serve in the positions of Township School Trustees. The good effects of the Township Board system were evident in the large attendance at the meeting. It is very doubtful if there ever was, in the history of Tuckersmith, so large a gathering at, and so much interest taken in, the election of a School Board. And large as the attendance was, it would have been very much larger had the weather not been so extremely cold, and the roads so bad.—*Huron Expositor.*

III. Correspondence of the Journal.

1. THE SCHOOL YARD.

To the Editor of Journal.

DEAR SIR,—A great deal has been said and written about the School Room, how it should be kept, &c.; but I purpose making a few suggestions with regard to the School Yard. Many a favourable impression received in the School Room has been more than overbalanced by the dilapidated appearance of the surroundings. Now why, I ask, should this be the case, is it not quite as possible to keep the Yard neat and attractive, as the Room, if there is any ambition whatever, on the part of either Teacher or pupils to do so, and what an auxiliary this would prove to the well-being of the School, for if there are no attractions to induce the pupils to quit their pleasant homes there will naturally be a dislike for School instilled into them. In winter, of course, the ground is frequently covered with snow, so that we can not do much towards adding to its appearance, and indeed it is beyond our power to add to its attractiveness at such times, for the beautiful mantle with which Divine Providence has clothed it needs not the aid of human hands to make it perfect. But as Spring with all her beauties will shortly burst upon us, let us try and see if something cannot be done to make the yard harmonise with the season. As Teachers we should superintend, give advice, and, if necessary, render assistance in having removed everything that is offensive to the eye, such as knots of wood, stones, dry weeds, grass, &c., and especially the rubbish which may have accumulated near the door by sweeping during the long winter months; let each boy assist in banishing all such during Intermission and Noon spells. After this is done, and the weather becomes warm enough, measure off small patches, for all who are willing to look after them, to lay out with flowers and shrubs; there should be some kind of a mark made to denote the boundary of each child's plot, after which the Teacher should impress upon each the Scriptural injunction not to move their neighbour's land mark. A border around these may be made very cheaply by taking bits of wire, or small switches of uniform length, and binding them in the shape of a bow, and then press the ends into the soil. By pursuing the above course, you will not only be adding ten-fold to the appearance of your yard, but will at the same time, be instilling into the minds of your pupils principles of order, neatness and a love for the beautiful in nature, which lesson cannot fail to exert an influence which will prove beneficial to them through their whole lives. Each one should keep his or her share of the paths, leading to their flowers, neatly trimmed and straight, and if any weed presents itself on any part of the grounds, have them extirpate it immediately, showing them at the same time that a weed among their flower beds is like evil habits in our own nature, which if not corrected, or rooted out as it were, will continue to grow and choke all our better qualities. After having arranged everything nicely, care should be taken not to allow stock of any kind to trespass within the gates, to prevent which some