

"white rocks;" Caughnawaga, "a coffin;"—from a large black stone in the river; Painted Post, called by the Indians Conewah, "a head on a pole;" Neskayuna, a town in Schenectady Co., "a field covered with corn;" Schaghticote, from an Indian and a Dutch word, "land slide point;" and Manhattan, the name of the island on which the City of New York is built, "the place where men get drunk"—in allusion to the intoxication of the natives on the visit of Henry Hudson in 1609.—*Groton Journal*.

THE LENGTH OF DAYS.—At San Francisco the longest day has 14½ hours; at Boston, 15½; at Berlin and London, 16½; at Stockholm and Upsal, 16½; at Hamburg, Dantzic, and Stettin, 17, and the shortest, 7. At St. Petersburg and Tobolsk the longest day has 19, and the shortest 5 hours. At Bornea, in Finland, the longest day has 21½, and the shortest 2½ hours. At Wanderbus, in Norway, the day lasts from the 21st of May to the 22nd of July, without interruption; and at Spitzbergen, the longest day is 3½ months.

3. NAMES OF RULERS.

An examination of the list of the rulers of the kingdoms of the world shows that they are distinguished by the following titles:—Emperor, Czar, King, Queen, Grand Duke, Duke, Prince, Shah, Khan, Imaun, Emir, Lama, Tenno, Sultan, Hospodar, Hoang-ti, Taksir-Khan, Khedive, and Bey. Besides all these there are three Burgomasters (of the three free cities of Lubeck, Bremen and Hamburg); a group of seven Captain Regents who direct the affairs of the tiny Republic of San Marino; a "Domnu," or prince of Roumania, who is now Prince Charles of the house of Hohenzollern; and a "first syndic," to whom is confided, by its ten thousand inhabitants, the custody of the little Republic of Andorre in the Pyrenees. There are two Shahs—those of Persia, and Afghanistan; three Khans—of Bokhara, Khokan and Khiva; three Sultans—of Turkey, Borneo, and Zanzibar; two Imauns—of Muscat and Yemen; one Khedive—of Egypt; and one Bey—of Tripoli. Of the twenty Presidents, two—Marshal MacMahon, of France, and Buenaventura Baez, of Dominica—are only provisional.

4. A SCHOOL SCRAP-BOOK.

Let me make one suggestion which I have found most valuable in my school-room, and that is a scrap-book, made from newspapers and magazines. Items are to be found, in every one I take up, on all manner of subjects connected with the different countries of the world, many of which are awakening to progress and liberty from the sleep of centuries—items which are to be found in no school-book, and help both teacher and children to feel that the world is alive, and the country and people they are studying of in some far-off land are quite real, with their interests very closely interwoven with their own. My scrap-book tells of sleepy Turkey waking up to the necessity of railroads and the advantages she will gain therefrom; and wonderful descriptions of the Mont Cenis Tunnel, that no text-book has room for; of the visit of Shah, so romantic is its details; and yet seemingly so important in the opening of the eastern to western civilization; of Chinese fields, and Canadian salt deposits; of African adventures and discovery, and a strange journey in the heart of Asia; of Arabian deserts and curious eastern cities; of the freeing of the slaves of Brazil, and of the opening light in Japan. It has stories of life in Lapland, Siberia, Borneo, and China; it contains pictures of remarkable trees of different lands, and a real grey silky leaf from the South African forests. It relates of Amadeus' abdication, and the royal progress and coronation of the Scandinavian Monarch, King Oscar. It describes the late funeral of an Indian Prince, the Russian Ice Palace, fetes in Turkey, and wonders of South America. So it interweaves interests of to-day with every land or nation we touch upon in our geography lessons, and makes the children understand their reality and life.—*Selected*.

VII. Papers on Education in Various Countries.

1. ILLITERACY IN THE UNITED STATES.

The report of the United States Commissioner of Education gives the following striking statistics of illiteracy in the United States: There are now 3,000,000 adults, including 1,653,8000 adult ex-slaves, who cannot read or write. In 1840, New Hampshire had 1,000 white persons over twenty years who could not read and write; in 1860, 5,000. Maine increased from 3,000 to 9,000 illiterate; all New England, from 14,000 to 87,000; Pennsylvania, from 36,000

to 75,000; New York, from 57,800 to 121,000; Michigan, from 2,000 to 18,000; Tennessee from 62,000 to 74,000; Texas, from 5,000 to 19,000, and so on, including only the white population. This illiteracy is most marked among the women. In New Hampshire, the uneducated women are 1,000 in excess; in New York, 20,000; in Pennsylvania, 17,000; in Georgia, 10,900; in Illinois, 8,000; in Massachusetts, 12,000.

2. ILLITERATES IN CANADA.

The second volume of the census of Canada, which is now being issued from the press, gives some extremely interesting statements in reference to the number of uneducated people in Canada. It is not flattering to our national pride, and not creditable that there should be in this Dominion, or rather in the four older Provinces of it out of a total population of 3,485,761 no less than 412,142 persons who cannot write and 399 who cannot read. The incredible amount of ignorance, which such a state of affairs reveals, can scarcely be appreciated by a mere glance at the statistics. Taking up the census by provinces, we find that the Province of Quebec furnishes the whole Dominion with more than two thirds of its illiterate classes. There are in Quebec 244,731 men and women above the age of 20 who are unable to write, and 191,862 of the same age who are unable to read. There are 1,191,516 people in the Province of Quebec, of whom there are stated in the census to be 657,618 under the age of 21, leaving 533,898 to represent the remainder, so that in point of fact, nearly one-half of the adults of the Province of Quebec are unable to write, and more than one-third of them unable to read. No wonder that these people fly from a Province which has given them so little help to advance in the social scale. No wonder the industries of Quebec are not satisfactory. It is a relief to turn from this picture of ignorance to the figures presented by the fine Province of Ontario. Out of a population of 1,620,851, Ontario has only 57,379 over the age of 20 who cannot read, and only 93,220 who cannot write. Yet Ontario absorbs by far the greater part of the immigration in which Canada participates, which must necessarily include a large number of ignorant persons. Nova Scotia and New Brunswick make a better exhibit than Quebec, but a much worse one than Ontario, taking population into account. There are 46,522 persons over 20 years of age who cannot write, and 31,331 who cannot read. The four counties of the Island of Cape Breton, Inverness, Victoria, Cape Breton, and Richmond, contain 19,075 persons over the age of 20 who cannot read, yet these counties do not contain over 36,000 over that age, so that it appears more than one-half of their population is steeped in densest ignorance. New Brunswick makes a better exhibit than Nova Scotia. 19,002 of our adults of 20 upwards cannot read, and 27,669 of them cannot write. St. John County with its large population might be supposed to contain the greatest number of uneducated persons, but this is by no means the case. Kent, Westmoreland, and Gloucester beat it all hollow in the number of illiterates, and Victoria with her small population is very little behind it. The combined population of Victoria, Westmoreland, and Gloucester and Kent is 78,887; the population of St. John by the census is put down at 42,120. St. John contains 3,669 people of 20 years of age and upwards who cannot read, while these four counties, with only fifty per cent. more of population, have 14,826 adults who are unable to write, and 10,789 who are unable even to read. Kent and Gloucester are the banner counties in point of illiteracy. Gloucester has a population of 18,810, yet 4,227, or about one-half of its adult population cannot write their names, and Kent with a population of 19,101 has 4,190 of its adult population in a similar state of ignorance.

These facts are so suggestive that it is unnecessary to comment on them. Need we remark that the districts which suffer most from the criminal neglect of those who should have promoted the education of their youth, are those most opposed to the free public schools of Canada? Need we remark that the Province of Quebec, which makes such a wretched exhibit, has everything it can desire in the way of educational endowments, separate schools, clerical supervision, &c.? Need we point to the fact that "godless ignorance," rather than "godless education," appears to be the prevailing evil in those parts of Canada, which are loudest in their opposition to the free public schools of the country?—*St. John Daily Telegraph*.

3. THE OPS SCHOOL DIFFICULTY.

From the legal intelligence in Monday's *Globe* we extract the following report of a decision in the Court of Common Pleas by Chief Justice Hagarty and Mr. Justice Galt: *Free v. McHugh*.—This was an action for trespass for distress in collecting a school rate. A Protestant Separate School had been established by reason of the engagement of a R. C. teacher in the public school. A Protestant