

system. Of greater moment, however, is it that the children of all creeds should side by side take the benefits of the national education, and grow up citizens of one common country, with nothing to sunder them in after life and with no mistrust of, or spirit of intolerance towards, each other. In the past history of the Province, the concession of Separate Schools was a necessity, and, at the time, an act of wisdom. Now-a-days, when bigotry, it is to be hoped, is buried, and our Public Schools are thoroughly secularized, a return to a common system, with all the advantages which a common system has to offer, would seem to be wisdom. May this view of the matter commend itself to our co-religionists!

ONTARIO SCHOOL OF ART.

THE distribution of the medals and certificates to the successful pupils by the Hon. Adam Crooks, and the exhibition of the work done during the past year (ending April 1881), caused a large gathering at the rooms, King Street East, of the pupils and their friends, as also a goodly number of the lovers of art and art education. Much gratification was expressed at the quantity of good work shewn, and the increasing roll of pupils who had availed themselves of the advantages offered to them by the Society of Artists.

The gold medal (as it was last year) was awarded to a lady pupil, Miss Harriette Ford, of Brockville; the silver medal was gained by Mr. John C. Pinhey, of Ottawa. The competition for the medals was very close.

The mechanical drawings were of high excellence, as were also those of original design. The free hand drawings were creditable, though we would wish that a longer drilling in that department had been insisted upon. The perspective drawings were of sufficient number to shew that that important and necessary part of art acquisition was receiving attention from some who, checking the too common impatience for showy results, were wise enough to learn thoroughly the steps of their art; noticing some of the crude

attempts from the round, we cannot but perceive that many have been too much in a hurry.

The Minister of Education while acknowledging the value of the school and the efficiency of the teaching, intimated the probability of increased Government patronage and a controlling influence for the extension of art teaching, with a probable removal of the school to the Normal buildings. It is to be hoped that if the Minister does take charge of the school for the stated purpose, he will see to it that the control and management be given to a capable hand, and not allow the art supervision of the country to be under any other management than that of an artist-teacher who would necessarily be qualified and competent to judge not only what art education really is, but also what it should be, for the successful carrying out of a proper art education for the people.

THE following is said to have actually happened in Ontario a few years ago. *Inspector to teacher whose school he is visiting:* "I was in Mr. So-and-so's school the other day. Pretty good teacher Mr. So-and-so, but—ah, I ah—don't think he is very well up in mathematics; you see one of his boys was trying to get over the—ah—*pous asinorum*, you know, and after he struggled *through* it, I asked him the—ah—meaning of the letters Q.E.D. and, would you believe it? he didn't know; and what was more, Mr. So-and-so said he had never told the boy, and I don't think he knew himself, so I had to—ah—inform them both that the letters in question stood for the words 'Question Easily Defined!'" The teacher to whom this was related told it as a good joke to his wife. She suggested that probably on the same principle the Inspector would define Q.E.F. as "Question Easily Found-out." We have heard of another Inspector who examining some new physiological charts in a school, pointed to the bowels, with this remark, "I suppose that is intended to represent the convolutions of the brain!" The teacher quietly replied that in some instances he thought they did.