

length. They only name the place of a note in a measure, in the same way as the common counting of time does, which, for this purpose, is simpler and better, and in use by all musicians. The genuine French time-name system is quite a different thing.

9. There is a great multiplicity of exercises without any very apparent aim, and the difficulties, even when overcome, confer a kind of ability which is of much less value to a child than the true development of his musical sensibilities.

10. Mother Goose is all very well for home use, but it is not necessary to keep it before the children during three or four years of their school life. If the *music*, such as it is, of this book is new, the words of the songs are of the most hackneyed description.

11. To construct a good song-reader, that is, a book in which each step of progress is taken by means of a well-constructed little song, is a work of great labor and difficulty; but to bundle together fifty pages or so of exercises in all keys and all sorts of time, mostly without words, has been the make-shift of Cheap Jack singing book makers for years.

12. This book is excellent as it illustrates the advance in the art of paper-making, type-founding, engraving, printing, and book-binding.

HIGHER EDUCATION OF WOMEN.

The announcement is made that the Council of University College have decided to admit women to the ordinary lectures in that institution. This is the most signal triumph achieved by the workers in the cause since the doors of Cornell University were opened some years ago. University College is a state institution, and the applications of the women had in the long run to be dealt with as a matter of public policy. The Legislature having been appealed to, and having expressed a wish that women should be allowed to enjoy the privileges heretofore monopolized by the other sex, there was nothing for it but compliance on the part of the College authorities.

For the benefit of those women who would like a University education but are afraid to venture within university precincts we may state a few facts. In the first place the entrance examination is not difficult—very little more so than the High school intermediate. Then the course, after admission, is extremely flexible, the student being allowed a large number of options so that only one department is, in the case of those who take honors, required for graduation. Now that women are admitted to lectures, suitable accommodation will no doubt be provided, and the necessary supervision of the rooms set apart for female students.

It is to be hoped that women will in increasing numbers attend Toronto, Victoria, and Queen's University Colleges. They are allowed at present to teach in High Schools as assistants, but they cannot become head teachers without taking a degree in arts. There is no reason why they should be so restricted. In fact, several of them are now in their fourth year in Toronto University, and these will probably all take their degree of B.A. next spring, especially since they have been admitted to lectures.

Old teachers, let us hear from you. Write often. Write briefly.

THE NEW PROGRAMME FOR TEACHERS.

The revised programme of studies for teachers, which has just been distributed, presents a very marked contrast to that which it has superseded. Under the old regulations the High Schools (in which almost all our public school teachers are trained) were embarrassed by the undue latitude allowed to candidates in the way of options. The smaller schools in particular found it extremely difficult to arrange their work to advantage, as almost any time-table that could be framed left numbers of students unemployed. The new regulations abolish options altogether. A cast-iron course is laid down for both third and second class candidates, a bonus being added in the case of the latter for work done in music, or Latin, or French, or German. Whilst we believe the old scheme to have been faulty in its "multiplied options," we venture to think that the new one is not without some very objectionable features. Why, for instance, should a bonus be given, for extra work, to second class candidates and not to thirds also? And why refuse to girls the option of taking a more congenial subject in place of Algebra? This option we regard as one of the best features of the old programme, since, while it did not prevent any candidate with a mathematical leaning from taking Algebra, it allowed those to whom the subject was an insurmountable obstacle to develop a taste in other and, at least equally useful directions. We believe this particular option was found to work well everywhere, and we are sure its abolition will be generally regarded as retrograde in its tendency. Again, why is the subject of botany excluded even from the list of subjects for which a bonus is given? This subject has been rapidly growing in popularity in our High Schools. Its advantages as an educational instrument are exceptionally great, and it may be fairly said to fill a place in our school work for which no other subject is so well adapted. The new regulations must inevitably have the effect of undoing any good which may have been accomplished in this desirable field. It is a curious commentary upon the action of the department that, at the very time when the pursuit of this branch of science is being thus discouraged, the High School section of the Ontario Teachers' Association has recommended that Botany and Chemistry should form part of the work of the University matriculation examination. Some other points we reserve for another occasion.

INSTITUTE WORK FOR NEXT YEAR.

We confess to a feeling of disappointment on reading the circular issued by the Minister of Education regarding the Institute work to be done next year. We believe our disappointment will be shared by the great majority of inspectors and teachers in Ontario. We have the fullest confidence in Dr. McLellan's ability to do the work committed to him in a way that will be perfectly satisfactory to the profession, provided he be left free to do it in the way that he deems best. The universal opinion was that the "right man was in the right place," when he was appointed Director of Institutes. Every one expected his appointment to indicate an advance in the