

youngest classes require the aid of mental science to guide them. It is in the very first stages of learning that the science of knowing can render the most efficient help by determining their order and limits. Our normal schools must give to second-class teachers an outline of the science and enable them to make a good beginning in this *scientia scientiarum*.

It has been found by experiment in other countries that a very elementary course of instruction in psychology produces marked effects on the intelligence and power of the teaching in public schools. This way lies progress; let us fearlessly take another step, and at the very outset put every young teacher in possession of the laws of mind. "The realm of thought cannot be explored without thought," and incidentally we shall be giving them a piece of mental training, far superior to that produced by the mixture which is now by courtesy called the science of education.

### INSPECTION OF SEPARATE SCHOOLS.

As the Legislature has adopted the plan of appointing an inspector of separate schools, it is not necessary now to discuss the principle. But having accepted the doctrine that thorough inspection of schools is essential, the government cannot leave the separate schools in their present condition. There are in these schools over 450 teachers and about 30,000 pupils, involving a yearly expenditure of about \$130,000. The maximum number of schools allowed to an inspector in a county is 120. But the separate schools are scattered over the whole province, so that it must be nearly impossible for the present efficient inspector, Mr. White, to visit them all even once a year. If the province were divided into two districts it might be possible to overtake the work, and the statistics plainly show that the step must be taken. We cannot go back on the record of half a century and practise parsimony at the dictation of those weight-and-measure educationists whose ideal of education would carry us back to the midnight of the dark ages.

The *Educational Monthly* for February comes sadly to hand towards the First of April with a notice of one of its sub-editors, Mr. Robinson, in which it asks with tearful indignation "When will school trustees and the people generally see that right and justice demand that the profession shall receive honorable and generous treatment—the encouragement and sympathy, rather than the indifference and contumely, of their fellow men?" This lachrymose interrogation demands a short commentary, so that our readers may fully sympathise with the *Monthly's* deep affliction, and understand what it is to receive "the indifference and contumely of fellow-men." At a meeting of the Whitby Board of Education, assembled to appoint a principal for the Collegiate Institute, Mr. L. E. Embree, B.A., was selected out of a large number of applicants. Among the testimonials submitted by him were some from certain individuals whom the Board thought were connected with a party they called the "Adam clique," and it is rumored so averse were they to any one, or anything, savoring of that party, they adjourned to institute further enquiry. At the adjourned meeting the Board were fully convinced that Mr. Embree had no connection whatever with the party, and obtained these

testimonials only in the course of professional acquaintance. Hence the *Monthly* sobs out its vexation, appeals to "right and justice," bewails the "indifference and contumely of fellow-men," and solemnly announces that Mr. R. has been led to "renounce the profession." We see! for the orphaned profession; but good may come out of apparent evil if the gentleman, in "renouncing his profession," will also take the important step of renouncing the items set down in the catechism for the admonition of all good men.

### MR. L. E. EMBREE'S APPOINTMENT.

The Board of Education, Whitby, has appointed Luther E. Embree, B.A., late head master of Strathroy High School, to the principalship of the Whitby Collegiate Institute, vacated by the resignation of G. H. Robinson, B.A.

Mr. Embree entered Toronto University in 1871, after a successful course of public school teaching in St. Thomas. At matriculation he obtained a double scholarship, and graduated, with a silver medal in moderns, in 1875. For some years he was assistant master in Toronto Collegiate Institute, and subsequently principal of Yarmouth Seminary, Nova Scotia, where Dr. J. A. McLellan had previously presided. His career as principal of Strathroy High School is one of distinguished success, as the school records abundantly testify.

In his new position he will, we are sure, bring all his well-known energy to bear in endeavoring to maintain the establishment in Whitby up to the standard of a collegiate institute, a standard which from some cause or other has been jeopardized. We have every confidence in the efforts he is capable of exerting, and will exert, for the welfare and benefit of the collegiate institute. We congratulate the Board of Education on their wise selection, and we wish the new principal success and prosperity in his new and important sphere.

### PANICS IN SCHOOLS.

The recent fatal accident in one of the Roman Catholic schools of Brooklyn, by which fifteen or twenty pupils lost their lives, and many more were seriously injured by falling over a staircase upon one another while rushing out at a sudden alarm of fire, has induced the school authorities in Kingston and Toronto to take precautions for the prevention of such a disaster on this side of the lines. In small schools the danger is not great, but where the attendance exceeds one hundred occasional fire drills would be highly commendable. In most of the city schools of the United States such drills are frequent. The alarm is given, and the whole school quickly and quietly turns out in perfect marching order. When a real alarm occurs there is no confusion and very little danger of a panic. Such drills also serve an excellent purpose for ordinary discipline. All doors of exit are required by statute to open outward, and the penalty for neglect is a fine of about fifty dollars. We earnestly recommend all teachers to see that no death-traps are left about their schools. Trustees should be notified and fully warned of the danger and of their responsibility. Narrow or crooked stairways should be changed immediately.