

## Notes and Comments.

At a recent meeting of the Senate of the University of Toronto, a communication was received from the Educational Department enquiring whether second-class certificates received prior to 1886 would be accepted *pro tanto* for matriculation. The Senate decided that the back second-class certificates were to be received *pro tanto* for matriculation.

LAST year the British Association for the Advancement of Science met in Canada, and this year it meets in Birmingham, Eng., under the presidency of a Canadian, Sir William Dawson, LL.D., F.R.S., of McGill University. The date of the meeting is fixed at September 1st. This will be the fourth meeting in this city, the previous meetings have been in the years 1838, 1849, and 1865 respectively.

THE Engineering Society in connexion with the School of Practical Science, Toronto, discusses decidedly practical subjects at its meetings. "Limes, mortars and cements," and "what will prevent block pavements being upheaved by the frost?" were amongst the last topics which engaged their attention. This, we think, is no small argument against the idea, so prevalent among some classes, that colleges generally do little more than teach useless theory. Publicity should be given to such facts.

PRIMARY teachers of the public schools of Florence, Mass., give the following testimony regarding the graduates from the kindergarten: "The children show greater reasoning power;" "they are better able to occupy themselves, are more independent in their work;" "they follow dictation more easily;" "they are more obedient;" "they try to find out things for themselves, and ask questions touching any new subject, while other children are willing to take things for granted, because the teacher says so."

DESPITE the want of that much-talked-of desideratum, international copyright, the EDUCATIONAL WEEKLY does not believe in the permissibility of literary or journalistic theft. We, therefore, hasten to correct a sin of commission which occurred in our issue of the 4th inst. The article entitled "Knowing too Much," should have been credited to the *New York School Journal*, published by E. T. Kellogg & Co. The EDUCATIONAL WEEKLY has so often been honored by being quoted in the columns of its educational and other exchanges, that the oversight is all the more to be regretted.

THE following vigorous sentences of Professor S. S. Parr in *Indiana School Journal*, need no endorsement:—"There is a gimlet and corkscrew conception of school education abroad that would make its fundamental purpose the production of human automata that, upon having their numerous strings pulled by an overseer, a boss-workman, or a director of some kind, would file, turn, rasp,

polish and finish mechanical products of various kinds. \* \* \* None of this is education; it is the system of apprenticeship applied to school education. No such conception can lie at the bottom of state school-education. These automata are far more likely to be bad citizens than good ones."

ON Tuesday of last week Mr. Balfour moved for a Return to the House of the names and salaries of the officers of the University of Toronto, at the date of the order; also the names and salaries of the professors, lecturers, tutors, fellows, and officers of University College at the same date—specifying in each case the subject taught or the office held, and giving the amount of the remuneration for each, when more duties than one are discharged by the same person; also for a return showing the total number of students in University College at the date of the order; the number of female students at the same date; and also the number of students attending lectures in each of the following subjects:—Greek, Latin, Mathematics, Physics, History, Ethnology, English, French, German, Italian, Spanish, Hebrew, Chaldee, Syriac, Logic, Mental and Moral Science, Biology, Chemistry, Mineralogy, and Geology.

FOR some time Principal Tulloch, of St. Andrew's University had been in feeble health. He recently obtained a brief respite from his duties, but rest brought no relief. His death was announced a short time ago. Dr. Tulloch was a diligent student. After completing his course at St. Andrew's, he went to Germany, where he extended his philosophical researches. He displayed great literary activity, being a frequent contributor to reviews and magazines. In 1855, with over 200 others, he competed for the Burnette prize, awarded every forty years for the best essay on the Being and Attributes of God. The first prize was gained by Dr. Robert A. Thompson, and the second by Dr. Tulloch for his essay, which was published under the title of "Theism." Other of Dr. Tulloch's best appreciated works are: "Leaders of the Reformation," "English Puritanism and its Leaders," "The Positive Philosophy," "Religion and Theology," etc.

THE report of the Commissioner of Education for 1883 and 1884, which has just been printed, gives the following interesting statistics relative to the schools of the North-western States: "Illinois, 1,069,000 children of school age, and 728,681 enrolled in the public and 75,821 in the private schools, the amount spent for education in the state being \$9,168,186; Michigan, 557,000 children of school age, 400,000 being enrolled in the public and 27,230 in the private schools, the expenditure being \$4,636,000; Wisconsin, 528,750 children of school age, 317,000 enrolled in the public and 15,615 in the private schools; Minnesota, 359,366 children of

school age, 223,209 enrolled in the public schools, the expenditure being \$2,289,711; Iowa, 621,000 children of school age, 469,500 enrolled, the expenditure being \$5,856,000; Nebraska, 209,436 children of school age, and 137,618 enrolled." The report shows gratifying progress generally. The average salary of teachers has been increased somewhat.

A FEW days ago an influential and important deputation waited upon Mr. Mowat to urge upon his attention the claims of the projected Industrial School for Governmental assistance. Vice-Chancellor Proudfoot put the matter in a very proper light when he pointed out that the assistance given by the Government to this institution would well repay them by the decrease that would follow in the number of those who live upon the country as criminals in our gaols and penitentiaries. It is chiefly upon this ground that the Industrial School can claim the support of the Government, and not because it is a purely benevolent institution, such as the lunatic asylum, for example, as Mr. Mowat by his reply seemed to regard it. We have enough of confidence in Mr. Mowat's statesmanlike views to believe that when he comes to consider the matter with his colleagues he will see that any money given to further the efforts of the Industrial School Association in reclaiming boys from a vicious course of life, and making them useful and wealth-producing members of society, can be as well, or perhaps better, defended as an item of Government expenditure than that set apart for the support of a deaf and dumb institution, or an asylum for the blind.—*The Week*.

THE Hon. Warren Easton, Louisiana State Superintendent of Education, writes an earnest appeal to the senators and members of Congress of Louisiana in behalf of the Blair Educational Bill. "Much as your state has done for popular education, and hopes to continue to do," he says, "she can accomplish but little in this great ocean of illiteracy without a helping hand." He then calls attention to the statistics of illiteracy of the state. Of the total population, over 10 years of age, he says 49 per cent. cannot read; native whites, over 10 years of age, who cannot write, 19 per cent.; foreign born whites, over 10 years of age, who cannot write, 10 per cent.; white males, between 10 and 14, who cannot write, 28 per cent.; females, 25 per cent.; white females, 21 and upwards, who cannot write, 16 per cent.; males, 15 per cent.; total colored, 10 years and upwards, who cannot write, 79 per cent.; colored females, 71 per cent.; colored males, 21 and upwards, who cannot write, 80 per cent.; females, 82 per cent. After a careful study of these figures he says: "Can you stand idly by and hear your colleagues refuse to lend a helping hand to your section, and to the many others burdened, alike with her, with a great mass of illiteracy?"