

useful philanthropic institutions of the city, and in various other ways has done much for the promotion of benevolent schemes. During the last few years his appearances on the public lecture platform have been fewer than they formerly were, but not very long ago his form was probably more familiar to Canadian audiences generally than that of any other lecturer of the day. In spite of the inroads made on a not very robust constitution by advancing age and unceasing toil, Dr. Wilson has lost little of his energetic activity either mental or physical. That he may long be spared to fill the position he has filled with credit to himself and advantage to others, is an aspiration that will find an echo amongst all who have the pleasure of knowing him, and especially amongst the members of his own noble profession.

Glennings.

INDUSTRIAL DRAWING.—Given a hundred carpenters who have been well taught in the elements of drawing (for which the free public schools are unquestionably equal), and another hundred who have no knowledge of drawing, and the earnings of the first hundred will exceed the earnings of the second by at least fifty dollars a day, or more than fifteen thousand dollars a year. Now what is true of the carpenter is true of the stone mason, the machinist, the tinner, the locomotive builder, the shoemaker, the hinge maker, the carriage maker, the cabinet maker, and, indeed, of every one who constructs objects having length, breadth and thickness. Of the pupils in our public schools, a large majority of the boys at least will enter into some of these pursuits. In the face of these facts, can it be said that drawing is a study of no practical application? What other study has so direct a practical bearing on industry?

It must be apparent that the educational needs of the time demand that industrial drawing should, everywhere, as has been done in Wheeling, be placed side by side with other fundamental studies, and be taught, as in this city, throughout the whole school course, from the lowest primary classes to the most advanced pupils in the grammar schools. Begin at the bottom step of any ladder and the ascent is both easy and natural. Teach children drawing from the beginning of their school course, and they are taught to see intelligently, and thereby are qualified to observe, to compare and to express their knowledge easily, naturally and accurately. Are these requirements of no practical advantage?

That man, whether he be manufacturer or merchant, whether he be mechanic or artizan, no matter what branch of industry he may be engaged in, who can quickly and accurately and intelligently see whatever is placed before him, possesses a decided advantage over the one who does not possess this qualification. Drawing is the proper way to express what the eye sees, indeed the only sure test of what is seen. As the future prosperity of the country will depend largely upon diversified industrial development, as the great majority of the pupils of our public schools must enter into these industrial occupations, in one position or another, it seems only the part of wisdom to recognize this fact, and in our public schools so arrange the instruction that what pupils learn in their school years, will have some practical relation to the occupation of their adult years.—*Dr. Huff, in Virginia School Journal.*

DANGERS IN THE TEACHING PROFESSION.—One danger lurks in the habit of exercising authority as teachers do it. The position of supreme umpire, and the habit of commanding obedience to imperative decisions, create and foster feelings of self-importance in teachers which are apt to be fully appreciated only by themselves favorably and by others as blemishes. When once a teacher is so impressed with the importance of his own decisions, that he constantly chafes with irritation under adverse decisions, he is evidently in the line of a deranged subjective mental state. It is a grand aim to grow up overshadowing authority possessed by self, and thus making it serve a wise and generous discipline, but it is a fearful state of demoralization to be wholly under control of false and powerful habits which divert one's eyes from the better way, and which stiffen one's limbs to walk well, even when better ways are seen.

Another danger houses itself in the habit of being authority in matters of scholarship. Teachers unconsciously grow, to feel that what they do not know upon this or that given subject is not worth the trouble of telling—and hence they will listen impatiently to

the recitals of another, and begin an extended elucidation of their own, which is calculated to amaze the unlettered, astonish the half-learned, and disgust the really educated and informed. All of this is done in the same air and tone of bearing which characterize the teacher who is stratified in this danger. The actual society of the world demands good listeners, modest talkers, those who use much learning in so gracious a manner that the hearer falls in love with it at once. This modesty which is so agreeable and pleasant in society should pervade the school-room, from the habits of the teacher. Is it not a fortunate state for the talker when, to him, his auditors are only so many beings to astonish by his very ample information, and when his books are read only as so many milestones upon which he, by his sharp criticism, records that he himself has gone far beyond this! The danger is a serious one, and teachers are aware of it in others!—*J. H. Hoose, Principal State Normal, Cortland.*

—The following is an extract from the message of Governor Rice to the Massachusetts Legislature:—"I desire to commend anew to your favorable attention the subject of industrial art education, feeling that the interests of the Commonwealth, in greater variety than can be easily described, are undoubtedly involved therein. Displaying a degree of inventive talent which places her in the front rank of States in respect to mechanical pursuits, and exhibiting a measure of commercial enterprise of corresponding proportions, our State does not yet command the eminence in the markets of the world which she is destined hereafter to attain, if efforts in the development of her industries be rightly directed. Her manufactures, like those of the country in general, too often bear marks of foreign imitation, or are the product of foreign designers in our own mills; while those of native design too often bear evidence of undisciplined taste and less perfect execution. Before native talent can fully supply the need in this respect, there must be a general advance in mechanical skill and in art-culture. A great poet or scholar is most likely to be matured in a literary atmosphere, and in like manner there must be a general diffusion of artistic principles, taste and practice, before we can hope for that higher outcrop of ability which shall lead the way to pre-eminence in manufacturing success. But apart from the generation of extraordinary leaders, the whole character of our industries will shortly feel the influence of this training in the line of direct and profitable advantages. The higher advancement of art education tends to the multiplication of new forms of industry, to the enlargement of the field of remunerative labor, and to the increase of wages; and thus it benefits alike the capitalists and the working classes in a community where it is encouraged. I pass by, in this place, the discussion of the moral aspects of the case—the elevation of taste and character which comes from contemplation and association with what is most perfect and most beautiful; though that surely is of no small consideration which contributes most largely to our purest enjoyment, while at the same time it is made to contribute to our physical comfort and to the wealth of the community. To secure these results, the normal art-school, now an assured success, is diligently working, and sending annually forth teachers whose influence is already felt, both in the elevation of the public taste and in the improved designs and commercial value of the products of our industries."

GRUMBLERS.—We have grumblers now, and may as well content ourselves, as we shall always have them. They are few when compared with the whole population. Money for the high-school branches, money for normal schools, money for the German language, and money for public free schools of the rural districts! The persons who are continually harping on one or more of these topics do not belong to the high, middle nor lower classes. They are an insignificant minority of conservative rich men.—*Eclectic Teacher.*

CRAMMING.—What is it but cramming, if we compel pupils to spell fifteen or twenty thousand words, without heeding the laws of orthography, when there is but little chance that one pupil out of fifty will have occasion, in all his after-life, to write above four thousand of them, and those the most common? What is it but cramming, if we compel pupils to memorize, and that, too, with little reference to generalization, from twenty to forty thousand facts in geography, when it is well known that not more than one-tenth of these facts will be remembered, or would be of any use if