

Notes and Comments.

THE annual report just published by the French Ministry of Public Instruction shows the constant progress of school savings banks, the new auxiliary branch of education, down to January, 1886. Since the first establishment of a school savings bank in 1834, in the municipal school of Le Mans, many other attempts, more or less successful, have been made in France and other countries of Europe.

MR. POWDERLY is reported to have planned that the "unions" of workingmen should be used for educational purposes. The idea is a good one, but hardly practicable, as soon appeared. The ignorant supposed that it was only necessary to use compulsion and the employer would double wages. We hold firmly to the opinion that education is the ladder by which the workingman will rise to better things; it has already bettered his condition.—*New York School Journal*.

We find the following admirable remarks in a recent issue of the *American Teacher*. They are worthy of much thought and meditation:—"To codify the utterances of any man, however good and wise, creates a scholastic dogmatism which is opposed to scientific development. It prophesies the downfall of the 'system' which, subsequently, will be useful only as food for newer and freer growths or a text for the antiquary. It seeks to keep the 'young out of the reasons,' and to condemn mankind to a deepening winter of unproductive discipleship."

IN fining the bakers who had participated in the boycott against Mrs. Gray, Justice Duffy told the men that they were not the only ones who wanted their wages raised, that all of us, himself included, want more pay. He is right. We all want an advance, but while there is a class which believes that the boycott and strike is the way to obtain this increase, there is another, and let us be thankful that it is the larger, which knows that thrift, hard-work, and steady self-improvement are the only healthy means to getting our wages raised.—*The Chautauquan*.

THE editor of *The Chautauquan* calls attention in an article on "Gladstone's Speech for Ireland" in the "Outlook" for June to the American ideas in Gladstone's speech, remarking:—"The ideas (of Mr. Gladstone's speech) look very much like one or two things which Thomas Jefferson put into the Declaration of Independence; for instance, 'All men are created free and equal' and 'have the inalienable rights to life, liberty, and the pursuits of happiness.' Gladstone did not quote from our great Declaration, nor did he say anything about our Republican form of government, but the spirit of 'American

Independence' and our type of political liberty made the heart and soul of his great speech. Our civilization is repeating itself in other lands, but nowhere have we witnessed such a bold and emphatic application of the American doctrine, of a government by the people, for the people, and of the people, as that Gladstone made in the House of Commons on April 8, 1886."

THE *Globe* (London, Eng.), commenting on the proceedings of the Bradford Teachers' conference, says:—"Unquestionably the ideal school would be one in which a competent teacher was left free to educate his pupils according to his own special qualifications, to their varying powers, and to all manner of local conditions which, while no code could possibly take account of them, are the most important considerations of all. Of course a free system would make especial care in the selection of teachers needful in the first instance. But this has never been found a serious difficulty in higher class schools, where the system pursued is to choose the best man that can be found, and then—within, of course, reasonable limits—to trust him all in all. What would become of any great public school if the head master were bound to teach in somebody else's way? The result would be absurd enough to settle the matter without another word."

A CORRESPONDENT signing himself "Equity," sends us the following question:—

"During the winter of the present year a number of Roman Catholic members of three or four public schools determined to form a separate school. They complied with all the law requires in such a case, and have lately begun to teach in the new separate school. These separate school ratepayers were ratepayers of the public school sections at the time the teachers were hired for the public schools for the present year. Can the trustees of the public school levy rates on the persons who did belong to the public school section at the time the teacher for the latter was engaged, but who have since joined the separate school section, for the teacher's salary, or for other school expenses for the present year?"

From the Education Department we learn that "the law provides that Roman Catholics who become supporters of separate schools are exempt from public school rates for the then current year. (See section 41, Separate Schools Act.) It does not appear, therefore, that they can be made liable for the public school teacher's salary."

The section referred to is as follows:—

"Every person paying rates, whether as proprietor or tenant, who, by himself, or his agent, on or before the first day of March in any year, gives to the clerk of the municipality notice in writing that he is a Roman Catholic, and supporter of a separate school situated in the said municipality or in a municipality contiguous thereto, shall be

exempted from the payment of all rates imposed for the support of public schools, and of public school libraries, or for the purchase of land or erection of buildings for public school purposes, within the city, town, incorporated village or section in which he resides, for the then current year, and every subsequent year thereafter, while he continues a supporter of a separate school; and such notice shall not be required to be renewed annually. R. S. O. c. 206, s. 31."

As a matter of technical detail, it would appear that the answer our correspondent desires turns upon whether or not notice was given to the clerk of the municipality on or before the first day of March, in the year referred to.

WE learn from the *Proceedings of the Royal Geographical Society* that the exhibition at Manchester of the collection of appliances used in geographical education has been highly successful. The Manchester Society have added a number of objects to the collection, the list of which has been appended to their reprint of the R. G. S. catalogue. The Manchester Society have also issued the Report of their Education Committee, giving the results of their inquiries on the same lines as those contained in the Report of the R. G. S. The following are the conclusions to which the Manchester Society have come as the result of their inquiry. "1. That in the primary schools, apparatus of a simple but scientific kind is required. 2. That a better class of maps, relief maps, models, and globes are required. 3. That a perfect text-book should be produced. 4. That it is useless to expect more time can be given to this as a special subject; but that, in connection with history (from which it cannot be divorced), it may, in its historical relations, be fairly dealt with. 5. That in secondary and middle-class schools and colleges more encouragement should be given to the study. 6. That if the subject was specialised at the universities by lectureships and other means, a body of competent men would in time be produced, capable of dealing with it, whose knowledge and interest in the subject would in time act upon the lower schools. 7. That we want some system of progressive education in this matter which, whatever the text-book, shall be progressive in its operation. 8. That if an examination in this subject and certificates for teachers could be obtained, a great advance in the interest of the subject would be secured. 9. That if a system of prizes could be formed (or the Royal Geographical Society's prizes obtained) by the Geographical Society, and if the university could be arranged with to form a body for examination in conjunction with the Society, and if, lastly, we press the attention of those concerned to the necessity of the science being taken as a whole, mathematical, physical, topographical, historical, and political, we shall have done something to place it in its proper and legitimate position."