

tasks required many times of children of tender years, are most of them forgotten ere the child reaches maturity. Principles only are retained in their minds. Even when great intellectuality is gained at the expense of health and happiness, the child on reaching maturity, in nine cases out of ten, will follow his favourite pursuit were it in direct opposition to his previous training; and never use one-tenth of what he was forced to commit to memory twenty or twenty-five years previously.

Hence, in concluding, the mind of the child is to be educated, his faculties are to be *led out*, developed, according to the growth and strength of the system. Principles alone can be taught with advantage, and these only so far as the development of the *brain substance* will admit. If individual tasks and preferences are rightly directed, we may dispense with much labour and ponderous masses of disassociated facts.—*N. E. J. of E.*

2. MUSIC ON THE BLACKBOARD.

Lessons in music written on the blackboard the moment they are wanted are always more interesting to pupils than such as are contained in a book. The teacher should accustom himself to write with ease and rapidity, and should depend more upon the blackboard lessons than upon any others. The board should have the lines of the staff painted upon it, so as to save the time of the teacher. The staff, without clefs, should also be so cut into the slates of the pupils that it may always be ready for use when they are called upon to write what is sung, as well as to sing what is written. The time which is occupied in writing a lesson is not lost in a well regulated school, for the pupils will watch the movements of the teacher with interest, and will examine each note and character as it is written. It may also at times be desirable for the teacher to have his pupils name the tones as he writes them. No written lessons can possibly do away with the necessity for the blackboard. If all the teachers in the world should set themselves to writing lessons, and all the printers in the world should be employed to print them, and all the shops should be full of the books containing them, and all the pupils in the world should have all the money in the world with which to purchase all the books of printed lessons in the world, and every pupil should be furnished with a copy of every book that was ever printed, still the necessity for the blackboard would remain. It might indeed be superseded in part by a sufficiency of printed lessons, so far as practical vocal exercises are concerned; but yet of these it can never be given up by a good teacher; but even if it were given up for these, it would still be needed constantly for the illustration of such subjects as will be constantly coming up in teaching. The idea of giving up the blackboard is preposterous, and any one who entertains the thought of doing without one proves conclusively that he cannot possibly be a good practical teacher. Perhaps our language on this point may appear to be strong, but surely there is no subject on which we feel a greater degree of certainty than this. That the blackboard is an indispensable requisite in every well furnished school room, whatever be the subject taught, is the concurrent testimony of all good teachers in all parts of the world, in all departments of school teaching. It is needed, too, from the beginning to the end of a course; it is not to be used for a few of the first lessons, and then to be given up; its use is never to be wholly discontinued.—*T. F. Seward.*

3. MILITARY DRILL IN SCHOOLS.

DR. BROUSE moved that a Select Committee be appointed to report upon our present system of military drill, with the view to ascertain if some improvement might not be effected therein. He said he had called the attention of the Government to the matter with the intention of recommending the introduction of military drill into our common schools. From year to year the taxes had largely increased, and the Finance Minister could scarcely promise any diminution; any legitimate means, therefore, for diminishing our expenditure would receive the support of the House. The House yearly voted large sums of money to keep up a militia system which did not accomplish the objects desired. In 1872 the sum of one and a half million dollars was voted for militia purposes, and last year the Finance Minister included in the estimates the sum of one million dollars for militia expenses. This was an extensive drain upon our resources. The House would do well to consider the question of establishing a system of military education in our public schools. The subject had received considerable attention both in England and the United States. In 1860 a Commission was appointed in England to report upon the state of elementary education. Appended to the report was a statement by Mr. Chadwick to the effect that too much time was devoted to book

instruction in the English schools, and too little to the physical training of the children, that the mind was overworked and the body insufficiently exercised, and that book-work was generally prolonged much beyond the capacity of the pupil, to the injury alike of his physical and mental powers. It was further stated that it was demonstrated that the physical training of the pupils, particularly by a system of military drill, was productive of incalculable benefit. After making further quotations, he proceeded to say that he contended that the education of youth should be of a mixed character. The mental training should be associated with physical training until the period of maturity. Nothing was more calculated to produce mental disease than excessive mental application on the part of the young. The next thing to be considered was what was the best kind of physical training. The exercise must not be severe, as the natural tendency of a child was to over-exert himself when engaged in the ordinary pursuits of sport. Mr. Chadwick contended that military drill afforded the best kind of physical training, which would create a class from which the most efficient results would be received, for military service. The drill, too, being acquired when young, would be developed to a far greater extent than if commenced at a later age. Then the introduction of military drill into our schools would improve the discipline of those schools. In referring to the manner in which the adoption of his proposition would tend to strengthen our means of military defence, he said about one-fifth might be incapacitated from military drill, and he would deduct another one-fifth for other causes. This would leave 300,000 boys who would be drilled, and at the end of ten years the country would be in possession of about three-quarters of a million of young men who had been under a regular course of drill, and ready, with a little additional training, to constitute part of our military defence. In Toronto, and in several cities in the United States, the School Board authorities had spoken favourably of a system of drill in public schools. In England the system has been adopted in many of the public and private schools. In Prussia the education was not considered complete until the pupil had received a course of instruction in military drill. There might be some difficulty in what he proposed, inasmuch as school affairs were under the control of the several Provinces. He reminded the House that in case of war it was absolutely necessary to be prepared for defence, as the facility of water communication that existed at the present day prevented any preparation by rendering military operations exceedingly rapid.

Hon. J. H. CAMERON thought the House was indebted to the hon. member for South Grenville for introducing the subject. He felt sure that the Committee the hon. gentleman asked for would bring out a great deal of useful information. It was not often that they found private members taking so much trouble to place a matter in so clear a light. He hoped that the Committee would be granted.

Hon. Mr. MACKENZIE said the Government was not in a position to make any promises in reference to the matter. A new general officer had been engaged by the Government, who had made a subject of special duty the question of bringing the Dominion Militia to the best possible stage of efficiency. The Government decided last year to establish military colleges in order to afford a system of education for staff officers. These had not yet been established, but in a few months something would be done. Two or three suggestions had been made by the general officer, which the Government had under consideration, with reference to radical changes in the military instruction of the country. While these suggestions were being considered, the Government would not care to be embarrassed by the action of a Committee appointed by the House.

Sir JOHN A. MACDONALD thought that the department having control of the Militia defences of the country might make it a part of the system to enforce military drill in the common schools; at any rate, there would be no difficulty if there could be concerted action between the Local Governments and the Dominion Government. The Dominion Government would then have to supply a certain quantity of arms, &c., for school purposes.

Mr. MACKENZIE said that the suggestion of the hon. member for Carleton could not be carried out by the Dominion Government. It was for the Local Governments to say whether they would dispense with the enforcement of the statute labour.

Mr. YOUNG said it was a question that really belonged to the Provinces. As it was, our schools suffered from a multiplicity of subjects in the curriculum of study, and the addition of military drill would but increase the evil. So far as his constituency was concerned, there was a strong feeling against introducing military drill into the public schools.

Mr. McDougall (Elgin) thought the question an important one, which should be inquired into by the Government, so as to ascertain whether the Dominion had power to interfere with the Common School system of the various Provinces, then to ascertain whether such an interference would be advisable. He thought, therefore,