

will be a Canadian institution in future, in spirit as well as location.

In the appointment of Mr. Buchan, one change is distinctly indicated. Classical teaching will no longer be the supreme aim of the College. The English language and its literature, will be placed in its rightful position at the head, with Moderns and Science as its immediate neighbors.

We do not believe that the country would be willing to sustain Upper Canada College as a mere High School even under Mr. Buchan's management. We have no idea that this is what Mr. Buchan wishes it to become, however.

The CANADA SCHOOL JOURNAL was the first to suggest that the College should be set apart for the higher education of women. Mr. Goldwin Smith fathered our suggestion, although he had no right to be more than its god-father, and many have approved of the idea. We do not relinquish the hope that, when we are ready for it, the government will supply an institution for the higher education of those women in our country who wish to advance beyond the Collegiate Institute lines; but if Mr. Buchan aims to found a provincial school, in which the sons of those who are determined to send their children from home to be educated, shall receive a thoroughly practical training, he will receive our support. Other provision can be made in due time for our women.

We have no sympathy whatever with the "jingo" element who decline to send their children to a Public School through false pride. We have always held that as a rule, boys should attend the High School or Collegiate Institute in their own vicinity. There is, however, a large class of men in Canada who are compelled to be frequently absent from home, or who are so engrossed in business, that they have not the time to take a parent's proper and essential interest in the direct work of educating their sons. They are willing to pay well for the right kind of supervision, which they are not themselves able to give, and there are quite a sufficient number of them to support any school which will prove itself to be the best boarding-school in the country. With its large endowment, with its government aid, and with its prestige, and associations, Upper Canada College under its new Principal should make itself one of the needs of Ontario. It is, however, a grave question for the consideration of the Government, to decide how long the College should continue to receive aid from the School Funds of the Province. This question will doubtless soon be forced upon their attention, and unless they can show that it is a necessary part of the Public School System, only one answer can be given to it.

The appointment of Mr. Buchan leaves only two High School Inspectors. It is the intention of Mr. Crooks to have the High Schools inspected only once a year in future, so that two High School Inspectors will be sufficient. The Intermediate examination will, in most respects, form a substitute of one inspection. We congratulate Mr. Crooks on making a reduction in the expense connected with High Schools, without reducing their efficiency.

#### NEEDLE-WORK BY BOYS.

—We published last month an article, written by Mr. Hughes, Public School Inspector in Toronto, recommending

that boys as well as girls should be required to do needle-work in the Junior classes in Public Schools. In confirmation of his views, we note that the new Code introduced in England by Mr. Mundella proposes to make it *compulsory* for boys under seven to do the same needle-work as girls.

Why do not teachers try to teach this subject as they do others? Why should not all the pupils of a certain grade do the same kind of needle-work, as they write in the same copy-book and work the same rules in arithmetic? In England, and some of the United States cities, a whole class is found working at the same kind of needle-work as they do with their other lessons. The teacher uses the black-board in explaining a stitch or a cut, or the method of attaching and adjusting parts of a garment just as she does in teaching the correct formation of a letter, or the solution of a problem. As a guide to those who would like to systematize the work of teaching needle-work, we give the programme in this subject proposed by the New English Code.

#### NEEDLE-WORK SCHEDULE.

##### BELOW STANDARD I.

##### Boys and Girls.

Needle drill.—Position Drill.

Strips (18 inches by 2 inches) in simple hemming with coloured cotton, in the following order, viz. —1. Black. 2. Red. 3. Blue. Knitting-pin drill.

A strip knitted (15 inches by 3 inches, in cotton or wool.

##### STANDARD I.

1. Hemming, simple or counter, seaming, felling, *plaiting*. Any garment which can be completed by the above stitches, e. g., a child's plain shift or pinafore.

2. Knitting. 2 needles, plain and purled, e.g., a strip on which to teach darning in Girls' Upper Standards, or a comforter or muff-atee.

##### STANDARD II.

1. The work of the previous Standard with greater skill, and sewing on strings. Garment, an apron, pinafore or plain shift *plaited* into a band.

2. Knitting. 4 needles, plain and purled, e.g., wristlets or muff-atees.

##### STANDARD III.

1. The work of the previous Standards with greater skill, and, in addition, stitching garments, a shift or apron *plaited* into a stitched band.

Herring-bone stitch. The stitch only on coarse canvas (cheese cloth) or flannel.

Darning, simple. } On cheese-cloth or calico.  
Marking, simple. }

2. Knitting. 4 needles, e.g., a sock.

##### STANDARD IV.

1. The work of the previous Standards with greater skill, and, in addition gathering, stroking, setting-in, *herring-bone*, marking, button-hole, sewing on button. Garment, a plain night-shirt, night-gown, petticoat, or child's frock, either in calico, coloured shirting, or flannel.

2. Darning, plain (as for thin places), in stocking-web material and woven fabric.

3. Knitting. 4 needles, a man's sock or girl's stocking.

##### STANDARD V.

1. The work of the previous Standards with greater skill, and, in addition, tuck run. Garment, a night-gown or child's frock.

2. Knitting. 4 needles, a knickerbocker stocking.

3. Darning, simple, and a hole in stocking-web material.

4. Patching in calico and flannel.

5. Cutting out any garment such as a child in Standard III. can make up.

##### STANDARDS VI. AND VII.

1. The work of the previous Standards with greater skill, and whip stitch, setting-on frill, *knitting*, coral-stitch (feather stitch). Garment, a night-dress with frill, or baby's robe, or child's fancy pinafore.