

NOTES FOR TEACHERS.

THE CLIFTON COLLEGE CHAPEL.—“It is the one thing that makes our life here complete . . . without it this college would be a mere boarding-house and class-room.”—*The Headmaster of Clifton College, in Education.*

THE RIGHT WAY.—“The right way to teach is to give them a liking and inclination to what you purpose them to be learned, and that will engage their industry and application. This I think no hard matter to do if children be handled as they should be.”—*Locke.*

CAST IRON BRICKS.—A German mechanic has had patented what are termed hollow cast-iron bricks. They are made of regular brick form and size, and are fastened together as follows: The upper and lower sides of the bricks are provided with grooves and protecting ribs, which fit into one another easily and perfectly, so as to make a uniform and complete union or combination. The non-conducting air-spaces in the bricks, and the ease with which they may be put together and taken apart without damaging them, are advantages in their favour as a substitute for ordinary bricks.—*Our Times.*

ESSENTIAL.—To my mind an essential of public school life is the sense of unity—that every boy shall feel that, whatever his house, whatever his position in the school, he is a member of one body. This is the spirit that I would foster; and the school chapel supplies me with the means. I want to bring my personal influence to bear on the whole body, without losing touch of the individual boy. I think that everybody has a right, and should expect, to hear from my own

lips what he has to do. I attach the greatest importance to assembling the whole school, from time to time, in one building. For secular purposes we have the Speech Room; for religious, the chapel. So I can meet my boys face to face three or four times a week, and talk to them freely. In chapel, when every boy faces me as I stand in the pulpit, I do not hesitate to refer, indirectly, perhaps, but unmistakably to the current topics of our life here, to hold up the evil as a warning, and the good as an example. In fact, to put it shortly, I do not want to be a mere administrator. I want my influence to be personal.”—*The Rev. J. E. C. Welldon, M.A., Headmaster of Harrow School, in Education.*

THE NORTH LONDON COLLEGIATE SCHOOL FOR GIRLS.—On entering the buildings, the office is on the right, where two lady secretaries are busy all day carrying on the correspondence entailed by the care of nearly 500 girls under one roof. Passing hence, under the kindly guidance of the headmistress, Miss Frances M. Buss, I enter the great hall in the Upper School erected with a sum of £3,000 given by the Clothworkers' Company of London for that purpose. It is of magnificent proportions. At one end is a large dais, on which the desk and chair of the headmistress and those of her chief assistants are ranged. Behind them stands a large and handsome organ, which was presented by old pupils of the school. A corridor runs down one side of the hall, and into this several class-rooms open. Above the corridor is a gallery, into which other class-rooms open. It also serves the purpose of providing seats for guests on great days. So also does the large gallery at the