

The object is a wise one and of great interest to mechanics, who will thus obtain a knowledge not only of drawing, but also of elementary mechanics. We are annually spending large sums in our Public and High Schools for mental culture, but no attempts are made towards giving pupils instruction of a practical character. Our neighbours have evidently discovered the folly of such a course, hence they have established schools where practical engineering and mining are taught, not theory alone, but a systematic knowledge of professions of the greatest benefit, not only to individuals but also to the State. Skilled labour is one of the principal foundations upon which the prosperity of a nation rests in the nineteenth century.

In our Central School we employ a large staff of teachers, who are no doubt doing their work faithfully and thoroughly, but the trouble is, the programme is not practical enough in its nature. Every large town and city in Canada should possess a school in which telegraphing, a knowledge of the steam engine (acquired from a model of good size capable of doing work), the use of lathes for wood and iron, the art of framing wooden buildings, lessons in architecture, cooking, sewing and music should be taught by practical men and women.

We do not claim that such a school would turn out mechanics skilled in the highest degree, first class architects, excellent cooks, and finished musicians; such results could not be expected.

On the other hand, we could confidently predict that when our sons and daughters leave school, they would not be, as is the case at present, incapable of earning a livelihood. They would face the battle of life from a vantage ground which would prove of the greatest benefit to them. Having acquired the rudiments of a trade and learned the laws which govern the construction of machines, but half the time now spent would be required to become master mechanics.

The workman thus turned out would be in every respect superior to those who have learned their trade under the old system.

The same beneficial results would also apply to the girls, who, while learning a few French phrases, might at the same time acquire a knowledge of the mysteries of roasting beef and compound-ing a pudding.—*Ex.*

2. MUSIC IN THE PUBLIC SCHOOLS.

The teachers of the State of Michigan have lately been in session, and the *Detroit Tribune* gives us some of the subjects that engaged their attention. Among the principal was that of music as a part of the exercises of each day, and the position that ought to be assigned to it in every well-regulated school. Professor Smith, of East Saginaw, read an eloquent and forcible plea in favour of the claims which this part of the course of study has upon the public, and among other things urged that—"Music stands pre-eminent among the arts, and never fails to reach the heart. The Church needs it; the State requires it; society demands it." We believe there are few countries in which so much has been done for popular education as in Ontario, where so little attention has been paid to the subject of vocal music. It is difficult to remedy this defect in the system in country schools, in which nothing in the way of combination can be effected, and therefore, unless the teacher understands the subject himself, this branch, interesting and useful as it is, must be overlooked. No teacher, whose skill in this art amounts to even that of an ordinary amateur, would be so blind to his own interest, to his ease and comfort in the management of his classes, as to neglect the application of so powerful an agency in the government of children. But those who can employ this aid to discipline are only few comparatively speaking, and the increase in the number so gifted will, we fear, be only slow. But this forms no excuse for the neglect of this branch in town or city schools. In all such places it is easy to obtain the service of competent teachers of music, who might give a lesson or two in the week to the pupils of the different schools, or at least to those whose teachers entirely neglect the subject. Every public examination held in this city reveals this fact, if nothing more, that there is a very large amount of musical talent among the young people who attend our public schools, which only requires a little cultivation to make an excellent display, and which it is the duty of those in authority to take steps to cultivate, not only for the sake of the schools but for the sake of society also. Since every day is making it more plain to practical educationists, that less time and pains must be taken in presenting facts to the minds of the students, and more of both devoted to the cultivation of the faculties—the examination of why they are facts—it seems difficult to tell why this particular faculty should be deemed unworthy of attention, and why its cultivation should be overlooked in any scheme of national education. All are agreed that the practice of music has an excellent effect upon the disposition—has a direct tendency to tone down and refine some of the more rugged features of the mind, and render man a more amiable

member of society. It is surely the duty, then, of those upon whom devolve the responsibilities of carrying our school system into effect, to make proper provision for teaching a subject which may be made a most powerful agency in moral culture, not only in the class-room, but in the family circle also, where it may be made to exercise attractions strong enough to keep some members of the household from seeking enjoyments surrounded with dangers and temptations difficult to be resisted.—*London Free Press.*

3. ORNAMENTATION OF HOUSES AND SCHOOLS.

"We have something to do for beauty's sake in ourselves and in things around us." And this is just the time for preparation. Gather every variety of grains and grasses while yet green, dry them carefully in the shade with the heads down, and keep them for winter bouquets. Crystallize a few in alum. Prepare skeleton leaves and blanchied ferns. Gather the dry mosses from old logs and fence-rails. Start boxes of growing ferns and green mosses. Make a few rustic boxes and shelves out of knotty limbs. A small bracket-saw, with a number of pretty patterns, costs but a trifle; and any lady or boy can make innumerable articles for beautifying a room. Prepare mottoes in "spatter-work" or coloured paper, crochet a few mats of bright worsted. In short, keep your school-room's and your pupils' needs in mind, as well as your own, and gather, as you have opportunity, the trifles all along your way. Believe me, these seemingly valueless things will bring you a world of comfort by and by.—*K. B. F. in Michigan Teacher.*

4. SCHOOL-GIRLS IN SOCIETY.

A question is started by the *Churchman* which has some bearing in the smallest towns as well as the largest cities. It is probably a trying question in many a household, now that school and society have both begun the year, how far school-girls can be allowed to attend parties and mingle in society. Misses not yet emancipated from school have learned to fill an important place in society, and they desire to keep up their relations with both. The *Churchman* considers that school may be taken as a matter of course; but its claim to undivided attention will be sorely contested when the social entertainment offers. That any such question should arise, is a curious gloss upon our domestic life. Americans visiting English households, for instance, are frequently amazed and embarrassed at finding the nursery and school-room still keeping under restraint the girls who in America would be dancing the German at two in the morning, and carrying their headache and books to school seven hours later. School-girls get the name of being fast and silly on this account, and we draw unfavourable comparisons between them and their English or French sisters. But where do the responsibility and blame belong? Assuredly with parents. What can the girl know of the foolishness of this course? and if in after years she looks back with regret, it would often be with more or less conscious reproach of her parents. It is so easy to yield to the plausible persuasion that one's daughter ought to "have a good time;" so difficult to make and enforce a decision which is only appreciated by experience. There has been much talk now and then of girls breaking down in school-work. If such cases were inquired into carefully, it would frequently be found that two incompatible things—society and study—were pursued at the same time.—*London Advertiser.*

5. THE FALLEN GREAT OF 1875.

The sickle of death has been unusually busy the past year among the ranks of the honoured and distinguished. Breaches have been made among the patrons of the arts and sciences, politics, theologians and authors, which will be hard to fill. It seems but just to pay a parting tribute to genius, and thus we gather up a few facts regarding the fallen great.

Among authors, several distinguished men have the past year laid down the pen. The great American publishing house of Harper Bros. suffered a serious loss in the death of John Harper, the senior partner of the firm. A life devoted to literature endears him to the memory of his wide constituency of readers. Two of the most distinguished authors of which France could boast are gone, Edouard Quinet and M. Charles de Remusat. The latter spoke eloquently for the liberty of the Press that Napoleon III. exiled him for a season from his beloved France. Germany has lost Heinrich August Ewald, one of the greatest living Orientalists, and a fine political and theological writer. The children will miss Hans Christian Andersen, the Copenhagen wonder-weaver. In England the loss of an essayist like Sir Arthur Helps, a historian as Rev. Connor Thirlwall, whose work on Greece is standard, and a novelist