

another office to be printed. Any failure of the paper to reach subscribers in time is a matter of annoyance and regret to us as well as to them and we promise to do our best to render them as few and far between as possible.

Mr. Glashan's paper on Science in the Schools, given in our last issue, is worthy of the careful perusal of every teacher. It will be seen that Mr. Glashan does not mean by the teaching of Science simply the manipulation of chemical agents in a few curious experiments, much less the study of dry formulas and complicated classifications, or conjuring with Latin or Greek compounds a foot and a half long. There can be no longer a doubt that the study of science proper has a true educational value equal to that of any other branch of learning. It has moreover, this distinctive merit, that while it strengthens the powers of reasoning, abstraction and generalization equally with almost any other branch of study, it is eminently adapted to quicken those perceptive faculties which minister so largely to both pleasure and profit in every sphere of life, and which the exclusive study of language or mathematics tends to blunt rather than sharpen, by disuse. We are by no means of the number of those who would have the new science cast out and supersede the old classics and philosophy, but we cannot doubt it has made good its claim to stand side by side with any of them. The extravagant demands of some of its enthusiastic votaries have perhaps retarded rather than helped recognition of its real merits, but the time has fully come when science should take in every school and college curriculum the prominent place claimed for it by competent and moderate advocates, such as Mr. Glashan.

All indications seem to point to a great and swift development of the technical school idea. Schools and colleges based upon this idea are multiplying in the United States and Great Britain. The *School Guardian*, in a late number, chronicles the completion of the Merchant Venturers' School at Bristol, one of the most extensive institutions yet established for the purposes indicated. This school replaces the British Trade School, which was itself a great success, giving instruction to 500 boys. But "on the recent agitation in favour of Technical Schools," says the *Guardian*, "it occurred to the wealthy guild of Merchant Venturers that it would be a good use of their money to erect a building worthy of their city and to endow and furnish it on a large and liberal scale. This they have done. There is accommodation for 900 students, with everything in the way of lecture-rooms, laboratory, museum, and other appliances, that the best institutions of this kind seem to require. Having erected the splendid building on the site of the old Grammar School, at a cost of £50,000, the Merchant Venturers generously handed it over to the corporation complete in all its equipment, and prepared to do a noble work for the industrial and commercial classes of the West of England. In this way we are growing rich in institutions of the nineteenth century, which may reasonably be expected to confer immense benefits upon the ages yet to come."

Colonel Carrol D. Wright, Chief of the Massachusetts Bureau

of Statistics and Labour, devote sixty pages of his last annual report to facts bearing mainly upon the effects of study and college life upon female graduates. From answers given by eleven colleges to questions asked, Col Wright concludes that the female graduates of American Colleges and Universities do not show any marked difference in their general health from the average of women engaged in other kinds of work, or from women generally. This will surprise few. The chief matter for surprise is that statistics should be needed to prove that brain work, which in itself, within reasonable limits, has been proved to be conducive to longevity rather than the opposite in men, should be injurious to women. Were the latter found to exhibit less power of endurance in ordinary life than the former, there might have been ground for such an inquiry. But the fact is we believe that the average woman works harder, for longer hours and endures more nervous strain and more fatigue of body and brain than the average man.

THE NEW REGULATIONS.

In our news columns will be found this week that portion of the new Regulations of the Department which contains the course of study laid down for High Schools and Collegiate Institutes. Next week we will give the requirements for teachers certificates, non-professional and professional. The assimilation of these requirements with the matriculation work of the High Schools will greatly simplify the programmes of these schools and lessen the difficulties of Head Masters. It will also pave the way to the University for many teachers, and no doubt an increasing number of the more ambitious of these will be found taking a full or partial University course. This will be a good thing for the teachers themselves and for the country. Whether it will be a good thing for the Public Schools will depend mainly upon the ability of the School Boards to retain such graduates in the profession. This again will depend largely upon the liberality of the parents and other contributors to the school funds. We hold it to be easily demonstrable, if not axiomatic, that, other things being equal, the more thorough the education of the teacher the better work will he be able to do in the instruction of even the youngest pupil. If a Master of Arts does not understand both the workings of the child-mind in general, and the idiosyncracies of the individual mind with which he has to deal, far better than the average teacher whose opportunities have been limited strictly to the course prescribed for his certificate can possibly do, then there is no virtue in intellectual training and no value in education *per se*. We premise, be it observed, "other things being equal." The fact of course is that other things are often not equal. Many a second or even third class teacher may be a more successful educator of the young than many a University graduate. This only proves that the former possesses natural qualifications denied to the latter, and affords an additional reason why the former should, if possible, secure all the benefits of thorough collegiate training. We believe the day will come, though we may not hope to see it, when the equivalent of an arts course will be required of every teacher in the