

question, quite the opposite. The great increase of travel and traffic of all kinds under the stimulating influence of railways has greatly enlarged the demand for the services of this indispensable animal. The same result may be hoped for from every other useful invention. The farmers' labour-saving machines may work temporary disturbance and change of employment. But they not only create a demand for the various kinds of labour involved in their manufacture, but, by adding to the resources of the farmer, enable him to cultivate larger areas, and lead to larger expenditures in other directions, all of which, in their turn, mean demand for labour.

The School.

An educational exchange says that when Texas disposes of her school funds she will have ninety-five millions of dollars invested for educational purposes. Pretty well for so young a state.

The first annual meeting of the Teacher's Guild of England was held in May, in London. The Society has been incorporated and local branches are being formed. The Teachers' Guild is not exactly a trades' union but some of the best objects of trades' unions will no doubt be kept in sight by it. The meeting was presided over by Mr. Mundella, M.P., by invitation. The formation of some such union or guild by Canadian teachers will no doubt be one of the advance steps of the near future. Such an organization, with the necessary local branches, might be made a power for good both to the profession and to the public.

Dr. Hodgins, Chairman, and Messrs. J. L. Hughes and Jas. Carlyle, General Secretaries of the Ryerson Memorial Fund, have published a list of contributors up to January, 1885. Their object in so doing is, as we are informed in a prefatory note, twofold, *first*, "to acknowledge with grateful pleasure the gratifying instances in which a liberal response has been made to the appeals of the committee," and *second*, to give those who have made no response hitherto another opportunity to do so. The total sum now invested, less contingent expenses, is \$4,083.42 and at least \$2000 more will be required to enable the committee to erect a suitable memorial.

The Teacher rightly insists that a school room should be made attractive. The influence of surroundings is too often lost sight of, or at least not sufficiently considered, in education. The school should be a home-like, happy place for the child. All its appointments, however simple and inexpensive, should bear the impress of a cultivated taste. We verily believe that it will be found much easier to preserve order and decorum in a neat and tasteful school room than in one which is untidy, rough and barn-like. It is an excellent plan to enlist the tastes and sympathies of the children in the arrangement of the furniture and the disposal of maps, pictures, and ornaments of which no school room should be wholly destitute. Let the child's eye have something pleasing, pretty or suggestive to rest upon, something that appeals to the higher sentiments, as often as its image falls upon the retina.

A new departure of a most commendable kind has recently been made in a public school in Gottingen. A spacious and comfortable bathing place has been arranged and fitted up for the children. Warm or cold baths may be had according to need. The children bathe in classes, under supervision. The time for bathing is during school hours, and so arranged that at least an hour shall be spent in the school before going out. It is said that the aversion which many parents showed at first to this innovation has disappeared, so that now only very few children do not take the baths. Considered in its whole influence and tendency we know of few things that would have a happier effect upon large classes of children than the introduction of this cheap luxury. Most of those to whom the morning tub or sponge is amongst the necessaries of life would be surprised to learn how many know little or nothing of its invigorating power. To thousands of poor children in city and country, the bath, as a part of the regular school routine, would mean the formation of a habit which would make them healthier and better, in person, taste and morals, all through life.

The recent Convocation of the University of Toronto marks an epoch in the history of higher education in Ontario. For the first time the gentler sex were represented amongst those presenting themselves for cap and gown. On this occasion the "fair girl graduates," carried off more than their fair share of honours and prizes. The *clat* with which these clever pioneers have completed the course has probably given the *coup de grace* to any lingering opposition to the advance movement they represent. The last redoubt was carried by storm on Convocation day. But while congratulating most heartily both the successful ladies and those who have striven so long and strenuously for the simple justice of the admission of women to the lecture rooms of University College, we are far from thinking the problem of University education for women solved. We want to see educated women going forth from the University halls not by threes or fours, or by dozens, but by hundreds. In the nature of the case this cannot be hoped for until better arrangements are made and better accommodation provided. The next great desideratum is one or more Girtons, or Newnham Halls, or Somerville Halls. The proposed University Federation scheme will be very partial and one-sided, until provision is made for at least one well equipped Ladies' College in the circle.

"A Parent," writing to the *Mail*, brings a very serious charge against the Ontario Model School. He says that in a recent examination in Drawing "the pupils were coached on questions on the examination paper only a few days before." "A Parent" alleges further that the same dishonesty was practised last session in the Normal School. It is to be devoutly hoped that this grave charge is a calumny. We feel sure that the Principal of either the Normal or the Model School, would scorn to permit any such practice, but it is due to themselves and to the patrons of the school that such a charge, appearing in a paper like the *Mail*, should be promptly and unequivocally refuted. If any teacher in either branch has not too keen a sense of honour to permit him to do anything of the kind, his