

University is the drafting of the University Act of 1873, which materially altered its constitution. Although the passage of that Act has not accomplished as much for the University as its best friends would like to see accomplished, while it introduced some changes which can hardly be regarded as improvements, still, on the whole, it was a long step in the right direction, and has paved the way for a still more perfect measure. As soon as possible after his acceptance of the portfolio of Education he made a tour of the Province, meeting the teachers and inspectors in their conventions, addressing them on the work he had undertaken, and listening to their suggestions for the improvement of the school law. The practical knowledge thus acquired was destined to bear early fruit, for during the last session of the Legislature he succeeded in securing the passage of an Act effecting most of the improvements which lapse of time and the experience of the teaching profession had shown to be necessary in the Act of 1874. This is not the place to speak of the scope and aims of this law. Brief discussions of these will be found from time to time in our columns, as will also accounts of the working of the Act in various directions; for the present it must suffice to notice the part already played by the Minister of Education in connection with the enactment of the law. As one more evidence of the deep interest taken by him in the cause of education, it may be mentioned that he has long been a member of the corporations of Hellmuth College and the Hellmuth Ladies' College, in London, Ontario. A great work still lies before him, which either he or some other Minister of Education must accomplish, before our educational system is what it ought to be. This is the consolidation of our institutions for imparting a higher education, and the better adaptation of the university system to the wants of our High Schools. Until this is effected, it is true in only a very partial sense that our educational system forms one harmonious whole. It is a well understood fact that the want of uniformity in the requirements of our universities is a serious obstacle in the way of those who are endeavouring to carry into effect a uniform programme in the High Schools. It may be that the task of effecting a consolidation will be found impossible of fulfilment. Whether this be so or not, it is well worth while to make the attempt, and certainly no one could be much better qualified for making it with some probability of success than the present Minister of Education.

—A University building is to be erected in Sheffield, England, at a cost of £20,000. The local university movement initiated by Cambridge in the city of hardware has proved wonderfully successful.

—In a lecture delivered by him a short time ago the Hon. Carl Schurz uttered this sentiment: "Any system of education which fails to teach the child to see, to hear, and to reproduce correctly, is essentially faulty." I want my boy to know how to use words. Mere grammar is dry husks, but words—swift, terse, burning words, he must learn to store and use. I want a teacher who will teach speech, and not the grammar of it merely.—*M. A. Warren, in National Teachers' Monthly.*

—Those who are unacquainted with the subject have little idea how easily very young children can be taught to read music, or in other words, to give with the voice the sound corresponding to the written notes on the scale. They also know as little how this simple and valuable faculty is developed with increasing difficulty as a child grows older, until, if he delays the attempt until he is a man, it gets almost beyond its reach.—*Boston School Committee.*

—I wonder if young teachers know how much influence they lose every time they appeal to a head master or teacher. When a person asks another to do for her what she ought to do for herself, people are apt to think her either indolent or inefficient, usually the latter, and children think and decide about these things as readily as those who are older. Before a superior should be called, I would exhaust all the ingenuity I possessed, all the advice of the wiser and more experienced, and all the methods suggested in the professional books and magazines at hand.—*Educational Weekly.*

—"That system of instruction in music is best which discards all superficial forcing for display, and commences at the beginning, thence progressing as fast as the capacity of the pupil will permit, and no faster; developing the voice by judicious encouragement and well-timed practice; perfecting the intonation of exercises selected to that end; improving the reading by slow and gradual steps; in short, leading the pupil through the necessary routine of study by gentle, gradual, but sure progression, until the science

becomes no longer a sealed book, nor its study a tedious course of drudgery."

—Dr. Hodgins, Deputy to the Minister of Education, in a recent address to the teachers of Lennox and Addington, gave an admirable exposition of the scope of the new School Act, from which we clip the following passage:—"The legislation of the past session, he would divide into four parts. First, that affecting the condition of teachers; second, the increased duties of trustees; third, the increased facilities for the formation of school sections, especially union sections; and fourth, that relating to High Schools. The whole was but dimly outlined, but it afforded the means of making the Ontario school system the best graded in the world. The first part of the legislative changes provided facilities for furnishing thoroughly trained teachers. In future it would be necessary for teachers, even of the lowest grade, to have a professional training. A distinction would be drawn between literary and profession training. Regulations had been drawn up, and now awaited the Lieut. Governor's sanction, for the formation of County Model Schools and County Institutes; the Normal Schools would be made more effective, and these would afford teachers the opportunity of acquiring the necessary professional training. Third class teachers would be required to attend the County Model Schools or County Institute, and in order to give them the necessary facilities for doing so they would be empowered to appoint some one to take their places while away. None would be eligible for second class certificates who had not attended one or other of the mediums for the acquisition of professional knowledge of their calling. In regard to the literary training required, arrangements had been made by which that could be obtained at the High Schools, and any candidate passing the Intermediate Examinations would be considered as having received the literary training and would be entitled to a certificate, but could not teach until the professional part of the requirements had been attained. Hitherto that had not been taken into account at all. It was acknowledged that under the new arrangements the difference between third class and second B. certificates was too great, and a second grade, second C, would be introduced, taking a position between the third and second B, and while inferior to the latter, would be vastly superior to the former. With regard to first and second class certificates, a Normal School training would be necessary. They hoped to keep teachers as long as possible in the profession, at present there was a continual and draining exodus, and in order to enable them to succeed, permission had been obtained for assisting them. County Institutes would be formed—one in the eastern part of the County and one in the western part, so regulated as to secure uniformity. A great many letters had been received at the Department for information relative to quarterly payments to teachers, and he desired to say that the law was not imperative but permissive. It was held that an imperative law would interfere with the present mode and time of receiving taxes, but, as it was much desired by teachers and others, permission had been given to County Councils to make arrangements for supplying funds on the note of the school corporation. Hitherto, if a note were given, the trustees were personally responsible, but the change in the law removed the liability from them and placed it on the section. In regard to trustees, it had been represented that a good deal of difficulty was experienced in notifying all the trustees, and the law was made so as to make the action of two trustees binding, without any inquiry as to how it was done or how the meeting was called. He presumed the vacations were well understood; personally he regretted that the Easter holidays had been taken away, but the demand was too strong to be resisted, and they were added to the summer vacation. He did not think that, practically, the change was advisable. The term from January to July was a long one, and if teachers could lock for a few days at Easter, it would be a great boon to them, and he thought the kindness of trustees would have to come in to give teachers holidays at that time. However, there was nothing to be done but to submit. The formation of school sections would not interest the meeting, and he would therefore make no allusion to it. High Schools had been placed, in relation to the Government grant, upon the same footing as Public Schools. To the latter, dollar for dollar had been paid, but the principle in relation to High Schools was resisted on the ground that it did not apply. It was acknowledged that the property of the county should support the Public Schools, and the same equitable basis was denied High Schools. Fortunately an incident occurred which made it a test question, and it was now settled for our life-time that no distinction in principle should be made between Public and High Schools."