

land in miserable rhyme, and accompanied by a lithograph of a school board in session, seated on a car of Juggernaut, which is crushing under its gigantic wheels the poorer classes of free-born Englishmen. Even the shingles seem to be rising from the roofs of the houses in honest indignation at the terrible ravages of the awful Public School system. His Satanic Majesty, in all the dignity of scales, claws, hoofs, and tail, is enthusiastically giving his blessing to the ladies and gentlemen of the school board for so effectively doing his work. Notwithstanding such dodges, the Board system continues to make rapid advancement in gaining the sympathies of the English people.

—A correspondent of the London *Schoolmaster* writes as follows in relation to Penny Banks :

"The value of Penny Banks in schools is recognized by the Education Department, who now require returns of them in the printed forms for school accounts. Thus children, who have pence but not often shillings at their command, are trained early in habits of thrift. Nor is the benefit confined to the children, for it has been found that the influence of the school acts upon the parents, and brings home to them the value of these institutions. The Yorkshire Penny Bank, which has now more than 500 branches, is doing great good in this way. The actuary of one branch wrote a short time ago to the central office—'I know for a fact that drunkards will often give money to their children to put in the bank, which otherwise would be spent in the public-house. These children will in time, no doubt, exercise great influence over their parents, and probably lead to their reformation.' In France, where the School Penny Bank system has had an extraordinary development, the influence of children upon their parents has been found most remarkable. While it is impossible to establish the larger savings' bank in every parish, penny banks will furnish places of deposit accessible to all."

A company is being organized to try the experiment in Toronto. Such institutions are working successfully in some of the United States cities.

—The *Lancet* has addressed the following series of questions to managers of private schools in England. They are suggestive to teachers of hygiene, and some of them should command the attention of Trustee Boards :

"1. How many boarders have you, and what are their ages, generally? 2. Were the premises now appropriated as a school-house built for that purpose, or adapted? What is the nature of the ground on which the building stands? Describe the locality, and give particulars as to climatic conditions. 3. What cubic air-space is allowed to each sleeper in the dormitories or bedrooms? 4. What is the size of the apartment used as a schoolroom, and how many cubic feet of air-space is there for each pupil? 5. What is the ordinary diet, as to the quantity and kind of food, and how are the meals distributed? 6. What time is spent in school-work, and what hours are devoted wholly to play? State the hours of retiring to bed and of rising, and mention the arrangements for visiting the sleeping apartments at unexpected times. 7. What cases of illness occurred in the school during the years 1878-9, and what has been the general state of health in the establishment? If any epidemic disease has visited the school, please state the circumstances. 8. What are the sanitary arrangements of the establishment as regards drainage, closets, lavatories, bathing, towels, &c., &c.? 9. What provision is made for the isolation of cases of infectious or contagious disease in the event of a sudden attack? 10. What system of medical inspection is adopted? Does a medical man systematically visit the establishment, or does the doctor only attend when called in to treat a case of sickness?"

—Our readers will be able to judge of the present position of the "Spelling Reform" movement in England by the following petition, which has been prepared by the Spelling Reform Association :

To the Honorable the Commons of Great Britain and Ireland in Parliament assembled. The humble petition of all the persons present at a public meeting, held in the theatre of the Society of Arts, in John Street, Adelphi, on Thursday, the 29th January, 1880, sheweth : 1. That the existing mode of spelling the words of the English language is altogether devoid of system, and entirely fails to attain the main object of written language, which is to express sounds by means of convenient and consistent symbols. 2. That this anomalous and chaotic spelling, in addition to many other serious defects, is the cause of one evil of the greatest magnitude, namely, the incalculable waste of time that results from endeavoring to enable children in schools to overcome its difficulties ; so that out of the few years which can be given to instruction by the bulk of the population an altogether disproportionate share is allotted to the mere machinery of knowledge, instead of to knowledge itself. 3. That the natural tendency of written language to adapt itself to the spoken tongue is arrested and counteracted in England by the practice of Government Inspectors and other examining officers, by whom no credit is given (but, on the contrary, censure) to any spelling but the ordinary one. Wherefore your petitioners humbly pray your Honorable House—1. To declare your opinion to be in conformity with the present shewing. 2. To adopt legislative means for holding an inquiry into the desirability and practicability of a reformed system of English spelling. 3. And above all, to pass an enactment whereby all Government Inspectors of schools and all examining officers shall be authorised and enjoined to accept and give credit to spelling based upon other systems than that now in ordinary use with a view to determining by experiment whether and to what extent the adoption of any such other system may be practicable and advisable. And your petitioners will ever pray, &c.

#### EDUCATION IN ENGLAND.

The return of the Gladstone Ministry to power in England will undoubtedly greatly benefit the cause of popular education. We need not fear that the heads of the Education Department will disgrace their positions by speaking of the schools under their charge as for "gutter children only." Mr. Mundella, who is, in reality, the Minister of Education, delivered an address to his constituents recently, on the occasion of his reelection, in the course of which he gave the following interesting information :

"The English people have been very slow to realize the necessity for national education, but having taken it in hand it is simply marvellous, it is prodigious, the wondrous strides education has made in this country. Now let me just for a moment or two call your attention to the most recent statistics of the Department over which I have control ; and you will carry away with you a few thoughts which will convey to you better than any longer description what has been the change during the short period of nine years. In 1870, Mr. Forster passed his Education Act. That Act did not come into operation until the very end of the year, and it was in November or December that the first School Board was elected. These are the statistics for 1879, the last year of our educational work. In 1870, the number of schools inspected by Her Majesty's Inspectors were 8,281. In 1879 they were 17,166. The scholars for whom education was provided in 1870 were 1,878,584. In 1879 there were places in our schools for 4,142,224. In 1870 the scholars on the school register—not in daily attendance, but on the registers—were 1,693,059. In 1879 there were 3,710,883. The scholars who were present on the day of inspection to be examined by Her Majesty's Inspectors in 1870 were 1,434,706. In 1879 there were 2,122,672, and the army of teachers—certificated teachers, assistant teachers, and pupil teachers—had increased from 88,038 in 1870 to 72,050 in 1878. Now, that is the outcome of the first nine years by the compulsory system of education. It is alto-