

competition than that every two hundred honest labourers should be compelled to support one knave in idleness. This is clearly the alternative. If it will not do to permit even this small addition to the labouring force of the country, how much better it would be, as the *Union* points out, to make the culprits work, and to select out of every two hundred some aged or sickly honest labourer, to enjoy the privilege of doing nothing.

The School.

SPECIAL NOTICE TO COMPETITORS FOR THE CANADA SCHOOL JOURNAL PRIZES.

The representations of Teachers and other considerations have convinced us that the time limit (May 1st) assigned in the announcement of our Special Prizes was quite too narrow to permit the large competition we desire. A considerable number of papers have been received, especially Arithmetical papers, and they are still coming in from week to week. But the total number yet received falls far short of that which should be submitted in view of the liberal prizes and easy conditions offered. It has therefore been decided to postpone the decision and keep the competition open THREE MONTHS LONGER, or until the First day of August, 1885. All interested will please note the change. We hope before the expiration of this period to have a very large number of manuscripts in hand. For terms and conditions see JOURNAL of February 19th.

We are indebted to a young lady of Geneva, N.Y., for the excellent Model Geography Lesson on Texas, by "An Oswego Graduate." The main features of the method so well developed may, of course, be easily applied to any province or country. We should be glad to receive Model Lessons from Canadian Teachers, on any or all of the subjects of the Public School curriculum. Most teachers have some specialty amongst the subjects of instruction, or have found some particular mode of treating some particular subject unusually successful and satisfactory. Why not give the benefit of their study and experience to their fellow-teachers? To analyze the method pursued and reduce it to a simple form as a model would generally be a most useful exercise for the writer and might often prove very helpful to many others in the profession.

"To teach the young personally has always seemed to me the most satisfactory supplement to teaching the world through books; and I have often wished that I had such a means of having fresh, living, spiritual children within sight."

So wrote George Eliot in a letter to a friend. The methods of the teacher and that of the writer are mutually supplementary. Each has its peculiar advantages. The popular author has a larger auditory, the earnest teacher a closer contact. The one speaks mainly to those whose opinions and characters are in a large degree fixed, the other deals with mind and heart in their tender, plastic stages. The one has access to the sources of thought and feeling through a single sense channel; the other can put the hand almost at will upon

every delicate spring of child-nature. The one must hew every message into literary form, and transmit it to the many by mechanical agency; the other can speak to the few through kindling eyes and persuasive inflection and loving tone, and the still more potent but subtle influence of an exemplary and noble life.

According to the *School Guardian* the School Board has made a serious innovation in the Harrow Elementary Schools. After grave discussion it has decided to supersede the time honored birch of the flogging-room with a new appliance. This is neither more nor less than a substantial strap, twenty inches in length. The *Guardian* suggests that as the English masters are novices in the art of wielding this new instrument of culture, it may become necessary to import two or three Scotch teachers to give the necessary instruction. Logically, a strap or flogging master should be added to the staff in the Normal and Model Schools. Should any difficulty be experienced in securing culprits for the students to practice on, we would suggest that the masters who cannot conduct schools without frequent resort to this means of persuasion, be taken as "subjects" in rotation.

We are glad to see the Ontario Education Department following the excellent example of our American cousins in an "Arbor Day" for the Public Schools. We hope the experiment may prove a great success, and that teachers and pupils all over the land will enter into the spirit of the movement. To transform the plain, too often unsightly school grounds into beautiful groves and avenues, is a work well worth doing, both for its own sake, and for that of the education it involves. The child who plants his tree or shrub, and watches over its growth at school, will not be likely to forget to make the surroundings of his home, when he has one of his own, neat and attractive. If the day is well observed, it will, in addition to all other advantages, make the day one of the most profitable, even from the purely educational point of view, in the whole year.

The latest addition to the Chatauqua Educational work is the Art annex—the Chatauqua Society of Fine Arts, or C. S. F. A. as it is called for the sake of brevity. This new movement will afford an excellent aid to teachers who may have a taste for Art studies, or desire to better prepare themselves for the elementary teaching now required in the Public Schools. The details of the plan, so far as yet decided upon, are given as follows.—The membership fee of fifty cents a year, paid to Miss R. F. Kimball, at Plainfield, N. J., entitles the member of the C. S. F. A. to all the privileges of this special course of Art instruction. When application for membership is made, the applicant must state distinctly to which of the following classes he or she wishes to belong.—Elementary Drawing, Free-Hand Drawing and Perspective, Figure Drawing from Life, Mechanical Drawing, Painting in Water Colors, Painting in Oils, Crayon and Pastel Drawing, China Painting or Etching. The course of study will extend over two years, and on its completion handsome diplomas will be awarded, signed by the