

shelves new medical works, we say at once that he is abreast of his profession. If we find the teacher supplied with educational journals, and now works in different departments of education, we know that he is a live teacher. But if we find that he has only some old antiquated school books, we conclude that he is—what?—*A. Wickline, in W. Virginia School Journal.*

The secretary of the High School Board, we are informed, has received a reply from the Minister of Education to the memorial re Collegiate Institute, recently sent down to the department. The Minister will favorably entertain the application for the ranking of Seafort High School, as a Collegiate Institute if the conditions mentioned by the Board are fulfilled. All that now remains is for the Council to submit the question of expenditure to the rate-payers, and have the work proceeded with at once. If the Board will explain the matter thoroughly (and we offer them our columns) we have no doubt whatever of the popular voice.—*Seafort Sun.*

A very successful examination was held in Kinburn Public School, on Friday last, March 26th. The teachers, Mr. King and Miss McEwen, were assisted by a number of pedagogues from neighboring sections. About 100 visitors were present. The exercises began at 9 a.m., and were enlivened throughout with choice selections of vocal and instrumental music, well rendered by the teachers and pupils of the school. Before the close a number of recitations, dialogues and songs were given by the pupils, that delighted the audience. Addresses were delivered by the trustees, parents and teachers present, all expressing entire satisfaction with the condition of the school.

The *Pennsylvania Teacher* thinks that a contrivance could be invented with "a very long arm, which would instantly swing round and rap any pupil on the head who, in reciting, varied one word from the language of the text-book." This was suggested by a remark of Supt. Apgar, of New Jersey, who said that "a fortune was waiting for the lucky man who would invent a machine so arranged that, by simply turning a handle, the exact questions of the book would be asked, thus sparing the energy of the teacher." Such machines would meet with a large sale in machine schools. We have often thought that a grammar-parsing machine would be a God-send to grammatical grinders. It would be a sort of subject-of-a-finite-verb-must-be-in-the-nominative-case-invention. It could parse on and parse forever, with the usual minimum of thought and maximum of repetition.—*N. Y. School Journal.*

Inspector G. D. Platt, B.A., Prince Edward County, has submitted his annual report to the County Council. Reports of this kind are interesting chiefly to the ratepayers of the inspectorate, but there are a few points of general interest that present themselves. The average cost per pupil for the whole County (the report does not include the town of Picton) is \$5.84; average salary of male teachers, \$402; of female, \$296.37. The pupils enrolled numbered 4,098, and the report states that "a little more than half of these, 2,189, attended school for less than 100 days during the year, and only 154 attended 200 days and over. Whatever other progress we may make, it does not appear that we are succeeding in securing a more regular attendance of pupils at our public schools. The number amenable to the compulsory clauses of the School Law was 845. The percentage of average attendance for the whole County is a little less than 45 for the year. This is lower than some former years, and may be the result of the extreme severity of last winter." The following remarks are highly commendatory: "The character of the work done in our schools is in general, quite satisfactory, and the teaching thorough and practical. The large proportion of the school-time heretofore given to mathematical subjects is being somewhat modified, and increased attention given to English subjects, including grammar, composition and literature. This is mainly in obedience to the requirements of the programme for entrance to high schools, and is a change which is greatly to be commended. As most of the children in attendance at school are not destined for the learned professions, including that of teaching, it is of more consequence that they shall know how to express their thoughts in good English in speaking and writing, and to appreciate the great masters of English literature, rather than to unravel intricate problems in arithmetic and algebra."

The best book is not always the one that contains the greatest amount of information and the garnered knowledge of the world, but is one that has the influence to suggest and inspire the most thought and profitable meditation on the part of the reader. The best teacher of children is not one whose mind is most richly stored with facts merely. The true teacher is one that brings out the

child's own mind, and inspires it with healthy activity, rather than bringing to it the accumulated knowledge of the subject to be taught. Ability to draw out, rather than to pour in, is the real measure of an educator's power. Too much "cramming" clogs the minds of the young, while that training that leads them to think clearly and investigate accurately for themselves, gives them the key to future development and growth. One inspiration generated in the young mind, often leads to effort for self-culture that outweighs in its value all mere statements of facts. A well-stored mind is important to the teacher, but is secondary to the aptitude and tact requisite to the highest success in teaching.

Now that the Tonic Sol-fa system of teaching music has obtained official recognition in the schools of New York City, a brief history of the struggle which led to the victory will be of interest. Four years ago the American representative of the system, Mr. T. Seward, memorialized the Board of Education, asking for an opportunity to explain it to the commissioners. After some delay he was informed that the subject had been referred to the proper committee, and a hearing would be accorded to him in due time. A year passed, and, in spite of all efforts, the interview seemed no nearer than at the beginning. At this juncture an opportunity occurred to teach in one of the schools (No. 45, Miss M. E. Tate, principal) as a substitute for an absent music-teacher, which Mr. Seward was not long in securing. The absence of the former teacher proved to be permanent, and thus it happened that the Tonic Sol-fa system was in.

After several months, as was to be expected, it began to be rumored that an educational heresy had crept into one of the schools. Accordingly, the city superintendent and musical examiner visited the schools during one of the music lessons, prepared to make short work of the intruder unless its right to remain should be proved beyond all question. The pupils were subjected to a most rigid examination, lasting nearly two hours. The result was a triumphant vindication of the system. The verdict of the musical examiner was given thus: "Whatever the new system may be called, there is no question as to its results."

Although the method was thus legalized, it could not yet be introduced in other schools, as the necessary books and charts were not on the "Supply List." Those at No. 45 had been loaned to the school. Mr. Seward, therefore, made this his next objective point. It was carried a few weeks ago, as announced at the time, and the field is open to that system which is now the only one used in the board schools at London, and other chief cities of Great Britain.—*New York School Journal.*

Literary Chit-Chat.

Martin Farquhar Tupper is about to publish an autobiography entitled "My Life as an Author."

The Second Series of Hans Anderson's Fairy Tales, edited for home and school use by J. H. Stickney, is announced by Ginn & Company for May 15th.

The poet Browning, is said to be preparing a complete edition of his own works with brief introductory notes. This will be welcome news to the many readers who feel the need of more light on some of his obscure pieces.

Kindergartners and Mothers will rejoice to learn that Miss Elizabeth P. Peabody's famous *Lectures to Kindergartners* are to be published in May, by D. C. Heath & Co. They are issued at the urgency of a large number of Kindergartners, to whom Miss Peabody is no longer able to speak *in voce*.

Several leading Professors of Latin in American Colleges give their views in the last number of *Latine et Grace* on the subject of the establishment of an American School of Archeology at Rome. This number contains also a Latin version of the hymn "Jesus Lover of My Soul," by Professor Friezo, of Michigan University, and one of Longfellow's "Psalm of Life," by Professor B. L. D'Ooge.

The "Life and Labors of Robert Alexander Fyfe, D.D.," by J. E. Wells, M.A., recently published, promises to be of interest to others besides the numerous friends and admirers of the Founder and first Principal of Woodstock College. The work deals pretty fully with the Clergy Reserve, and King's College struggles, in which Dr. Fyfe was an active participant, as well as with the details of his personal history. To be had of the author, 123 Rose Avenue, Toronto. Price one dollar.