

nical training is combined with the gymnastic education—the cultivation of the mind going on with the simultaneous skilled training of the hand—and the results have been of the most satisfactory and encouraging character. It is to be hoped that something will soon be done in Canada for technical education. The curriculum of our schools has only had in view training for the professions or for business. The Agricultural College is doing something for the farmer; and the Toronto School of Practical Science, if it were recruited from some preparatory schools of trade, would be of service to the end for which it was founded. In some of the industrial centres of the Province an experiment might be made in one of the schools to give instruction in manual arts, and, with the necessary equipment, to direct this to practical ends. When the importance of technical education is more generally apprehended, as it must soon be, the experiment may be extended. In this desirable and practical matter let us at least make a beginning.

BIRCH EDUCATION.

CHANCE brought to our notice the other day a recent issue of the *Niagara Falls Review*, in which we found a letter from the Master of the Public School in that town, in reply to some correspondent, who, under the signature of "An Old Lady," had evidently "rushed into print" to denounce as a relic of barbarism the use of the rod in the school. We know nothing of the circumstances which elicited the letter we speak of, save what we can gather from the rejoinder of the principal; and we may add that the latter, Mr. J. Dobbie, is unknown to us. The communication, however, is so sensible, and so temperately does it answer the seemingly exaggerated complaint which had called it forth, that we transcribe it for publication in our columns. In doing so we do not wish to be understood as endorsing corporal punishment, the "*ultima ratio*," as it has been called, "of the puzzled and baffled schoolmaster when all other means fail." The contrary, indeed, is our desire, for we hold that the arbitrament of

the birch should be the last, and always a rare, resort, and are further of the opinion that the greatest triumph of school discipline is to be found in the utter and absolute disuse of the practice of personal chastisement. The case here presented, however, would seem to be one of those that so frequently come before the public in the name of outraged humanity, and clamour so vindictively for the teacher's dismissal, under the impression that our schools are given up to all sorts of barbarity, and that the most unrestrained license to flog is at once the wild indulgence and the proud prerogative of the teacher, that we are fain to call attention to the matter as an act of justice to the profession, and in the hope of abating the nuisance and wrong which so often mark the publication of these complaints. From the letter, unfortunately, we cannot gather what was the transgression that merited the punishment complained of, nor can we quite make out what was the nature or extent of the punishment itself. Unapprised of the facts, it is obviously more difficult to speak of the matter. If we may trust the Master's statement, however, there has evidently been the usual hasty jumping at conclusions, on the part of the protesting correspondent, and the erroneous supposition that education is pursued amid a riot of torture. The reply to this is the Master's manifestly sincere avowal of sympathy with his pupils, and his assertion of the infrequency of the occasions when punishment was inflicted. But the disciplinary effect of the rod is frankly avowed, and a little homily is indulged in as to its wholesome corrective uses when applied by the parent himself. There is a touch of humour, too, in narrating the conflicting parental orders given to the writer to thrash, and to abstain from thrashing, those under his charge, which finds a happy climax in the citation of the scriptural injunction: "Whatsoever thy hand findeth to do, do it with all thy might." One word of protest, however, is called for, which Mr. Dobbie will perhaps allow us to make for his own and other's behoof, viz., Do not "strap" for intellectual faults. Mistakes in spelling should *never* carry corporal punishment. If the latter is at any time resorted