

pointments of any kind could be secured without passing the Intermediate, and that he who passed most creditably had the best chance of being nominated for a vacancy, there would no longer be much room to complain of lack of interest in an examination, with respect to which the cry of *cui bono?* is still frequently heard.

Another aspect of this question is well worthy of consideration. Although the Dominion Parliament has nothing to do directly with education, it is highly desirable that whenever it can legitimately do so, it should endeavour to create a common standard to which all the provinces might approximate. Such a standard would be, to some extent, created by a judiciously arranged competitive Civil Service examination. Candidates from the different provinces would be brought directly into competition with each other, as they now are, to some extent, by the Gilchrist Scholarship and the entrance examination for the Military College. The result, apart from its influence on the efficiency of the Civil Service, would certainly be an educational *renaissance* all over the Dominion, which would do no harm anywhere, and would prove of incalculable benefit to more than one province. It happens that the Member for West Elgin, who brought the question of civil service reform prominently before the public, is himself an honour graduate of the University of Toronto. We have the more confidence, therefore, in calling his attention to the above aspect of his own case, which is a strong one even without any such adjunct. The Minister of Education in this Province being a member of the Government, the introduction of the competitive examination system in Ontario should be a matter of comparative ease.

—It has been a matter of surprise to many that the "New Education," in the shape of Kinter Garten Schools, has not been introduced into Toronto ere this. No Province, State or City on this Continent was so ready to carry out the principles of Object Teaching laid down by Pestalozzi as the Province of Ontario. No other city of America can boast of such a complete collection of Object teaching apparatus as is to be found in connection with the Education Department of Toronto. It was natural to suppose, therefore, that this Province and City would be among the first to introduce the method of Froebel. We are glad to learn that a reliable Kinter Garten will be opened in Toronto in September, in charge of Miss Mareau, a graduate of the training School of Madame Kraus Boelte, of New York, who is well known as the best exponent of the principles of Froebel in America. Madame Kraus Boelte was for a long time a co-worker with the wife of Froebel.

—The question of female education is attracting to itself an increasing amount of interest in Canada and especially in this Province. The appearance, for the first time, of young ladies amongst the candidates for matriculation in the University of Toronto, and their success in securing creditable positions on the class list, are events of no trifling significance. Equally important is the fact that the Senate of the University has at

length framed a scheme for the admission of ladies to standing and honours without compelling them to take up all the work required of the sterner sex. We hope to be able to furnish our readers next month with the scheme in detail, at the same time expressing our opinion that, in justice to intending candidates and their teachers, the Senate ought to have been a little more prompt in publishing it.

Practical Education.

Queries in relation to methods of teaching, discipline, school management &c., will be answered in this department. J. HUGHES, Editor.

HOW TO TEACH DRAWING IN PUBLIC SCHOOLS.

BY JAMES HUGHES.

III.

DICTION DRAWING.

After pupils have been taught how to draw geometric forms, there is no drawing exercise that combines in itself so many points of excellence as Dictation Drawing. In giving a lesson the teacher selects some simple subject involving regular forms—an artificial subject is better than a natural one for this purpose—and dictates to the class its various parts without any hand illustration whatever. The following are some of the merits of this method of giving a lesson:—

1. The teacher is compelled to use concise and accurate language in describing the parts. This is a lesson much needed by most teachers.

2. The pupils also are trained to use definite language. This is accomplished to a certain extent by listening to the use of such language by the teacher, but may be further developed by requiring them to describe orally or in writing their drawing after it is finished. If this is done orally one may be asked for the first step in the description, another for the second, and so on.

3. The pupils must listen carefully to the teacher. Unless they catch his exact words in their proper connection they cannot draw what he describes. In an ordinary spelling lesson from dictation, every teacher obtains *attention*. This is one of the most important points in connection with teaching, and one of the most difficult for most teachers to secure. In a drawing lesson given from dictation the attention of the class must be better than it is even in a spelling lesson from dictation.

4. It proves that drawing is not merely the work of the hand and eye, but that these are the servants of the brain, to aid in giving expression to its ideas. So far as relates to form, drawing is simply hand language, and this method of teaching drawing shows oral and hand language to be capable of interpreting each other.

5. It is an excellent review lesson, and reviews are essential in drawing as in other subjects.

HINTS 1. With very young children the teacher will find it better to draw each line on the black board after the class has drawn it from his dictation.

2. With more advanced classes the drawing should be done in full on the board by the teacher when the dictation lesson is completed.

3. Ask your pupils to devise simple dictation lessons themselves at home and to bring them to you. This is an excellent home exercise, developing originality and aiding largely in teaching the use of clear and definite use of language. Encourage the pupils by giving some of the best of these exercises as dictation lessons to the class.