

ties but that it aims at educating them all.

The æsthetic side of our nature is not overlooked, since both music and drawing have a distinct place in our school programme, and if we but follow in the wake of the mother country and the United States, both of which are far ahead of us in the teaching of these subjects, we shall be doing little less than imparting to our scholars a new faculty. Nothing will satisfy the demands of our school system in teaching music short of enabling the pupils of our public schools to sing at sight any simple piece of music placed before them; and in regard to drawing, pupils must be enabled to express their ideas by lines, to arrange figures into symmetrical forms, and to represent objects with tolerable accuracy by means of the pencil, before this subject can be considered as satisfactorily taught. Mere copying is not learning to draw, any more than transcribing a few pages of a good author is learning composition.

It is a recognized duty of the state to guard its people against evils to which many of them may be quite indifferent. Amongst these are the dangers to public health, and it is the aim of our school system to assist the state in this vitally important matter by requiring a knowledge of the laws and conditions of health under the name of Hygiene to be imparted to children in our public schools. It is true many of our teachers have very crude notions on this subject, and are too apt to mistake physiology for hygiene in their school-room work. This is rather their misfortune than their fault, for the subject has only of late received prominence, and no text-book has yet been provided that can be considered as a reliable and sober guide on this important subject. What we need is a book written somewhat after the style of Dr. Mills' ad-

mirable article on School Hygiene in the January number of "The Monthly."

If there is one subject more than another which distinguishes the education of to-day from that of three, two, or even one hundred years ago, it is Natural Science, and so important has it become that no system of instruction from the elementary school to the University can be considered complete without recognizing it in some shape. Our public school system does not ignore it, and this is well, for what can be more important than to familiarize our growing generation with some of the phenomena of the material universe and the laws which regulate them. There is no better means of cultivating the observing powers and no surer charm against the goblins of ignorance and superstition. No department of human knowledge, however, so well exemplifies the old saying "Life is short and Art is long;" it has so many branches all of which have special claims to attention that it is difficult to decide which should engross the attention of our public school teachers. Perhaps our safest plan is to take the views of one who is sufficiently conversant with the subject to speak with authority upon it. Sir John Lubbock, an old and tried advocate of the introduction of Natural Science in English elementary schools, and a man of eminence in more than one branch of it himself, thus expressed himself in a speech delivered in the House of Commons last year in support of its recognition: "In speaking of Science, the Hon. member said he did not wish to ask the House for anything that was abstruse or beyond the powers of a child's comprehension, but simply desired that they should be instructed in the simple every-day phenomena of nature, such as the causes of day and night, heat and cold, summer and winter; the reason why the moon had phases and not the other heaven-