

carefully prepared and tabulated statistics of the Public Schools of that county for 1884. Two facts, indicative of healthy improvement in the County may be quoted. First:—The promotions made by the November examinations in 1883 were 98, while in 1884 they were 367; the average standing of the schools of the County in 1883 was 297, while in 1884 it was 485. Second—One half of the teachers employed in the County at present have passed the non-professional second class examination, two of them the first-class examination, and a considerable portion of these forty hold professional second-class certificates.

An incident which recently occurred in the vicinity of Uxbridge, well illustrates the value of the practical element in school literature. A young lad, to all appearance drowned, was rescued from the water by some school mates. His young companions had studied to good advantage the lesson in one of Gage & Co.'s School Readers, entitled, "Till the Doctor Comes." They at once set at work to apply the treatment described, and with the happiest results. The circulation was restored, animation returned, and the boy's life was saved. There is no other way in which all the people of every class in a whole generation can be effectively reached with useful, practical information, save through the schools. The hint is a valuable one for school-book makers and for teachers.

The recent revelations in regard to the evasion of Canadian Custom's regulations by the English firm of Nelson & Sons, will be a disappointment and a shock to every right-minded reader. We blush to think that a great publishing House, and especially a House that makes a specialty of educational publishing, could stoop to the dishonesty of systematic undervaluation, or the trickery of inserting a false title page with a false date. We regret most of all that some of the Canadian agents of the firm must have connived at the fraud. We trust the boys now passing through our Canadian schools are being trained to a sense of honour that would make it as impossible for them to cheat the Government as to lie or steal in any other way.

In response, or rather concession, to a very vigorous and persistent agitation by the National Union of Elementary Teachers in England, the new Drawing regulations of the code have been materially modified. The change is in the most reasonable direction of allowing one or two years for the schools to adapt themselves to the new requirements, instead of enforcing at once a standard for which many of them are quite unprepared. We refer to the matter chiefly to note that the National Union of Elementary Teachers is becoming a power in determining educational legislation in England. It will doubtless prove a steadying power, putting a check on the sudden changes and rash experiments, which, the *Schoolmaster* says, make the life of managers and teachers, but especially of the latter, one continual worry. The *Schoolmaster* asks some pointed questions which are not just now without pertinence in Canada as well: "Is all this kaleidoscopic changing needful? Is all this unending hesitation or disarrangement in any way beneficial to the work of education? Is any one better or

wiser by this continual uncertainty in the minds of those who are charged with the control of the elementary schools of the kingdom?"

An exchange quotes a noteworthy *bon mot* of the late President Garfield, which not only involves a handsome compliment to the great ability of the speaker's teacher, President Hopkins, of Williams' College, Mass., but also enunciates an important educational truth. At a commencement dinner, many years after his graduation from the College, General Garfield said:—"I rejoice with you over the new surroundings of our old college; these beautiful buildings, large collections, ample endowments, and the improvements of this beautiful town. But permit me to say that if I were forced to elect between all this without Dr. Hopkins, and Dr. Hopkins with only a shingle and a piece of chalk, under an apple tree, he on one end of an oak log and I on the other, I would say, *My university shall be Dr. Hopkin's, President and College in one.*" The true efficiency of a college depends not half so much upon its fine buildings and costly apparatus, or even upon the breadth of its curriculum, and the number of its professors, as upon the teaching power of the latter. One Dr. Hopkins is worth half a regiment of perfunctory lecturers or book-devouring dryasdusts.

An influential Canadian Journal a few weeks ago propounded the theory that the United States should pension its ex-presidents, so as to enable them to spend the rest of their days after leaving the White House in dignified retirement. Rutherford B. Hayes seems to have a different, and what our readers will agree with us in thinking, a better idea of what is due to ex-official dignity. The *New England Journal of Education* tells us that "to the dignified occupation of a western farmer and first citizen of a good Ohio town, he has added the presidency of the Slater Educational Fund, with constant observation and interest concerning educational progress in the country, and that his excellent wife occupies herself in the same work, and, a few weeks since visited the city of Savannah, Ga., to establish an industrial home for colored girls." Our contemporary well observes that "there is room in the upper story of American life for all retired statesmen, ex-presidents and first-class men and women of ripe experience, abundant leisure and ample fortune, among the educational thinkers and leaders who, more than any other class, are now moulding the future of the Republic."

There would seem to be a few cases in which it can scarcely be claimed that "they do these things better in England." One of the exceptions must be in the matter of school discipline judging from what we occasionally see in the educational journals. For instance "A Perplexed Manager," writes to *The Schoolmaster* that the Head Master and his staff in a certain school are in despair because the managers allow corporal punishment to be inflicted only by the Head Master and "contend that satisfactory results at the inspection cannot possibly be obtained if the assistant teachers are prohibited from using the cane in their respective classes wherever they may think it necessary, and as (they allege) is cus-