

Miss Alice Marshall, daughter of Mr. Norton Marshall, of this town, recently passed the matriculation examination in arts at Queen's College, Kingston, and also went up for the intermediate examination in connection with the high schools. She has spent one year in the study of medicine at the Medical College for females at Kingston, and intends to complete the course. Miss Marshall's success is very creditable to her, when it is remembered that just at the time she was in the midst of her preparatory studies here, she lost the best part of five years through illness.—*Brockville Recorder*.

Mr. R. K. Orr, B.A., late of the Whitby Collegiate Institute, has been appointed modern language master of Guelph C. I., to begin service on the opening of the school after the holidays.

Mr. C. L. Crasweller, B.A., has been appointed Mathematical Master in the Oshawa High School.

C. R. Gunne, late head master of the Vienna High School, which institution has been discontinued, has accepted a similar position at Markham, York County. He is at present President of the Elgin Teachers' Association.

Mr. A. G. Henderson, of the Ontario Collegiate Institute has been attending the British American Business College, Toronto, since vacation commenced, and we are pleased to know has taken a first-class diploma in book-keeping, commercial law, banking, etc. Mr. Henderson is also taking the A course in the Art School.—*Whitby Chronicle*.

Mr. Geo. B. Kirk, Port Hope, has been appointed to the Principalship of the Chatham Public School.—*Free Press*.

F. H. Sykes, B.A., has been appointed language master of the Kingston Collegiate Institute at a salary of \$800. He is an honor man of Toronto University.—*London Free Press*.

Mr. F. Newman, late principal of the Shelburne Public School, has tendered his resignation. The trustees have advertised for a teacher to fill the vacancy.—*Free Press*.

What an embroglio over the quarterly payment of teachers' salaries. 1st. The school law says that it is compulsory, and that trustees must provide funds for the purpose, even if they have to borrow upon their own promissory notes. 2nd. Mr. D. F. McArdle, principal of Orangeville Public Schools, a fully fledged barrister, and a man of great ability, in his address on school law at the late meeting of Dufferin Teachers' Association, so construes the law, and adds further that a teacher may lose his right to recover at law if he allows three months to elapse before making demand for such quarterly payments. That the law as to quarterly payments affects all present agreements no matter what stipulations they may contain to the contrary. 3rd. The J. B. Hands' opinion that such payments are not compulsory. 4. The question propounded by Trustee to J. B. Hands asking for a specific answer to compulsory clause. 5. The "Hands" somewhat vague answer to Trustee, which, in Toby's opinion, is very unsatisfactory, as it implies compulsory quarterly payments, else why could the Inspector withhold grant if not complied with. 6th. Then in last week's issue we have the Minister of Education's opinion as follows: "That there has been no change made in regard to the payment of teachers' salaries quarterly. The clause appears in the former act, and is subject to any other agreement which has been made."—*Exchange*.

A special committee appointed by the London, (Eng.) School Board, in November last, to inquire into the allegations of over-pressure in the Schools of the Board, have presented an elaborate report. They report grave difficulties in regard to large numbers of the children arising out of irregular attendance, hard work out of school hours, and above all, insufficiency of food. The authorities have found serious difficulties in enforcing attendance under the compulsory clause, especially from the reluctance of some of the magistrates to enforcing compulsory attendance. With regard to the exercise of the compulsory powers given by the Act, the committee say:—

"At the first exercise of compulsory powers by the Board in 1872, the percentage of average attendance was lowered by the influx into the schools of great numbers of children of the lowest class, but since that time it has gradually improved, and the last returns show that the percentage of average attendance (78.4) of the 570,280 children now on the roll of elementary schools in London is higher than that (74.5) of the 387,023 children on the roll in 1875.

The Special Committee are convinced that whatever may be the condition of the children, whether they come from comfortable or

from squalid and filthy homes, they greatly gain, physically, mentally, and morally, by being able to attend comfortable schools. Children who are half-clothed and fed are happier there than in the streets, and, at all events, secure that some notice is taken of their wants. The obviously dull, and even the weak-minded, gain ideas of order in the schools, and the latter may sometimes be seen sitting there with other children, happy and contented, although they are able to follow but little of the class work." In regard to the special questions of over-pressure they summarise their opinion thus:—*Conclusions of Committee*.—(a) That the inquiry has not disclosed the systematic and universal over-pressure of large numbers of children in the Board schools described in Dr. Orichton Brown's report, but, on the contrary, it has shown that, notwithstanding frequent ill-feeding and bad homes, they are gaining physical, moral, and intellectual benefit from attending school.

(b) That the inquiry has disclosed over-pressure of some children, but that this over-pressure is confined to a comparatively small number.

(c) That such over-pressure as exists is not a necessary consequence of the school system, but is due, partly to the action of the parents who press their children with a view of getting them released from attendance as soon as possible; partly to the sickly and under-fed condition of some children; partly to the wretched state of some of their homes; partly to irregularity of attendance, and, in some instances, to unintelligent and unsympathetic methods of teaching.

(d) That the School Board for London and the Education Department have already, in various important ways, modified their rules and practice, so as to avoid any over-pressure, but that there are certain other modifications and alterations with regard to them, which the committee consider would still further tend in the same direction and to the benefit of the children attending the schools."

NOVA SCOTIA.

From our own Correspondent.

The sixth annual session of the Provincial Education was held in the Assembly Hall of the Normal School, Truro, on the 15th and 16th of July. The report of the Executive Committee embodied the programme of exercises, and recommended republication in pamphlet form of the papers, addresses, and other proceedings of the forthcoming session. The formal exercises were opened by a brief address from the President, Dr. Allison, on which he reviewed the educational history and drew encouragement therefrom. The elections for the required officers resulted in the re-election of Supervisor McKay, as secretary. Then followed an illustrative lesson in elementary science-teaching, by Mr. Banks, of the graduating class of the Provincial Normal School.

The first formal paper of the day was read by Wm. Crockett, Esq., A.M., Chief Superintendent of Education for New Brunswick, on the subject "Do the principles of the Kindergarten system differ from those of modern education?" Mr. Crockett's analysis of educational methods was thorough and searching. The old and the new passed under critical review, and the resultant of a most interesting discussion was the conclusion that our improved modes of primary teaching and Froebel's Kindergarten system rest on the same philosophical basis. Mr. Crockett was followed at the afternoon session by Dr. Rand, Professor of Education and History in Acadia College. Dr. Rand devoted himself to a critical examination of some of the received maxims of educational science, and instanced some respects in which a tendency towards extremes involving danger had been disclosed. He laid great stress on the importance of normally developing both the will and the emotions. These two able papers elicited discussion and appreciative remarks from various members of the Association, among others Inspector Congdon, Principal Calkin, Principal McKay, and the Assistant Secretary. A considerable portion of the afternoon session was devoted to a consideration of a course of study for County Academies and High Schools by the High School Section, while the Common School Section under the superintendency of Inspector Congdon listened to and discussed various practical exercises in teaching conducted by graduates of the Normal School. At a subsequent session of the latter division Inspector W. D. McKenzie delivered an able and instructive address on the course of study for common schools. After many practical explanations of great value, he concluded by asking "What are the benefits arising to the cause of the individual teacher?" answering his questions as follows:—

1. Its classification, its systematic mode; every one admits that