

tions into life and activity is most helpful. Nothing can be better for the young teacher than to be brought into contact with men and women eminent in the profession, or with laymen who, from their experience and position, are able wisely to discuss general questions relating to education. It is to be regretted, however, that the officers of Teachers' Associations too often find it necessary to resort to artificial methods to fire the languid pulse even of teachers themselves with the fine joy of professional zeal. Too often the young teacher is found unwilling to prepare a paper for the Association, sheltering himself behind a dozen worthless excuses, and through lack of interest in the programme or the want of previous thought upon the subjects, unable and reluctant to take part in the discussions. While then, it is wise, often to import into the association the best foreign talent available, it is much more wise to stimulate the activities of members of the association, and to cultivate the talents and gather the fruit of that experience which is the best outfit of every teacher worth the name. Every teacher at a convention has something of interest to communicate to his professional brethren, and it should be the aim of the Association to bring that forth for the common benefit.

ART EDUCATION AGAIN.

As may be seen from our advertising columns, the Minister of Education has made a new departure in the matter of Industrial Art in this Province. He has decided to establish classes during the holidays for the free tuition of such teachers as desire to avail themselves of the facilities afforded by the Department, for obtaining practical acquaintance with this portion of the school programme. The response made by the teaching profession to the boon thus offered to them, has been so hearty, that it is feared there will not be sufficient accommodation for all who have signified to the Department their wish to attend. At last, then, there is some hope that in time there will be a supply of competent teachers of drawing, and that

the education given in our Public Schools will in certain directions go some length in assisting those who from choice or necessity may find it profitable to be skilled in Industrial Art. It is not, we need scarcely say, proposed to introduce technical education into the schools. All that is aimed at is to lay such a foundation that the future artisan shall have mastered as a school boy the principles upon which formative skill depends.

It may be gathered from what has already appeared in our columns, that it has been found necessary to differentiate between the aims of Art pure and simple as fostered by the Ontario Society of Artists in its school and Industrial Art, as directed and controlled by the Departmental officers.

If we correctly understand the situation, the Department will, in its Art School, direct its energies to the practical and useful side of Art; the Artists' School will be left to pursue the teaching of Decorative and Aesthetic Art. If these essentially different aims be kept in view there need be no clashing between the different schools. There is, we are glad to believe, room for both, and we trust the government will see its way by liberal expenditure to foster and develop both schools, and afford facilities to all who have the desire and the talents to take advantage of them. It will not, we hope, be found necessary to subordinate altogether the instinct for beauty to the instinct for wealth.

THE NEW UNIVERSITY CURRICULUM IN ITS RELATION TO THE HIGH SCHOOLS.

THE Board of Arts Studies Toronto University has been for some time diligently engaged in revising the Arts Curriculum, and the result of their labour has been submitted for approval to the Senate. We shall probably take occasion to speak of the Curriculum on a whole when it is in final shape, but in the meantime shall direct some attention to those parts that more immediately concern the High Schools, the work for Junior and Senior Matriculation.