

It is encouraging to learn that the Toronto School Board is making some vigorous efforts to overtake the "educational needs of the city by opening new schools or attachments in various quarters. But the hundreds or thousands of children of school age who are not in any school, and for many of whom there is no school accommodation, will remain a standing reproach to the city until ample room has been provided for all, and the compulsory clauses of the School Act vigorously enforced.

AN interesting exhibition is to be held in Atlanta, Georgia, next autumn. It is intended to illustrate the industrial progress of the colored race during the last twenty-five years, and is to be open to people of color from all parts of the world. The products of colored labor, ingenuity, skill and art, are to be displayed, and it is said that there is already a prospect of a highly creditable display. The negroes of the Southern States are said to be advancing in education, intelligence and productive industry more rapidly than their white fellow-citizens, and bid fair to become the dominant race in some parts of the South.

FROM certain indications we judge that an increasing number of the pupils in the High Schools are taking the Commercial course prescribed for the First Form. Teachers and pupils connected with this course will, no doubt, have read with interest the series of articles on "Promissory Notes and Drafts," contributed to our columns a few months since by Mr. Johnson, and which have since been published in pamphlet form; also the subsequent discussion between Mr. Johnson and Mr. Shaw. In the "Methods" Department, of this issue, will be found an interesting paper by Mr. Shaw on the same subject. This has been on hand for some time, awaiting its turn.

PROF. KING, of Oberlin College, in a recent paper read before a Teachers' Institute, giving "Some Impressions from a Visitation of Forty Ohio Schools," says that he was surprised to find how much within the control of the teacher the matter of regularity of attendance seemed to be. One superintendent reported that in a total enrolment of 467 there had been but ten cases of tardiness (the failure of a pupil to be in his seat at the ringing of the bell for order constituting tardiness) during the entire winter term. This superintendent uses a printed blank, notifying parents of a tardiness, and calling attention to the importance of promptness. Professor King's observations in this and other schools led him to the conclusion that "a determined teacher can do much to control the regularity of attendance at school, whatever the community."

BY permission of the author we commence, in "Hints and Helps" Department of this num-

ber, the publication of an article on "Arithmetic and the Reasoning Faculty," by Mr. W. A. McIntyre, B. A., Normal School, Manitoba. We commend the article to the careful consideration of our readers. The method proposed is a wide departure from established usage, a departure which has been made in Manitoba, we are told, with success. The article certainly seems to have the merit of distinguishing mental operations which, though quite different in kind, are generally confused. We leave its merits, however, to the judgment of our readers. It would have been more satisfactory, perhaps, could we have given the whole article in one issue, but that would have involved several weeks delay. As all the arithmetical processes treated of are subdivided into One-Step, Two-Step, and Three-Step methods, it lends itself naturally to division, and we have divided accordingly, giving the part dealing with One-Step questions in this issue.

IN the course of an interview with a newspaper reporter a week or two since, Principal Dickson, of Upper Canada College, said he was strongly of opinion that the excessive numbers in the classes in the Public schools was a source of weakness. He thought there should not be more than twenty-five or thirty in a class to get the best work. This is an educational fact and principle of great importance, upon which we have often insisted. The numbers named by Mr. Dickson as the maximum are, we suppose, as low as is at present within the range of the practicable. In order to have the ideal school, the maximum would need, in our opinion, to be reduced to about one-half of the twenty-five or thirty. That would depend, however, largely upon the capacity of the individual teacher. The important fact that should be pressed upon parents and trustees is that whenever there are more pupils in a given class than the teacher can deal with individually, so to speak, that is, with a knowledge of the work and success of each pupil, to a greater or less extent education proper ceases, and waste of the time and energies of both teacher and pupil begins.

THE great amount of illiteracy in English-speaking countries which pride themselves on being in the foremost rank in intelligence is startling and humiliating. In the United States, in spite of free schools and compulsory education, one person in every nine or ten cannot read or write. Probably another of the nine or ten can do so very imperfectly. Of course the foreign immigration and the illiterate masses both white and colored in the South, contribute largely to make this bad average. Professor March, in the December *Forum*, contends that one of the causes of this excessive illiteracy among English-speaking peoples is the badness of English spelling. According to a calculation recently made by Dr. Gladstone, in England, 720 hours, at least, are lost to every child in an English school in the study of spelling. An

Italian child of nine years will read and spell as correctly as English children at thirteen, though the Italian began his lessons two years later. It is about the same with the Germans and Swedes. This extra time is given to civics and useful sciences. From such facts Professor March argues forcibly that "the reform of spelling is a patriotic and philanthropic reform."

Educational Thought.

THE true teacher possesses such a knowledge of the nature and principles of his work as saves him from the control of a low and contracted view of his vocation, and from partial or complete failure to which such a view must inevitably lead.—*Johannot.*

UNREST, sorrow, tears, indicate in their first appearance whatever is opposed to the development of the child, of the human being. These, too, should be considered in education; it should strive and labor to find their cause or causes, and remove them.—*Froebel.*

IT is a vice of the common system of artificial rewards and punishments, long since noticed by the clear-sighted, that by substituting for the natural results of misbehaviour certain threatened tasks or castigations it produces a radically wrong standard of moral guidance.—*Spencer.*

MEN are born with *two* eyes, but with *one* tongue, in order that they should see twice as much as they say; but from their conduct one would suppose that they were born with two tongues and one eye, for those talk the most who have observed the least, and obtrude their remarks upon everything who have seen *into* nothing.—*Lacon.*

IF children at school can be made to understand how it is just and noble to be humane even to what we term inferior animals, it will do much to give them a higher character and tone through life. There is nothing meaner than barbarous and cruel treatment of the dumb creatures that can not answer or resent the misery which is so often needlessly inflicted upon them.—*John Bright.*

WE cannot know in another what we have not first known in ourselves. We study children through ourselves. "We've been there," and we know how it is. We have often urged the necessity of the study of the child. This is all-important for a teacher, but self-study should come first. This was the distinctive and decided teaching of Socrates. "Know yourself" was his constant command. In self-knowledge we find the basis of morals, intelligent action, and religion. So we affirm with Geo. P. Brown that "the shortest road to the knowledge of the child is through a knowledge of self."—*N. Y. School Journal.*

MR. MUNDELLA, vice-president of the Council, said in a recent address at the opening of the Tate Free Library in London: "The way to elevate man, to keep him in the paths of virtue, purity and nobility, is to make him a reading man." We believe this statement, strong as it is, to be no stronger than the facts in the case justify. Young men, men of middle age and old men, become loafers, vababonds, and too often criminals, because they do not know how to pass their time when not employed at work. But no one can be expected to work every day and from ten to sixteen hours a day. Some means should be devised by which the spare hours may not only be pleasantly but profitably spent. If there were no better way, it would be to the interests of the community that men who can do nothing else should be kept at work from early morn until nine or ten o'clock at night, rather than spend it in idleness, for such a course is pretty sure to lead to what is worse than idleness. But there is a better way—and this is to cultivate the love of reading in the young. Such a taste can be gratified at a trifling cost. Good reading produces beneficial results by keeping the reader out of mischief while he is reading, and by filling his mind with proper subjects for meditation and conversation at other times.—*Journal of Pedagogy.*