

which credit will be given and additional advantages conferred. The "pass" subjects are, (1) Orthography, including Spelling and Punctuation, as tested by dictation; (2) English Composition, as tested by a letter or essay on a given subject; and (3) Arithmetic, including Vulgar and Decimal Fractions. It would be a boon to the schools as well as themselves if our Canadian banks and railroads would adopt a similar method of securing employees with at least a rudimentary education. The optional subjects are Algebra to Quadratics, the First and Second Book of Euclid, and Latin, French, and German. An important feature of the scheme is that candidates will not have to pass in the obligatory subjects who can produce certificates of having passed the College of Preceptors' Second Class or the Oxford or Cambridge "junior" examinations. A clerk's having passed either of these examinations will entitle him, as soon as he has proved his fitness for his position, to an addition of £5 to his salary, which he cannot otherwise get; and this amount is to be doubled if he has passed either of the following examinations: (1) University of London Matriculation; (2) Oxford and Cambridge Schools Examination Board; (3) Oxford Senior Local; (4) Cambridge Senior Local; (5) College of Preceptors' First Class. There are in Ontario a number of examinations corresponding more or less closely to these, such as the Matriculation Examinations in our Universities, the Public School Teachers' Examinations, and especially the Intermediate High School Examination. If our great commercial and financial houses and corporations could be induced to draw a similar distinction between boys with culture and those without it, they would confer an enormous indirect benefit on the community and at the same time elevate their own pursuits and secure a better class of employees.

—The educational exhibits at the Centennial have directed the attention of many educators in the United States to the importance of laying educational *apparatus* and *results* before the public at local fairs in States and Counties. There is no doubt that much good might be accomplished by such a course. Many people would be interested in the best school appliances, who would perhaps never see them if they were not exhibited at a fair. It is a lamentable fact, that the vast majority of the people in rural sections take a much deeper interest in machines for tilling the soil and saving their crops, than they take in the "machinery" necessary for the proper education of their children. They are pretty sure to attend the County fair, and it would be a good plan to give them an "object lesson" on school appliances at the same time. Some of them are certain to be awakened and interested. Specimens of the work done by the pupils, in writing and drawing, might be exhibited, and prizes awarded for the best. The competitive examination of the pupils in the township or county might also be held in connection with the fairs.

—It will be seen from the following remarks in the *Educational Weekly*, that the people of the United States are fully alive to the necessity of separating the *professional* from the *non-professional* training of a teacher, as we are in Canada.

"We trust that the friends of these great training schools will, however, embrace this occasion to revise their plans of organization and management; that they will aim to eliminate the academic element which heretofore, in the language of the Superintendent, 'has been permitted to overshadow the normal departments,' and aim at the more exclusive and necessary function of *preparing teachers for a public school system* that demands the services of more than 30,000 teachers annually. The schools will thus be rendered far more efficient and useful, and become so thoroughly entrenched in the confidence of the people that spurious reformers will count their pecuniary cost in vain." There can be no doubt that the true function of Normal Schools is to give purely professional training; "to teach how to teach." The Normal Schools of Ontario are in future to be conducted in accordance with this plan.

—The complete list of authorized text-books for High and Public Schools in Ontario will be given in the form of a Supplement to the August number of the *School Journal*, along with the revised Public School programme.

Practical Education.

Queries in relation to methods of teaching, discipline, school management etc., will be answered in this department. J. HUGHES, Editor.

HOW TO TEACH DRAWING IN PUBLIC SCHOOLS.

By JAMES HUGHES, INSPECTOR OF PUBLIC SCHOOLS, TORONTO.
II.

BLACKBOARD DRAWING.

The first thing to be aimed at by the teacher in teaching drawing is to give his pupil a clear understanding of the names and essential characteristics of the common geometric forms. These form the groundwork of all intelligent practical teaching in drawing. Drawing can no more be taught without a knowledge of them, than multiplication can be taught without the multiplication table. "Implant in the *understandings* of the children a clear and distinct idea of a form, and it will merely be a question of time when they will draw it accurately." This can be better done by the aid of the blackboard than in any other way. The blackboard is the mightiest mechanical agency which the teacher has placed at his disposal for teaching any subject, but it is especially essential for the proper teaching of the elemental forms used in drawing. It is not necessary that the teacher should be a very accurate and clever draughtsman to use the blackboard with the highest degree of success. The best teachers of arithmetic are not necessarily those who can make the best figures; the best teachers of geometry are not those who construct the most accurate forms, nor are the best teachers of drawing those who can draw most perfectly themselves. Proficiency in this respect is very desirable, but not indispensable. It is not even essential that the pupil himself should at first draw with marked precision and excellence. The drawing of both teacher and pupils in the earlier stages of teaching this subject, should be done with a view to *impress ideas*, more than to secure mere hand skill. Mr. Walter Smith, Art Director of the State of Massachusetts, gives the following as the result of his thirty years' teaching: "Be assured it is not of the slightest consequence to a good final result, whether children are skilful or stupid in their mere handwork at first; but it is of the utmost importance, that they should know exactly what they aim at, even if they do not attain it."

It is a great mistake for the teacher to devote too much time in laboring to produce fine pictures on the blackboard to be copied