

sion in which the stipulated payments are so long in coming. In many cases the teacher not only loses the interest on his earnings to which he is justly entitled, but is compelled to pay interest on borrowed money, or what is perhaps a heavier tax, the credit prices for necessaries which he should be able to purchase for cash. Prompter payments would help to make the profession more popular as a life work, and to keep efficient men in it.

Ap[ro]pos to the question of honor on the playground the two following incidents related by Lord Ardmillan in a school speech, are worthy of reproduction and imitation:—

"The Eleven of Merchiston were in the midst of their innings, and playing an uphill game. A fine-spirited youth was at the wicket, with his eye well in, hitting freely and well. The wicket-keeper caught the ball. "How is that, umpire?" said he. "Not out," said the umpire. "Ye, I am out," said the youth, "it touched my bat, and I felt it"; and he walked off from the wicket amid the cheers of every one in the field, in which I heartily joined. Many cricketers would have preserved silence. No rule of the game that I know would have been broken by accepting the umpire's decision, but the spirit of the noble, ingenuous youth spurned the deceit and led him to disclose the fact. That was a true honor."

"Long ago, in the days of State lotteries—a very bad institution, which, like many other bad things, has passed away in the progress of the nation—two young gentlemen agreed to purchase each a lottery ticket. One who lived in London was to buy both tickets, one for each in his own name, and he did so. The time for drawing the prizes came, and the one in town wrote to his friend in the country, "Your ticket has turned up a £5,000 prize." "How do you know it is mine?" writes back the "rusticus abnormis." "Because," wrote the other, "when I bought the two tickets I put a little mark in pencil on the back of the ticket th[at] it was intended for you, and that has gained the prize." No human being could have known but himself, but he disclosed the truth and gave up the prize, because his honor prompted him to do so."

### THE KITCHEN GARDEN.

We have given a large part of our space in this number to the subject of Industrial Education. Amongst the various phases of this great philanthropic movement there is, perhaps, none more interesting or useful than that carried on in the schools with the above unpretentious title. It is, in fact, the organization of a Kitchen Garden in this City, which has just now directed our attention to the work. Arrangements have been in progress for some time past and are now, we believe, completed, for the training of a normal class of lady volunteers for the work in the City. We have not learned the whole history of the movement, but we believe Mrs. Clarke, wife of Dr. Clarke, of McMaster Hall, has been one of the most active in bringing about the organization. The classes are, we understand, to meet daily in the Bloor Street Baptist Church. The services of Miss Julia M. Oakley, of New York, have been secured to give a course of lessons on the best methods of carrying on the work. Miss Oakley has been engaged during the past year under the auspices of the Industrial Educational Association of New York, in conducting classes on Domestic Economy, in a number of the leading private schools in that

city, and comes with the highest recommendations for ability and efficiency.

The intention is, we are informed, to have the Normal lessons continued for about a month, after which the lady volunteers will be prepared to go on with the practical work of the Kitchen Garden. One of the many attractive features of this and similar organizations is its undenominational, catholic character. It offers a field of philanthropic labor in which benevolent ladies of all Christian denominations can cordially join hands. Such organizations and their work afford to-day the best demonstrations of the truth of Christianity on its practical side. We need hardly explain that the special work of the Kitchen Garden is to train young girls in all kinds of household occupations. We wish the Toronto Kitchen Garden every success, and hope to hear of similar organizations being formed in all our cities and towns.

### INDUSTRIAL TRAINING.

Ideas, we suppose, still rule the world, but it is astonishing how long it often takes even the simplest of great ideas,—and great ideas are almost always simple,—to get hold of the world, or rather, for the world to get hold of them. The most advanced people were centuries in rising to the height of the grand conception of universal education. But this idea is now at length pretty fully grasped, by at least a few of the enlightened nations, and is being rapidly realized. The time is near when the ability to read and write will be recognized as the universal birthright of every child in a Christian land.

It has been observed by some one that there are three marked stages in the progress of every reform which becomes a landmark in the world's progress. It is first pooh-poohed, then discussed, then adopted. The race of the fogies who were horror-stricken at the first proposal to give every boy and girl a common school education is not yet extinct, but those who still regard such a work as a flying in the face of Providence and spoiling the lower orders for the positions assigned them in the social strata, are becoming few and fossilized.

In these later days another project still more simple in conception and still more revolutionary in its broad sweep, has been mooted. If it pays socially, politically and morally to educate the brain, why may it not also pay to educate the hands of every child? If ignorance is one of the great fountains of vice and crime, surely idleness is no less a fruitful mother of destitution and misery. The idea grows in breadth and power as it is revolved. Nothing is more pitiable, nothing more demoralizing than the mechanical helplessness of multitudes of children, especially of the street Arabs in the great cities. Would it not be a noble work, a saving work, to gather these together and teach them how to use their fingers in some useful art? Should not the state, in self-defence, and as a matter of political economy, see to it that no child is permitted to grow up without acquiring the rudiments of some useful art or trade?