

The staff of teachers for the Leamington Public School for 1886 is now complete. Mr. Smith, Miss McMullen, and Miss Johnson have been re-engaged. Miss McCallum and Miss Bowes have resigned, and to fill their places Miss Mary Wind-or and Miss Bertha Chamberlain, both of the village, have been engaged.

In Norway, a lady has a seat on the Royal Commission to inquire into the condition of schools. This is the first time a lady has served on this Commission. And at the fifth Norwegian school meeting, which was held last August, ladies were admitted as equal co workers with the men.

The new south ward school building, Fenelon Falls, is completed. It is a two-story stone building and the handsomest school-house in the county. A regular stampede takes place at Christmas among the school teachers. All are leaving but Miss McDiarmid. The headmaster is going into mercantile business, some into other schools, and some, they say, into matrimony.—*Victoria Warder*.

School matters are looking up in Muskoka district. Bracebridge has the finest public school building in the county; an excellent model school. The public school has five departments. Macaulay has a township board and seven schools. Huntsville has an excellent school with two departments. Raysville has a large school, a poor building, and but one teacher where they should have two.

W. E. Norton, principal of the Florence School, has been re-engaged for 1886. Both of the assistants have resigned and the Board has advertised for applications for the positions of second and third teachers. Owing to the changes in the school yard, the school house and the employment of a third teacher, the school taxes are higher than they have been for some years past.—*Sarnia Observer*.

Under section 96 of the Public Schools Act of 1885, it is provided that, in incorporated villages not divided into Wards, three of the Public School Trustees shall retire from office at the time appointed for the next annual school election, and the other three shall continue in office one year longer and then retire. Under the Act, as formerly in force, only two of those now in office in villages would have retired.

A recent Canadian teachers' association discussed the Quincy Methods. One headmaster thought these methods would not be acceptable in public schools. He did not believe in the idea that children can obtain their knowledge without knowing they are getting it. "There is a lot of tomfoolery in the Quincy Methods." Not improbable, and yet much that is good.—*Ohio Educational Monthly*.

We were shown a letter from Judge Jay H. Boulton, President of the State Board of Education, Colorado, in which he states that "the Tonic Sol-fa is sure to win in Public School work. It is growing in this State, and if not now, there is sure to be a call for more teachers." He goes on to say that they have been trying the Staff Notation for years without satisfactory results, and are determined to have the Tonic Sol-fa now.

The salaries of the whole staff of teachers in the County Model School, Parkdale, have been increased for 1886. They are as follows:—Mr. J. A. Wismer, principal, \$1,000; Mr. R. W. Hicks, second master, \$750; Miss H. K. Curry, \$450; Miss E. R. Eadie, \$425; Miss M. Littlefield, \$400; Mr. F. Rolston, \$375; Miss S. Noble, \$350; Miss L. Currie, \$330; Miss L. Cook, \$330; Miss M. Warren, \$325; and Miss A. Duff, \$325.

At the close of the Model Session, a grand concert was given, in the large concert-room of the Public School building, and the teachers in training presented Mr. J. A. Wismer, principal, with a gold-headed cane as a token of respect and esteem.

The Farmersville High School Annual Circular is to had. Wm. Johnston, M.A., is head master; G. W. Bruce, B.A., gold medalist in Moderns, is classical master, and Mr. Alex. Wherry, teacher of English and Mathematics. At the last examinations this school passed one first class C, one second class A, four B, and five third class. The tuition is free. The Public School is held in the building formerly occupied by the High School. Mr. T. M. Porter is principal, and Misses M. Ross, and K. Kincaid are the assistants.

Mr. J. R. Brown, head master Forest Model School, wishes us to correct an error that appeared in our recent note on appointments in that school. He did not claim that a pupil from his school obtained the highest H. S. Entrance marks given in the Province, but higher than that obtained by any other candidate in Lambton, Middlesex, and other surrounding counties. The record is an honorable one even still, and we are pleased to know that Mr.

Brown has been retained in his position, as the matter was settled by a majority vote of his School Board, on 15th ult.

Another proof that the Tonic Sol-fa process is a growth is the fact that, after the training by that method is completed, the mysteries and difficulties of the staff are found to be interpreted and made plain. Tonic Sol-fa is, therefore, not only a complete system in itself, but it is a royal—that is to say, a natural—road to an understanding of the staff. Teachers who have tried it thoroughly, agree in saying, as one of them has expressed it: "It takes less time and labor to learn both Tonic Sol-fa and the staff, than to learn the staff alone.—T. F. Seward, in *N. Y. School Journal*.

The following teachers have been engaged for the ensuing year:—Mr. D. McMillan, the popular teacher of Palestine public school, has been promoted to the principalship of Cambray public school, at a salary of \$425. This speaks volumes for Mr. McMillan as an instructor, as he has proved himself to be an efficient teacher. The trustees of S. S. No. 9, Maple Hill have secured the services of Miss Alice Birmingham, of Palestine, as their teacher for the coming year, at a salary of \$250. Mr. John Spence, of Glenarm, has been re-engaged at an advanced salary of \$310, as teacher of Union school section No. 2, Eldon. We are also pleased to hear that our friend Mr. Silas Smith has been re-engaged as teacher of S. S. No. 3, Eldon. We predict for him a bright future career.—*Victoria Warder*.

At the meeting of the Sanitary Association, held last week in Toronto, Mr. J. L. Hughes, Public School Inspector, made some remarks on health in the school-house, which were listened to with interest. Great attention was paid in the Toronto Schools, he said, to these matters affecting the health of the pupils. The teachers endeavored to prevent, as far as possible, any pupil from leaning over his desk while studying, to prevent pupils from sitting in school with wet clothing, and gave great attention to the lighting and ventilation of the school-houses. He thought no one should be required to apply himself steadily to the same work sixty minutes every hour. In their schools they endeavored to give the pupils five minutes' recreation or a change of work, recess, or calisthenic exercise, every hour. This, they found, recreated ability and desire to work. The object of the School Board in this city was to attend to the health of pupils. An interesting discussion followed Mr. Hughes' remarks. Dr. Oldright pointed out the advantage of having desks and seats in schools that might be raised or lowered, the same as are used in schools in France. He thought the air space in Toronto schools was miserably small. The air space should be such as would obviate the necessity of ever keeping the windows of schools open. Mr. W. B. Hamilton said the ventilation in the Model School was very bad and in the Collegiate Institute it was very little better.—*Globe*.

Mr. Chamberlain, in a speech at Evesham, England, said:—I want education to be as free as air. Now I think this question is of greater importance in the country than it is in the town. I will tell you why. The wages of the laborers in the country are less, and this tax is in greater proportion to their scanty income than it is in the case of the town artisans. It is a greater burden upon them; they feel it more severely; it involves a greater sacrifice of what are really the necessities of life. If they want remission of this tax they have to seek it under circumstances involving greater humiliation and greater annoyance than others in the towns. There are very few School Boards in the country, and I have heard of cases in which laborers or their wives had to tramp eight or ten miles to a board of guardians in order to ask for the remission of their fees. Our opponents say that free education would involve a charge upon the rates. They know perfectly well that we who have proposed free education make it a condition that no extraordinary charge shall be levied on the rates, and that the whole of the money which is required shall come, as it ought to come, from national resources. They say free education will destroy the voluntary schools. I believe that free education may be created to-morrow and neither the existence nor the position of the voluntary schools be affected in the slightest degree. Then they have said that free education involves the exclusion of religious teaching from voluntary schools. It has nothing whatever to do with religious education in the schools, and so far as I know—and I ought to know something about the subject, having been connected with it from the first—there is no politician in a position of any eminence whatever who has ever proposed that religious education should be excluded from the national schools. I hope in the next Parliament this measure will be carried.—*School Guardian (Eng.)*