

political sore-heads sometimes abuse the schools, the teachers, and those who support them, without rhyme or reason."

We have samples of the various classes above named in Canada. They have remained in a torpid condition during the past twenty years, but are now, in Ontario at least, beginning to show signs of awakening. Teachers and friends of the schools should remember that serpents do not lose their venomous tendencies during their annual sleep. The indications of a struggle against the growth and permanence of the State system of education in its best forms are numerous and definite. Already the enemy has taken advantage of a slumbering profession, and secured the breaking open of what Dr. Ryerson rightly named the "Sampson lock" of the school system; the right of Trustees to procure the funds to provide the necessary accommodation for the children resident in their section or municipality. Emboldened by their success in gaining possession of the outer trenches, they are now agitating for restrictions on the ordinary expenditures of School Boards, and they will never rest satisfied, or be quiet, until they have secured the destruction of all that is essential to the complete success of the system of free education, or until the friends of education arise in their might, and drive them into their torpid state again. To do this will require vigilance on the part of all departments of the teaching profession, active sympathy and co-operation from the supporters of the schools, and decision on the part of the Minister of Education.

Nothing inspires an army so much as a general who is always at the head of his men when there is danger, and who would surrender his position rather than parley for a compromise with an inveterate enemy.

We are very glad that the Ontario Teachers' Association has appointed a Legislative Committee, as recommended in the August number of THE JOURNAL. The Hon. Mr. Crooks has intimated his desire to learn the views of the profession throughout the Province, and if he will lead the van the Philistines will speedily be routed.

EDUCATIONAL CONGRESS AT BRUSSELS.

An interesting report of the meeting of this important Congress appears in *The Schoolmaster* (London, Eng.) for Sept. 4. It was on the very largest scale, being attended by members of the teaching profession from all parts of the world. Many of the subjects discussed, such as the co-education of the sexes and the conflict of education laws with those of the Church, are to us dead issues. On the subject of *Kindergarten* and the methods of Froebel, there was quite a warm discussion, generally favorable to the system chiefly among the lady speakers. M. Emile Frelet, of Paris, read a valuable paper on School Hygiene, and Dr. Jarvel on Short-sightedness, or Myopia, which he found by an experience of twelve years very rare in infancy, being generally produced at school—prevailing especially in Germany, on account of the practice of reading at night with an imperfect light. As to Emulation as a means of school discipline, the Congress had a divided opinion, but on the whole the balance of papers read was against the distribution of prizes, the general effect of which was thought injurious. The Congress closed after a week of earnest labor and discussion, carried on with the utmost good humor.

—A teacher wrote to Professor Kennedy, one of the Institute Conductors of New York State, bewailing the fact that he was not supplied with apparatus, and asking for advice. The reply of Professor Kennedy is eminently sensible and practical, and we commend it to the large class of teachers who are paralyzed because they have "nothing with which to teach," who cannot have object lessons without a costly cabinet of prepared specimens, &c. Few are in a worse condition than the correspondent of the Professor, whose full supply of apparatus consisted of "one water-pail, one small drinking cup, and $\frac{1}{2}$ of a broom." The following is the reply of Professor Kennedy:

I am pleased to acknowledge your favor of the 80th ult. You have my sympathy in your struggle against ignorance and indifference. The state of things as you describe them is simply shameful, and I am sorry to say it is not a solitary example of the way our children are despoiled of their rights and comforts. But our duty becomes only the more sacred and imperative under such circumstances. We cannot teach without facilities; we must have them—if not of the elegant sort, then of the primitive sort.

A newspaper over the window does not look as well as a Venetian blind, but it will save the eyes of the children. A croquet ball is not as finished a piece of apparatus as a tellurian, and yet it can be made to illustrate the whole of geography. Kernels of corn are not as professional as a numeral frame, and yet they are real units. Splinters, chips and fragments of ribbon may be made to furnish a complete apparatus for kindergarten work, geometrical forms, colors, inventive drawing and language lessons. Slated paper is less imposing than a wall slate, and yet it can serve all the purposes of blackboard surface.

Some bold crayon marks in different colors, on white paper, can be made to serve the purpose of outline wall maps.

We can work, you see, if we must, with very primitive apparatus. These things test one's fertility of resource. I hope you will distinguish yourself by your ability to improvise apparatus. You have scholarship, intelligence and purpose; such elements will win under any circumstances. Let us show that school work can go on in spite of vicious economy. If you cannot find sympathy and co-operation in official circles, seek it among the children; make them enterprising, and they will move their stolid parents. Very respectfully,
JOHN KENNEDY.

—The London School Board has an annual competition in drill between the male pupils of the schools under its control. The examiner this year was Col. J. P. Battersby, of the Royal Military Asylum, Chelsea. As an appendix to his report he made the following recommendations:

"I would venture to recommend that the short time allotted for drill be chiefly spent in the 'setting up' of the children—that is, in the development of the frame and the position of the body standing in the ranks, and while marching, more than in teaching them to turn and march to the front, and to a flank in 'rank entire,' 'files,' and 'fours.' If these movements are executed with precision, the time has been well spent.

"In testing the merits of a school in this respect, I think the master should be called upon to drill the boys. It can thus be ascertained what control over them he has acquired, and his method of exercising it. If this is good, the influence is felt not alone on parade, but during school hours; and I do not hesitate to say that the best drilled school will be the most easily managed, and that more instruction will be imparted in a given time, and with less expenditure of the master's power, where he has been able to enforce a prompt and accurate compliance with his orders on the drill ground."

The work recommended by Col. Battersby is almost precisely the same as that prescribed for the public schools of Ontario. If taught by the regular teachers in all the schools, there would be less complaint about "cramming." The physical has as much need for direction in its development as the mental has.