

## Notes and Comments.

"ONE of the great problems of the south," says *The New Orleans Times-Democrat*, "is education. It is the immense amount of illiteracy in this section that has held it back in material progress. With a large proportion of its population unable to read or write, the heritage of war and devastation, it is difficult for the south to advance in prosperity, to improve its agriculture, or become great in manufactures."

WE are requested by the Education Department to announce that the following selections from the Literature prescribed for Third Class Teachers' non-professional examinations will be repeated for 1887-8:—

### PROSE.

- No. xv.—ADDISON—*The Golden Scales*—pp. 88-93.  
 No. xxii.—GOLDSMITH—*From The Vicar of Wakefield*—pp. 127-133.  
 No. lxxiii.—THACKERAY—*The Reconciliation*—pp. 308-315.  
 No. lxxii.—"GEORGE ELIOT"—*From The Mill on the Floss*—pp. 356-359.

### POETRY.

- No. lxxvii.—LONGFELLOW—*The Hanging of the Crane*—pp. 336-342.  
 No. lxxix.—TENNYSON—*The Lord of Burleigh*—pp. 370-372.  
 No. lxxxii.—TENNYSON—*The Revenge*—pp. 373-377.  
 No. cv.—EDMUND H. GOSSE—*The Return of the Swallows*—pp. 437-438.

IN reference to the list of successful candidates at the Non-Professional Examinations for first-class grades A and B, which was published in our issue of October 28th, a correspondent writes to say that the names of those who had previously passed the professional examination had been omitted. By request we publish the names of those who passed the non-professional examination and at the same time had professional standing also:—

### GRADE A.

Edward Wesley Bruce.  
 Gideon E. Broderick.  
 Albert D. Griffin.  
 Robert W. Murray.  
 Angus McIntosh.  
 Hugh S. MacLean.  
 Robert Park.  
 David Robb.  
 Neil W. Campbell.

### GRADE B.

John Connolly.  
 Robt. K. Row.  
 Geo. Sharman.  
 Robt. B. Watson.  
 Jacob H. Markle.

WE have received from the editor of *Kosmos* (Victoria College, Cobourg) a communication to the effect that we were not quite justified in regarding the article on Confederation in that periodical from which we quoted in our issue of the 4th inst. as expressing the convictions of the V. P. Society. *Kosmos* is only a college organ so far as it is published under the auspices of a society composed of graduates and undergraduates of the University of Victoria College. The writer also adds an interesting item which we quote.—"A few weeks ago I noticed in your notice of *William's Manual of Petrography*, the statement that the subject is not practically taught in Toronto University. For several years microscopical Lithology has formed part of the regular Science course in Victoria College, and if Confederation is happily consummated, there will be a chance that it will form part of a similar course in the University of Toronto."

MASSACHUSETTS has for many years possessed a system of public schools for attendance at which no fee is charged. The parents, however, have not till lately been wholly relieved from expense with respect to the education of their children. Until 1873 the pupils were required to provide, at their own cost, text-books and school materials for their own use. In 1873 a law was passed which enabled local authorities to provide text-books and stationery for use in the public schools. The law was permissive, but the results when tried were so satisfactory, that in 1884 the permissive law of 1873 was made compulsory, and since that date parents have not only had no fee to pay, but have had all necessary school-books and appliances found for their children. After eighteen months' experience of the operation of the new law, inquiries have been made as to its effect. From returns received, it is found that since the new law came into force school attendance has increased from five to ten per cent., and in the case of the high schools by as much as twenty per cent.; the children of poor parents are kept longer at school; the cost of books has been reduced about one-third, and there has been considerable economy of time.

PENNSYLVANIA is in earnest in reference to the observance of arbour days. Thursday, October 28th, was appointed by State Superintendent Higbee as a day to be observed by all the schools in his State. In his circular he says:—We must put the thought and the work of tree planting into the schools, and keep it steadily before our boys and girls. They must be encouraged not only to plant trees and shrubbery and climbing vines, but also to collect, preserve, and plant seeds, stones, and nuts of various kinds; to watch their growth, and properly to care for them; as the elm, maple, locust,

ash, tulip-poplar, apple, pear, peach, plum, cherry, chestnut, horse-chestnut, walnut, oak, hickory, butternut, English walnut, etc. This being done, they will soon be enabled to plant, and also to give or sell to others for their planting, from their own modest nursery stock. Then will follow practical inquiry as to building, grafting and growing from cuttings. All this the teacher can aid by encouraging his or her boys and girls in the collection of the best seeds, stones, and nuts within reach, and in the careful planting and culture of the same, keeping some school record of what is done by individual pupils in order to arouse a spirit of generous emulation among them. That teachers may be the better prepared to do this, it would be well for superintendents at their annual examinations to make this one of the leading topics, when questions are asked under the head of "general information." Thus the schools will yearly become more valuable factors in their respective communities and in the Commonwealth at large."

THE Royal Commission appointed to inquire into the working of the Elementary Education Acts, England and Wales, have issued their first report. This forms a bulky volume of about 550 pp., nearly the whole of which is occupied with the evidence of the sixteen witnesses that thus far have appeared before the Commission. In addition there are appendices giving the detailed syllabus of points for inquiry, and several returns supplied by the Education Department bearing upon the various matters under consideration. The Commission has been constituted mainly on the principle of giving every interest supposed to be affected, representation thereon. Thus the Government is represented by the chairman, Viscount Cross; the Church of England, by Bishop Temple, Canon Gregory, Canon Smith, Rev. T. D. C. Morse, Earl Beauchamp, Lord Harrowby, and Mr. Talbot; the Roman Catholic Church, by Cardinal Manning, and Mr. Molloy; the Wesleyan body, by Dr. Rigg; the Birmingham League school of thought, by Dr. Dale; partisans of the School Board system, by Hon. Lyulph Stanley and Mr. Sydney Buxton; the advocates of scientific instruction, by Sir John Lubbock; the working classes, by Mr. George Shipton; and the elementary teachers, by Mr. Heller. Lord Norton is also present to do battle against an enlarged curriculum: Sir Bernhard Samuelson to guard the interests of technical education; while Sir Francis Sandford gives the Commission the benefit of his unrivalled experience of the working of the Education Department; and in addition there are Mr. Samuel Rathbone, so well known for his excellent educational work in Liverpool; Mr. Henry Richard, quite a typical representative of Welsh nonconformity; and Mr. Alderson, an ex-Inspector of schools.