

Notes and Comments.

THE portion of the pamphlet issued by Messrs. Houghton, Mifflin and Co., which should have appeared in last week was unavoidably "held over." It is inserted in this issue.

MR. MUNDILLA, President of the Board of Trade, and well known in England as a man who takes a deep interest in all educational matters, expressed an opinion the other day to the effect that the next few years would witness greater changes in education than had taken place within the last fifteen years. He refers more, we believe, to changes in school management and governmental supervisions than to practical tuition. As far as England is concerned Mr. Mundilla, we think, is right in his prophecy. Her board schools are still very far from perfection.

THE Monday Popular Concerts which are held in Toronto on every alternate Monday, continue to be very highly appreciated. And they well deserve the appreciation of all lovers of high class music excellently rendered. The concert of last Monday was especially deserving of commendation. The people of Toronto have shown that they fully recognize the benefit of being able to listen to really good music. We have frequently in our columns adverted to the educating elements of music; we hope in our next issue to say more on this subject, with special reference to the Monday Popular Concerts.

THE *Mut* of a recent date contained the following:—"The lady teachers of the city are profoundly agitated over the salary question. The position of affairs will be more easily understood by a glance at a tabular statement given below. In the first column will be found the salaries now received by teachers in the various years up till the seventh. In the second column is found the grading which would be acceptable to the teachers, and in the third is that recommended by the Finance Committee for adoption by the School Board:—

Year.	Present salaries.	Teachers' grading.	Committee's grading.
1...	\$365	\$365	\$300
2....	365	365	324
3....	\$365 to 425	400	348
4....	385 to 450	425	372
5....	425 to 475	450	396
6....	425 to 475	475	420
7....	425 to 525	500	444

THE article on "The American Robin," which appears on the following page, is taken from a delightful little book lately issued, called "Bird Ways," by Olive Thorne Miller. Apart from its very readable style, it may be used by teachers in various ways: as a reading lesson; as an exercise for Friday afternoons; as a theme for composition; or passages may be taken from it for dictation. We think that anything well and

simply written on animals and their habits is always excellent material to put before children. It has beneficial influences in many directions too: on the one hand it will sow the seed of a love of nature, perhaps of a study of nature, and on the other it ought to teach kindness to animals. The process, too, by which the latter is effected, has a direct influence for good on the development of character. Many other points might be mentioned; such, for example, as that writings of this kind are of the purest tone yet very far removed from what has been called "nambypambyism"; speak not of human passions or vices, and yet treat of emotions which are on the borders of human nature, and are consequently always replete with interest; and so forth.

How many of our readers engaged solely in teaching the three R's, with their natural expansion into the subjects of the high schools and collegiate institutes, could map out a course of study for a manual training school. Here is the prescribed *curriculum* of the Chicago Training School:—

Junior Year.—Arithmetic, algebra; English language, history, physiology, physical geography; free hand and mechanical drawing; carpentry, wood-carving, wood-turning, pattern-making, proper care and use of tools.

Middle Year.—Algebra, geometry, physics, mechanics, history, literature, geometrical and mechanical drawing; molding, casting, soldering, brazing, forging, welding and tempering.

Senior Year.—Geometry, plane trigonometry, book keeping; literature, political economy, civil government, mechanics, chemistry, machine and architectural drawing; machine-shop work, such as chipping, filing, fitting, turning, drilling, planing, etc.; study of machinery, including the management and care of steam engines and boilers.

Latin may be taken instead of English language, literature and history.

To the ordinary schoolmaster this must seem a bewildering mixture. Physiology and filing! Civil government and soldering! Literature and the care of steam engines and boilers! Yet a recent visitor to this school "thought as she watched the boys leaving the building, that she had never seen a finer looking body of lads emerge from any school-room."

DESIROUS of emulating the effort of Trinity College, Toronto, to provide popular lectures on science and literature, the staff of teachers of the Mt. Forest High School have resolved "to go and do likewise." Accordingly on Tuesday evening last a lecture was delivered by Mr. D. F. H. Wilkins, B. A., Bac. App. Sci., Math. and Sci. Master, on the interesting subject, "He made the stars also." The lecture, which was delivered to a very appreciative audience, was divided into seven heads, treating of the number, the motions,

the distances, the sizes, the common origin, the purpose and the density of the heavenly bodies. The lecture was illustrated by many diagrams, both colored and plain, and under the fifth head, many illustrative chemical experiments were shown. The latest developments of science were fully treated of, and the lecturer concluded with an earnest appeal to his hearers to get as much information as possible regarding nature, and to look upon the universe, not as a self-existent machine, but as the creation of a personal God, omnipotent in His works. The lecture has been in past years acceptably delivered by Mr. Wilkins, in the S.S. room of St. Paul's Church, London, Ont.; St. Stephen's Church, Walkerville; the French Protestant Ladies' Academy, St. Hyacinthe, P. Q.; and before the Y. M. C. A. of Hamilton. At the close, on being requested to repeat the lecture, the lecturer promised to do so at an early date.

CONTRIBUTIONS from all parts of the Province to the Ontario Government Educational Exhibit for the Colonial and Indian Exhibition are received daily and almost hourly. It is expected this exhibit will surpass anything of the kind ever got up in this country. Maps, drawings, specimens of handwriting, and arithmetic from public and high schools in almost every village, town and city in Ontario, except Toronto, form part of the collection. Not a single contribution from the Toronto public schools, however, has yet been sent. This fact prompted a gentleman, who was examining portions of the exhibit, to remark that perhaps the Toronto schools were afraid to compete with the excellent specimens of work sent from other parts of the Province. These specimens of work are highly creditable to the different schools from which they were sent. The writing copies from schools in the same counties are bound together. Many maps have been received, not a few of which have been executed with such care that a casual observer could not distinguish them from lithograph work. One map of Ontario, by a colored boy attending Chatham School, is an exceptionally fine piece of work. The authorized series of drawing books which are now used to teach drawing to 255,841 pupils, exhibit some very careful work, the copies in many cases being almost equal to the original. Besides these specimens from public and high schools, there are a number of contributions from denominational institutions in Ontario. Some very fine work, executed and contributed to the exhibit by the young ladies of Loretto Abbey, consists of beautiful painting on velvet, oil paintings, etc. An educational trophy is being prepared to accompany the exhibit. It will consist of large charts 4 by 6 feet, representing the educational institutions which are supported by the Ontario Government. These will be placed round a large pillar, to be surmounted by a globe.—*Globe*.