

booksellers and stationers usually keep only a small stock of school requisites on hand, and a considerable time frequently elapses before an order can be supplied. Managers and others seldom have an opportunity of seeing beforehand what they wish to buy, or of making a selection from a variety offered to their notice. The choice of school books is in too many instances left to the teachers alone, and they are apt to be guided in their decision rather by what is easy than by what is likely to prove instructive and useful to their scholars.—Rev. B. J. BINNS.

PUBLIC OPINION ON THE SUBJECT OF EDUCATION IS ADVANCING.

I have great pleasure in adducing the testimony of two gentlemen of position in this county (Glamorgan) on the subject. At a meeting of the Maesteg Literary Society, Mr. A. Brogden, M. P., in dwelling on the importance of scientific knowledge for the labouring classes, said, "A man whose mind was sufficiently informed and advanced is a happy man, and has within himself much subject for thought, which gives him a real interest in life. Such a man has a higher range of intellect, and is better able to perform the duties which devolve upon him." Mr. T. Falconer, a County Court Judge, at a meeting of the Cardiff Science and Art Schools, also expressed the following sentiments, which must assuredly commend themselves to every candid judgment:—

"There is no danger in any human being learning too much. The danger is not from getting into deep water, but from being in the shallow. Without correct knowledge and cultivated powers of reasoning, we cannot form a correct judgment, or see, as it were from afar, the consequences of our actions. The truth in most things lies at a distance, but the approach to it is open to every man, and on no man rests the duty to stop the road. And more than this, it is our duty to start every man on the road as well prepared as we can, and it is a universal duty to keep the road open."—Rev. B. J. BINNS.

LITERATURE.—WHAT THE EXERCISE IS.—ITS ADVANTAGE.

I find literature, a subject suggested in recent codes, becoming very popular. If two subjects are attempted, it is almost always one of them. The exercise in literature is the saying by heart 200 to 300 lines of some standard English author, with due expression, and the knowledge of the meaning and allusions. Teachers do well who choose this subject. Learning by heart is a grateful, easy task to children. In 300 well-chosen lines of Wordsworth, or Scott, or Cowper, there is a variety of things to master which interest without fatiguing, which awaken curiosity and enlarge the learner's stock of words and ideas; yet this variety is not overpowering, because it is limited by the passage of which the pupil has an exact textual acquaintance. Such work is the key to intelligent as distinct from fluent reading. The intelligence that is expected cannot well be "crammed." It demands a certain knowledge of grammar, and so far it is exact; but it has points of contact with geography, history, and nature, and so has a breadth which none of these subjects, so far as they can be exhibited to children, have by themselves.—Rev. CAPEL SEWELL, M.A.

DOMESTIC ECONOMY.—EFFECTS OF EDUCATION ON GIRLS.

"Guiding the house," which is one-half of woman's natural occupation, cannot indeed be learnt to any very useful extent, any more than shoe making, from precept only. But where this subject ranks with the other subjects of instruction in a school, it presses on a girl's attention the most useful and honourable occupation of her sex. Girls yield much sooner than boys to the refining influences of education, but this refinement has a tendency to develop their softer, rather than their more useful qualities. To dress with taste; to read novels and poetry; to be a milliner's apprentice till she marries and mismanages her house;—this is the life story of many a well-educated girl in our primary schools. If domestic service cannot be escaped, it is undertaken as a sad necessity, and its duties discharged with wearisome carelessness and inefficiency. Marriage puts these girls very early in life in possession of homes of their own. Thrift, laborious thrift, industry, intelligence, and thoroughness in house affairs, are no mean qualities in any woman; they are indispensable in the wives of working men, if they are to have well-ordered homes. The lessons in domestic economy may correct the tendency to laziness and fine ladyism which appear to accompany the earlier stages of refinement; at least they serve to bring the child of working parents face to face with the realities of her station in life, and accustom her to the idea of honestly working for her living.—Rev. CAPEL SEWELL, M.A.

NUMBER, SITUATION, AND ORGANIZATION OF TRAINING COLLEGES.

I have the honour to present my first report upon the training colleges for school-masters in England and Wales, with the inspection of which I was charged in May last, and which I visited, generally in conjunction with one of my colleagues, in that month, and

in the succeeding months, up to November inclusive. These colleges are eighteen in number. Six of them are situated in London, three in Wales, and the remaining nine are scattered over the various counties of England. The organization of all these institutions is uniform in principle, but varied in details. Their secular and professional studies are directed by a common syllabus, and they annually submit the results of their labours to a simultaneous examination in December, which is exactly the same for all. They are all established upon the family model. The students are boarded, lodged, and carefully superintended; and they engage to continue their residence for a couple of years.—J. BOWSTEAD, M.A.

EXTRACT FROM REPORTS OF H. M. SCHOOL INSPECTORS IN SCOTLAND, 1874-1875.

THE ÆSTHETIC EDUCATION OF CHILDREN.

I am happy to see that the æsthetic education of our children draws increasing attention. Æsthetic education has been eloquently advocated by Richter, Spencer and Ruskin. John Stuart Mill, in his address as Rector of St. Andrew's University, in sketching the requirements of a thorough education, urged the æsthetic training as "needful to the completeness of the human being" and as "needful to the completeness of the human being, and as deserving to be regarded in a more serious light than is the custom of these countries." Our manuals of school management refer more or less to its principles and their application in schools. It has received elaborate advocacy in an anonymous work called "Hiatus,"* in which æsthetic training is described as "the void in modern education." Professor Hodgson, at the Norwich Congress, recommended the same "general æsthetic culture, which will yet do much to elevate and adorn the homes of even the poor."

The education of taste is a very broad subject, inasmuch as it should be an element in the culture of every faculty. The active education of taste includes the æsthetic training of the senses and other physical powers of conduct, person, dress, bearing, manner, speech, of the intellect, the imagination, the feelings, the moral faculties, the "sense of beauty," and much more; and this must be systematically given by the teacher. The passive education of taste is carried on by the surroundings of the child; in school, by the school-room, the furniture, the arrangements, the decorations, by the teacher, his fellows, and the insensible effect of the whole work and teaching, all which influences permeate his being and elevate or depress his nature, whether active training is carried on or not. Hence the importance, amongst other things, of making our school-rooms the sweet and tasteful places which they can be made, potent educators of this higher part of our children's nature. Hence the privilege and duty of our school managers, and the immense influence they can wield in raising the general taste of the nation, by decorations specially designed for æsthetic purposes.

Such decorations can be had for very little, and there is abundant material. During the past year, I wrote to the Science and Art Department on the subject of the decoration of our common schools, asking if the Department would allow grants of art materials to all our schools, although not under teachers certificated in art; and I am glad to learn that "this Department will give aid to any public elementary schools under inspection towards the purchase of those examples which we recommend for a parochial school."† Beautiful and artistic examples of work of high art can thus be obtained at very low prices, with which all our school-rooms could be adorned at small expense.

It is to be hoped that when our new buildings are erected, our School Boards will make our school rooms in this way centres of brightest and highest influences. We shall rouse ourselves to the conviction that the most effective field of æsthetic culture and refinement at our command lies in our common schools, and we shall avail ourselves of these centres of wonderful influence. It is beyond doubt, that with our common schools æsthetically adorned, our teachers æsthetically educated, and our children æsthetically trained, a national reformation in taste could be effected; and no national improvement in manner, bearing, habit and taste will be possible except through our Public Schools.—WM. JOLLY, Esq.

THE PHYSICAL EDUCATION OF CHILDREN.

We begin slowly to recognise the true idea of education as the training of all the faculties, and very slowly to move towards real-

* "Hiatus" by Ontis (Macmillan, 1869). It is also shortly treated in an unpretending little work, "The Etiquette of Teaching," by G. B. Healy, (6d.) full of good practical suggestions. (Office of Irish Teachers' Journal, Dublin.)

† The Department gives aid to from 50 to 75 per cent. See the "Art Directory," which can be got from the Department, or Eyre and Spottiswoode. Lists of the examples referred to are given on pp. 47, 112, and 116.