

could not be a greater contrast than between the present time and some thirty or forty years ago in the matter of education. He was glad to say that we had now a system of education whereby every boy and girl, no matter how humble or poor he or she might be, could obtain an education that would fit him or her to discharge the duties of a citizen and to be an honor and blessing to the country. The importance of the teacher's profession was now recognized. He was pleased that the schoolmasters could now take their position as one of the powers of this country, and he had no hesitation in saying that much of the happiness and prosperity of the country would depend upon the manner in which they discharged their duties. On the part of himself and the Lady Mayoress he heartily welcomed the elementary teachers to the Mansion House, and he hoped they would make themselves thoroughly at home. He then explained that the teachers were at liberty to roam over the Mansion House, and for their gratification instrumental and vocal music had been provided; whilst in one of the rooms they would find tea, coffee, and other light refreshments, of which he hoped they would freely avail themselves.

The following remarks from the *Lancet* are especially worthy of the attention of those who have charge of primary classes, and of parents who place their children at home in charge of nurses:

"When we reflect upon the position of the nurse in regard to our children, the way which she exercises over them for many hours in the day and night, we must feel how little is ordinarily known of the competence of those we employ for so responsible a charge. It is not so much the willingness of the nurse to do right that is in question, as her knowledge of the principles upon which the early education of a child should be conducted. It is not so long since any old woman, who was too decrepit to do anything else for her living, was considered to possess to perfection the requisites for a sick nurse. The art of cooking was apparently supposed to be inborn in individuals who aspired to the culinary department of domestic service. A tradesman who had failed in his business was as certain to set up a preparatory school as a military man on quitting his profession took to the wine trade. And so, even at the present day, any woman who declares her proficiency, is supposed to be endowed with the power of directing the education of a child, the right conduct of which will probably have more influence upon its future happiness than any other circumstances, except the qualities which it possesses by inheritance. It is time that something was done to arrest the present anomalous state of things."

--We call the attention of all our readers who believe in the necessity of improvement in the art of reading and in the scientific delivery of speech, or who aspire after excellence in elocution, to the fourth Summer Session of the Toronto School of Elocution, advertised in our columns. The long experience and high reputation of Mr. Lewis as a teacher of elocution and as a writer on the art, assisted by Miss Lewis, Graduate of the Philadelphia National School of Elocution and Oratory, are undoubted guarantees of the advantages offered to all who may avail themselves of the session. Miss Lewis has had large classes in Toronto, Brampton, &c., and recently addressed the North Grey and Bruce Association, with marked success, on Elocution in our schools. She is

the teacher of Elocution in Miss Nixon's Ladies' School, the leading Ladies' Academy in Toronto, and as a public reader has taken a position of undoubted eminence.

—The recent code of school regulations introduced into France makes several important changes in the government of the schools. In the first place, corporal punishment of any kind is altogether and unreservedly abolished; and this being the case, the striking of any school-child will not only be an offence against the official *règlement*, but will render the offending teacher amenable to prosecution *pour sévices* or cruelty. In the next place, the right of the father to decide whether his son is to receive religious instruction or not is distinctly recognized, and it is provided that he shall always be consulted before the boy is permitted to participate in devotional teaching. It is furthermore decreed that children shall not be sent to church to be catechised, nor, indeed, to matins, mass, or vespers, except out of school hours; and that no teacher shall be bound to conduct them to church or to watch over them there.

—The following is from the *London Standard*, and we have much pleasure in endorsing the remarks of Hon. Mr. Childers, as well as the comments of the *Standard*:

Addressing the members of the Royal Arsenal Volunteer Corps at Woolwich, last Saturday, Mr. Childers said that in his boyhood it was a common thing to teach drill in schools. The practice, however, was gradually abandoned, till about the time of the Crimean war it was scarcely known to exist. The Secretary for War thinks it was a good custom, which might with advantage be revived; and he urges all volunteers to use what influence they possess for the purpose of introducing lessons in drill into common school training. He might have enforced his precepts by pointing to the case of Switzerland. In that country every man must serve as a soldier, only the period of his service in the ranks is excessively short. The reason why it is short is that from childhood he is taught drill in school, so that when he joins the army he is not a raw recruit, but a partially disciplined soldier. It does not take much time or trouble to make a man efficient; he is very nearly efficient when he leaves school.

—A valued correspondent writes concerning the Superannuation fund, expressing disapproval of the proposed scheme, because a man who has taught twenty-five years say, would be entitled to a full pension by paying for only five years, while he who is now beginning to teach would have to pay for the full period of thirty years. This is an error. The former would have to pay up his arrears before receiving any benefit from the fund.

—A mutual benefit association for teachers and clergymen has been founded in New England, with Hon. Mr. Bicknell, publisher of the *New England Journal of Education*, as president. It is conducted on the plan of death payments, each member paying a certain sum into the general fund on the death of a member. The payments vary according to age. This seems a reasonable arrangement. Teachers in Canada may become members if they wish to do so.