

the holding of these dances in the schools is fraught with evident dangers, and that the custom is increasing, at least in country districts. Of course, where the consent of the committee and the department is obtained, and proper persons take, or have imposed on them, their due responsibilities for their conduct and supervision, objectionable features are guarded against. In this matter, we contend that the teacher's wishes and views should be consulted, and where he withholds his consent, permission should not be given for holding them. Our attention has been drawn to a case where a dancing class—or periodical meetings for a dance—was held in a Provisional School, and where, we are informed, the requisite permission was given either by the committee or the department, against the wishes of the teacher. Trouble arose in this case also. Now, on the general aspect of the case, as we are informed that this practice is increasing, we would strongly urge, for the most obvious reasons, that no permission for regular meetings at dances in the school be allowed, unless the teacher himself be given the very largest powers and discretion in dealing with and controlling them. Further, that, if he consents to their being held in the school, he shall take all reasonable responsibilities for their proper conduct and supervision. We believe that the department, under its regulations dealing with the establishment of Provincial Schools, deems that it does not possess the power of withholding its permission even if it desires to do so, and that this matter in many cases in this class of schools, rests finally with the committee. If we are correctly informed as to this, we regret that it has not final power in the matter in all cases, and the power of attaching proper duties on proper persons responsible to and under its control.

School concerts, and occasional social gatherings, in which parents and pupils meet under the direction and control of the teacher and committee, are frequently held, and for very laudable purposes. But when regular meetings for dances only are held in the school; where these controlling influences are not present; where the village public-house is close by; these together present a combination of circumstances fraught with evidently grave dangers. And the fact that any supervision that can be given, does not extend, and cannot extend beyond the immediate precincts of the schoolgrounds, seems to us to be a conclusive reason that permission for such regular and frequent meetings in schools should be generally withheld, where the department has the power of withholding it. Further, if it has not entire power in this matter in some Provisional Schools, it should seek to obtain it. It is not pleasant to think on the possibility of even a Provisional School being converted into a source of such grave danger as obviously attaches in certain cases where such safeguards as we have pointed out are not present or imposed."

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We confess to a certain feeling of irritation, says the *School Journal* of England, when the "utilitarian" argument is put forward in an unintelligent way. The object of education is to produce a capable citizen of good character. The aim is distinctly utilitarian. At the same time, it deserves all the highest-sounding epithets that can be discovered. Capacity in the counting-house is not necessarily formed by the study of commercial geography and handbooks of commercial correspondence. The intelligence is to be evoked and the character formed by the best methods known to educators. When the intelligence has been once trained the