

of the country in University studies should be done in one College. Competing Colleges are a very different thing from competing Universities.

If it be objected that these benefits relate to the country in general, and should not influence us as a Church, I reply. If the policy of the opponents of University Federation is such as to prevent them feeling a patriotic, practical interest in the improvement of the Higher Education of the country, then it is certain that such a policy is too narrow and unpatriotic to be the educational policy of the Methodist people. As an important part of the people of this Province, the Provincial University belongs as much to the Methodists as to any others. We should rise above prejudice, and look at the question from a liberal and patriotic stand-point. It is possible for appeals to sectional and denominational feeling to degenerate into an unreasonable sectarianism. Let us guard against this mistake.

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In Toronto also, our College with its worthy Professors and theological students, and other godly young men, would touch the religious thought and life of the community in a way that it never could do in Cobourg. Why should we from sentiment adopt a policy that virtually shuts out our most gifted teachers from any position in the chief University of Canada? Is it wise to try to perpetuate this state of things?

We are all as one as to the importance of religious education, though we may differ respecting the best means of promoting it. Those who favor Federation are just as loyal to religion as those who oppose it. Should any one ask: "Shall our Higher Education be Christian or Infidel?" I emphatically answer, CHRISTIAN! And, in order to help in making it Christian, let us take our fair share in moulding the character and inspiring the life of our Provincial University.

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3. What I have said in regard to the *increase of our religious influence by removal to Toronto equally applies to the influence of our whole educational work.* Toronto is the centre of the Educational, Political, Legal and Literary life of the Province. Good work done here is more under the public eye, and will tell more powerfully upon the whole community. The sagacious Franklin Metcalf pleaded hard to make Toronto the seat of our College. Its location in a small place, where it has had small local patronage and support, was a mistake that has been detrimental to the influence of Victoria during its whole existence. Our best professors have been partially buried out of sight in Cobourg, and the value of their work not properly known. A brilliant and gifted scientist, like Dr. Haanel, would have won a far wider and higher reputation in a central place, like Toronto, than his remarkable scientific work in Cobourg has given him. Similar statements might be made about other Victoria Professors.

ELOCUTION.

What is to take the place of the old-fashioned elocution? Or rather, what is the new fashion in elocution? It is hard to tell. In fact, it may be doubted if there is a new fashion. Listen to the most popular reciters to-day. Can you see wherein they vary from the ideal that prevailed when you were a school-child? Probably not. The ideals of your early days are still the popular ideals, and whether any other ideal will ever become popular remains to be seen.

But still, doesn't it seem a little absurd to hear a boy reciting, "The Charge of the Light Brigade," and to see him go through the motions which it may be imagined the soldiers made in that terrible

ride? May not one be pardoned for smiling at a young miss who heroically tries to make believe that she has actual hold upon the clapper of the bell in "The Curfew Shall Not Ring To-Night?" In the "Legend of Brogenz" what a disillusion it is to see the pretty Tyrol maid go through the motion of mounting her horse, and to see how he plunges with her into the torrent and gains the other bank.

If such attempts at literalism seem silly in school children, what shall be said of them in the case of professional elocutionists? And then the motion of arm and body at every possible suggestion. Is the sky, or a mountain, or a valley alluded to? The hand must point to it, or our imagination would fail to picture it. Does a rider or the wind go rushing by? A sweep of the hand must symbolize it. Thus, on one pretext or another, there is a constant succession of gestures, for the most part nonsensical and distracting. But this style of declamation audiences applaud, and he would be a bold teacher or pupil who should expect approbation for anything less.

What there is of revolt against this restless and artificial style shows itself at present in only two ways, so far as we know. In a few schools the old Friday afternoon declamations are discarded. The memorizing of selections is encouraged, but they are repeated, recited is hardly the word, in a semi-private way in the pupil's desk or by it. We have never felt that the abolition of the formal Friday afternoon exercises was wise, especially as no substitute is proposed for them. The loud declamatory style it was wise to abandon. But a formal and not entirely unpretentious exercise, readings, compositions, and quiet recitations, all prepared by careful drill and training, the participants taking their places on the rostrum, serves a purpose in the training of boys and girls, which is met by no other school exercise. Pupils, where all such performances are omitted, are destined to feel regret in later days that their school experiences were thus limited.

The only other sign of reaction against the dramatic and declamatory fashion is that some teachers of elocution, they are not very numerous, discard it, and actually ridicule the loud jumping-jack style of recitation in which every sentence has its gesture, and are teaching a more quiet and artistic manner of delivery, in which the voice and features do all of the expressing. This change has not yet reached the common schools, but it is on the way to them from the higher schools of oratory.

But there is one rule which teachers of children can adopt.

It will hardly be popular at first, but it is sure to be acceptable as taste becomes refined. It is submitted simply on its merits. We can quote no authority in favor of it. It is this:—Confine gestures to actual personation. In descriptive pieces allow them rarely. This rule will do away with that senseless and ill-timed swinging of the arms so common and so unpleasant to witness. It would deliver "The Charge of the Light Brigade" with hardly a motion of the limb. It would make no effort to imitate the supposed loud tone of the commander in the order "Forward the Light Brigade." But into the tone of voice it would put all the pathos and other emotions that the scene would awaken in the bosom of a sensitive spectator. When reciting the supposed words of Barbara Fritchie or Stonewall Jackson a simple gesture might come, but the grotesqueness of trying to imitate with any literalness the tone of voice of either of them should be avoided.

But anyhow, whether you attempt to follow any rule or not, teach your pupils that the highest beauty in reciting or reading consists in the emphasis and modulation of a well trained voice, and that excessive gesticulation and dramatic tones and attitudes are a blemish excepting where real acting is appropriate.—*Intelligence.*