

who has since spent two years at the Universities of Göttingen, and Leipzig has been appointed to a tutorship in Oriental Languages in Toronto University. Dr. McCurdy will, it is understood, give special attention to the hitherto somewhat neglected subject of Comparative Philology. He is recommended by Professor Green, a high authority, as having made "unusual attainments in philology," and especially as having a "wide acquaintance with the Semitic Languages." He is the author of one or two works of merit in the department of Linguistic Archaeology, and has now in press a translation from the Sanscrit of the "Hilopadeca" with Notes. Dr. McCurdy is said to be a native Canadian. There seems no reason to doubt he will prove a valuable addition to the teaching staff of the University.

It cannot be too constantly borne in mind that the true measure of mental development is not what is learned but what is understood. The old days have, it may be hoped, gone for ever, when children were required to memorize great quantities of dry rules, definitions, and formulas, which conveyed no distinct ideas to their understanding and which they were not even expected to comprehend till some future day, when as their powers approached maturity the hidden meaning might dawn upon them. The writer has very vivid recollections of school work of this kind. There can be no doubt that such methods have been responsible for the life-long dislike to books and study of many a pupil who might, under a more intelligent master, have become a well-educated and useful member of society. Training, not cramming, and thinking, not memorizing, are the proper functions of master and pupil, respectively.

"Every pursuit has its monotonous routine and its vexatious and depressing incidents. The true philosophy of life consists in so adjusting one's spirit to one's work as to make labor itself a pleasure. It will be found that the men who have gained marked success in any department have usually possessed bright and buoyant dispositions. Especially is this trait necessary in a profession like teaching, in which personal relations are so largely involved. Children always enjoy a laugh. If well timed and properly controlled it helps them in their school work. The teacher who can say a bright, witty thing once in a while has a great advantage." These words, which we clip for their practical wisdom and sound philosophy from an excellent article in *Education* for November, by John E. Bradley, Ph. D., we commend to the study of all teachers, and especially to the long-faced, sour-visaged, sharp-voiced members of the fraternity, if unhappily there are such amongst our readers. To all such we would say, store up in your memory a few funny anecdotes or witty recollections of the right kind for school children, and next blue day, just when the clouds begin to lower, call a halt and tell it. You will find there is more virtue in a good laugh than you ever imagined.

The Minister of Education, in the course of a speech at the banquet of the undergraduates of the University of Toronto, the other evening, observed that there were 141 graduates of

Toronto University and 48 graduates of Victoria University, engaged in High School work in the province. The figures are suggestive, not only of the advantage the province is reaping from its own University but also of what is being done for it by the voluntary institutions. Had he added to Victoria's 48 the number of graduates of Queen's and other institutions supported on the voluntary principle, who are serving the province in the same way, it might have probably appeared that voluntary effort is doing nearly or quite as much for the higher education of the country as the State-endowed college. This remark is made in no spirit of hostility to Toronto University, which we wish to see constantly growing in educational power and efficiency, but simply in the interests of truth and sound logic. Full credit is not always accorded to the denominational colleges for the valuable service they are rendering in the work of higher education. There is no incompatibility between the special objects they have in view and the general educational interests of the province. On the contrary, the better they serve the denominations the more useful are they to society at large.

It has hitherto been matter for congratulation that the barbarous practice of vivisection has gained no foothold in Canada. We are sorry however, to observe, that a Canadian Scientist, Professor T. Wesley Mills, of McGill College, has given the sanction of his name to the cruel business by practising it at Johns Hopkins University, and elsewhere in the United States. We would that the mighty moral and Christian sentiment of the whole Dominion could be aroused to frown down every attempt to introduce into Canada the torture of animals in the name of Science. We doubt if even the largest returns in the shape of beneficial physiological discoveries could make the practice morally justifiable or counterbalance the inevitable degradation of some of the finest and noblest qualities of the human soul which it involves. But as a matter of fact, there is probably no line of scientific research which has hitherto been so barren of profitable and certain results. The much-vaunted attempts of M. Pasteur, to find a specific against hydrophobia are a case in point. In order to make a "vaccine" of sufficient intensity for his purpose, M. Pasteur had to make a series of at least 60 rabbits mad, and in order to keep up his supply, the poor creatures would have to be kept mad in endless series. And yet when the boasted utility of the inoculation in preventing hydrophobia in human beings is investigated it appears that the "subjects" operated on had no symptom of the madness, that it is not even proved that the dogs by whom they were bitten were mad, and that if it were so proved, it by no means follows that their bite would in every instance produce the disease, as many persons so bitten never have hydrophobia, and in many cases the disease is not developed for years.

Our Government has, according to the *Mail*, evoked a new educational theory and is now applying it to those Indian tribes which were lately in rebellion around Battleford. These are to be taught loyalty and industry by a process of slow starvation. Partly as a punishment for the misbehaviour of a