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TORONTO, THURSDAY, JULY 17th, 1890.

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AGENT.—The Rev. W. H. Wadleigh is the only gentleman travelling authorized to collect subscriptions for the CANADIAN CHURCHMAN.

Address all communications,

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Lessons for Sundays and Holy Days.

July 20.—7 SUNDAY AFTER TRINITY.

Morning.—1 Chron. 21. Acts 21. 17 to 37.

Evening.—1 Chron. 22: or 28 to v. 21. Matt. 10 to v. 24.

ALCOHOL AND CHILDHOOD.—The question of the use and abuse of alcohol is one of the greatest possible importance at all times; and it is of the utmost necessity that it should be dealt with in a rational manner. We gladly, therefore, draw attention to the following remarks in the *Lancet*, a paper of the highest authority: "We most decidedly and heartily give our support to the doctrine that, as a rule, children and young people do not need alcohol, and are much better without it. Their appetites are good, their cares few, and the more simply they live the better. Anything that can be done in board schools, and in public schools too, for that matter, likely to promote a thorough and intelligent independence of alcohol, should be encouraged. But it should be well done. The more moderate and medical the statement of the case the better. Young people resent intemperance in teetotallers as well as in other people. It must be remembered, too, that the real way to make children temperate is by setting them a good example at home. If children see alcohol produced in all shapes, and at all hours, and for every visitor at home, or if they are sent out as messengers twice or thrice a day to the neighbouring 'public,' all the teaching of the schools will go for nothing."

THE LONDON POLICE.—Few things more serious have happened of late than the threatened strike of the London Police. It is the next worst thing to a mutiny in the army. If the maintainers of law are in a state of rebellion, then indeed are the foundations of the state out of course. The London Police Force are a splendid body of men in every sense of those words. In numbers they are formidable, having a total of 14,257 men and 360 horses; there are 30 superintendents, 838 inspectors, 1,369 sergeants, and 12,020 constables on the rolls. We find it difficult to believe that the men have not grievances, and the frequent changes of Commissioners of Police under the present administration seem to say that there is something

wrong. We have had Sir Charles Warner, and Mr. Munro, both men of experience; and now we have Sir Edward Bradford, who has distinguished himself in other positions. May he prosper in the governing of what constitutes a considerable army.

PORT HOPE SCHOOL.—A report of the proceedings at Trinity College School, Port Hope, will be found in another column. We congratulate Dr. Bethune on the successful manner in which he has brought this now great school to such a pitch of excellence and prosperity. It would be a national misfortune if our great upper denominational schools were to lose their high character. Everything seems to have gone well. Visitors, masters and boys all seem to have listened with the greatest interest and delight to the admirable sermon of Mr. Pitman, whose influence is now happily extending beyond St. George's, Toronto, where he has already made his mark. The speeches were excellent, as might be inferred from the names of the speakers, the Lord Bishop of Niagara, Mr. Martin of Hamilton, and the Head Master. Long may this noble institution flourish.

EXAMINATIONS.—This is the age of examinations; and the amount of work done in this manner, from the spring to the middle of July, is something appalling. Examinations are necessary things, perhaps necessary evils. But there are evils connected with modern examinations which are not at all necessary. The number of them is too great; and the miserable competition in ostentation between universities is producing a crying evil in the shape of questions so absolutely difficult that candidates are not expected to answer them. Pass examinations, for matriculants at least, should be simply of such a character as to satisfy the examiners that the candidate has a sufficient amount of education to enable him to attend the college lectures intelligently and profitably. But a fair percentage of the questions should be answered, and the candidate ought to be required to show that he is thoroughly well grounded in the subjects on which he is to be further instructed. We have good reason to believe that these simple and obvious principles are not attended to. Examiners set questions absurdly difficult, lest it should be said that their examinations are easier than those of other universities. And then an absurdly low percentage of answers is accepted. Nothing could be more mischievous. As a consequence, we have young men who spell very badly required to answer difficult questions in philology; whilst others who are required to bring up large portions of Greek and Latin classics, are unable to turn simple sentences into Latin prose, and know their Greek and Latin grammars very imperfectly. When is this humbug to cease? We wish our high school masters would speak out.

MR. DARLING'S OFFER.—We fear that Mr. Darling's generous offer at the synod, and the frequent references to it in the newspapers, have brought some slight annoyance to the good Rector of St. Mary Magdalene, as though he were professing to be superior to his brethren. We are sure, indeed we know quite well, that no such thought ever occurred to his mind. We need hardly add that he had no hand in bringing the subject into the columns of this paper. By referring to it, we, like others, merely reflected, as we are bound to do,

sound public opinion. It may be as well that this subject should now be dropped. Should another distribution of the Rectory surplus be necessary, it will be quite easy to arrange for its being done in such a manner as will prevent a recurrence of regrettable scenes and incidents. The dignity of the clergy must be very dear to all who love the Church; and the poorer members of the clerical body must always have the strongest claim upon our sympathy.

EDUCATION.*

(Concluded).

A second characteristic of true education is that it shall be *comprehensive and complete*—in other words, that it shall have regard to the whole nature of the creature to be educated. This principle is not merely self-evident, but it is an inference from the first requirement that education should be scientific. It is hardly possible to deny that this rule is more widely recognized in our own days than in past times, yet it is not unfrequently violated.

We have long been agreed that education is not the mere imparting of information,—that it is a drawing out and disciplining of the powers of the mind. But it is more than this. A well-disciplined intelligence is indeed a great achievement; but it is not all. Man is not pure reason; he has also a heart; he has feeling, imagination, will. And man is truly educated when the whole nature is cultivated, when it is made harmonious in all its relations, and in all its actings.

Education, therefore, must have principal reference to the cultivation of the taste and the formation of the character, and it will embrace the whole area of human life and conduct. It can hardly be denied that, in our own days, and among ourselves, some aspects of this work are being overlooked. We are in danger of regarding education as a mere means of outstripping others in the race of wealth or ambition. We are tempted to think of it as a means of making money, or as a way of being thought cleverer than our neighbours, instead of regarding it as the means of fashioning the whole man into a harmonious whole.

A recent American writer, speaking of the ordinary education imparted in the United States, declares that they are turning out from the public schools of that country a number of the worst-mannered boys and girls that the world has ever seen. That writer possessed an amount of knowledge and experience to which the present writer cannot lay claim. Yet it can hardly be unknown to any of us that precisely the same kinds of complaints are made against the children educated in Ontario.

Now, if this is going to be the outcome of our education, if courtesy and reverence are to perish from the earth, then no really educated, cultivated human being can look forward to life under such conditions as being worth living. Which of us that has known the true sweetness of civilized and cultivated human intercourse, would care for a life from which such elements have departed? It can never be a true education which neglects the discipline of the heart and will. There can be no true

*The substance of an address by Professor Clark, on occasion of the Centenary of King's College, Windsor, N.S.