

witness their once fertile lands languishing year after year and rapidly becoming unproductive. By this means there could be awakened a desire in the minds of the taught to learn something more about this science so as to do better than their predecessors—a desire which might produce important results on the whole country.

In connection with educational institutions for young girls, it is observed in the Report that, according to the opinion of many, the system of teaching pursued is open to objection and does not respond to our present state of society. While giving all credit where it is due, the Report goes on to say that the instruction imparted in the conventual communities is not sufficiently practical. Too much stress is laid on the teaching of what is merely ornamental to injury of useful knowledge. Young girls thus often acquire tastes and habits, above their social condition, which they cannot afterwards satisfy. It is therefore suggested that this system of teaching is susceptible of improvement, and certain subjects are mentioned, which might, with advantage, receive more attention than what has hitherto been bestowed on them. Among these are domestic economy, sewing and enough of book-keeping, to enable the girl, become wife, to keep an account of her household affairs. Woman, throughout all time, has played an important role in society by the influence she exercises on the family circle. It is, therefore, essential that the chief teacher of the family should, herself, cultivate a life of order and economy, indispensable in everything, of whatever nature.—*Montreal Gazette*.

THE PEDANT AMONG COLONISTS.

I met him last winter, a book on legs, rather low of stature, but with a lofty idea of his own inexpressible importance. As he does not get into the usual newspapers, seeing that the reporters find it hard to make a paragraph out of him, perhaps it will interest you to study him a little. He enjoyed the immense advantage of being born in an ancient town of one of the famous islands of Western Europe. He also inherits fair natural abilities, and as he was able to run his own "coach" (private tutor) at Cambridge, and did not give more than two wine parties a week, he gained one of the many scholarships attached to that old and richly endowed University. Thenceforth he flourishes as "*Scholar*" of his college, and is very careful never to omit the *Sch.* at the end of his signature. Though his general outward appearance is not prepossessing, and his clothing not what the pawnbroker would most desire, yet he blandly condescends to shake hands with us Provincials and "mere Colonists,"—

The man on horseback he,
The humble footmen we,—

and says he is really surprised to find so many signs of civilization in this new country: he had not really expected so much. His pleasure overflows in fine patronizing phrases. He has less than a hundred dollars in his pocket, and spends twenty-five of it to send a cable despatch to his mother to say that he is "doing Ontario". As to his education, he has studied one subject, and one only, in his University career; and in this he professes to "give in to no man." He is a mathematical all-in-all. If you are interested in the Calculus, he can shew you the latest methods of the best men at Cambridge. Hemming, Hymer, Gregory, Godfrey, Frost, Sandeman, Salmon, Newton and the rest, he has at his finger ends, and will quote page and paragraph, chapter and section, through the Cambridge course of pure mathematics. Beyond this orbit however all is to him silence, darkness, and mystery. Outside that gingham track he does not move, nor care to move. History, Poetry, Psychology, Natural Science, are dead and buried and forgotten as far as he is concerned.

But here is his cousin-german, the classical all-in-all, who has quite as one-sided an intellectual development. He never wearies of the praises of Greek and Latin literature, and of the superiority of the ancient pagan writers over the Christian moderns. No such writer, he says, as Plato, Aristotle, Demosthenes, Cæsar, Tacitus and Horace now grace the stage of human action. No logic like Aristotle's; no mental science like Plato's. Kant and Hamillike are mere moderns; Treudelenburg, Whewell, and Mill are not like the ancients, though it is difficult to understand on what grounds he rests these sweeping conclusions, seeing that he knows little more than the names of the writers whose merits he values so lightly. He will quote parallel passages from any common classical writer you choose to select, and could compose a Greek ode more easily than he could give an intelligent account of the air he breathes, or describe the construction and use of a common thermometer. He would scorn to use even a Greek lexicon, how much more an English Dictionary.

One subject each knows—"only this and nothing more." Shall we call the result of such a training liberal education? Should

we call that a liberal muscular education of the athlete which developed his legs and made him a famous runner, while his arms were powerless and weak as a child's? This plan may produce a self-complacent pedant, who ever thinks "he has not so very much to learn;" it can never produce a well-educated, properly furnished man, ready to grapple with the numerous many-sided questions sure to present themselves in his day and generation.—C. CLARKTON, in "*New Dominion Monthly*," for October.

THE EDUCATIONAL MUSEUM AT TORONTO.

The Rev. Dr. Henderson, Superintendent of Public Instruction in Kentucky, recently paid a visit to Toronto. He thus states the impression of his visit to the principal Educational Institution:—

"I stood for fully fifteen minutes in awe, before the buttressed and towered grandeur of the Toronto University buildings. The magnitude of the structure, the mingled solidity and beauty of the architecture, the stained glass windows, the carved doors, the *tout ensemble*, made me to realize the idea of cathedral and abbey grandeur, which has impressed so many American tourists to insular and continental Europe. This is a provincial institution. It is located in a magnificent park of about 60 acres, the care of which, under a long lease, is relegated to the municipal authorities of Toronto. The buildings are quadrangular, the interval square being 200 feet to a side. The front toward the lake measures 300 feet, with a tower in the centre (Norman style) 120 feet high. This building cost \$500,000. A similar edifice among us would cost a million.

"Among other educational institutions I visited were Trinity College (Episcopalian) and the Normal and Model Schools and Educational Offices. These latter buildings are located upon the centre of an open square of seven and one half acres. The site is elevated, and a commanding view is had, from the top, of the bay. The grounds are laid out after the most approved principles of landscape gardening. The Educational Museum is a collection of the fauna and flora and minerals of Canada, a general cabinet, and an immense collection of philosophical and chemical apparatus, school furniture, maps, charts, diagrams, etc. In addition to this, there are splendid collections of copies of the great masters—Italian, Dutch, and Flemish schools—and plaster casts of the great statues (ancient and modern), and of the discoveries at Nineveh, in Egypt, &c., including the celebrated Rosetta stone. Here also may be seen copies of the seals of all the English sovereigns, from the time of William the Conqueror down, specimen of all coins, ancient and modern, and the armour worn by the mailed knights. In the midst of all this, with a retinue of scholarly aids and clerks, is the office of Rev. Dr. Egerton Ryerson, the Chief Superintendent of Public Instruction, who has held the office, deservedly, for thirty years, with no idle clamours about rotation, and who will go to his grave with the blessings of the Canadian people. I found, however, that the Doctor's position was not all as sweet and fragrant repose upon a bed of roses. That 'infernal' text-book question is a disturbing agent there as elsewhere. That terrible spook that haunts the Superintendent everywhere and whither, materializes in Canada as in the States. Is there in any clime anything more appalling than a book-agent? I have travelled far and wide, but he waits on my track. But for him, it seems to me, I could be happy.

"While looking through the spacious halls and magnificent museums, cabinets, etc., of the University and Normal Schools, supported by a province of less wealth than our Commonwealth, I acknowledge I could but bemoan that sentiment painfully apparent among a large class of our people, that beholds the ghost of State ruin in a Normal School; that would cashier a man who, under the pretence of education, would propose the purchase of a picture or a statue; and that would go into hysterics over a scheme for the establishment of a State University. But this is the glorious land of liberty, and that is a down-trodden province of Victoria. Don't, if you please, talk about Kentucky being ruled by petticoat sovereignty!

"And yet the day is coming when there will be State museums, cabinets, picture and statue galleries, and academies of music supported by the State. The prophet who dares predict it may die a martyr, and yet the aftertime may build and garnish his sepulchre.

THE SOUTH KENSINGTON MUSEUM.

To study it with care, and then stand in it intelligently, must, one would say, convey to any man a sense of his own eternity. Vista upon vista! The eye never reaches the farthest end in the past from which humanity has toiled upward, its steps traced in fair victories over chaos, nor does it alight on any historic epoch not related to itself; the artist, artisan, scholar, each finds himself gathering out of the dust of ages successive chapters of his own