

The time spent in answering a set of properly prepared questions is most profitable in its educative effect. The student is called on to summon all his energies and concentrate them upon the work in hand. If examinations were strictly upon subjects rather than text-books, the root of the mischief would be reached. Such papers demand much skill in preparation and much wisdom in estimating results. But they are surely possible, and being so, they render such modes of teaching as the *N. Y. School Journal* recommends not only possible but highly desirable. We venture to predict a great reaction at no distant day against the extremes to which both the examination and the uniformity crazes are being carried in our vaunted school systems.

Dr. Vincent says:—"If I wanted to make a blacksmith of a boy, I would first give him his college education. In this country, a man is never intended to be only a blacksmith—he is to be a citizen. There is not a subject in a college curriculum which a blacksmith, as an American citizen, does not need to study. We want citizens in this country who will not vote as designing men tell them—we want independent voters. The blacksmith is to be a husband and father, and a reliable and influential man everywhere. If all our artisans were educated, the prevalent ideas of the degrading tendency of trades and labor would quickly disappear."

These are golden words. There is no valid reason, apart from the question of ways and means, why the artisan and the farmer should not be as well educated as the lawyer and the doctor. If in that case the lawyer and the doctor would find their occupations, in part, gone, so much the better. Half of them might become artisans and farmers with profit to themselves and others. It should never be forgotten, and we trust Canadian teachers will never forget that the highest and chief end of all education is to make intelligent, useful, broadminded citizens; to make, in a word, men and women of the right stamp. Apart from religion, education adds more than anything else to the means of human happiness. It lifts the possessor to a higher plane of thought and feeling, opens up before him avenues to keen and elevated enjoyment which are closed to the uncultivated mind and, better still, enlarges tenfold his power for good. With the multiplication of labor-saving inventions and the gradual shortening of the hours of daily toil, the time is coming when almost every one who works with the hands can, if so disposed, redeem at least an hour or two of every day for more intellectual pursuits. There is altogether too much tendency in these ultra-practical days to regard education as a means to an end, instead of its own highest end.

Dr. Dawson, President of McGill University, has been elected President of the British Association for the Advancement of Science, for the ensuing year. This appointment is an honor to Canada and a well-merited compliment to the discoverer of the *Eozoon Canadensis*, the oldest known form of animal life. Probably few men now living have done more for science in the way both of writing and of painstaking investigation, than Dr. Dawson. He too, is one of the number, unhappily too small, of modern scientific explorers, who has not suffered his delight in tracing the operations of natural law to blind him to

the necessity for a great Law-giver. In holding fast his faith in the unseen and the supernatural, he has but maintained, amidst the whirls and gyrations of enthusiasts, the rational position towards which the sober second thought of modern science is gradually tending. Christian philosophy bids fair to live and flourish long after all the little systems of scientific skepticism have had their day and ceased to be.

The visit of Canon Farrar to Canada is one of the events of the season. Crowded houses greeted the eloquent preacher and lecturer in Montreal and Toronto. He paid his audience in the latter city the high compliment of giving them the first presentation of his lecture on Browning, a paper which, from the nature of the subject, is adapted only for intellectual and cultured audiences and which he had intended delivering only in Boston and New York. Canon Farrar is a noble modern representative of broad and enlightened Christianity. The spirit which everywhere infuses itself into his speech and writing is in striking contrast with that which must have contracted the minds and hearts of those episcopal clergymen who refused to hear him in Montreal because he preached in a Presbyterian chapel.

We do not often criticise other journals but we have often wondered and regretted that the *Week*, or its leading writer, does not pay some attention to educational questions. As our leading weekly, and ablest exponent of matured thought on politics and legislation, it would naturally be expected to have pronounced opinions on such questions as those of cast-iron uniformity in text-books and departmental copywriting. Surely these and other educational topics are worthy of discussion in its columns. We should like to hear its opinion of the policy which makes the Superintendent of Education a political partisan.

A decision of interest to trustees and teachers was given at the last sitting of the Division Court at Norwich. Mr. A. S. Brown had been engaged as teacher for a year, from Aug. 18, 1884, subject to the right of either party to terminate the agreement on a month's notice. Notice of termination was given by the Trustees on the first of June, 1885. Mr. Brown accepted the notice, but claimed payment for a portion of the holidays proportionate to the length of time he had taught. To this he was clearly entitled under the Act, but for some reason the Trustees saw fit to refuse. Mr. Brown brought a suit and recovered not only the amount claimed for holidays, \$51.37, but also a further sum of \$2.45 per day for teaching days from June 1st, the date of notice, until his claim was settled.

The following passage from a report of proceedings at the public meeting at the opening of a new School House in Omamee is significant and a part of it hard to understand:

"Col. Deacon was enthusiastically received by an audience who were thinking of Batoche and Fish Creek. He made a most emphatic protest against the Kaleidoscopic state of the Ed. Department, and voiced the popular feeling on school book changes. Dr. McLellan then made his bow and apolo-