

ment without involving the sacrifice of an expensive copyright, expensive plates, and, perhaps, heavy compensation to publishers. Thus every inducement is offered to hold on to the antiquated and defective, and to shut the eyes to the merits of all new works. Is it in this way our public schools are to be pushed forward towards perfection?

MOTIVES TO STUDY.

The little world of the school room, like the great world without, is ruled by motives. Motive of some kind, is the force which drives the complicated machinery of mind, whether the mind be that of a school boy or a philosopher. In accordance with this fact of nature and experience is the maxim which we have before quoted as the best practical rule for maintaining order and eliciting work in the school room.

"Let each pupil have always something to do, and a motive for doing it."

"That sounds very well," we can fancy some perplexed young teacher exclaiming, "but I want something more practical. It is easy enough to supply the work, but how to find and apply the effective motive is what puzzles me."

No wonder. In this question is involved the very science and art of pedagogy. We cannot hope to answer it in a few sentences, seeing it is the theme of educators the world over, and the subject of lectures and essays and books innumerable. Yet it may be possible to offer a few helpful suggestions.

If we were asked to name the one motive which should be the inspiration and stimulus of the student of every class and degree, we should unhesitatingly respond "Love of Knowledge." This is nature's own motive force. It is universal, ennobling, and should be all powerful. Just so far as the teacher succeeds in awaking this dormant passion, and making it operative, just so far does he succeed in his highest mission. We have no doubt that this innate principle taken hold of at the proper stage by a competent teacher, would be found sufficient in almost every case. The curiosity, which is only the desire to know, of the child mind is proverbially intense. The trouble is that it is so often dulled, repressed, perverted, by neglect or bad methods before the child comes into the hands of the skilful educator.

The true teacher will always make it his chief and ultimate aim to arouse the love of knowledge, and stimulate it into healthful vigor. Every other motive he will regard as inferior, to be used only as a means to this end.

Subordinate to this guiding principle, and in harmony with it the secondary law will be to apply in each case the motive which will be immediately most effective, provided always that it be never a wrong motive. There is a great variety of motives which may be brought into play in the school room, right enough in themselves, but differing greatly in elevation and in effectiveness. Emulation is a legitimate motive, so is love of approbation, though neither of them can be regarded as the highest. It is to such as these all systems of marking and classification appeal. Those who condemn everything in the nature of merit marks and prize lists as utterly bad, are surely wrong as well as impracticable. To such motives nature, who

is our best model, constantly appeals. The impulses upon which they act are nature's own gift. Even fear itself, hangman's whip though it be, has its own proper and salutary place, though it is, undoubtedly, on a very low plane. The teacher's law, we repeat, must be, to apply in each case some effective motive, but the very highest which can be made effective, and the use of the lower should in all cases be regarded as but temporary and preparatory to the application of a higher. It is doubtful, whether in every case, a stage may not be reached in High School or University, if not before, when all inferior motives may be discarded, and students trusted to do their work under the influence of a single, ennobling impulse, the love of knowledge. It is questionable whether class lists, prizes, scholarships, &c., should not be regarded as beneath the dignity of grown up students and the higher institutions.

It is to be feared, however, that the day will be long before such agents can be banished from the public school. The living teacher will always study his pupils as individuals in order that he may know what influence will be effective with each. This influence he will use vigorously, effectively, but always with a view to superseding it as soon as possible by some other higher in the moral scale.

Special Articles,

UNIVERSITY FEDERATION.

From a Recent Pamphlet by Rev. E. H. Dewart, D.D

GENERAL ADVANTAGES.

Such a union of the different Colleges, in one thoroughly equipped University, would confer great advantages upon the cause of Higher Education in the Province. (1) It would give us a uniform standard of examinations for all University degrees. The same degree would, in every case, represent the same standing in scholarship; and every shadow of temptation to lower the standard in order to increase the number of graduates would be removed. (2) It would enable us to build up and maintain a first-class University, possessing ample provision for efficient teaching in every department of University work, which would render it unnecessary for our best young men to go to other countries to complete their education. This is an object worthy of our patriotic ambition; and which cannot be attained by a system of struggling Colleges exercising University powers. (3) The intercourse and association of students during College life, would promote a spirit of unity and kindly feeling between young men of different Churches and parties, who must work together in the future in our municipalities and legislatures. At the present time, when Churches are drawing closer together, and sectarian animosities are dying out, it is eminently proper that we should give some practical evidence of this better spirit, by greater unity and liberality in our educational work. Professions of a desire for Christian unity are not worth much if they bear no practical fruit. (4) It would make our Provincial University truly national, as the University of the whole people; and place it more directly under the religious influence of the Churches which would form its constituency. This could not fail to elevate its spirit and life. (5) It would introduce a healthy competition between the Arts Colleges connected with the central University, which would give a new impulse to the different departments of College work. I have never believed that all the teaching