

It has stimulated many institutions to make special provisions for non-resident and correspondence work. Among these may be mentioned the universities of Syracuse, Rochester, the City of New York, Yale, John Hopkins and Harvard. The Correspondence University of Chicago is an adaption of the Chautauqua method. These are but expressions of the idea that education ought to be carried to the people, so that every person who desires it may have a chance for a college training. This must be done by non-resident study, which must be conducted by wise correspondents.

REV. DR. DEEMS, of New York, has discovered that a disease, prevalent in ancient times, and alluded to by the Apostle James, is a raging epidemic in many places at the present day. "St. James would call it in English 'polydidascal,' which is nearly its name in Greek. It is an internal disease, discovered by its eruption, which appears ordinarily on the tongue, and sometimes on the right hand which holds pen or pencil. It proves the presence in the afflicted individual of 'much-teachingness,' a disposition to be always taking the chair, much given to finding fault, correcting, playing the censor, putting on professional airs, having an opinion on every subject, with great readiness to give it dogmatically, dictatorially, pontifically, as being paramount, final, infallible, from which there is no appeal." Do any of our readers recognize the symptoms?—in their neighbors, of course, we mean.

MISS RITCHIE, the lady valedictorian of McGill University, referring to the fact that ladies are still refused admittance to the course in medicine, said:—"The doors of the Faculty of Arts opened four years ago; those of medicine still remain closed. When will they be open? Not only are medical women needed at home, but are invaluable as missionaries. Is it right to deprive us of this great opportunity for doing good?" Some of the students, let us hope for fun rather than from narrow and selfish prejudice, cried out, in answer to the first question, "Never!" Miss Ritchie rightly declared that it was only a question of time. There is perhaps no occupation or sphere which can be mentioned which offers larger opportunities for usefulness to women, or in which their services are so urgently needed. The spirit which denies them the only opportunities for acquiring the necessary training is unworthy of the age.

TEACHERS and ministers will do well to study the announcement in another column of the summer schools to be held at the Niagara Assembly, the Canadian centre of the Chautauqua System. The array of subjects to be taught is almost as bewildering as the bill of fare at a first-class hotel. One of the most important announcements is that of the holding of a ten days' session of Dean Wright's celebrated school of New Testament Greek. While this may, by some, be passed by as belonging exclu-

sively to the clergy, others, better informed, will gladly avail themselves of the opportunity to acquire, at least, a rudimentary knowledge of this important branch of study, such as Dr. Wright will certainly help them to. Every teacher who sees this notice will do well to send for the detailed programme promised. It will be seen that the exercises are not all profound study. Relaxation and recreation are offered in abundance in the way of lectures and entertainments, as well as all kinds of out-door sports.

THE work being done by such philanthropists as Miss MacPherson, Dr. Barnardo, and others, in gathering up the child waifs in the overcrowded cities of England, subjecting them to a course of manual, mental, and moral training, and then distributing them in Canadian homes, where they may be trained up into self-respecting men and women having a future of independence and usefulness before them, seems to ordinary thinking to be a most benevolent work and worthy of every encouragement. Objection is now, however, being strongly urged by some medical gentlemen in Parliament against the admission of such children, on the ground that many of them have inherited physical and moral taint from vicious and depraved parents, and that they are sure to convey and transmit such taint. The point is certainly of great importance, and demands searching investigation. But surely some means of examination and discrimination may be employed, without putting a stop to the immigration, which is, on the whole, a benefit to Canada, while to multitudes of the poor children it must be as "life from the dead."

WE feel that we shall be doing a service to our readers in calling their attention to the advertisement of the National School of Elocution and Oratory, in this issue. This school, which was founded at Philadelphia in 1874, by the late Prof. J. A. Shoemaker, M.A., has enrolled upward of twenty-two hundred students, who have come from all parts of the United States, from Canada, England, and the West Indies, many of whom are representative men and women in the various professions to which they belong. It is the oldest school of elocution in the country, and is probably more extensively known than any other institution of the kind on this continent. The summer session of six weeks at Grimsby Park, will afford an excellent opportunity to teachers who wish to improve themselves in the science and art of reading and elocution. This session will be the sixth of the kind held in Canada. It offers for the first time, however, the special advantages to be derived from the presence and lectures of Mr. James E. Murdoch, the well-known Shakespearean scholar and talented elocutionist. Mr. Murdoch has lately been elected to the Presidency of the Faculty of the College. He is announced to spend four weeks at Grimsby and to deliver two lectures per week, on subjects chosen from Shakespeare and the Bible. Mr. Murdoch has been recently described by Mr. Howard N. Ticknor, of Boston, the distinguished critic, as "the master of masters in his art," and "the greatest living master of the human voice, as legitimately applied to spoken language."

Educational Thought.

If we ask a boy to take his place at a carpenter's bench, it is not that we wish to make a carpenter of him, but that we wish to make him more of a man. We know that there is only one chance in fifty that he will use the saw, the chisel, the plane, the hammer, as the tools by which he earns his bread; but if he has had proper training in their use, he will carry to his work in life, whatever it may be, not only a better hand and a better eye, but also a better mind, a mind more perfectly filled and rounded out on all sides.—*Francis A. Walker.*

A MAN engaged in a profession, as distinguished from a mere handicraft, ought not only to know *what* he is doing but *why*—the one constituting his practice, the other his theory. He cannot give a reason for the faith that is in him unless he examines the grounds of that faith, unless he examines them *per se*, and traces their connection with each other and with the whole body of truth. The possession of this higher kind of knowledge—the knowledge of principles and laws—is, strictly speaking, his only warrant for the pretension that he is a *professional* man and not a mere mechanic. Dr. Arnold aptly stated our obligation to equip ourselves for the profession of educator when he said, "In whatever it is our duty to act, those matters it is also our duty to study."—*Joseph Payne.*

IT is as natural for the child to think and study and work intelligently, as it is for the stomach to digest. The one was made to think, feel, and will, the other to digest. As the digestive powers may be impaired by supplying the stomach with too much food, or with unwholesome food, so the thinking powers may be injured by carelessly or ignorantly giving to the child too much mental food or not the right sort. There is a mental dyspepsia, as well as a stomach dyspepsia, a great difference between the two being, that in the former case, the teacher is generally to blame, in the latter, the patient. There are perhaps comparatively few persons who do not suffer more from too much food than from too little. Can we not find a parallel to this in teaching? Are we not more inclined to give too much work to our pupils—more than they can thoroughly master, than to give too little? Would not a great barrier in the way of developing thought-power be removed, if we would adapt our requirements to the capacities of the child? Mental, as well as physical powers, can best be developed by moderate exercise. Too much exercise can but exhaust energies, and unfit faculties for their work. Too much work also discourages pupils and has a tendency to make them careless and indifferent.—*Exchange.*

A CONSTANT sense of the beyond in teaching is the best possible regulator of schoolroom practice. Nothing so narrows and mechanicalizes teaching as shutting it up in the schoolroom, limiting it to school tests and measuring it solely by school standards. Life is the proper test of it, and when this is recognized all its processes are broadened and vitalized. This piece of work is done, we say, that it may bear such and such fruit in life. The boy is to be taught to think about things he has to deal with, and this lesson in physics has been so managed that he did see for himself and think for himself. He is growing observant and thoughtful and will not be likely to depart from the practice when he leaves school; therefore the classwork is profitable to him. Or, again, these pupils are acquiring a genuine taste for good literature. They enjoy it, recognize its beauties, enter into its ideals, are eager to increase their acquaintance with it. That determines one element of their lives; a wholesome, elevating pleasure has been added to their existence, and they are not likely to abandon it; therefore the teaching is good. Once more these scholars are becoming careful and critical in their work. They guard intelligently against errors in spelling, their use of capital letters and punctuation is discriminating, they form their sentences correctly and put together what they wish to say in an orderly, intelligent fashion, having with some sense of vigor and elegance in their diction. It is well. They probably will not depart from such ways. These are good tests of school work. Whatever cannot bear the intelligent application of such tests may be cast aside as rubbish of the schools.—*Exchange.*