

sion, is known as the Toronto normal school. Among leading educationists who can call her their *alma mater* we may mention Mr. Millar, the present deputy minister of education; Dr. McLellan, principal of the school of pedagogy and author of a well known work on "Applied Psychology;" Dr. Robbins, principal of McGill normal school; Dr. Hume, professor of metaphysics in Toronto university; Mr. Scott, of the Ottawa normal school; Mr. Sinclair, principal of the Hamilton normal school, and nearly all the public school inspectors of the city and county.

We learn with regret that Dr. Carlyle, nephew of the celebrated Thomas Carlyle, who has been connected with the institution for thirty-six years has decided to retire from active service at the end of the present session. For fifteen years he was head-master of the model school. Twenty-three years ago, under the regime of the renowned Dr. Ryerson, he was appointed master of mathematics in the normal school, and subsequently, when the school was reorganized to be devoted to the professional training of teachers only, in addition to his other duties, the important subject of psychology was assigned to him.

Mr. Scott, who was graduated from the Toronto Normal School in 1868, will be Dr. Carlyle's successor. He has been engaged in teaching since his graduation. In 1870 he was appointed on the staff of the model school, and gradually won his way to the head-mastership. He is also a graduate of Toronto university, where he distinguished himself particularly in modern languages. Since 1882 Mr. Scott has been connected with the Ottawa normal school where he has had marked success.

The vacancy in the Ottawa normal school will be filled by Mr. S. B. Sinclair, principal of the Hamilton

model school. He is also the author of a helpful manual for primary teachers, the "First Year at School, or Blending of Kindergarten with Public School Work." Mr. Sinclair is a graduate of the Toronto normal school and also of Victoria university, in which he took honors in mathematics and psychology, obtaining the gold medal in the latter department. He has attended the Cook county normal school, under Col. Parker, and the Oswego normal school under Dr. Sheldon, and is thoroughly familiar with the best modern pedagogical thought and practice.—*The School Journal*.

It was because America was settled by scholars rather than adventurers, that within six years of the planting of Boston, Harvard had begun to be. In 1693 the College of William and Mary was chartered, and in 1701 Yale, followed by Princeton not many years later. Out of these beginnings has grown our whole system of higher education, now represented by 415 universities and colleges; in which are to be found upward of 2,000 post-graduate students, with about 45,000 in the courses leading to Bachelor of Arts or equivalent degrees. The few colleges for women that we have are overcrowded; nevertheless the number of women in college studies at present is but 7,847 to 35,791 males in like courses. In the preparatory departments of these institutions, for many of our smaller colleges still maintain such subfreshmen studies, there are 12,196 females to 26,715 males, indicating that as the courses are continued more young women drop out than young men.

The remarkable growth of American colleges is the direct result of American liberality. What has been accomplished has been accomplished not primarily by the State but chiefly