

Are such prosperous men just in their criticism of the education received at our college? Have they any real right to assume this attitude towards our system of teaching? In some cases the opinion is genuine and comes from the heart, but in a great many it is merely a display of vindictive and jealous spirit.

Some might think from what we have said that we see comparatively little good in a University training. Not at all. Far be it from us to express such a communistic idea. But it must be acknowledged that some of our self-educated men far outstrip our graduates in the very calling for which we are fitting them. What we wish to see is our University paying more and more attention to what is intensely practical. Fitting men more and more for the duties of life, and not cramming their heads full of unassimilated facts which are as cumbersome to them as fetters to a professional sprinter. How many instances have we had in the past of men, possessing very retentive memories, who, on this account alone (for our examination tests are in the majority of cases merely a test of memory and not of brain-power), take a very creditable stand in the class-lists. For this reason let our training become more practical and not lay so much stress on such a minor faculty as that of memory.

If we remember rightly some time ago Prof. Ashley introduced a motion into the Senate to have a commercial course established in connection with that of Political Science. This is a move in the right direction, and our worthy professor should receive great commendation for his display of knowledge of the real needs of a university, especially in a young country. Let a thoroughly-equipped commercial course be established in connection with our University, and ere long we will have no further need of these private institutions for the training of business men.

What should be the object of a liberal education? This is a hackneyed subject in which all our leaders of thought have expressed their opinion. But we think every one will concede that it is to enable the holder to perform all duties that may devolve upon him in the most efficient manner possible. All agree on this point, yet the diversity of opinion shows itself when we consider the means of bringing about such a condition. To what extent should there be a division of labor, and what callings are in most need of assistance from the youth of our country, constitute the main grounds of difference among our education reformers. One-sided development is detrimental to the best interests of every state. All departments of a country which require well-trained men should have some reliable source of supply which is directly or indirectly under its control. Her material welfare is left in the hands of her business men, and why not have some means of supplying this wide-spread want? In order that men be successful in business they must leave school at an early age and enter upon that which they intend making their life-work. This necessitates their gaining all requisite primary training at our High and Public Schools. At present, is this training as thorough as it should be? If not, where does the fault lie? With the teachers. We have really no specialists in the Commercial department as we have in Mathematics, Classics, etc., because there is no course in our University which would train men to fill such a position.

If there were such a course established in our University its influence would be widespread. Our teachers could then receive the much-needed training at college which would enable them to prosecute their studies in this branch to greater advantage and thus be in a better position to teach the latest methods of book-keeping and other subjects, a knowledge of which is necessary to every successful business man. This would produce a beneficial effect on the country at large. The University staff would train our High School teachers, who in turn would inculcate the best of modes of transacting business into the Public School teachers, who would train all pupils in their charge and of necessity pay more attention to this important part of our Public School curriculum. In this way almost every child attending school in the Province would feel the effect of the establishment of a course of business in the Provincial University. As it is at present a proficient specialist in this department is not required in our Collegiate Institutes, because there is no place for training men to fill such a responsible position. There being no specialist in this branch it is to a very great extent neglected, much to the detriment of children attending school, the majority of whom never intend prosecuting their studies further than the High Schools. If so, why is so much work forced upon them which will be of little or no benefit to them afterwards, and this important branch to a certain extent overlooked on account of there being incompetent directors in so many of our schools. If we had a well-trained specialist in this branch he would contend with the others for more time to devote to his department, and thus put it on a par with Moderns, Classics, etc.

We might go on multiplying arguments almost indefinitely, but we have cited sufficient to give the reader an idea of the vast need there is in devoting more and more attention to what is intensely practical in our High, but more especially in our Public Schools, and, of necessity, the need of properly trained teachers in our University by the establishment of a commercial course for those who wish to specialize as such.

A VOICE AT EVEN'.

The eve was hush'd. No sound discordant broke
The stillness that enwrap't the slumb'ring night.
Low-sighing zephyrs seaward wandering
Soft swayed the dreary meadowlands, while bright
From o'er the eastern summits Hesper fair,
Chasing the dying sun-glints, rose to sight.

The eve was hush'd. But, ah! within me surged
Tempestous blackness. Shatter'd at my feet
My life's ambitions lay a crumbling pile.
Advance was hopeless. Barr'd was all retreat;
Life seem'd a desert wild, with thorns o'er grown,
And into the summer night I wandered on, alone.

The eve was hush'd. But through the silent gloom,
Like angel-whisperings from some airier clime,
Came borne a maiden's voice, in accents sweet,
Chanting an evening hymn. A balm sublime
It flooded my darken'd soul and let the light
Of banished hope dispel the deep'ning night.

A. L. McNAB.

The University of Michigan has determined to add women professors and lecturers to its faculty.