

those who seek to take our land. For God forbid, my people that we should become the servants of foreigners." As to the effect, the Rev. J. Richardson writes:—"I never saw such a wild scene. Cannons, swords, spears, shields, rifles, and hundreds of thousands of throats gave forth the wild assent."

It has been observed that the death of Jumbo in the railway accident attracted much more attention than that of the man who shared his fate. Mr. R. W. Sawtell, of Woodstock, who was a witness of the killing of a brakeman the other day at Stratford, in coupling cars, writes to the *Globe* warmly denouncing the indifference of railway managers on the one hand and the legislatures on the other to the constant slaughter of brakemen in coupling cars. It is astonishing how callous we become to such fatalities when they are of frequent occurrence. Every newspaper and every humane man in the country ought to take up the case of these poor men and insist on the passage of laws compelling the use of automatic couplers on all cars of whatever description. If such couplers are not yet sufficiently perfected they soon would be under the operation of such a law.

The School.

We give this week the first of a series of papers on the Entrance Literature prescribed for next examination. We are making arrangements to secure for this department the services of a competent and scholarly annotator. We expect also to commence very soon a valuable set of papers upon the Literature of the High School course.

In our Practical Department will be found under the head of "School Work," a specimen of a mode of teaching multiplication which we commend to the attention of readers. We do not know to what extent the old mechanical system of "carrying" is still taught, without explanation, in the primary classes. It may be that the logical method given by the correspondent of the *Moderator* is the one now in common use. We hope so, for it is the only one which is consistent with intelligent work by pupils.

The cause of higher education for woman recently achieved a notable triumph in England. At the matriculation examination of the University of London, the honors list was headed by a lady, and of the thirty-five candidates who reached the prize grade eight were women. Of the 1,100 who took the examinations only 150 were women, but of these 100 were successful as against 515 of the men. Of this 100, thirty were placed in the honors division, which numbered 136. The university is only an examining and degree-conferring body, but the examinations are exceptionally rigid and are open to candidates from all parts of the country.

It is not universally true that people in these days read nothing but fiction. The library of the Friends in Germantown, Philadelphia, permits no work of fiction upon its shelves, yet it loans nearly 15,000 volumes a year, and about 25,000 people go annually to read in its rooms.

Arthur Helps says, in his "Hints for Essays," that "Mankind is always in extremes." There is reason to think that the doctrine is doubly true of educators or rather of many of them who aspire to speak at educational gatherings and write for Educational journals. It would be easy to fill columns with sentences and passages in which these persons say what they cannot mean, if they have any "sense of the balance or fitness of things." For example, one learned professor tells us in effect that all books on Grammar should be swept out of existence. Does he mean that there is no Science of Language, or that all who have attempted to develop such a science have utterly failed? "All this talk about methods," says another, "is of no value whatever. Everything depends upon the teacher himself." "The methods of instruction hitherto in vogue," says another, "have served only to stultify and paralyze, instead of developing the child's mind." Of course, literally understood, both the above extremes of statement are sheer nonsense. When will speakers and writers on Educational topics learn to eschew what some one has fittingly dubbed "the pedagogical superlative," and come down to simple truth?

In another column will be found a spicy article from our New York namesake on "Uniformity of Text-Books." We suppose it is educational heresy, but we confess, nevertheless, to a strong sympathy with the views so racily set forth. There are, of course, arguments of some weight on the side of uniformity besides the economical one, which alone is noticed by our contemporary. But we doubt the conclusiveness of any or all of them. It is even open to question whether in Ontario parents do not pay more in the course of a few years for school books than they would under a system of free choice and unrestricted competition. Freedom is, in the end, always cheaper as well as healthier than absolutism. The one-book system leads almost inevitably not only to favoritism and monopoly, but to even worse abuses. The temptations it presents seem too great for ordinary human virtue. It tempts authors and publishers to tempt Superintendents and Ministers of Education. It tempts examiners to become authors, and to make examinations a means of booming text-books. When to these evils are added those of enterprise repressed, and originality in author and teacher discouraged, and when one of the first effects is to set in motion a perpetual series of vexations and uncalled-for changes of text-books, the one-book system proves itself one of the costliest, in addition to being one of the worst in every other respect.

In connection with the article from the *N. Y. School Journal*, let the companion article, in the shape of the *Mail's* summary of Max Muller's views on examinations, be carefully read. Some of the most plausible arguments in favor of alleged uniformity are drawn from their supposed necessity under a system of examinations. With all due respect to so high authority, we do not think the evils the great philologist deploras are a necessary, though they are undoubtedly a too common effect of examinations. Everything depends upon the kind and end of the examination. As a means of enabling both teacher and pupil to test the extent and thoroughness of the latter's progress, it would be hard to find a substitute for the written examination.