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Edited by T. ARNOLD HAULTAIN, M.A.

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THE Toronto branch of Queen's University Endowment Association has passed resolutions advocating the expediency of the friends of the University raising \$250,000 and urging the co-operation of the Ontario Government in establishing a school of Practical Science for Eastern Ontario in Kingston.

THE solicitors for the Toronto Baptist College and for Woodstock College, intend applying to the Ontario Legislature at its next session for "an Act to unite the Toronto Baptist College and Woodstock College under the name of McMaster University; and for vesting the property and control of the said colleges, so united, in a Board of Governors and Senate, such Board of Governors to be composed of the president of the University and sixteen members, twelve to be elected by the regular Baptist Missionary Society of Ontario and four by the regular Baptist Missionary Convention East."

IN 1884, a select committee of the Dominion Parliament was appointed to inquire into the best means of developing the agricultural interests of Canada. It reported in favour of the establishment of experimental farm-schools in the various provinces, and in the session of 1885 a grant for this purpose was made by the Legislature. Professor William Saunders was also commissioned to investigate and report upon the institutions established in other countries. The result of his labours is a volume full of important details with respect to experimental and agricultural institutions in the United States and in Europe. The report calls special attention to the rapid progress which is being made

in France in experimental agriculture. Russia has made enormous progress in forestry, and has now no less than 12,502 named forests, covering thirty-nine million acres. In the province of Tula alone, where but little wood formerly was found, the government now has seven plantations, ranging in size from 18,000 to 21,000 acres each. Japan is moving in this matter. Recently the Japan government has engaged the services of an eminent American agriculturist for a term of years at a liberal salary, for the purpose of establishing in the Empire agricultural stations on the American plan.—*Education.*

TEACHERS are beginning to discover, says the *Schoolmaster*, that it is a great mistake to isolate themselves from other classes of the community, and are taking their fair share in matters affecting the general weal of the commonwealth. Thus we find them on town councils, vestries, and other public bodies, and as privates or officers in rifle and artillery volunteer corps. One of the best known of our number, a former president of the Union, has recently retired from active service with the rank of major, and on Saturday, December 4th, his comrades marked their sense of the value of his services by presenting him with a handsome tea-service and oaken tray. We cannot too strongly urge on the younger members of our profession the importance of their identifying themselves with the world outside their schools. It is one of the stock arguments against the promotion of teachers to the inspectorate, as also against giving them the same standing as other professional men, that they are so narrow in their views and so little men of the world. Constant intercourse with immature minds has a tendency to make a man take contracted views of life; all the more is it expedient that those who as teachers are constantly dealing with children should take every opportunity of counteracting this tendency, by mixing in any and every legitimate way with men of other callings, and joining in the public movements of their time.

THE oration of Mr. James Russell Lowell [reprinted in our own columns] at the Harvard Celebration, says the *Educational Times* (London, Eng.), was worthy of the occasion that called it forth, and will rank among the masterpieces of American oratory. Its calm and lofty eloquence, its graceful and pungent diction, are the fruits of a classical and literary education, and a culture loftier and deeper than that which strictly utilitarian theories would provide. Mr. Lowell described a University as "a place where nothing useful is taught," and, as might be expected, uttered some weighty arguments in favour of Classical studies. He said, speaking of the Greeks, "If their language is dead, yet the literature it enshrines is crammed with life, as perhaps no other writing, except Shakespeare's, ever was or will be. It is as contemporary with to-day as with the ears it first enraptured, for it appeals, not to the man of then or now, but to the entire round of human nature itself. Men are ephemeral or evanescent; but whatever page the authentic soul of man has touched with her immortalizing finger, no matter how long ago, is still young and fair as it was to the world's gray fathers. Oblivion looks in the face of the Grecian muse only to forget her purpose." His description of what should be implied by the possession of a University degree, though perhaps somewhat overstated, contains a grand and lofty ideal. "Let it (Harvard) continue to give such a training as will fit the rich to be trusted with riches, and the poor to withstand the temptations of poverty. Give to history, give to political economy, the ample verge the times demand, but with no detriment to those liberal arts which have formed open-minded men and good citizens in the past, nor have lost the skill to form them. Let it be our hope to make a gentleman of every youth who is put under our charge—not a conventional gentleman, but a man of culture, a man of intellectual resource, a man of public spirit, a man of refinement, with that good taste which is the conscience of the mind, and that conscience which is the good taste of the soul."