

DR. McCOSH, the well-known educator and author, has retired, at the ripe age of seventy-seven, from the Presidency of Princeton. He has left the stamp of his strong individuality not only upon the college with which he has been so long connected, but upon the thinking of the age. His philosophical treatises have done much to foster the use of the inductive methods in philosophy, while his views on general educational questions have long had respectful hearing and widespread influence.

ONE of the most hopeful signs of the times is the increasing frequency and liberality with which wealthy men are bestowing large sums of money for purposes of public utility. The latest and one of the noblest benefactions of this kind in Toronto, is the gift of \$40,000 by Senator John Macdonald for the establishment of a general hospital. This gift, which Mr. Macdonald hopes to see swelled to \$150,000 by other givers, is to be handed over, in trust, to the trustees of Toronto University, for the purpose indicated.

THE pressure upon our space has of late been such that we have been obliged to omit or curtail much interesting matter. Some of our friends have very kindly sent us personal and local items, for which we are unable, we are sorry to say, to find room. As these are usually of but local interest, and as it would be manifestly impossible to give similar items to cover all the wide field in which THE JOURNAL circulates, we have no doubt our friends will agree with us that it is better to save our space for matter which is more likely to be of general interest.

AN exchange, alluding to the fact that very many of the schools in Michigan, and other Western States—we are not sure that even the qualifying word "Western" is necessary—are in charge of Canadians, observes, that, "the fact that across the line there is a decided preference for Canadians for these positions is as complimentary to Canadian youth as it is to Canadian educational institutions." This may be so, but one is impelled to ask whether the fact that so many excellent Canadian teachers seek employment across the line, may not be, *per contra*, a rather left handed compliment to Canadian school boards and school supporters.

EVEN the quiet walks of the teaching profession are, it would seem, no longer safe from unprovoked and murderous assault. Miss McMurchy, the young lady teacher of Norwich, who so narrowly escaped being made the victim of a vitriol thrower's unaccountable malignity, will have the sympathy of all the members of the profession in Ontario. From an anonymous communication, since addressed to the School Board, it would seem that the unknown fiend threatens still further injury. A strange feature

of the case is that Miss McMurchy is unconscious of having injured any one, and has no idea who her fiendish enemy can be. A reward of \$500 has been offered, we are glad to see, for his detection.

WE do not know that it would be expedient or wise to have a uniform set of fees for pupils of high schools and collegiate institutes all over the Province. But there is certainly much force in the complaint that when the fees are so high as in the Toronto Collegiate Institute, \$24 a year, the high school can no longer with any propriety be called "the poor man's college." Of course the rooms may all be filled and even over-crowded. The fact proves that there are many parents in this city able to pay the fees in addition to their ordinary school taxes. It may also prove that one institution in the city is not enough for a city of 120,000 or 130,000 inhabitants. But it does not prove that the way to a high-school education is open to the majority of tax-paying citizens.

WE have given much space to the discussion raised by Mr. Haultain's letter, because we deem the matter of early training in the use of correct English a matter of the very first importance. We venture to ask, however, whether many of our contributors do not go a little aside from the main point. Mr. Haultain, as we understand him, was not so unreasonable as to expect faultless grammar or rhetoric from the average high school boy or girl. What he mainly criticised was the use of such barbarisms as "he don't," "they is," "I seen," etc., which he says were met with over and over again, with many others equally inexcusable. The source of the evil is evidently, as a correspondent points out in another column, back of the high schools. The remedy must be sought in constant, unremitting language-drill, all the way up from the lowest forms of the public schools, to the highest point the pupil may reach in public school, high school, or university.

THE Montreal *Witness* thinks that the schools of that city would do well to adopt, or rather adapt, the method used in the Protestant schools of Switzerland, by having English the only language employed for one half the day, and French for the other half. There can be no doubt that the only way to learn a language successfully for practical purposes, is to learn it conversationally. The French-Canadian youth are said to be supplanting the English in business situations because of their better mastery of both languages. They learn the English by actual practice, because they want to use it, while the English boys seldom learn to speak French fluently unless by living for a time in French families and in the very heart of the French country. The suggestion in reference to the schools is a good one, and is the plan adopted in the best boarding schools. As the *Witness* observes, "To teach French by cramming boys

with the grammatical inflexions and rules only, is (although desirable enough), as wise a proceeding as to teach a boy the nature and management of a horse by making him learn the names of his bones."

SCHOOL trustees will do well to note the following extract from the Regulations of the Educational Department (Sec. 51, Clause 14):—"Temporary certificates should only be granted (1) when petitioned for by a board of trustees, and only for the school over which such board has jurisdiction; and (2) until the date of the next ensuing Departmental Examination; and (3) when it appears that a teacher holding a regular certificate is not available. The consent of the Minister is also necessary in every case." We are glad to learn that some of the local authorities are taking special care that this regulation be strictly observed. The County Council of Leeds has adopted the following resolution:—"That the school inspectors, before granting temporary certificates, should require the trustees of any section applying for such certificates to state under seal what applications have been made, by whom, at what salaries, and what the salary proposed to be paid to the teacher for whom a temporary certificate is desired." Inspector Blair has accordingly notified the trustees within his inspectorate that in every case it must be shown, before an application for a temporary certificate can be entertained, that reasonable exertions have been made, by advertising in the newspapers or otherwise, to obtain a legally qualified teacher. This is as it should be.

THE bomb hurled from Napanee by Bishop Cleary, against the public school system of Canada has, naturally enough, caused a good deal of commotion. As at first reported, the wholesale charges of screeching, bold staring and general immodesty on the part of Canadian women, were preposterous and outrageous. It seemed highly improbable that a prelate of the Catholic Church could so far forget himself as to rave in that absurd fashion. As modified by his own and Father McDonagh's explanations, which limit the charges to the youth, and characterize the indecorum complained of as a tendency of the mixed system of the public schools, the language is still altogether too sweeping. As the *Globe* well hints, the great majority of Canadian women are the products of the public schools, and neither Bishop Cleary nor any other man dare charge the women of Canada with immodesty. At the same time there can be no harm in asking whether there is not some tendency, in many of the schools, to roughen the deportment of girls, and whether too many of the young women of Canada do not occasionally betray the effects of this, or some other educational deficiency, in an unbecoming loudness of speech and manner in public places. What can the teacher do to counteract such tendencies?