

Notes and Comments.

WE shall begin our papers on the literature prescribed for entrance into High Schools next week.

WE shall publish next week a paper on "Music in Public Schools," by Mr. H. E. Holt, director of music in the High and Public Schools of Boston. It will contain the substance of the address which Mr. Holt delivered at the late convention of music teachers, which we noticed last week. Mr. Holt has, with much kindness, specially prepared this paper for the EDUCATIONAL WEEKLY.

AMONG our contributors this week are Mr. W. S. Milner, classical master of Lindsay High School, whose paper on the "Culture of the Imagination" is concluded; Mr. Wm. Houston, who replies to Principal Grant's criticisms on "Paper Universities"; Thomas O'Hagan, M.A., of Pembroke High School, on "Practical Elocution"; and Mr. L. H. Graham, of Walkerton, from whom we are to look for a series of papers on the "Art of Penmanship." Mr. Reading resumes his very valuable papers on "Elementary Drawing."

IN connection with our editorial remarks on the Blair Bill, it will be interesting to note what the Peabody Fund is doing to help the cause of negro education in the Southern States. This fund, as is well known, was the gift of a wealthy London merchant, who, being a native of America, bequeathed to his native country, in trust for her poor negro population, a magnificent sum to be spent in their education. Owing to the low interest now paid on United States bonds, in which securities the fund is invested, the annual income is reduced to \$75,000. But this is productive of much benefit. Of this amount Alabama received last year, \$5,300; Arkansas, \$3,100; Florida, \$2,375; Georgia, \$4,175; Louisiana, \$1,800; Mississippi, \$2,250; North Carolina, \$5,430; South Carolina, \$5,000; Tennessee, \$11,850; Texas, \$7,150; Virginia, \$6,775; West Virginia, \$2,500. It has been decided for the future to confine the distribution of the fund to various normal and other schools devoted to the education of teachers.

WE print in another column a very useful and valuable paper on "Primary Reading," from the pen of Mr. Samuel Findley, the editor of the *Ohio Educational Monthly*, one of the most practical of our exchanges, notable alike for its plentiful common sense, and for its lack of that offensive self-praise which is a too prominent characteristic of so many American educational journals. To what Mr. Findley otherwise says the following should be added, having been

necessarily excised from its proper place in his essay:—"Dr. Thomas Hill, already quoted, says, 'To allow a child to read what he cannot at least partially comprehend, is to encourage him to read without thought, which is the greatest hindrance to literary and scientific progress. If his intelligence be not called into play, or if he have little general intelligence, his reading is likely to be of little worth.' This suggests an important consideration, too commonly overlooked, that true progress in reading cannot more than keep pace with the child's growth in intelligence. Good reading implies a considerable degree of intelligence, and to expect a child to become a good reader without other intellectual attainments is unreasonable."

THE third annual meeting of the Modern Languages Association of America was held in Boston, on December 29th and 30th. A few notes will be interesting. In the discussions the University of Toronto was ranked with Harvard, Cornell and Michigan as amongst "the larger colleges," an acknowledgment which we have never before noticed, and which is very pleasing to friends of Toronto. The excellent work done in the Canadian Universities was commended. The multiplicity of degrees was characterized as the curse of the American educational system. The study of English upon the historical method was recommended, and it was urged that English is more inadequately taught than either French or German. The Creole French of Louisiana was declared to be pure, but the French which Mr. Cable puts into the mouths of his educated Creoles was characterized as "an absurd, contradictory, and impossible jargon." The French of the region of Acadia, in Nova Scotia, and that of Lower Canada was pronounced remarkably pure, although exhibiting the features of the original French language of the period of colonization. Among the many papers read was one on "Modern Language Study in Ontario" which gave a resumé of the system of education in Canada, and the successive steps by which the study of French and German had advanced in the public schools.

ALL Canadians, and especially all educationists, will rejoice in knowing of the honor paid to Dr. J. G. Schurman in his appointment to the new chair of Ethics and Philosophy in Cornell University, endowed by Mr. H. W. Sage with \$50,000, and with a new \$10,000 residence. The following account of Dr. Schurman is taken from the *Mail*. That so young a fellow-countryman should be chosen for so honorable and important a post is a matter for national pride:—"Dr. Schurman is at present professor of philosophy and ethics in Dalhousie College at Halifax, N. S. He was born in 1854, and gained his early education in Prince Edward Island.

In 1875 he won the Gilchrist scholarship of \$500 per year for three years at the London University examinations annually held in Canada. Two years later he won the London University scholarship in logic and philosophy, and the Hume scholarship in political economy at University College. In 1875 he received the degree of doctor of science in mental and moral philosophy at the University of Edinburgh. He was subsequently elected to the Hebbard travelling scholarship of \$1,000 a year for two years. He pursued his studies at the leading German universities, writing a volume on the ethics of evolution which attracted much attention. He is a friend of the leading philosophers of Europe, and is a man of impressive appearance. President Adams regards the appointment as of great importance and promise, and Mr. Sage commends the appointee. Dr. Schurman will begin with the new college year."

WHEN the statutes relating to the University of Toronto come up for consolidation at the approaching meeting of the Legislature, as they undoubtedly will, an effort should be made to secure some necessary amendments. The Senate at present is composed of 26 *ex-officio* members, 15 representatives of the body of graduates, and 2 representatives of the high school masters. The introduction of the elective element into the constitution of the Senate (effected if we mistake not in 1873) has resulted in making the University practically, instead of nominally, a public institution. The admission of high school representatives, as an additional elective element, has resulted in bringing the university into a closer sympathy and a more intelligent relationship with our high school system, beneficial alike to the University and to secondary education. In our opinion this elective element ought to be increased—the graduates ought to be, as in most universities they are, the ultimate authority, under the Government, in all matters of university policy. Again, the representation of the high school masters should be strengthened. Instead of two representatives there should be at least three. The high school masters should see to it that this change is effected. The actions of the Senate of the University of Toronto affect their interests almost as directly as those of the Government, and not less importantly. The third amendment, and one naturally following the other two, but necessary even if they be not made, is that the meetings of the Senate should be held at regular and fixed intervals, say quarterly, and should continue from session to session until all necessary business be finished. The administration of details should be left to an interim committee, composed of members resident in or near Toronto. Let us hear from our graduates what they think of these propositions.