

port the custom, and some have gone so far as to affirm that they themselves could never have got through college but for the help afforded by scholarships. This may well be questioned, for every year sees men completing their collegiate courses with credit, who were as impecunious at setting out as their most brilliant compeers could possibly have been, and who have made their way without the aid of the exceptional parts of the latter. The argument that these prospective rewards are necessary as a stimulus to ambition, or an incentive to draw students to the halls of the college, is even worse in theory and unsupported by obvious facts. Above all, it surely is eminently inconsistent for an institution which is crippled for want of funds, and declares itself unable to establish chairs in some of the most essential departments of liberal culture, to divert any portion of its income to so unnecessary and doubtful a use.

The University authorities are, however, about to take a very liberal step in advance, which we commend to the notice of all teachers who have not university standings or degrees. At a recent meeting of the Senate, Vice-Chancellor Mulock presented the report of the Boards of Studies on local examinations, and gave notice that he would move its adoption at the next meeting of the Senate. It provides for the admission of boys as well as girls at these examinations; that the examinations may be utilized for matriculation purposes, and that a candidate may take any one or more of the subjects of junior matriculation or first year. This is as it should be, and will prove a better aid and incentive to higher education, than all the prizes, medals, and scholarships which the University can bestow. What is to prevent almost every public school teacher in the province from passing these examinations in one or more subjects, or groups of subjects?

The author of "Friends in Council," deems it important to keep the minds of children "fallow, as it were, for several of the first years of their existence." The advice is intended to discountenance the forcing process to which young children are too often subjected, in being made infant prodigies. We are quite agreed in regard to the hurtfulness of the latter course, but we do not believe in the fallowing system. The development of the child's mind should go on *pari passu* with that of the body. Suitable food and exercise are as indispensable to the health of one as of the other. Some of the teacher's worst trials are with those children whose mental faculties have been left almost dormant during the first six or seven years of their lives. The task of breaking through the listlessness and arousing the activities of such minds is often formidable. Of course we do not mean that the school-room, unless it be that of the Kindergarten, is the proper place for developing the infant powers.

SCHOOLS IN MANITOBA.

The report of the superintendent of education for the Protestant schools of Manitoba for the year ending 31st January, 1885, shows a very gratifying rate of progress all along the educational line. The sources of the revenue of school districts

in Manitoba are three, the Legislative grant, at the rate of \$100 annually for each school, the municipal levy at the rate of \$200 annually for each school and, for the balance required for school purposes, a tax upon lands within the district lying within a radius of three miles from the school house.

The total receipts by the Protestant Section of the Board of Education for the school year covered by the report were \$47,363.64, an increase of \$6,865.59 over the income of the year preceding. The disbursements for the year amounted to \$40,682.62, an increase of \$9,815.93 over those of the preceding year. These disbursements are classified under four heads, viz., payments to school districts, payments for inspection, payments for examination of teachers, and payments for the training of teachers. It is interesting to note that the increase from \$22,418.25, in 1883, to \$28,850.50 in 1884, under the first head,—an increase, it will be observed, of nearly twenty-five per cent.,—is due to the increase in the number of schools in operation from 271 to 359 during the same period. As the report points out, however, the fact that a sum exceeding \$414,000 has already been borrowed by the issue of debentures by school trustees throughout the province, is one that demands serious consideration in order to prevent any unnecessary increase of this large debt, and in order to see that means are adopted in every case to provide for re-payment of the amounts borrowed.

The Manitoba School Act provides for an annual census of all children in the province between the ages of 5 and 15 years. The number of Protestant children thus found in 1884 was 14,129. In the preceding year it was only 11,401. The total attendance in 1884 was 13,411, an increase of 2,810 over that of the preceding year. The whole number of schools has increased from 16 in 1871, to 359 in 1884, and the gross attendance from 816, to 13,641.

Thirty first, second, and third class teachers attended the Winnipeg Normal School during the session ending 31st March, 1885, and upwards of eighty third class teachers attended various local schools for sessions of one month each. As the limit of expenditure for the training of teachers, \$3,000, has been reached, no material increase in the Normal School work can be made until the Legislature makes additional provision for the purpose.

On the whole, the educational work of our young sister province seems to be at least keeping pace with the increase of population and the development of resources. We congratulate the Superintendent of Education, J. B. Somerset, Esq., on the evidences of efficient and successful administration afforded by his very lucid report.

"THE SCIENCE OF MORALITY."

"All those actions which are conducive to the well-being of humanity we call good or right; all those actions which are not so conducive we call bad or wrong. Thus there is an absolute standard of right and wrong." So writes Selim M. Franklin in an article under the above heading in the *Popular Science Monthly*. A balder statement of the utilitarian theory of morals we have not seen. To the inquiry which immediately suggests itself, What is meant by "conducive to the well-being