

So far as we have observed nothing by way of explanation or defence has yet been offered on behalf of Toronto University, in reply to the serious charges of indifference and discourtesy preferred by Principal Grant of Queen's, some weeks ago. Surely the Senate of the Provincial University cannot afford to let the case go against it by default. It is impossible to take seriously the attempt of the *'Varsity* to lay the blame for the low standard of matriculation on the High Schools.

IN our Contributors' Department in this issue will be found the first of a series of papers on Education in the Northwest, by Mr. John McLean, a member of the Board of Education for the Northwest Territories. Mr. McLean is undoubtedly right in assuming that our readers in all parts of the Dominion will be interested in learning of the state and progress of education in that great western land which is destined at no distant day to overbalance in population and power, as it now does in territorial extent, the rest of the Dominion. The settlers in the Northwest have many difficulties to contend with in educational work, especially by reason of the magnificent distances, but its people are energetic and self-reliant in the highest degree, and are surmounting all obstacles with a spirit and determination that are worthy of all praise.

IN view of the approach of the University elections, a "High School Teacher" has issued a circular urging his fellow teachers to so distribute their ballots that one of the elective members of the Senate shall be selected from amongst the High School masters, instead of both, as hitherto, from the "Principals of Collegiate Institutes." "High School Teacher" argues that a real difference is recognized in these two kinds of secondary schools, and that, as there are eighty-nine High Schools and but twenty-seven Collegiate Institutes, the general interests of secondary education would be better served by electing to the Senate one representative from each class. As the object of representation is to "enable the Senate to get at the needs and requirements of the various institutions whose interests are affected by University enactments," there is some force in the arguments presented. Is there not, on the other hand, some danger of bringing this and some other questions connected with the University down to too low and sectional a level?

A CORRESPONDENT asks our opinion of the proposal to form a combination of Ontario teachers, each member pledging himself not to teach for less than a fixed fair minimum salary. We think teachers have a right to enter into such an agreement, and that the status of the profession would be greatly improved could it be made and maintained. The feasibility of the plan is a different matter, and we confess we see very little possibility of such an attempt succeeding. Adhesion to such an agreement must, of course, be a purely voluntary matter, and a few dozen

teachers refusing to enter into it could bring the whole scheme to nought. We greatly fear that more than a few such would be found in every county. They would probably be inferior teachers, such being the class who would naturally shrink from being thrown wholly on their merits, but they could render the scheme abortive, all the same. If all good, self-reliant teachers would, jointly or severally, resolve to quit the profession rather than teach for less than a respectable salary, the evil might be cured in time.

IN "Our English," a new work by Professor Hill, of Harvard University, the following radical question is propounded in respect to Grammar as a technical study. "Would not our schools be better off on the whole if every vestige of the Lindley Murray system were swept out of them?" "There are teachers of English I know," says Professor Hill, "who make the study of grammar and the analysis of sentences profitable to their pupils: but how many precious hours are wasted on mere parsing, as if it were not more important for a child to understand a given sentence as a whole than to know that this word in the sentence is a noun, that word a preposition, that one an adverb of manner, or whatever it may be called in the treatise in vogue at the moment." This shows the direction in which the thought of many educators is moving. It remains, however, open to question whether the understanding of a sentence as a whole, can, in difficult cases, be attained save through a process of analysis of some sort, and, if not, whether it is not better that this analysis should be scientific. May it not be that the objection really lies not against the scientific but against the classical, pedantic and highly artificial systems of Grammar that are in vogue.

"If children went to school merely to be taught," says the *School Guardian* (English) "the teacher might content himself with teaching, but children have to be trained and not merely taught." Give the word "training" a broad, comprehensive meaning; make it synonymous with calling into activity all the faculties of the child, physical, mental and moral, with a view to their healthy development, and the principle laid down by the *Guardian* is an excellent one. But the sentence occurs in a paragraph advocating and defending corporal punishment in the schools. Now we have had some opportunities for observing the effects of this kind of discipline; we have, moreover, some vivid recollections, rooted in personal experiences, of those effects, but we are unable to recall any instance in which, as it seems to us, a thoughtful mind could feel really satisfied with the results, either immediate or ultimate, of that peculiar kind of training as a means of any kind of grace. We remember many cases in which the outcome was, clearly enough, very much the reverse. Those who think it impossible to educate without the ferule, will do well to confine their arguments to the one ground—that of a rough and ready means of enforcing the order necessary for school work.

Educational Thought.

WHO WILL CARE?

"ALAS!" the weary teacher sighed at eve,
And homeward went her sad and lonely way;
"If life to me means but to work and grieve,
"And never brings my heart one cheering ray,
"Who will care?"

"Ere long my work will cease and I shall go,
"Another better far my place will hold.
"Who note the leaves of autumn where they blow?
"They're quite forgot when spring-time buds unfold.

"Who will care?"

Ah, patient worker, comes not day by day
Some boy, some girl, whose steps you guide from
wrong?

Their purer, sweeter lives they'll surely say
You helped to make; to you the dues belong.
They will care.

Then other lives will get from these in turn
The helpful words you say to them each day.
In those they meet may sometime brightly burn
The spark you kindled as you went your way.
They will care.

Then look, oh weary teacher, as you go,
Beyond the dreary cares that round you lie,
Work on; your worth each day your pupils show,
And in them kindles good that cannot die.
They will care.

—*School Journal.*

It may be true the common school does not go far enough, but it is not true that it is educating in the wrong direction. What does it teach? Primarily subjection to proper authority—and in what trade or profession will the pupil not need that? Then we teach self-restraint, self-denial, the first lessons in economics. We require application—holding the mind to a definite thing. We require regularity, punctuality, promptness, and all crystallized into habit. All this is taught in the common school, and is the most essential preparation for the battle of life; yet we are told that we are educating one way and the world is moving away from us in another way. Such opinions indicate something wrong in the education of those who express them, rather than in the common school.—*Professor Heston.*

A MIND trained to think under the spur of questions finds for every effect a cause; underneath phenomena he sees laws. Facts have their philosophy. The universe is a cosmos. We live under the reign of law; order takes the place of confusion. There is a philosophy of history and a science of life. The goal of study is the ability to philosophize. Philosophy cannot be taught; it must be created. Nothing is true for the mind which it has not thought out. The mind is self-active, must make its own creed, evolve its own philosophy. The universe is to each that which each thinks it to be. Other men's thoughts may help us by way of suggestion or test, or even by provoking a reaction against what we deem error, which enables us to reach conclusions that are more nearly in accordance with the reality of things as we see them.—*Thos. J. Morgan, in Education.*

LEARN to avoid physical fatigue when nothing good is attained thereby. The highest economy of life demands the greatest amount of good with the least expenditure of vital force. Don't stand when you can do your work just as well sitting. Don't examine one more slate than is necessary in order to find out how much your pupils are learning and what special errors need to be corrected in your teaching, or what things have needed more emphasis in the presentation than you have given. If parents realized how much inexcusable impatience on the part of the teachers, how much lack of interesting teaching, how much stunting of mental and moral growth, is due to the nervous condition of the teacher, brought about by unnecessary routine work of examining slates and papers day after day, week after week, month after month, year after year, they would rise and protest.—*Margaret W. Sutherland, in Ohio Educ. Monthly.*