

paration of lessons at school will ensure the advice and direction of the teacher, will greatly economise time, and render the great finder of work for "idle hands" an extinct Satan.

### THE UNIVERSITY FIZZLE.

The great University grievance has loomed in vast proportions during the last six months in the happy hunting grounds of those ingenious journalists who have been so irrepressible in their attacks on the Educational Department, for reasons no doubt satisfactory to what, in the scientist slang of the day, we may call the "tribal conscience" of their party. We have been told, with somewhat, perhaps, of that "vain repetition" which "the heathen" are not alone in regarding as a claim to be heard, that "Mr. Warren had been appointed Professor over the heads of the existing Professorial Staff; that a disproportionately high salary had been bestowed on the newly-imported favorite of officialism; that the highest office in the University was reserved for him, that of President, should the eminent Canadian scholar who fills it be carried off by some ardent votary of co-education being induced to act the part of Charlotte Corday!" Such was the terrible array of rumours and hear-say evidence, which were every now and then set up and knocked down in the columns of the *Mail*, after the fashion of those redoubted warriors who demolish soldiers of straw constructed by themselves. But with the Session of the Local House came explanation and statement of fact. It turned out that Mr. Warren had *not* been made Professor of Classics or of anything else; that *no* salary had been offered him; and that all this appeal to nationalism and patriotic indignation against supposed insult offered to Canadian scholarship rested on no more solid evidence than did Mr. Pickwick's breach of contract with Mrs. Bardell. We regret the waste of energy and time, and the perversion to party purposes of journalistic powers so well fitted to promote those true interests of education, which, as we have all along maintained, should be considered quite independently of the heated passions of political strife.

### HAIGHT VERSUS DICKSON.

When a school succeeds in winning high honors at our universities, or at the teachers' examinations, through the energy and ability of its masters and students, we are ready to give it praise without reservation. When, however, a man attempts to elevate himself by taking an unfair advantage over his fellow teachers; when he stoops to lure the brightest students from his more modest rivals, that he may through them gain credit for brilliancy which he does not possess, honest men must condemn his practices. We have tried to show in these columns that such a course is not only indecent and unprofessional, but that it is unfair to students, who are led away from home, to incur increased expense, in attending a school in many respects inferior to the one in their own locality. It seems, however, that the quality of the education given is not the only thing with reference to which students

may be misled. Finding that the former attempts at trumpeting the praise of his school were failing to draw material sufficient to satisfy him, the Principal of the Hamilton Collegiate Institute issued circulars to promising students through the country, offering scholarships to those who took the highest standing at approaching examinations as students of the Hamilton Institute. It turns out that he was not authorized by his Board to do this, and those who won their scholarships were refused payment. Mr. George Dickson actually refused to pay the money solemnly promised by Mr. George Dickson. Mr. Milton Haight, one of those who earned scholarships, and was refused payment, entered a suit against Mr. Dickson to recover the amount, \$75.00, as stated in the last number of the *JOURNAL*. The case was tried on February 28th, in Hamilton, before a jury, and a verdict was returned for Mr. Haight for the full amount of his claim, with costs. Want of space prevents our making any comment on these facts in this number.

When we published some letters a few months ago, sent by correspondents of the highest integrity, and referring to the remarkable course of the Hamilton Institute in issuing an advertizing sheet under the guise of a school journal, the conductor of the said journal had the hardihood to state over his own signature that these letters were not genuine. After reading the letter of Mr. Whittington in another column, charging the publisher of the *Hamilton School Magazine* with the most barefaced forgery of a testimonial, we are in a position to understand why he should make such an unfounded assertion concerning the letters which have appeared in this *JOURNAL*.

We are glad to learn that Inspectors and High School Masters throughout the Province are now fully alive to their own interests in this matter, and hope that they will be true to themselves and the young people of their districts, by preventing the introduction of any insidious influences, whose real aim is to mislead those intending to prosecute a higher course of study, and elevate one school at the expense of all others of a similar character.

### SUCCESS OF THE CANADA SCHOOL JOURNAL. ✓

We are under obligations to our many friends throughout the Dominion for the large subscription lists which we are constantly receiving. The *CANADA SCHOOL JOURNAL* is rapidly becoming what we always designed it should be, the recognized organ of all grades of the teaching profession in Canada. We are especially pleased that in Ontario, it is being adopted by the local associations all over the Province. Several counties have decided in its favor during the past month. Perhaps the most gratifying report came to us by telegram from Watford, as follows:

"East Lambton Teachers' Association passed resolution that every member be supplied with copy of *CANADA SCHOOL JOURNAL* and *Gage's School Examiner* for eighty-one."

One association issues a circular to all the teachers of its district, from which we make the following quotation:

"THE *CANADA SCHOOL JOURNAL* is the organ of the association.