

my amiable cousin goes on to prophesy, and declares that when I grow up I shall ill-treat my daughter, and preach down her heart, whatever that means, and obligingly recommends me to perish in my self-contempt. Then he intimates that he is perfectly ashamed of himself, not for his abominable behaviour, but for having "loved so slight a thing" as me, forsooth—the young innup! But, no matter; he will go and console himself with some nasty black woman. As he abandons this intention almost as soon as it has been formed, I think he would have spared this last insult if he had had any purpose in his mind except to mortify me!

The last thing I want to say about my modest and chivalrous relative is in reference to a matter which is not stated very explicitly in the ballad itself—and that is, how it came to be written. It will be remembered that he wrote it on revisiting Looksley, and that he did not come alone. "Comrades, leave me here a little, while as yet 'tis early morn." It was early morn: it was 3.45 a.m., and they were all on their way home from a subscription dance, following a local cricket match. My cousin speaks of the others as "my gay companions." "My merry [or, still better mellow] companions" would not have scanned so well, but to many minds it would have conveyed the poet's meaning with greater accuracy. They were excessively merry, and they had a "bugle-horn"—I should have called it a French-horn—and the noise that they made "sounding" upon it as they clattered up and down the road in their drag outside the park gates, while their companion, propped against a tree, poured out his maudlin verses, kept us all awake until it was pretty late morn. But of course we did not know till afterwards that they had come with my cousin, or what that ingenuous lad was doing under cover of their remorseless tooting.—*The Bookmart*.

EDUCATIONAL NOTES.

On all the attempts of Ontario to develop a system of education, the great clog is Brag. We vie with the schools of Britain, of Germany and of the United States for the sake of Brag. We make pretentiously ostentatious displays at London and Philadelphia, simply because we want to Brag. The programmes for High and Public Schools are pedantically voluminous because dictated by a spirit of Brag. Our Normal Schools flourish on Brag, and on nothing (or very little) but Brag. Brag tinctures the management of many Collegiate Institutes, High Schools and Model Schools, and the newly-organized Training Institutes are largely based on Brag. The present Minister of Education is not to blame for the establishment of the Brag system, but he is blameworthy for its continuance by direct encouragement. The best teachers in the Province are painfully conscious that things educational are not what they seem. Many of those who are not the best are deeply impressed with a similar belief, and the others, who probably form the majority, have never given the subject any attention.

ONE of the most promising signs in connection with our elementary educational affairs is the wholesale plucking that took place recently in the examination of candidates for first-class certificates, at Kingston, Hamilton, Guelph and Strathroy. Hitherto, those who went up for the final ordeal seemed to regard the probabilities of failure as hardly worth taking into account. Should proper discrimination continue to be employed at the Training Institutes the time will come all the more speedily when holders of first-class certificates may be regarded as first-class teachers.

MR. MACKINTOSH, for several years second master in the Provincial Model School, has been appointed to the principalship of that institution. There is every reason to believe that he will aim to make the school true to its name. He will doubtless be ably seconded by Mr. Murray, who takes the second mastership, and who is also a gentleman of long experience and sound judgment. It would not be easy to find two better men.

If there is any truth in the rumour that our Sovereign Lady Queen Victoria purposes to signalize her jubilee by conferring knighthood and perhaps a few higher titles upon one or two thousand of her colonial dignitaries, it is high time for the democratic good sense of our people to assert itself by humble petition,

craving that Canada, at all events, may not have to suffer from any such infliction. We have had quite enough of that sort of thing, and when we take into account that men like Gladstone, Bright and Chamberlain in the old land, and Brown, Mackenzie and Blake in our own country, have refused to accept the titular bauble, we have one good reason at our command. But we have many more, as every intelligent Canadian knows, and it will be a matter of no difficulty to put these in the form of an earnest prayer, to be laid at the foot of the throne. At first sight this may not appear to be an educational note, but look at it again.

THE Minutes and Proceedings of the 26th Annual Convention of the Ontario Teachers' Association, held August 10th, 11th and 12th, 1886, have just been issued. Many of the papers read are excellent. That of Mr. D. C. McHenry, M.A., on Prizes and Scholarships, is perhaps the most thoughtful and suggestive, the writer being no friend to the prize system. Dr. Dewar's paper on Education and Progress betrays no lack of trust in Providence and humanity. He has no faith in "theorists and hobbyists, who exaggerate existing evils," and declares his firm belief that the "world moves onward, upward, heavenward, slowly but surely."

LITERARY NOTES.

THE countless admirers of Herbert Spencer will be glad to hear that his health is completely restored, and that a new work from his pen, enlarged from articles which have already appeared, is now in the press. Its title is "Factors of Organic Evolution," and it is said to contain some altogether novel ideas on the subject of the origin of species.

We have received a copy of Parts II. and III. of the Special Report of the Bureau of Education convened at New Orleans two years ago, in connexion with the World's Industrial and Cotton Centennial Exposition. These parts contain a number of interesting papers on subjects relating to education in this Province, concerning which we may probably have something to say in a future number.

THE two volumes of Hayward's *Correspondence*, recently published in London, are full of interesting matter bearing upon the politics and literature of the last half century. One of the oddest things in them is an inquiry made by Macvey Napier about Thackeray, in 1845. At that date Mr. Napier was editor of the *Edinburgh Review*, to which periodical Hayward was a contributor. "Will you tell me," writes Napier, "confidentially, of course, whether you know anything of a Mr. Thackeray, about whom Longman has written me, thinking he would be a good hand for light articles? He says that this Mr. Thackeray is one of the best writers in *Punch*." A Mr. Thackeray is good, considering that he had already given to the world *Barry Lyndon*, the *Great Gogarty Diamond*, and a score of minor sketches wherein all the world can now recognize the hand of a man of genius.

THE fourth volume of the *Narrative and Critical History of America*, edited by Mr. Justin Winsor, librarian of Harvard University, is now in process of delivery to Toronto subscribers. The chapters on Jacques Cartier and his successors, Champlain, Acadia, the Jesuit Relations, and Frontenac and his Times are of special interest to Canadian readers. The last-named is written by Mr. George Stewart, jr., of Quebec, whose writings are widely known in this country. Mr. Stewart has never done better work than in this volume, and he is to be congratulated upon his share in the production of the most noteworthy series of historical writings that have ever been issued on this continent. We hope ere long to refer at some length to the specially characteristic features of this praiseworthy enterprise. Meanwhile it will be sufficient to say that the possession of all the other histories of America from the earliest settlement of the continent down to the present day will not compensate for the absence of this all-comprehending work. Nobody who is unfamiliar with its pages can truly say that he has studied the subject down to the latest developments of American scholarship.

To say that the servant-girl question presents one of the most perplexing problems which will have to be solved in the not dis-