

watches supplied with new dial plates. By drawing a 1-24 dial on the blackboard the coming change may be readily explained to children.

THE appointment of Mr. Thomas Shaw to the vacancy on the staff of the Agricultural College at Guelph, caused by the resignation of Professor Brown, meets, we believe, with very general approval. Mr. Shaw is widely and favorably known among the farmers of Canada. Mr. Shaw began life, we learn, as a public school teacher, and proved himself an able and successful instructor of the young. He afterwards devoted himself with enthusiasm to practical farming, wisely keeping up his studies, and improving himself in both knowledge and culture by extended and careful reading. His contributions to the *Live Stock Journal*, of which he was the founder and for some years the editor, were marked by ability and won success for the *Journal*. Mr. Shaw has rendered excellent service to Canadian agriculture by his activity and energy in organizing Farmers' Institutes, and in other ways promoting the interests of the farmers of Ontario. Those teachers who had the opportunity of listening to Professor Shaw's excellent address at the late Association in Toronto will have no doubt of the wisdom of his selection for the chair he is to occupy.

THE authorities and friends of the University of Toronto are to be congratulated on the prospect of a happy settlement of the difficulties which have arisen between the Governors of the University and the City of Toronto, in reference to alleged violations of the terms of lease under which the City has been long enjoying the use of Queen's Park and other valuable property belonging to the University. There is now every probability that the difficulty will be finally settled on the basis of an offer which has been made on behalf of the City Council, by which the Council undertakes to endow two chairs in the University, at an annual cost of \$3000 each. This act of justice will enable the University to strengthen very materially its teaching staff, and to add to its curriculum departments of instruction which are much needed in order to place it in the foremost rank of American institutions of learning. We cannot refrain from suggesting that an admirable opportunity will be thus offered for supplying the great lack in the department of English classics, of which the High School masters so justly complain.

AMONGST the valuable recommendations made by the High School section of the Provincial Teachers' Association, at its recent meeting, was one to the effect that the English literature to be read for the Junior Matriculation and First Examinations of the Provincial University should, with the exception of Shakespeare's plays, be selected from authors of the nineteenth and latter part of the eighteenth centuries, exclusively.

It is to be hoped that the opinion of those so well qualified to judge may have due weight with the University Senate. The principle underlying the recommendation is sound. The course proposed is strictly in harmony with the inductive methods which are more and more prevailing in all the better classes of educational institutions. It would make the study of literature a proceeding from the known to the unknown, and so a true educational process. The same method should be pursued in History. Commencing from the present and working backward, the student is kept constantly in touch with that which is understood and familiar. Instead of being bewildered by a headlong plunge, all unprepared, into a distant past whose ways are all strange and uncouth, he is led gradually backward and introduced to the life and thought of remote ages at a stage of intellectual progress which fits him to comprehend and analyze and generalize, and so to reap both enjoyment and profit from the exercise.

THE current number of the *Canada Law Journal* has a thoughtful article on the subject of Legal Education. The writer very justly holds that there is reason for "shame-faced regret" in the fact that while the requirements for entrance to nearly all the various professions and callings have been very greatly extended within the last few years, there has been no corresponding advance in the requirements for entrance for students-at-law. The knowledge required to pass the primary law examination is still exceedingly meagre. For instance, three or four months of cramming at a High School often supplies all the Latin required for entrance into this "learned profession." After pointing out the insufficiency of the lecture system that has been in vogue, to meet the wants of these immature minds, even if they attended the lectures, which as a rule they do not, the writer discusses and generally approves the scheme for the establishment of the proposed Law Faculty, in connection with Toronto University, though some serious objections are allowed their full force. But, while convinced that in the co-operation of the University and the Law Society is to be found the true solution of the problem of legal education, the *Law Journal* suggests that in the meantime the greatest service that the Law Society could render to legal education would be to abolish its primary examination, "always a slipshod and superficial one," and exact in lieu of it evidence that the candidate for admission had passed the First Year examination in one of our Universities. The suggestion is reasonable. The standard of a First Year examination is surely low enough, in all conscience, to guard the entrance to what should be one of the most learned of the learned professions.

EMBARK in no enterprise which you cannot submit to the test of prayer.—*H. Ballou*.

LET another man praise thee, and not thine own mouth; a stranger and not thine own lips.—*Bible*.

## Educational Thought.

FEELING is the mainspring of action. Elementary education in right feeling, and the consequent willing; in the idea and love of health, beauty in life and art, truth, honor, virtue, and piety, can be very largely informal and incidental. That is, it need not be a separate text-book study. Every teacher, or other person known to the pupil, in whom right feeling and good willing are seen to exist, is an object lesson in the points here named; while, as already shown with respect to other subjects, much can be accomplished in moral instruction in connection with the reading lessons.—*Prof. S. E. Warren in Forum for August.*

THE ancient Persian, in the day when he was hero and conqueror, summed up the education of youth in the triple teaching, to speak the truth, to be fearless, and to be a skillful archer. In one sense only do we moderns honor the example, and then only metaphorically. We are adepts in drawing the long bow. Cut many of the fairest fruits of civilization open, and you will find the lie coiled like a worm at the core. Sometimes, indeed, it has helped the mellowing, for deceit has a function in some of the glittering and attractive sides of culture. The so-called amenities of life cling to the lie as a convenient lubricant. Grinding competition in all lines of trade and commerce tempts the constant manipulation of the lie in some of its forms. The lie of the lawyer is almost a necessity of professional ethics. The harness of the politician and diplomat would gall most grievously without this padding. The journalist, when need be, lies, because he finds his vocation and profit in amusing the public, fond of extravagant and sensational stories. The man of society—but why multiply examples? Of course the self-respecting liar sugar-coats the fact with euphemism, and is prompt to resent the charge. Disgrace consists not in the lie, but in the exposure. Naked veracity is the most unfashionable of virtues. Generally the liar and the coward are bound together in the self-same calfskin. If courage exists, it is more apt to be the lower form of physical courage. The habit of truth is always conjoined with moral courage, even if not always concomitant with fighting "grit." In any case it raises natural courage to its *n*th power, be it great or small. The redeeming feature of the English public schools, brutal as they are, is that a liar is instantly tabooed and exiled by his mates. So at West Point, the cadet caught in a lie is promptly and permanently cut by his class. Truth and courage are thus recognized as Siamese twins, each necessary to the other. Montaigne recognized this in his celebrated definition of the lie as courage toward God, and cowardice toward man.

Untruthfulness with its sequence of moral cowardice is the most prolific source of the corruption of the age. It should be strangled where Hercules strangled the serpents, in the cradle. Trained at home to love truth with a passionate reverence, the child, blossoming into youth and manhood, consecrates the idol on a shrine in the *penetralia* of his being. In the beautiful words of Sir Henry Wotton:

"This man is freed from servile bands  
Of hopes to rise or fears to fall;  
Lord of himself, if not of lands,  
And having nothing, yet hath all."

There is hardly a social or a public evil that would not shrivel to its minimum before this sun-like force. Why such hair-splitting over the niceties of intellectual training, with the infinitely more important need crying to us? Train the child, all children up to manhood, to be unflinching truth-tellers. Then will the *pou sto* have been found, and the millennium be near at hand. Truth-tellers are instinctively truth-seekers. Intellectual education will be quickened to ends undreamed of now. Mephistophiles, the Goethean demon, who is the spirit of dissent, denial, skepticism, the deification of the sneer, belongs to the small fry of hell beside his great Suzerain, the Father of Lies.—*G. T. Ferris, in the North Am. Review.*

TIME past and time to come are not;  
Time present is our only lot;  
O God! henceforth our hearts incline  
To seek no other love than thine.

—*Montgomery.*