

erroneous notions are twofold; *first*, as to what education really should be; and *secondly*, as to the time when education should be begun. The second source of error will vanish with the first. At present it is generally regarded as a matter of but little moment whether the minds of the younger children are being attended to or not. There are many children who, up to a certain stage, might, in regard to their minds, say with Ipsy, "I was never born; I se grewed." However, when it comes to be generally recognized that education means such a development of the mind as will render it facile in the connexion of effects with causes, it will also come to be recognized that the time when most care should be taken and, if necessary, most expense incurred, is during the plastic period of youth. As De Tocqueville says: "We must watch the infant in his mother's arms; we must see the first images which the external world casts upon the dark mirror of his mind, the first occurrences which he beholds; we must hear the first words which awaken the sleeping powers of thought, and stand by his earliest efforts, if we would understand the prejudices, the habits, and the passions, which will rule his life." This being so, it is during the early part of youth that most pains should be taken to develop the mind.

However, it is not of this danger that I wish specially to speak, but rather of the danger of parents entrusting too much the education of their children to Government. Although it must be admitted that national education is the "sheet-anchor of democratical institutions," and that it, in fact, renders democracy possible, still it does not necessarily follow that national education should be education by the Government. For those who do not look forward to systematic State-regulation as being the ultimate condition of society, but rather a provisional one, there will appear to be some grounds for fear on this head. Although they may not lose faith that ultimately individual enterprise will take the place of government management, still they may anticipate a needless amount of trouble in the coming about of this change if the present notions become too rigid. There is at present a tendency to bring all educational institutions under the direct supervision of Government. Though some may be inclined to doubt it, this at present perhaps makes education in some respects more efficient than if it were conducted by private individuals or corporations responsible to the parents. At all events, more come under the influence of systematic education than would come under the influence of education if it were entirely conducted by private enterprise.

Education is efficient just in proportion as it is under good supervision. It has been pointed out time and again that government supervision is not by any means so good as the direct supervision of those most concerned. This will be found to be at bottom the reason why the higher education is more efficiently conducted than primary education. In the High Schools and Colleges the parents, and in a considerable degree the pupils themselves, exercise a supervision which, though not generally recognized, is more efficient than any government system of inspection. In the lower Ward and District Schools, where the pupils are too young either to exercise any supervision themselves or have their parents bother about doing it for them, education is at its worst. However, when parents come to see that it is very important that the early education of children should be of the best, they will begin to exercise a supervision and will be willing to incur an expense which must needs insure the efficiency of the teachers. As has been before stated, parents will begin to take this interest in the early education of their children when they know what education really should be. With efficient parental supervision and a willingness on their part to incur an expenditure both of time and of money, there will be no need for the Government to manage education. For those who regard State-interference as but provisional, faint glimmerings of coming improvement may be seen looming up in the horizon. Leaving entirely out of sight the intrinsic advantages of the Kindergarten Method, one excellent fact about it is, that it is not likely to come under the control of Government.

I do not wish so much to insist on any particular theory as on the necessity for intelligent criticism of our educational system; not so much of its details and of the individuals who manage it, as of the principle on which it is based. If we once allow the hull of self-satisfaction to harden around us it will only be burst with much labor, if it is ever burst. The toughness of the hull sometimes prevents the nut from ripening and then casting it off. While taking care that the hull does not get too strong, provision should also be made for the internal ripening. As has been indicated above, this will take place by a growth of the knowledge of what education really should be.

T. C. MILLIGAN.

A WOMAN was amongst us last week whose genius is worthy of the reputation it has acquired. Her performance on the stage gave proof that the magnetism of voice and the extraordinary attractive gaze have lost nothing of the power of which Paris and London have given such signal acknowledgments. Further criticism we frankly confess our-

selves unable to give, since the calmness requisite for the task is absent. And naturally youth yields to impressions and retains them with a tightening grasp which cannot be relaxed so sufficiently as to gain the steady handling of the professional critic. Sensibility to genius is perhaps the only character of a young man the partial dulling of which those in the fullest flower of life have any reason to regret. The ferrets who, in the name of morality, greedily seize upon the utterances of scurrilous newspapers are unfortunately too numerous in this country, and they have not been backward in attempts to fix their claws on the reputation of this admirable and gifted actress. As an authoress puts it, "Charity is a flower not naturally of earthly growth, and it needs manuring with a promise of profit." It costs nothing to appear highly virtuous by assailing the character of personages whose position gives no opportunity for refutation. Happily the stone-throwers in this instance, though many, are not giants, and, with little distraction, gratitude may be expressed for the advent of Sarah Bernhardt.

#### IN MEMORIAM.

[Fred. W. Jarvis, undergraduate of University of Toronto, after winning the Second Year Scholarship in Classics in May, 1879, wrote for and gained the Dominion Gilchrist Scholarship in the following June, and in accordance with its conditions, went to Edinburgh to prosecute his studies. At Edinburgh University he was very successful, winning another scholarship shortly after his arrival. His eyesight failed him, however, from overwork, and in the early part of the present year he died of an attack of rheumatism, to the great grief of his many friends at University College, Toronto.]

Say not that he is dead,  
Though on Canadian shore  
No more his feet may tread,  
His voice be heard no more;

Though broken down and blind,  
The poor and worn-out clay  
Meet resting place doth find,  
In the Athens of to-day.

No death for such as he!  
The true truth-seeking soul,  
From earthly trammels free,  
Progresses to the goal.

No more with failing sight,  
No more with wearied brain,  
But with divine delight,  
And joy that knows no pain,

Where tired feet never trod,  
He walks a martyr soul,  
Searching to find out God,  
As the happy ages roll.

And we, as seeing the unseen,  
Wait in the vestibule,  
Till lifts the veil between  
Our souls and the Upper School.

#### OBSERVATIONS BY THE PATRIARCH STUDENT.

THERE are some people whose hankering after notoriety leads them to abuse everybody until everybody notices them, and then they praise everybody; but then everybody gets wiser, and, looking on praise from such a quarter as worse than abuse, mummifies these people in discreet oblivion.

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A DR. PIERSON is going to hold forth to an audience at the Wesleyan Female College in Hamilton on 'The Ideal Woman.' Taking the words of the title in their ordinary sense, the lecturer is going to give his opinion of what a woman would be if perfection was of this world, and as both young and old have convictions pretty well settled on this supremely-important subject, Dr. Pierson's private judgment on the matter, when uttered, should certainly fall on the ears of a very large audience. It is always gratifying to listen to an exposition of a question to which one has given some reflexion, and in this case reflexion is