

The progress of the province is very largely dependent upon the efficiency and completeness of the University. As Mr. Walker well said, without the University Ontario could not possibly have been where it is to-day. We would not have had as good a system of government, as good a medical system, as good doctors, as good schools and teachers, as good a banking system, or as good farmers.

No private institution can provide the laboratories and appliances necessary for the efficient teaching of science, and the efficient teaching of science is necessary for the development of the natural resources of the province.

We are glad to notice the heartiness and unanimity with which the application of the University for increased government aid is supported by the two leading journals on the opposite sides of politics. The University has the loyal support of all parties in the province, and in its well-being all take pride.—*The Evangelical Churchman*.

The Bishop of Manchester bore high testimony to the diligence and conscientiousness of elementary teachers, and endorsed Mr. Balfour's recent remarks with regard to the happy results that might be anticipated from the creation of a psychological climate of intelligence, order, and reverence. This is a point which has scarcely as yet received sufficient attention. People talk about the value of this subject of instruction and the other subject, as though education were a mere matter of curriculum, and as though its value were mainly dependent on the number of subjects that the curriculum includes. The "climate," the medium, the moral and religious atmosphere, the character of the circle of ideas, the whole environment of the child—these are more important than any single subject, or

any number of subjects of instruction. We observe that in the Bishop's summary of the questions which the Conference were met to discuss, there were not one that met with a more sympathetic recognition than the reference to the question how to preserve religious instruction in the schools. Teachers know from experience that this instruction is the most important means they have for humanising their pupils, for lifting them to a higher moral plane, and for supplying adequate motive power for every department of right action. Take this instruction from them, and their work is crippled and degraded. Long may teachers take this view of the highest part of their duties! Valuable as are other parts of the machinery of elementary education for maintaining a high standard of religious instruction, they are not to be compared with the spontaneous zeal of teachers who realize for themselves the great responsibility that devolves upon them of educating their pupils for eternity as well as for time.—*Educational Guardian*.

We cannot agree with the Committee of Ten that the study of arithmetic should stop at the end of the Grammar school course. On the contrary, it should be continued through the High school. The fault we find now is that the arithmetic work required of the children below the secondary school age is too extensive; not in topics taught, but in the kind of work required to be done. Speaking broadly, the work of the lower grades should be devoted (1) to training through what is called "mental" arithmetic, and (2) to representation and reckoning upon the slate, or what is called "written work." The work of the High school should be the applying of the knowledge obtained in the lower grades to the working out of the problems of the shops. In other