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the quality. He has recently arranged the system of Leaving Examinations for the High Schools, in virtue of which all the Universities of Ontario accept a common matriculation. Under his administration the School of Practical Science has been put on as good a basis as any technological school on the continent. Art schools have been established, also a new Medical Faculty and a Department of Political Science in connection with the University.

Among other changes which have been wrought under his *regime* may be mentioned the establishment of Commercial Departments in the High Schools, the reorganization of Upper Canada College, and last, but by no means least, the establishment of a School of Pedagogy.

* Editorial Notes. *

THERE are said to be 10,862 school districts; 62,373 teachers, and 2,800,000 school children in Japan.

THE average salaries of male teachers in Ontario during 1889 was \$421; of female teachers \$296. A low average and an unjust discrimination.

In his Budget speech, in the House of Commons on the 23rd ult., Mr. Goschen, Chancellor of the British Exchequer, estimated that for the ensuing year the Government would have a surplus of about two millions, all of which would be absorbed in establishing the scheme of free education to come into operation the first of September next. This apparently commits the Government to the introduction of a free-education Bill. The details of the measure will be awaited with great interest by both the friends and the opponents of free schools.

CORNELL University has recently added to its many departments the "Susan Linn Sage School of Philosophy," the Hon. Henry W. Sage having added to his magnificent gifts, aggregating already about \$1,250,000 to the University, a further sum of \$200,000 for the establishment of this new department. His object is to provide permanently at Cornell for philosophical instruction and investigation of the most varied kind and of the highest order. According to stipulation the trustees are bound for all time to supplement the proceeds of his endowment with large annual appropriations from the general funds of the University. Dr. Schurman, a Canadian, well known probably to some of our read-

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THE HON. G. W. ROSS, Minister of Education for the Province of Ontario, was born September 18, 1841. His parents came from Scotland and settled in the County of Middlesex in 1833. The son was educated in the common schools of the time, and commenced to teach in 1857. In 1867 he retired from the teaching profession and commenced the publication of the *Strathroy Age*. He continued in journalism until 1871; first on the *Age*, and afterwards on the *Seaforth Expositor*. The latter paper he conducted in joint proprietorship with Mr. W. F. Luxton, now of the *Winnipeg Free Press*.

Mr. Ross attended the Toronto Normal School during the last session of 1869, taking the sessional course, and at the same time keeping up the editorial work on his paper. He was appointed Inspector of the Eastern Division of Lambton in 1871, and while Inspector, for several years published, jointly with Mr. McColl, of Strathroy, the *Ontario Teacher*, the first self-supporting educational paper of the Province. He continued Inspector of Lambton until 1877. During this period he was entrusted, in conjunction with the late J. M. Buchan, M.A., Principal of Upper Canada College, with the drafting of the regulations for the County Model Schools. He was appointed by the Hon. Mr. Crooks, then Minister of Education, to take charge of the organization and inspection of these schools, and continued to do this work to a greater or less extent until 1883. He was elected to the House of Commons in 1872, and survived the political cyclone of 1878 when the National Policy swept the country. He survived also the re-distribution of 1882.

He moved the first resolution in the House of Commons on the subject of Reciprocity, which was afterwards taken up with so much energy by the Liberal party.

Mr. Ross was sworn in as Minister of Education for Ontario, November 23, 1883. In 1885 he consolidated the High and Public Schools Acts and the Act respecting Mechanics' Institutes. In that year he also began negotiations for the federation of the Universities of Ontario, which have since led to the federation of Victoria University by the Act of 1887. In 1886 he consolidated the Separate Schools Act. In response to requests from the Protestant clergy, he afterwards caused to be prepared a series of Scripture Readings, which were introduced into nearly all the schools of the Province. He has also revised the whole system of text books, securing one text-book in each subject in the Public Schools, thus reducing the number from fifty-three to nineteen, and effecting, it is claimed, a cheapening of text-books generally. He pursued a similar policy in regard to text-books for High Schools, reducing the number and improving

ers, is Dean of the new school, and with him are associated seven Professors in the various branches of philosophical inquiry. One of these is Professor of Pedagogy.

WE are sorry to have no room for "Question Drawer" in this number, but a word or two in regard to this department of the paper may be in order. In the first place, we wish again to remind questioners of the editorial rule that the true name and address of the writer must be given, "not necessarily for publication, but as a guarantee of good faith." In the second place, those asking questions will save us a good deal of trouble if they will kindly observe our request that questions in mathematics be sent direct to the Mathematical Editor; questions in English, to the English Editor; and all general questions, simply to "Editor EDUCATIONAL JOURNAL." In answer to some inquiries, we may say that we hope to make arrangements for a Scientific Department at an early day, when questions on scientific subjects will be attended to. To the friend who, sending a number of questions, asks whether he is sending too many, or may send more, we reply that the Question Drawer is open and free so long as questions asked are *bona fide*, and prompted by real difficulties connected with educational work. Occasionally, questions seem to be "trumped up" for the mere sake of asking. (No reflection is meant on this young friend). Want of time and space may sometimes cause a little delay, but as many find the Question Drawer helpful, we will do our best to reply promptly and make it increasingly useful.