

brought a suit to recover \$51.37, the amount withheld, and a further sum of \$50 for the time after his dismissal until his claim was paid. Judgment was reserved and a written judgment given, allowing Mr. Brown's claim in full for the portion of the holidays and the further sum of \$2.45 per day for teaching days from June 1st until his claim is settled in full by the trustees. Trustees and teachers will do well to make note of the above decision, as very often disputes arise out of the question of holidays.—*Berlin Telegraph*.

THE writing of the great American novel is not the sole business of the young literary men and women of the time. There is more important work than this to be done. There are a thousand questions, intimately involving the general welfare or closely concerning particular classes of men, which are worthy of profound study and exhaustive research, the results of which will require the resources of the highest literary art to adequately present. The demand for such student-writers is more imperative than the demand for novelists and poets. In all branches of literature competent specialists are needed, specialists who have acquired knowledge from personal investigation, specialists who have something original to offer and new light to afford. There is abundant room for them. The fields of the novelists and poets alone are overcrowded. The men who can write books which embody facts of value, and who can attractively collocate facts, exercising in the collocation the same degree of care and skill that a competent poet does in metre and metaphor, are the literary men who are needed. And the works of such writers will stand quite as fair a chance of living a long life as the works of those who would ride Pegasus into the hearts of posterity.—*G. C. Matthews*.

ONTARIO expends yearly for a population of less than two millions over five hundred thousand dollars for educational purposes. Yet the number of those really educated is quite insignificant. Here is proof positive that there is something grievously wrong in the very foundations of this highly lauded system. What is it? We make answer as follows:—Our whole theory of education is based on these five monstrous fallacies: (1) All children are capable of attaining an equally high standard of instruction. (2) All children are alike desirous of reaching this standard. (3) It is better to give a smattering of the whole curriculum of studies than to teach three or four branches of it thoroughly. (4) The object of all good teaching is the imparting of knowledge. (5) The best and only test of mental progress is the conventional examination. Need any wonder be felt that in spite of good school-houses, with all means and appliances to boot, our population continues to be practically uneducated? Need any wonder be felt that public schools turn out thousands to whom it seldom occurs that the words of a writer have any meaning; or, what is still worse, who never dream of questioning or weighing the sentiments and reasons of what they do read? Need any wonder be felt that High Schools produce little beyond a motley superficiality? Need any wonder be felt that, as a rule, a university graduate and a well-educated man are two vastly different beings.—*Richmond Hill Liberal*.

IN these first autumnal days, when so many are turning anew to the book and the writing-desk with plans of busy winter study, it is well to remind the intending student that study is of little use unless it is directed to some end; and that the end to be attained should be the guiding principle in the selection of particular