

The Loan Question
in Quebec.

The difficulty with respect to the Quebec loan has taken a turn which would be amusing were it not for its mischievous tendency. Mr. Hall, a leading representative of one of the English constituencies of the Province, resigned the position of Provincial Treasurer a few weeks since, because, in contracting for a new Provincial loan, Premier Taillon had taken the matter entirely into his own hands, and, as Mr. Hall alleges, instead of raising the loan in a business way, through tenders in open market, had accepted a secret offer by which the Province is sure to be a heavy loser. Whether Mr. Hall was competent or incompetent, right or wrong, and, absurd though it sounds to say it, whether he was French or English, Protestant or Catholic, he could hardly have done otherwise than resign when so marked a slight was put upon him in his ministerial capacity. Premier Taillon says that he will justify his course in the Legislature, and as the session will open in a few days, he will presently have the opportunity to do so. Meanwhile, ridiculously enough, the question is being made a race and religious quarrel. It was natural that Mr. Hall should appeal to the members of his own constituency, English-speaking, of course, to support him in the stand he has taken. Having confidence in him, they seem disposed to do so, on what they and he regard as sound financial principles. And now the issue is being confused all over the Province by the cry that Mr. Hall and his supporters are actuated by racial and religious prejudices. The very absurdity of the cry but illustrates its danger. The tension must be rather severe between the two sections of the population when even the Premier resorts to such an insinuation as he distinctly does, in a late speech, if correctly reported.

University Matricula-
tion.

Little by little the rational outcry against the irrational pressure of multiplied written examinations in the schools and colleges is having its effect. We are glad to notice that the Senate of Toronto University has adopted some important modifications of its system, which will tend to relieve the stress very materially at the points indicated. Some of these are as follows: The Matriculation examination is to be divided into two parts, which may be taken in successive years, thus relieving candidates of the great multiplicity of subjects heretofore necessary to be taken at one time, and so reducing by one-half the temptation to cramming, so injurious to body and mind. Again, Junior Leaving certificates are henceforth to be accepted *pro tanto*, at both Part I and Part II of the matriculation examination, save in the case of candidates for scholarships and relative standings. Still further, candidates for honors and scholarships will, in 1896 and thereafter, be examined in the honor papers only, these including the Pass course. These are important modifications, in what most educators will, we believe, regard as the right direction.

More Work for the
Schools.

Elsewhere in this number we have sought to emphasize Dr. Bourinot's suggestion that our system of government should be made a subject of special study in all our schools and colleges. Assuming, as we safely may, that there can hardly be two opinions about the soundness of this opinion, the practical question at once arises: Can this be done? How is room to be found for this large and new subject or class of subjects? Let the enthusiastic advocate of the innovation put the question of its feasibility under present conditions to the first teacher, whether of a public or a high school, he may happen to meet. The teacher of either grade will at once

point him to a curriculum already so over-crowded with compulsory subjects that the work of the schools is a perpetual drive of both teacher and pupil at high pressure, in order to keep abreast of the multiform requirements of the code. Let him ask the parent who has children at school. He will be told very likely in tones of deep resentment, that the children are already so over-loaded with "home-work" that the father or mother is compelled, or at least constrained by pity and sympathy, to give up hours every evening in the week to aid the children in their preparation for the next day's ordeal; that, as a matter of fact, the teaching has to be done largely by the parent, while the one whose professional work is supposed to be teaching is obliged to devote most or all of the school hours to mere hearing of lessons, in order to ascertain that the pupils have done the prescribed amount of work at home. Even a novice knows that hearing of lessons and true teaching are two very different things. All this does not, of course, prove that those who are agitating for the introduction of new subjects into the schools are not right in their contentions. It only proves that subjects of the highest importance in their bearing upon the future well-being both of the pupil and of the nation cannot be introduced into the schools until a radical reconstruction of present educational ideas and methods shall have been by some means brought about.

To those who may set about serious inquiry with a view to finding the answer to this question one suggestion may be offered. The great difficulty will, we venture to say, be found to be that the school-life is altogether too short to admit of the full and symmetrical elementary education which should be the birth-right of every citizen. Of course this period may be indefinitely extended for those who can take a college, or even a full high school course. In the case of such there is, or ought to be, no real difficulty. Room should be found or made in these institutions for such a subject as that under discussion, and others of prime importance which readily suggest themselves such as elementary ethics, and the educational authorities are to blame if they are passed over. But what of the many? The great majority of Canadian children never enter even a high school. It is for these we should be chiefly concerned. Then, again, as a matter of fact, the average child leaves school at too early an age to be able to profit by such studies as those relating to methods of government, ethical and sociological problems, etc. The practical, and we do not see why not practicable, method to supply the great deficiencies in the education of such for good citizenship is to follow them beyond the precincts of the public school, and make provision for their after training by means of evening classes, extension lectures, and so forth, as hinted elsewhere. This is being done with encouraging success in many parts of England. The plan is being developed under most encouraging prospects in New York and other parts of the United States. Something we may perhaps say not a little, too, is being accomplished in some parts of Canada. But why should not this work of educating young men and women for citizenship be systematized and extended until almost every young person in the land shall have had opportunity and inducement to continue his and her studies in the directions indicated? With the maturity of mind which comes with years, the youth of eighteen or twenty, or more, should accomplish as much in one month as the child of ten or twelve in six. The great desideratum is the right kind of conductor—we do not like to say either teacher or lecturer, for neither suggests the right idea for such classes. There is, no doubt, plenty of material for such conductors. How shall those who are fitted for the work by nature and education, be interested in it, trained for it, and paid for it? If the solution of the hard questions raised by