

should be lowered even though second class teachers were relieved from examination in these subjects.

TEACHERS, as well as candidates, may get some useful hints from the "Best Answers" to examination questions, now being published in our columns. Punctuation seems to be a weak point in the preparation of most students. In many cases it is entirely neglected; in others the dash is made to do duty for comma, semicolon, and colon. The dash is a very convenient thing to use when one is not sure of the right mark, but it is hardly desirable in what should be a scholarly paper. The laws of paragraphing are not very well applied. These are, of course, minor points, but they mar good papers and are worthy of attention.

THE question of the limit within which a government is justified in devoting public revenues to educational purposes bids fair to become a seriously practical one in Nova Scotia. It appears that in that Province, in 1886, without considering grants to colleges, one-third of the whole revenue of the Province was devoted to educational purposes. As the revenue is fixed while the demands of the schools are constantly growing the necessity for calling a halt is said to be making itself painfully felt, though few members of the House care to incur the odium sure to attach to any proposal to cut down the estimates for public education.

CONSIDERABLE feeling has been excited by the recent resolution of the Kingston School Board to expel from the public schools all children of parents whose taxes go to support separate schools, and by Bishop Cleary's fiery pastoral in reference thereto. The public schools of the city are, we believe, overcrowded, and the principle on which the board has acted seems fair and reasonable. Why should any parent object to patronize the schools he supports, or to support the schools he patronizes? But, why did the board use the ugly word "expel?" The children had done no wrong. Surely a less offensive word would have more accurately expressed the facts.

THE progress which has been made during the last few years in science-teaching in our secondary schools is very great. Not infrequently facts come to our notice which evidence this progress in a marked degree. Not long ago the writer had an opportunity of inspecting the physical science laboratory and museum of the Berlin High School. It was both a surprise and a pleasure to find so excellent an equipment for practical work in physics, chemistry, mineralogy, and botany. Mr. Forsyth, the science master of the Berlin school, has undoubtedly a knack for devising apparatus. Every inch of space in his crowded rooms is utilized, and yet the arrangement throughout is one of perfect order and of perfect convenience. Mr. Forsyth's herbarium is deserving of special

notice. It comprises, with a fair representation of the flora of Ontario, a very full representation of that of the County of Waterloo. Many of the specimens, so we were informed, were exceedingly rare. Masters who may be about to fit up laboratories would do well to visit Berlin, and have a talk with Mr. Forsyth.

WHY take an educational paper from the United States, to the exclusion of your own, when your own fairly claims your support? The EDUCATIONAL JOURNAL, and its editorial discussions, all refer to the educational system of this country; the examination papers, either for promotions or certificates, are those in which the teachers of this country are interested; the correspondence, the educational news, the practical work, the methods, the departmental announcements, and everything else which finds its way into these columns, are peculiarly their own; while the price, especially to Association clubs, is as reasonable as that of any similar paper. No imported journal can say this of its contents, or of its devotion to the interests of the profession in this country. Why, then, should papers from abroad be admitted to competition with it? If a teacher desires more than one educational paper, that competition does not operate. But if, as is the case with the great majority, only one is desired, should not the one to be taken, and kept, and backed up, be that which discusses and reports the educational affairs of your own country?

THE President of Toronto University, in the course of his address at the recent Convocation, congratulating the friends of the university on recent legislative changes, which have led to the restoration of the Faculty of Medicine, and are expected to lead to a similar result in the case of the Faculty of Law, observes: "This is all the more creditable to the Minister under whose special directions the measure has been framed when it is seen that the tendency of recent legislation has been largely to undo the work of older reformers and restore to the University the rights and privileges conferred on it by the Royal Charter sixty years before." It is not quite clear how much of intentional sarcasm underlies this way of putting the case. "Undoing the work of older reformers" certainly has an ironical ring. Whether and to what extent it is the business of the State to provide facilities for preparing students for any profession, save, perhaps, that of public school instruction, are at least doubtful questions. But there is a broad difference between merely giving students of such professions the incidental advantages which such an institution as the University can offer with little or no additional expense, and paying from the public treasury the salaries of the professors and tutors in those special subjects. That will be, we take it, the broad difference between the status of the restored faculties of Medicine and Law in the University of Toronto and that which existed under the system which the older reformers undid.

### *Educational Thought.*

THEIR (the teachers') vocation in the country, is more noble even than that of the statesman, and demands higher powers, great judgment, and a capacity of comprehending the laws of thought and moral action, and the various springs and motives by which the child may be roused to the more vigorous use of all its faculties.—*Channing.*

IT is a conceded fact that no individual can learn for another; each must learn for himself. Assistance may be given by one person to another in learning, and often should be given. But how? Not by doing his thinking for him, for this is impossible. Not by doing the work or formulating the results for him, for this is vicious; but by using such means as will arouse the mental powers of the learner to do the necessary or desired work for himself. This is the true work and the only work of teaching: to arouse conscious mental action and direct it to correct expression.—*Col. Parker.*

TO create in the scholar a patient, modest and obedient action of the whole intellectual nature is a benefit that lasts on in the personal experience, and makes an abiding element in character, opening the soul to all the light of truth. Of two graduates from college, one carries out a store of things learned, the luggage of his mind. Another carries the secret how to learn, which is the better part of wisdom, and faculties set in the order of the Maker's plan. Which will be the master of his place and the master of other men in the fight of after years, who can doubt?—*Bishop Huntington.*

I KNOW they say that if you meddle with literature you are less qualified to take part in practical affairs. You run a risk of being labelled a dreamer and a theorist. But, after all, if we take the very highest form of all practical energy—the governing of the country—all this talk is ludicrously untrue. I venture to say that in the present Government, from the Prime Minister downwards, there are three men, at least, who are perfectly capable of earning their bread as men of letters. In the late Government, besides the Prime Minister, there were also three men of letters, and I have never heard that those three were greater simpletons than their neighbors. There is a commission now at work on a very important and abstruse subject. I am told that no one there displays so acute an intelligence of the difficulties that are to be met, and the important arguments that are brought forward, as the chairman of the commission, who is not what is called a practical man, but a man of study, literature, theoretical speculation, and university training. Oh no, gentlemen, some of the best men of business in the country, are men who have had the best collegian's equipment, and are the most accomplished bookmen.—*John Morley.*

THE moral law is absolute. The obligation of the Categorical Imperative does not arise from the fact that we shall be comfortable if we obey it. A thing is right simply because it is right. Neither personal nor tribal advantage is the measure of ethics. The idea of obligation has not its root in the idea of utility. The concept of justice is not derivative; it is original. Honesty may be the best policy; but a thing is not honest because it is politic. But it is not because of the reward inherent in it that virtue is virtue. "The idea of duty differs by the whole diameter of existence from the idea of self-interest." True it is, and the first of truths, that

"Because right is right, to follow right  
Were wisdom, in the scorn of consequence."

Consequence! It is beside the question. "Better were it," says Cardinal Newman, "for sun and moon to drop from heaven, for the earth to fail, and for all the many millions who are upon it to die of starvation in extremest agony, so far as temporal affliction goes, than that one soul should tell one wilful untruth, though it harmed no one, or steal one poor farthing without excuse." This is the language of the theologian. But the philosopher gives a like judgment. "The dictum, 'All's well that ends well,' Kant happily observes, 'has no place in morals.' And morals have no real place in any philosophy which bases itself on the doctrines of utilitarianism.—*W. S. Lilly, in the Forum for November.*