

that stratum of society whose parents were unable to keep their children at school until they were fifteen years of age; and their efforts were the more to be appreciated since the middle class and the rich had taken ample care for the education of their children. The College must be congratulated on account of the beneficial influence which it had exercised in improving the education of girls. At first, a much larger proportion of boys came up for examination, but now, in the higher classes, there were more girls than boys. In all the classes the girls were coming up very nearly to the boys. He had taken great interest in educational matters, but those present would not think highly of his judgment if he said that he was satisfied with the secondary education of the country. He was addressing many who found themselves called on to compete with ignorant and pretentious teachers who traded upon the ignorance of parents. In a recent paper on middle-class education, his brother-in-law, Mr. Matthew Arnold, took a gloomy view of middle-class educational prospects in England. His estimate was that not more than 20,000 children attended middle class schools about which there was any guarantee for efficiency. The right hon. gentleman said he took a more sanguine view than that, and estimated the number at 50,000; but as there were 350,000 children attending secondary schools, the proportion, to be satisfactory, ought to be much higher. Education amongst the middle classes in France and Germany was in a much more satisfactory state than in England. He disapproved of the interference with private schools which Mr. Arnold suggested, but he approved of a system as shadowed forth in Dr. Lyon Playfair's bill, under which efficient schools and efficient teachers would be registered. The scholastic profession, in his opinion, should also rank amongst professions on an equality with law and medicine. He believed that the prospects of education in England were brightening."

—The International Educational Conference which met at Thousand Island Park in August, proved to be of a most interesting and important character. The governing principle was sounded by the Conductor in his circular announcing the meeting: "Neither propagandism nor victory, but truth." Every principle laid down by a speaker was subjected to a careful analysis, and tested philosophically. The interest continued to increase during the week. Every one present felt that he was growing, and each regretted that the closing hour came so soon. The importance of the Conference does not depend on the actual work done this year, but on the arrangements made for the future. A permanent society was organized, called "The Society for the Investigation and Promotion of the Science of Teaching." The Constitution and By-laws of the Society will be given in the October number of the JOURNAL, and a summarized report of the proceedings of the Conference this year will be continued through the remainder of the year.

—THE CHAUTAUQUA LITERARY AND SCIENTIFIC CIRCLE is a success. We ventured to predict its rapid growth a year ago. It could scarcely have been otherwise. It supplied a great need

felt by thoughtful people everywhere. It aimed to give directness and breadth to the work of all literary societies in connection with the churches, young men's Christian associations, debating clubs, and social circles; and offered a means of culture to men and women of every rank of society. Its founder, Dr. Vincent, proposed that those who joined the C. L. S. C. should read a specified course for four years, giving to the work at least forty minutes per day for nine months of each year. The reading may be done individually or in connection with "local circles," whose members meet regularly for review of the work done. The latter course is the one usually adopted. A local circle may consist of from two members upwards. Each member is supplied with postal cards on which to report to the secretary once a month. It is not essential that the members shall go to Lake Chautauqua, but in August of each year the professors in the various departments give lessons to those members who assemble there. The year's reading begins in October. A new class is formed each year, and as in Universities and similar institutions there will always be a "First Year Class," a "Second Year Class," a "Third Year Class," and a "Fourth Year Class," the work for the first year is as follows:—

- Chautauqua Text-Book, No. 4. English History. J. H. Vincent. Price 10 cents.
 A Short History of the English People. By J. R. Green. Price, \$1.40.
 Primer of English Literature. By Rev. Stopford Brooke. Price 25 cents.
 Outline of Bible History. By Dr. J. F. Hurst. Price 50c.
 The Word of God Opened. By Dr. B. K. Pierce. Price \$1.00.
 Chautauqua Text-Book, No. 2. Studies of the Stars. By Dr. H. W. Warren. Price 10 cents.
 Recreations in Astronomy. By Dr. H. W. Warren. Price \$1.50.
 Fourteen Weeks in Human Physiology. By Dr. J. Dorman Steele. Price \$1.25.
 Chautauqua Text-Book, No. 6. Greek History. By Dr. J. H. Vincent. Price 10 cents.
 Chautauqua Text-Book No. 6. Greek Literature. By Dr. A. D. Vail. Price 20 cents.
 Old Greek Life. By J. P. Mahaffey. Price 40 cents.

Contributions and Correspondence.

THE SUBJUNCTIVE MOOD.

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Of the many difficulties encountered by students of English Grammar, as presented by Mason, the subjunctive mood, I have every reason to be assured, is the most formidable. In saying this, I do not desire it to be understood that I am of the opinion that Mason's exposition of the subject lacks in perspicuity, or that in any particular it does violence to the principles of the English language. By no means. Of all the authors who have attempted to define the place and use of the subjunctive mood, Mason is, in my opinion, the only one who has interpreted the teachings of language faithfully. The real source of difficulty is that, in former treatises on English grammar, we were taught to determine moods mechanically. Hence, when an author who desires us "to emancipate ourselves from the tyranny of names," gives a logical presentation of previously unobservable peculiarities in the conjugation of verbs, teachers whose possession of more than ordinary intelligence and no mean literary culture cannot be disputed, but whose minds have been vitiated by the unphilosophical teachnigs