

among the members of the brotherhood, though we are told that its sale was too limited to remunerate the author for his labors of research. Though his life's labors were performed in the province of Quebec, his claims for scholastic honors were ignored by either of the universities of that province, and it was not until one of the degree-granting institutions on the other side of the line recognized his literary powers that he received his doctorship. Had he become a minister of Sir John A. Macdonald, his merits would perhaps have come in for readier recognition. Principal Hicks also labored for a long period as head of the McLeod Normal School, one of the most important institutions of the province of Quebec, but his services failed to receive due recognition, even in face of Dr. Bourinot's late pleading against the university neglect of our best intellectual workers in Canada, though the authorities of McGill must have been aware of the worth of one who was for so many years so well known.

The fun of the ordinary newspaper reporter, when he finds that there is to be a meeting of teachers somewhere within his circuit, is too well known in Canada. But his cruel jokes, and silly literary revelations among such words as "pedagogues," and "schoolmarms," and "birch-wielders," are but mild when compared with the analysis which Mr. Harold Hodge gives of the English schoolmaster in a late number of *The fortnightly*. The schoolmaster, as the *Journal of Education* says, will hardly like that gentleman's presentment. "A small, middle class person, with all the usual intellectual restrictions of his class—unintellectual, knowing hardly anything well, parochial in sympathies, vulgar in the accent and

style of his talking, with a low standard of manners." Nor will he be much consoled by being told that he is "extremely respectable, correct morally, with a high sense of duty, as he understands it, and competent in the technique of his calling." A man had rather be called a loafer or a rip than be accused of dropping his h's. We are far from endorsing Mr. Hodge's charge, but there can be no offence in saying that, however exaggerated we may think it, we heartily support the practical moral he deduces, which is, that it would be vastly to the benefit of our National Schools if gentlemen (meaning men of higher culture) were to adopt in any number the profession. "The hundreds of men turned out year by year from Oxford and Cambridge who have nothing to do, and don't know how to get anything to do, would provide plenty of material." The *Oxford Magazine*, we observe, scoffs at Mr. Hodge as not knowing what he is talking about in reckoning one-sixth, at least, of accepting graduates as *déclassés*; but surely, if we include those who drift into a curacy or an ushership as a *pis aller*, the estimate is well within the mark.

The story comes from Europe that French, Swiss, and German schools accomplish more than English or Colonial Schools, and the reason is alleged, not that the children are more intelligent, the teachers more efficient and enthusiastic, but because the attendance is more regular, being secured by the compulsory clauses in the law.

The fussy, ill-informed critic of things as they are in the school-room came in for a rebuff the other day from Mr. C. H. Wyatt in his paper on "Commercial Education," read before a Brighton Convention