

fluence of woman, and of a faithful pulpit. He maintains that such themes as the meaning of citizenship; the sin of bribery; injustice and slander in politics; the sin of withdrawing from all participation in the first duties of the citizen, etc., should at suitable times be discussed as belonging to Christian ethics. Mr. Beecher concedes a main point to his critics when he says that "as a general thing, instruction from the pulpit upon political duty should not be given upon the eve of an election," meaning, we presume, that the preacher should not, at such a time, advocate the claims of any particular candidate or party, for surely his influence in favour of morality and moderation will then be specially needed. Perhaps, after all, the truth in the case is not very deep in the well. Mr. Van Dyke's arguments, if they prove anything, prove too much. If ignorance of political facts and principles should be a disqualification for taking part in politics, there is reason to fear that vast numbers beside the clergymen should be disqualified. If the minister should not take part because the church is opposed to the world and politics is in the sphere of the latter, then, by parity of reasoning, no church member should do so. The fact is, the trouble is first in the degraded character of the politics of the day, and next in the manner in which the average clergyman seeks to elevate them. Few, probably, would deny that it is both the right and the duty of the clergyman to do what he can to urge his people to eschew bribery and corruption in politics, to seek to elect the best and purest men, to devote their energies to the bringing in of a higher political morality in state and nation, to strive, in a word to bring the lofty ethics of the New Testament to bear as an elevating force, in every relation of life, political and social. But that all this can be better and more effectively done by the clergyman who carefully holds aloof from all canvassing for a particular candidate or party, scarcely admits of a doubt. It is his to inculcate the great principles of Christian ethics, and leave it to the judgment and conscience of his hearers to make the application.

The School.

Both the Principal of the Normal School and the Minister of Education urged the Normal School students to pay special attention to mental science, which has been added to the curriculum. This is well. The science of mind is at the bottom of all philosophy and all knowledge, while the study of it affords the very best mental discipline.

The question of the confederation or distribution, centralization or decentralization, of Canadian Universities and Colleges is one of great interest to friends of higher education, not only in Ontario but all over the Dominion. The motto of the SCHOOL JOURNAL on all such questions is "Hear both sides." We have accordingly invited a number of representative men, of various shades of opinion to favour us with brief expositions of their views in reference to the proposed confederation of Ontario Colleges. These articles we shall give from week to week as we may receive them, as a kind of *symposia*. The first instalment will appear in next issue.

The American teacher thinks that the tendency of the day is to magnify sense training into improper proportions, and that it is at least equally important that the pupil be taught how to read and reflect upon what is read. Each has, no doubt, its proper sphere in education, and either should be emphasized by the school journals, according to the tendency of the time. Mankind, as Arthur Helps says, is always in extremes. The remark is as true of educational as of other "fads." No sooner does the pendulum reach the highest point in one direction than it begins to recede towards the opposite.

Dr. Todd, of New Haven, is probably correct in thinking that the American Colleges teach the grammar, not the literature, of the classical languages, but he must surely be indulging in hyperbole, when he says, "I do not believe there is a professor in Yale College to-day who can translate at sight and without recourse to thumbed lexicons, a page of Greek or Latin, with which he has had no previous acquaintance." It is, we fear, true of both American and Canadian colleges that reading at sight is not required and insisted on as it should be. Grammar should be taught in the preparatory schools, and the time of the students in University Colleges devoted to reading extensively the Greek and Roman literature, not struggling with grammatical forms and syntactical perplexities.

Some of the American educational papers are vigorously discussing the advisability of abolishing the recess. A writer in the educational *Gazette* gives an array of reasons, formidable at least in point of numbers, in favour of no-recess. Amongst these are the danger of physical injury from sudden cold, and from accident in rush and play, and of moral injury from quarrels, from the tyranny of the older and stronger, and from the contaminating influence of the bad. In favour of the abolition of recess is urged the approval of many parents, the too frequent inadequacy of play-grounds, and the advantages of various kinds resulting from the longer intermission at noon which could thus be gained. The writer speaks strongly also of the recess as a disturbing element in the school and as the occasion of much loss of time in addition to that actually spent in the open air. On the other hand we fancy most teachers will find that the fifteen minutes for recreation and inhaling fresh oxygen, is the means of infusing new energy into the pupils and new life into the school room routine. The question is largely a practical one on which it might be both interesting and profitable for experienced teachers to compare notes. We should be glad to make room for some short articles upon the subject.

The newly appointed Principal of the Toronto Normal School gave some excellent advice to the students on the occasion of the opening exercises on the 21st inst. He urged them to work not simply with a view to passing examinations, but to pursue knowledge for its own sake, an excellent rule, but one which it will be found very difficult to induce the average student to follow so long as license, employment, reputation, all hang upon the results of the competitive examinations looming on the near horizon. The importance of