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THE GRIP PRINTING AND PUBLISHING CO., TORONTO, CANADA. JAMES V. WRIGHT, GENERAL MANAGET.

TORONTO, AUGUST 12, 1886.

"THERE are few," says the London Adverliser, "who would deny that it would be beneficial to both public and high schools to raise the standard of entrance to the latter, but it should be done gradually. Perhaps this examination has accomplished it all at once."

WE fail to see any valid arguments on behalf of phonetic spelling in the letter from Mr. Houston, which we publish in this issue. Neither do we think he has in any way replied successfully to the argu ments adduced in our issue of the 15th ult. A reformed spelling is not, we imagine, one of the vital or all-absorbing questions of the day. There are many problems in educational matters still unsolved—problems which merit all the attention that can possibly be given to them. Reformed spelling, we think, can easily wait its turn. As it is, it is not agitating very per ceptibly the minds of educators the world over. At present it seems to be the recreation ground of a few literary athletes.

THE Orillia Packet boldly says : "The result of the Entrance Examinations throughout the Province is disappointing to the friends of education. What is the use of maintaining high schools and preventing ninety per cent. of those who might profit by the advantages offered from entering them. Everybody says something must be done. The Packet's suggestion is that the Public School teachers be allowed to send up such pupils as they deem fitted for entering the High School, and let the head masters admit those they find sufficiently advanced for the work. No public school teacher will run unreasonable risk of having his candidates rejected, while the head master would not unduly extend the work of his school. At least, this would prevent much of the unjust deprivations which the children of parents whose means are limited suffer under the present system."

THE Presbyterian Review, referring to the recent action of the Senate of the University of Toronto make oriental languages a department of the curriculum, says :-- " In our opinion the importance of this new departure in undergraduate studies in the Provincial University can hardly be over-estimated. The step will no doubt provoke criticism. But intelligent and disinterested criticism is at all times wholesome, and in this case will, we doubt not, be especially welcome to the promoters of the new scheme, since we are persuaded that the more steadily and keenly the enterprise is looked at, the more it will commend itself to the favour and support of all friends of liberal education. . . . - To the well-trained student of our secular colleges, or even of our High schools, the first pre-requisite for such a study [historical, linguistic, and literary] of the New Testament, is within easy reach through his acquisition of the elements of Greek, but an equal familiarity

with Hebrew has never been shown by the candidates for entrance into any theological hall. No one is so bold as to maintain that while a knowledge of Greek is necessary for the competent teaching of the New Testament, a knowledge of Hebrew may very well be dispensed with by a professional student of the Old; and yet the Church has acquiesced in a neglect of the study of Hebrew among ministers and students in a way which must be styled both recreant and disgraceful. The Hebrew illiteracy which has been tolerated in the seminaties and by the examining boards of the whole Church in America should be put an end to, and we at least may thank the enlightened and liberal Senate of Toronto University and Council of University College for the course of study which gives the many graduates who are also candidates for the ministry, an ample training in the Hebrew language and literature, and also an introduction to those other languages and literatures which best illustrate the idiom and diction of the Old Testament.

H. R. - Linvidas

But the significance of the new course of studies is not by any means limited by their importance for this professional training. The enterprise is also eminently wise and timely as a recognition of the fact that the study of Hebrew and the related languages is an important means of liberal culture. There is, perhaps, noth. ing that so favourably distinguishes the true higher education of this age as its practical insight into the best moral and spiritual development. The study of languages, for example, is appreciated most highly because it is the only efficient means of getting directly at the literature they embody; in other words, of appropriating the thoughts and ruling ideas of other peoples and other times. This is, for instance, the reason why the study of Greek can never be excluded from the universities, and ought not to be excluded from the high schools. But if the literature of ancient Greece has enriched the world with great and moving thoughts, that of ancient Palestine has made even a nobler and more precious contribution to the enlightenment and bettering of the race."