

## THE "MARMION" QUESTION

The sensible concession made to the Roman Catholic and other students who disliked certain passages in Scott's "Marmion" has completely quieted the storm which prevailed a few weeks ago. The subject was scarcely ever referred to in the opening debate of the Ontario Legislature; the Minister of Education was never called on for a defence of his action; and the leader of the Opposition distinctly affirmed the right of any member of any religious denomination to protest against what he regards as a moral defect in any prescribed text-book.

The substitution of the "Traveller" for "Marmion" has been popular with the high school masters and pupils, many of whom have taken up the former, even after spending a good deal of time on the latter. Nor is the reason far to seek: "Marmion" belongs to a class of poems which are pleasant enough to read, but are not valuable for purposes of study. It was, on grounds altogether apart from morality, a bad choice, and the teachers and students who prefer the "Traveller" may be regarded as quietly protesting against it. The amount of time that can be devoted to the reading of English in a high school is necessarily limited, and therefore the work to be read should not be extensive. It should, however, be somewhat difficult, so as to compel a really critical reading if it is to be thoroughly mastered. Let a class once master such a piece as Wordsworth's "Ode on the Intimations of Immortality," and they will have acquired a literary treasure of unspeakably greater value than volumes of such diluted romance as the contents of "Marmion."

## TREATISES ON EDUCATION.

Teachers' Associations are frequently at a loss when they come to select works on pedagogy for professional libraries. For the information of our readers we republish, from the *New England Journal of Education*, the following list of English works, any of which can be procured by associations through the local book trade:—

1. Joseph Payne's Lectures on the Science and Art of Education	\$2.00
2. Fitch's Lectures on Teaching	1.75
3. Latham on the Action of Examinations	3.50
4. Currie's Common School Education	2.50
5. Currie's Early and Infant Education	1.50
6. Walker's Handy Book of Object-Lessons	1.75
7. Lawrie's Training of Teachers	2.50
8. Gill's Systems of Education	1.00
9. Gill's School Management	1.20
10. Gill's Art of Teaching Young Minds How to Think	80
11. Quick's Educational Reforms	1.50
12. Fearon's School Inspection	75
13. Blackison, The Teacher	75
14. Mullinger's Schools of Charles the Great	3.00
15. Arnold's Higher Schools and Univs. of Germany	2.00
16. Combe's Education: Its Principles and Practice (edited by Jolly)	5.00
17. Robinson's Manual of Methods for Primary Schools	1.25
18. Calderwood's On Teaching; its End and Means	70
19. Bain's Education as a Science	1.75
20. Spencer's Education,—Intellectual, Moral and Physical	1.25
21. Thwing's Education and School	1.75
22. Maclaren's System of Physical Education	1.75
23. Locke's Thoughts Concerning Education; Notes by Quick	80
24. Ascham's Schoolmaster	50

## PROFESSIONAL TRAINING.

The authorities of Queen's College, Kingston, are protesting against the departmental regulation which requires all university graduates and undergraduates to undergo a professional training before engaging in the work of high school teaching. So far as their protest is based on the disadvantage incidentally inflicted on Queen's, as compared with Toronto University, it is worthy of the most earnest attention. All collegiate institutions must be kept in this Province on the same footing as nearly as possible, and if any such regulation discriminates in favor of one at the expense of others it should be amended. But on the main question the protest from Queen's is wrong. A university training is not for the teacher's calling a sufficient preparation. There is much inferior teaching in our high schools, and its existence is due very largely to the presence in them of untrained teachers. Many who have good natural ability learn rapidly by experience, but by the time they have become efficient they have tided over the financial difficulties in the way of their own progress, and enter other professions. It is sometimes said that the regulation will make it difficult to obtain assistants. What of that? The supply will soon equal the demand, and if the temporary scarcity should happen to have a permanent effect in raising salaries, no harm would come of it to the profession.

President Arthur, in his late annual message to congress, has the following remarks on educational topics:—

"No survey of our material condition can fail to suggest inquiries as to the moral and intellectual progress of the people. The census discloses an alarming state of illiteracy in certain portions of the country where the provision for schools is grossly inadequate. It is a momentous question for the discussion of Congress, whether immediate and substantial aid should not be extended by the general government, supplementing the efforts of private beneficence and of state and territorial legislation in behalf of education."

"Alaska is still without any form of civil government. If means were provided for the education of its people, and for the protection of their lives and property, the immense resources of the region would invite permanent settlement, and open new fields for industry and enterprise."

The revenue of the United States has for some time enormously exceeded its expenditure. There is difficulty in the way of reducing taxation, as any decrease in customs duties lessens the amount of protection afforded to home manufactures. Last session congress voted several millions of dollars for local public works, not at all of a necessary character, the object being to diminish the surplus and postpone the necessity of reduced taxation. It is just possible that a similar motive may lead this session to some such expenditure on education as the President suggests.

—The "Smellfungus" of the *Monthly*—as he has accepted the title gracefully, it would be a pity to deprive him of it—thinks he has found some errors in "Gage's Practical Speller." The fact that he does not produce them is ample evidence that he cannot do so, and the challenge of the publishers, therefore, remains unanswered.