

higher faculties. He will have gained the key to the rich storehouses of literature. He will henceforth all his life have access to avenues of pleasure which are closed to the uninitiated—avenues which lead him away from the haunts of vice as well as into regions of pure and elevated enjoyment.

The *'Varsity*, which is becoming a very interesting and vigorous college paper, contains a number of letters in reply to an article in a previous issue on "The New Protestantism," by Mr. Stevenson. Mr. Stevenson argues that the march of truth is hindered by the inertia of the clerical class, and that this is the result of the faulty education, or rather "instruction," the latter receive in the theological colleges. In reading such an article one is prompted to ejaculate with Burns,

"Oh! wad some power the giftie gie us," etc.

There is no doubt, on the one hand, that the course of study pursued in theological colleges is partial and, to that extent, one-sided. But the same is true, in the very nature of the case, of every other special course of study, and as emphatically true of a modern scientific course as of any other. In fact, some of the men who of late years have had most to say by way of denunciation of others whose specialties have been pursued in different directions, or on different planes, have shown themselves to be among the narrowest in the scope of their vision, however keen that vision may be in its own direct line. The average scientist is as blind on the side of metaphysics or theology as the average metaphysician or theologian is on that of science.

The overthrow of the Salisbury Government and the restoration of that of Gladstone, with Chamberlain as one of its members, may be regarded as a step in the direction of free schools, although that question is not one of the "burning" subjects just now.

The question of international copyright is again before the United States Senate. The principle of the bill now introduced is very simple. It proposes to grant copyright in the United States to the authors of any country which grants copyright to American authors. It is proposed by some to add the unworthy limitation that, to have the benefit of copyright the book must be printed in the United States. The Chicago *Current* fears the question at issue is "James Russell Lowell and his forty authors *versus* fifty thousand printers and fifty million readers," and intimates that the tax in dollars involved is likely to prove bigger than the honesty of the American people.

The Toronto School Board has restored the Bible to the Public Schools of the city. There is much to be said in favor of this action. If the Scriptures are to be read at all in the schools, reason and religion would unite in saying that the lessons are more likely to be effective when associated directly with the Sacred Book. As we have intimated before, we are inclined to think that the broad principle of religious liberty—itsself a fruit of New Testament teaching—is opposed to the performance of any religious service in the schools to which a part of the taxpayers who support and patronize them object.

But where all can agree to have the Scriptures read, by all means let the reading be from the Bible itself, and thus be reinforced by all the solemn sanctions which the Book suggests. The use of a book of extracts in any case has the appearance of a feeble attempt at compromise. This would be true, even if the extracts had the formal sanction of all the churches through their accredited representatives. Objections hold with double force in regard to any compilation made under the direction of the Department of Education, which certainly is not entrusted with the keeping of the Christian conscience of the country. The claim that the book of extracts has the sanction of the denominations in any proper sense seems to fail of substantiation. But surely the teacher who is fit to have the charge of a Public School can be trusted to make suitable selections from the Bible itself.

"Mankind," says Arthur Helps, "is always in extremes." We were forcibly reminded of the saying in glancing over a model lesson for little children on the "Number Three," which is being published in some of the papers. If this is a fair exhibition of its methods, the New Education is certainly not designed to overstrain the little brains. Let us give a sample, though a sample fails to show the full absurdity of the lesson. That absurdity consists in its painful, interminable iteration. The same example is given in almost innumerable forms, varied only by a change from beads to pegs, from pegs to blocks, from blocks to splints, and so on and on. For instance, under the head of "Three Ones," there are no less than twenty-four such prodigious problems as the following:—

"If I have three boxes, and a block in each box, how many blocks shall I have?"

"If I have three books, and each book has a picture in it, how many pictures shall I have to look at?"

"If these three boys each give me a cent, how many cents shall I have?"

"If there are three nests, and an egg in each nest, how many eggs are there?"

"If there are three stalls, and a horse in each stall, how many horses are there?"

"If there are three slates, and a pencil on each slate, how many pencils are there?"

"If there is a bed in each room, how many beds will there be in three rooms?"

"If there is a candle in each candlestick, how many candles in three candlesticks?"

Such a series of questions repeated *ad nauseum* is an insult to the intellect of the smallest child that is capable of understanding the terms used. The system reminds us of those mothers and nurses who coin special words of the "ootsie-tootsie" species in order to bring the language down to the comprehension of infants. If there are many little children who need to have their mental pabulum so infinitesimally diluted, we have happily not met with them in our experience, nor do we care to.

There is no excuse for a teacher failing to send his pupils successfully through an examination in the literature prescribed for teachers' certificates. The work prescribed by the Department is selections from Coleridge and Macaulay. Mr. Chase, Head Master of Ridgelytown, has edited one of the best editions of the above, giving full and ample notes. It is given away with a book almost a necessity in the hands of every live teacher, viz., *Gage's Map Geography Primer*, to every teacher sending \$1.00 for CANADA SCHOOL JOURNAL.