

use in mincing the fact that under our system great temptations sometimes occur just here. We cannot better express our meaning than by quoting a sentence or two from "Victim's" letter. His words are severe! the charge they imply is a very grave one. We could wish no ground for such a suspicion had ever been afforded. "Victim" says:

"We have been so long accustomed to having our teachers' examinations serve the money-making proclivities of Education Office officials, that we may now look for the appearance of a new text-book on this subject.

The plan of forcing a book upon the public is always the same; first, set questions that the authorized school book will not assist in answering, then publish a book that will be of assistance. It requires no act of official authorization to make the book sell. Candidates for teachers' certificates are shrewd enough to see that to pass the examination they must have the book at any cost, and so it is used; authorization and uniformity of text-books become a farce, and each goes to the pocket of the book compiler."

#### THE LATE PRINCIPAL BUCHAN.

The teaching profession has suffered a heavy loss in the person of J. M. Buchan, M.A., the late Principal of the Upper Canada College. He had before assuming that position served for many years as High School Inspector for the Province, having previously managed the Hamilton Grammar School with credit to himself and advantage to those who came under his care. His pedagogic experience was unusually long and varied for one so young in years—he was only forty-four when he died—and on one of his active mind and thoughtful temperaments such an experience produced its natural fruit. His brief time of office in Upper Canada College did something towards restoring the former *prestige* of that institution and postponing its abolition, and those interested in University College were looking forward hopefully to the time when he could be transferred to the chair of English Literature in that institution.

Mr. Buchan was a native of New York State, but he came early to Ontario and was a thorough Canadian in feeling and aim. He received an excellent education, which was completed in Toronto University, where he graduated in 1862 with a silver medal in the department of Modern Languages. Amongst his classmates were Prof. James Loudon, and Mr. W. H. Vandersmissen, of University College staff, and Mr. Samuel Woods, of the Ottawa Ladies' College, who acted as pall-bearers at his funeral along with J. M. Gibson, M.P.P., who graduated a year after Mr. Buchan. The latter was one of the comparatively few University men who remain students through life. His reading, which of late years was mainly in English literature, was wide and varied, and he kept himself well abreast of the day in the special subject of pedagogy. In addition to his other accomplishments he was a skilled botanist, and was thoroughly acquainted with anthropology, to a review of which science he devoted two years ago one of his inaugural addresses as President of the Canadian Institute. This office he filled for two years in succession, and it is safe to say that the society never saw two more active or prosperous years, much of the success of his *regime* being due to his own energy and the liberal interpretation he put on the term "science" in securing papers for its weekly meetings.

Mr. Buchan was of a very retiring disposition, and was the reverse of effusive in his intercourse with men. To those who had the good fortune to know him intimately he was singularly genial, and his conversation had that rare flavor which is imparted only by an intimate acquaintance with the works of great writers. He found time also to keep himself well acquainted with current events, and though he was never an active participant in ordinary political warfare he took a keen interest in the higher aspects of politics as they emerged in his own and other countries. His sympathies were with the masses, and his tendency was optimistic. Events which shock the timid pessimist and make him think of shooting Niagara, were for him political phenomena tending more or less directly towards the one great end, the elevation of humanity. It would be well for all other members of his noble profession if they could learn to take an interest at once as keen and as philosophical in the unfolding web of human history and destiny.

#### THE NEW TRAINING INSTITUTES.

It is announced that the Education Department has completed arrangements for opening Training Institutes in Kingston and Hamilton. We are sorry. We had hoped that reflection and criticism would have led the Department to abandon so penny-wise-and-pound-foolish a policy before it was inaugurated. It is perhaps some concession to what we venture to say would be the well-nigh unanimous opinion of all prominent educationists that we are to have but two of these half and half institutes instead of four or half-a-dozen. The multiplication of what must be of necessity inferior Normal Schools is an evil, in proportion to the scale on which it is carried out, but an evil, even on the smallest scale.

The system is unjust to the Head Master of the Institutions selected for the experiment. It is requiring of one man not only to do the work of two, but to do two kinds of work, each so difficult in itself and so different in character from the other that to perform both with any high degree of excellence is simply impossible. To conduct a High School, or Collegiate Institute efficiently, maintaining thoroughness in teaching, in discipline, in organization, will tax to the utmost the energies of the ablest man. To be able to conduct a Training Institute as such an institution should be conducted in Ontario, implies the devotion of so much time to the study of the philosophy of education, the best methods of teaching and management, in a word, to the science and art of pedagogics, as will leave neither room nor strength for any other service.

It is idle to say that an efficient Head Master can train teachers while going on with his own High School work. If the teacher in training can learn his profession by simple observation the setting apart of special schools as Institutes is superfluous. But if the Head Master is to give lectures on Education and School Management, if he is to stop at every step in his teaching to explain the philosophy of this method, and the ability of that, he is sacrificing both himself and his pupils. No patron of such a school will care to have his child made to serve the purpose of a patient in a hospital to a medical demonstrator of anatomy or physiology.