

trol of the matriculation examination of every college in the province. But in that examination it has long refused to acknowledge Chemistry which is taught in every secondary school in the country. It has held itself aloof from the Education Department, and has refused to accept the educational tests of the Department *pro tanto*, though they have been as rigorous as its own, and have been taken at par elsewhere, both within and outside the province.

At the root of these and other ultra-conservative notions lies the constitution of the university senate. We mean no carping criticism, nor flippant fault-finding. We aim at the true interest of higher education. But we are compelled to say that if the high school masters had had four representatives on the senate during the last ten years instead of one, if the high school inspectors had also been on the senate during the same period, and if the powers of the Convocation of her twelve hundred graduates had been something more than the shadow of a shadow, we should to-day be much nearer the solution of present difficulties. Very little pains have been taken to place the university senate in vital connection with the national system of the province, hence the Education Department and the Senate have been frequently playing at cross-purposes. Upper Canada College has had more influence in the senate than the hundred high schools, while the Education Department has been practically unrepresented.

We need not further pursue the subject. An instalment of reform is necessary to popularize the senate, to bring the national university into perfect accord with the whole national system, and enlist the wealth and talents of all her sons in her loyal service. She has done a noble work for the province in setting up a high standard of attainment which has indirectly benefited every other institution of learning in the Dominion. Her mission still lies before her, and the pecuniary means for fulfilling it will certainly be forthcoming. If the present agitation does not lead to substantial improvements we shall almost lose confidence in the ministry of pain.

NOTES AND COMMENTS.

A Committee has issued a circular to Editors, County, and Township Municipal Officers, and all patriotic Ontario Canadians, especially the descendants of U. E. Loyalists in all parts of the country inviting their co-operation in promoting the Centennial Celebration of the First Settlement of Upper Canada by the U. E. Loyalists. It is proposed to combine this demonstration with the Semi-Centennial ceremonies of Toronto to be held in June next—Thursday the 19th of June is the day set apart for this purpose in the Celebration week. All interested should communicate at once with the secretaries—George T. Denison, C. E. Ryerson, D. B. Reed, and W. Withrow.

In confirmation of our view of the proper method of beginning the teaching of History in elementary classes as expressed in our last number we find an English Inspector of Schools, writing as follows:—

"If history must be taught to children, it would be more

practical, if not more sensible, to begin with the reign of Queen Victoria, and go backwards, according to periods. About three-fourths of our children leave school under the impression that English history ceased either at the date of the battle of Hastings or at the end of the Wars of the Roses. The effort (to teach History on this plan) amounts to a *reductio ad absurdum*."

We find another of H. M. Inspectors, who has made a thorough study of Methods and is acknowledged as one of the highest authorities, putting himself on record in the following words:—

"He (the teacher) is by no means bound to follow blindly the course prescribed by the text-book. On the contrary it will be far better to fix upon the most characteristic periods, to cause them to be studied with fulness and exactness, and to reserve the chronicle of the less notable reigns until afterwards. For all the higher purposes contemplated in the study, a thorough acquaintance with the state of England in one or two of the most eventful periods is of far more value than a superficial knowledge of the entire history. The latter may be forgotten. There is no germinating power in it; it will neither grow when the pupil carries it with him into the world of books, and of news, and of conversation; nor furnish material for reflection in solitary hours. But the former serves as a nucleus for future acquirement. A learner who has been led to pay special attention to one period and to master all its *differentia*, carries away with him from school not only a fund of knowledge which will hold together and retain its place in the mind, but also right notions of what historical investigation really is, and of the manner in which the annals of a period should hereafter be studied. In short, . . . a taste for historical reading, . . . both the power and the disposition to study the subject systematically for himself. . . . is far more likely to be obtained by judiciously selecting and dwelling on the important epochs than by the ordinary routine method."

Down with the ancient Britons, away with genealogies and lists of sovereigns, bury the skeleton theory, the bird's-eye view hypothesis, and the great land-mark doctrine in one grave. Let us begin to teach history by teaching *history*. We ask those who do not see the matter in this light to solve the conundrums—Why did the University and the Education Department abandon the bird's-eye plan of teaching English Literature? Why would it be impossible now to persuade them to go back to the good old plan?

We take the following from an exchange:—

"A school teacher at Irkulsh, named Neoustroieff, was recently thrown into prison for alleged manifestations of sympathy with political exiles, and for disseminating political ideas among his pupils. The prison was visited by General Anoutchine, Governor-general of Eastern Siberia, who had Neoustroieff brought before him and upbraided for his imprudent conduct in very forcible language. Neoustroieff, enraged at this, struck the Governor in the face, before he could be prevented by the warders. The Governor-general had the man tried and shot within twenty-four hours. Certainly, we cannot regard Russia as an educational paradise, if this is a fair specimen of the way in which teachers are treated."

What would the Russians do with Ontario teachers who often take the stump during election contests? Imagination folds her wearied pinions without reaching the conception.

An assistant master in London has discovered a new way of using the strap. He was summoned before the Thames Police