

THE SCHOOL SYSTEM OF
ONTARIO.

THIS is not a panegyric. For panegyrics on the above subject our readers are respectfully referred to recent speeches by the Hon. the Minister of Education both in the House and out of it and to the utterances of many other lights in the same solar system. Far be it from us to speak with undue harshness about the failings and demerits of the educational system of our province, but it is surely a sad mistake to go on infusing ourselves with self and vain conceit, when there are errors to be corrected, and abuses to be reformed. The remedy lies not in shutting one's eyes to these, and folding the hands complacently while our ears are filled with the sound of a pleasant voice, assuring us of our own greatness and infallibility, of our superiority to our neighbours, especially to the Mother Country, and of our success and glory in that most important duty of the nation—the education of the young. If any man speak a word against the public schools, let him die the death, let him speedily be destroyed and that without mercy.

Let such an one never attempt to run for School Trustee, Councilman or Alderman, Reeve or Mayor. Let him never aspire to a place at the National Council. For why? He is *not popular*. But let the man who would be all this and more take every opportunity of parading before his audience captivating statistics about everybody being educated in everything (our readers are requested to remember that morality and common honesty are not included and therefore are out of fashion; neither are they popular).

Let him tell them about the large number of males and females being educated to despise the mothers who bore them and the fathers who have toiled and striven for them—educated

through the self-sacrificing love of their parents to be spoiled for taking up their parents' work and to be useless for anything else.

A plain and thorough education, simple and unpretentious, useful and practical, is what we in Ontario need.

Bankers tell us that boys who apply for bank clerkships cannot add correctly. Merchants say they cannot write decently. Parents say they cannot read well. Then what in the name of common sense *can* they do? And if more time were spent on these necessary and useful subjects and they were thoroughly learned, even to the omission of some of the subjects which are not necessary, then our educational system would be more deserving of the confidence and support of the people.

TWO BRITISH BOOKS.

PROBLEMS OF GREATER BRITAIN. By the Right Hon. Sir Charles Wentworth Dilke, Bart., Author of "Greater Britain." "The British Army," &c., With maps. London and New York: Macmillan & Co. *Eccle! Ego et pueri mei quos dedit mihi Dominus.*

THE COLONIAL YEAR BOOK, for the year 1890. By A. J. R. Trendell, C.M.G., of the Inner Temple, Barrister at Law. With Introduction by J. R. Seeley, M.A., Regius Professor of Modern History, in the University of Cambridge. London: Sampson Low, Marston, Searle and Rivington, Limited.

THE time has come when books like these are sought for, and appreciated—nay, when they are eagerly welcomed, and the heart of Canadian and Australian and South African, will fill with pride and pleasure as he opens the last parcel of books "from home" and finds the two most striking and attractive—those which we have named above—devoted entirely to the liberal and patriotic consideration of all the interests and affairs of Great Britain, and her great family of children beyond the seas.