

dollars recently made to it by Mrs. Fiske. By the provisions of its charter, the university is limited strictly to the possession of \$3,000,000 in property of all kinds. The court holds that the property of the university had already exceeded this amount by a small sum when Mrs. Fiske's will was made, and that it could not therefore receive the specific legacy of \$290,000 or become the residuary legatee, as provided in the will. There may be good reasons why an institution of this kind should not be permitted to receive and hold an unlimited amount of landed property, but why its capital should be arbitrarily restricted in such fashion it is hard to understand.

SPEAKING of the English schools, Professor McAlister, an American educator, says that the science instruction has taken the place of the object lessons, which still survive in American schools. The teachers who give the science lessons are required to hold special certificates, and in the higher standards the boys pursue laboratory work in chemistry. The memorizing of words and facts aside from experiments is almost wholly unknown. It will be a good day for Canadian public education when similar lessons in science take the place of much of the routine work in grammar, and some other subjects which now make up so large a part of the public school courses. We should like to hear from some of those who know, how much is now being done in the average county, or village, or city school, to cultivate the perceptive faculties of the children, and to train them to that habit of accurate observation upon which success and usefulness in life so largely depend.

THE subject of school discipline continues to be discussed in England. Head-masters who flog pupils are not infrequently prosecuted by parents, and in some cases heavy fines are inflicted. To those who believe, as many Englishmen, and a few Canadians and Americans yet do, that corporal punishment is necessary to discipline, it seems intolerable that masters should be punished for "doing their duty." An LL.D., and the Earl of Meath, have written strong letters to the *Times* on the subject, the latter offering to pay a part of a fine recently inflicted, and proposing that some concerted action be taken for the protection of teachers in "the performance of their duty." The actions of the magistrates complained of probably shows a drift of public sentiment which teachers would do well to note. Every teacher should be glad to have it understood that flogging is no part of his duty. It can scarcely be a congenial task, or one whose performance tends to elevate the profession.

AN interesting incident in connection with Toronto University was the presentation of an elegant easy chair by the students in the department of metaphysics, to Professor Young, on the occasion of his seventieth birthday. In the address which accompanied the presentation

the following high, but well-merited compliment, was paid the venerated Professor:—"A study, which in the hands of many would be dull and uninteresting, becomes under your Promethean touch, all instinct with life. Your own burning enthusiasm and zeal kindle as nothing else could do a corresponding enthusiasm in your students." The address concluded with the following clause, which we have no doubt is a perfectly sincere expression of the estimation in which Dr. Young is held by his students, past and present:—"We ask you to accept the chair as a memento of the occasion, as an expression, however inadequate, of our esteem, reverence and affection, and as a memorial of the halcyon days we have spent in the lecture-room under our guide, philosopher and friend."

SIR JOHN LUBBOCK, in a recent address, remarked that it was extraordinary to look back now on the affectation of the last century about "blue stockings." Every one now recognized that education was as good and as necessary for girls as for boys. No, Sir John, not every one. We do not know how it is in England—rather we do know pretty well that it would still be easy to find regiments of the old fogies in England—but in Canada, enlightened, free Canada, we could point you to men of education and intelligence, who do not believe in any education worthy of the name for women. They are terribly afraid that education will destroy the modesty, delicacy, and refinement of the female nature. Such persons need to be told, though it is vain to tell them, as the Archbishop of Canterbury did his hearers on the occasion above referred to, the elementary truth, that "Ignorance is not a great civilizer or refiner; but, on the contrary, whatever delicacy and reserve there was in women is drawn from beautiful and cultivated intellects, and the greater the cultivation and refinement the more they would see come out those particular properties and qualities which all mankind had loved in woman from the beginning."

A LOCAL journal says that at the recent meeting of the West Grey Teachers' Association, Dr. McLellan, Government Inspector of Model Schools, gave the following as a sample of some of the examination papers set by Departmental examiners:—

"Hi diddle, diddle, the cat and the fiddle,
The cow jumped over the moon."

1. Define *Hi*, and give its etymology.
2. Give force of *diddle*.
3. Account for the prowling of the cat around the fiddle.
4. What breed of cow?
5. What was the probable cost of beef at the time?
6. There are two readings: "The cat on the fiddle," and "the cat and the fiddle." Which do you prefer, and why?
7. What platform did the cow jump from?
8. What was the probable psychological state of the man in the moon?

As a specimen of destructive criticism this is good. The irony is fine and keen. The trouble is that the sword is many-edged, and seems to cut in every direction. Dr. McLellan does not,

probably, mean to condemn all examinations. We cannot think he would have the Departmental examiners return to the old style of questions, such as were in vogue some years ago. If, now, he would but give us a set of model questions on the above, or some other extract, showing the kind of information which may be properly sought for in an examination, he might lift some of us out of the pit of perplexity into which he has cast us.

Educational Thought.

A GOOD education is that which gives to the body and to the soul all the beauty and all the perfection of which they are capable.—*Plato*.

FOR every purpose, whether for action or speculation, I hold that quality to be the most valuable which it is quite within our own power to acquire, and which Nature, unassisted, never yet gave to any man—I mean a perfectly accurate habit of thought and expression. Such is, as far as I can see, one of the very rarest acquirements.—*Lord Stanley*.

By a right character I mean one that would make a man a vital co-operative force in all that would tend to build up society and to aid in the onward movement of the moral government of God. Character transcends knowledge. Knowledge is instrumental, character is directive. Knowledge teaches us how to do, character determines what we will do. It is a man's deepest love, and will determine his ultimate destiny. Hence the highest form of benevolence in seeking to improve character. This is the object of missions. This was the object of Christ. His coming was a testimony to the value of character. He who appreciates this value clearly, and devotes himself with energy and self-denial to its improvement in himself and others, is the highest style of man, and the institution that does the most for character will do most for the individual and for the country.—*Mark Hopkins*.

MOST children are endowed with a fair degree of native energy that manifests itself, among other ways, in a curiosity that leads them to investigate nature and to seek information from their companions. When properly nourished, this curiosity is sufficient to ensure to them a full development of their powers and a large acquisition of knowledge. Too often, however, by neglect or false methods, this divine gift of curiosity is stifled. A recent writer, alluding to his seventeen years' experience as a professor in one of our oldest colleges, says: "I am more and more impressed, and often sadly impressed, with the failure on the part of college students to manifest that intellectual curiosity, and to put themselves in that mental attitude, that shall make their studies truly educating to them."—*Thos. J. Morgan, in Education*.

THE mind is stimulated to action by the presence of real things in nature and art. The natural phenomena appeal strongly to the child's curiosity; but the mystery of nature is too profound, the difficulty of understanding its laws is too great for the unaided student. The child of nature is always a child. No man, or generation of men, left to itself, would or could make much progress in the conquest of the secrets of the universe. It is the accumulated knowledge and wisdom of the ages, increased little by little, and taught by one generation to another, that is man's heritage. The teacher initiates the student into these mysteries, gives him the key to this great treasure house, enthrones him as ruler over nature's great forces, and teaches him how to subject them to his own uses. To leave him to his unaided efforts is to doom him to failure and consign him to despair. To attempt to lay upon him, ready made, the accumulation of science and the formulas of philosophy is to crush him with riches. The teacher is to put him into right relation with the world about him and that greater world within him, and by hint, suggestion, and question, lead him to put forth all his powers of observation, introspection, and thought, until he comes to self-conscious freedom and to the mastery of his surroundings.—*Thos. J. Morgan, in Education*.