

he has his heart's desire, he is like a Mr. Dick without his King Charles's head. So he turns and reads the training authorities of Oxford and Cambridge. Their certificates are worthless; the subjects for which they are given cannot be tested; the lecturers are sophists or sciolists; the examiners men of straw; "and the consequence is that no men of any merit ever compete for them." The only rule for teachers is that which Mr. Page himself has followed — *docendo discimus*. This is like the old pedagogue who boasted: "I began to teach when I was a raw lad of sixteen who knew next to nothing, and I've done nothing but teach for the last fifty years." To speak of the Headmaster of Haileybury as "a man of no merit," and of Mr. Bell of Marlborough, and Mr. Arthur Sidgwick, the Oxford examiner in teaching for this year, as not "recognized authorities," seems to us somewhat immodest—to use no harsher word.

Dr. I. C. Cameron, of Montreal, addressed the McGill Medical Faculty to the following effect, much as an educationist might address an audience of teachers. In the practice of medicine personality and individuality are both important qualities. Of the two individuality is the more important. Personality not backed by solid worth may charm for a time, but sooner or later shallowness will be found out. The personal factor played an important part in the practice of medicine in the individuality of the patient and in the individuality and personality of the physician. Skill in medical practice did not consist only in diagnosis and prescribing medicine. Human nature must be studied as well as medicine. The man who learns to estimate the personal factor in his patients will never become the blind slave of routine. The manner and appearance of prominent physicians

were alluded to. It was important for medical men to have reliance and self-control. It was better by far to err on the side of saying too little than of saying too much. In conclusion, a tribute was paid to past eminent laborers in McGill's Faculty of Medicine, and a brief reference made to the life work of each.

What will our friends in the Province of Quebec think when they hear of such condemnation as this all the way from Great Britain? "We hold," says a contemporary, "that payment by results are as vicious in secondary education as it is now universally acknowledged to be in primary. Grants made to schools on the general report of inspection, though there are objections to this, would be infinitely preferable."

The Quebec Educational Bill has been reintroduced and will no doubt pass both houses. There is nothing in it which differs very much from the old Act. As the Hon. Mr. Robidoux said in introducing the bill:

The true principle of the bill was to improve our educational system in this province. The present bill was, in its broad lines, the same as that presented last session. There were certain additions and certain amendments, which affected rather the operation of the law than its bases. There were certain changes in respect of appeals; the teaching of agricultural and mechanical drawing would be compulsory, instead of merely optional. Books would be free in primary schools without any change in the present mode of selection. The Council of Public Instruction would continue to exist as it had existed heretofore; the Superintendent of Public Instruction would continue to exist.

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