

pleasure in that work, and to prosecute it in an atmosphere healthy, moral, and inspiring. The "Intermediate," as at present worked, it is clear, cannot retain its place in the machinery of the Department without demoralizing every High School and Institute in the Province, wearying and disgusting the whole body of masters, and deflecting education from the aims and ends which ought to be the goal of its ambition. We trust, therefore, that the survey of the question, and the practical remedies suggested in the article in our columns, will receive the favour they deserve, and effect such changes as, in the highest and most lasting interests of education, have become the imperative demand of the profession and the hour.

CUPID IN THE SCHOOL-ROOM.

ELSEWHERE in our columns a young lady correspondent of the New York *Nation* narrates her experience as a teacher in endeavouring to win and retain the attention and interest of her pupils during school hours, but which seems to have been defeated by that arch-conspirator, Cupid, in his having kindled the flame of an "absorbing passion" in the breasts of her young charges, and thus distracted their thoughts from the dreary, didactic work of the school-room. Her story, which is capitally told, will no doubt interest our readers, and perhaps serve to elicit similar experience, if it is also the case with us in Canada that our young people when brought together in school life are given to the gallantries described by the correspondent of the *Nation*, and if these seriously interfere with the education which, but for the process of unlovely cramming that is ever going on, they are supposed to be diligently acquiring. We do not wish to commit ourselves altogether to the notion that the emotional nature of our youth is to be utterly dwarfed and repressed, and that flesh and blood are to be dried up into a basket of chips or a quarter of pemmican. We have a pleasing recollection of little innocent amours of our own connected with the early days of our school life, which we cannot but

think promoted diligence, and inspired a healthful rivalry and an ambition to stand well in the eyes of our fair one. A grave historical writer tells us that China is a country where "the roses have no scent and the women no petticoats." It is just possible that a severe prudery may do as much harm as a laxity of morals, and that our school children may be taught to be insufferable prigs, destitute of any grace of life or loveliness of heart. At the same time, it behoves us to be circumspect and watchful, and while taking care that we do not compress the young fresh natures into a too narrow mould, see that nothing is allowed to be developed of a noxious character. There is much truth in what the writer has to say of the harm that one "knowing" child can do in instructing a dozen innocent children in matters concerning which they should remain in perfect ignorance. This requires little comment, save the practical one, of the necessity in our schools of an abundant supply of wise, capable, and reverent teachers, knowing something of the world and of human nature, and possessed of the gift of winning the love and confidence of childhood. Something might also be done in increasing the attractions of our Readers and Text-books, so that children may not be repelled from them and their school studies to get their natural, innocent delights in indulging in mawkish sentimentality or in intercourse with questionable associates.

EDUCATION IN MANITOBA.

WHILE the attention of the Dominion is at present being called to the lusty young Province of Manitoba, and to the great future before it in a material sense, it is gratifying to find that those who have charge of its educational interests are astir in the matter of devising "more liberal things" for the intellectual wants of the new and rapidly growing community. Most favourable as are the conditions of physical life in the North-West, it is the design of the authorities, also, that the mental status of its people shall not fall below the intellectual plane of the older