

The Young Liberals have met and adjourned without committing themselves to anything very revolutionary after all. Some of their resolutions are, however, significant and far-reaching. In particular those claiming for Canada the right to make her own Commercial treaties and to remodel her own Constitution, without reference to the Mother land, fall little if at all, short of a veiled demand for independence, though perhaps not so intended. Two things suggested by the Convention seem especially worthy of note, as signs of the times. The one is the coming to the front of the Canadian born youths as a growing force which must hereafter be taken into the account, and which will at an early day become a dominant factor in Canadian politics; the other is the perfect freedom and boldness with which even such "rebel" doctrines as independence or annexation may be discussed. On both these facts the country may be congratulated whatever the outcome may be.

The School.

In response to numerous requests we have made inquiries as to the probable date at which the Tablets for the new Ontario Readers will be ready. We are informed that they will be ready in about ten days.

The new "Regulations" prescribe that Friday afternoon in the Public Schools shall be devoted to "exercises tending to relieve the usual routine of the school-room, while promoting the mental and moral culture of the pupils." We congratulate teachers on the permission thus given to escape for a little time once a week from the grip of the machine and to follow the promptings of their own individuality. To the true teacher this will be a golden opportunity. To the pupils of such a teacher it will be the most profitable as well as to the most delightful hour of the week. In order to improve it properly the teacher will find special preparation necessary. Readings and recitations should be carefully chosen with a view to their effect upon mind, taste and character. After a week or two, when our columns are somewhat relieved from the pressure of special matter, we shall aim to give each week a Friday Afternoon Department, containing suitable extracts for recitation, and interesting and instructive things to tell the pupils, &c. What opportunity for character building, is given to the man or woman of culture, and of intellectual and moral power, in the exclusive attention of a score or two of children for two hours every week. Impressions deep as the child nature and lasting as its life should be made.

Edward Everett Hale has been giving advice to brain-workers. It is no doubt good and may work well in another state of being where the days are laid out on a larger scale. Here it seems slightly impracticable. For instance, "Avoid all intricate study of any kind for six hours before going to bed." Why did he not add "and for the same number of hours after getting up, and before and after each meal"? To those who have to earn their bread by brain work his system might have one advantage. One would not have to follow it long in this hard,

matter of fact world in order to make sure of his translation on an empty stomach to the next sphere, where he might, perhaps, give it a fairer trial, in the absence of bread-and-butter conditions.

We read somewhere the other day, a remark made in reference to a certain distinguished teacher by one of his pupils, to the effect that he was the only teacher who ever "tried to make a man of him." The remark contains a very valuable suggestion. Every earnest teacher is trying to make something out of his pupils. Some are trying to make students, some scholars, many, we fear, are trying to make parrots, secure of good "passes," or of honors and prizes at some future examination. How many are really trying first of all, and above all, to make men and women of their pupils? The country needs students and scholars and clever professional men and tradesmen. But it needs far more upright, noble, high-souled men and women—men and women who dare to speak the truth and do the right under all circumstances. We can never have too many of these. Teachers have more to do than any others except parents with making such. And then, these men and women are the very ones who are most likely to make good students, scholars, merchants and manufacturers.

We have occasional inquiries about the promised history primer. We had hoped the Minister of Education was growing wiser by experience and had abandoned the idea of having history, like drawing and some other subjects, cut and made up to measure. Recent intelligence, however, makes us fear that the unphilosophical project was only postponed, not abandoned. We hear that two of these books are, so to speak, on the stocks, and that the skeletons, one for the Public and another for the High Schools, will shortly be launched. We say "skeletons" advisedly, for it is impossible, changing the figure, that such productions can be clothed with any decent covering of flesh and blood, and not all the autocratic power of the Education Department could breathe a breath of life into them. Surely civilization advances slowly if the days of history primers are not numbered. But we forget. The history primer is quite in keeping with departmental text-book making. They are rightly synchronous, but both a little out of date. Their true place is much nearer the middle ages.

Chicago *Intelligence* says:

"The children should be taught and trained to be prompt, to be truthful, to be honorable in their conduct in school and on the play ground, to be just in the expression of an opinion of a topic or person."

All good and necessary, but we quote mainly to call attention to the last clause. How few children or adults know how to be just in forming or expressing an opinion on a subject or a person. Is it too much to say "at nine-tenths of all our expressed opinions are the offspring of either educational or personal prejudice. A large percentage of our most cherished opinions are heirlooms handed down to us, haphazard guesses, or prejudice-begotten sentiments. What a revolution would be wrought in both creeds and customs of the next generation if all the children could be taught to weigh facts dispassion-