

There is a grand opportunity for wealthy philanthropists who wish to confer lasting benefit upon their country. The man, or men who will found, in Toronto, a well equipped Ladies' University College, on the principle of Girton or the Harvard annex, will deserve well, not only of his own but of all coming generations.

The resignation of Mr. D. H. Hunter, B.A., of the head-mastership of the Waterdown High School, to accept that of the Woodstock Collegiate Institute, calls for more than a passing notice. Mr. Hunter, during a connection of some eight or nine years with the institution he now leaves, has earned for himself a place in the front rank of teachers in Ontario. Under his management the Waterdown High School has steadily risen until it is justly regarded as one of the best institutions of the kind in the Dominion. Mr. Hunter stands high in the esteem of the people in Waterdown and is beloved by his pupils. Many will regret his departure, but all will be glad to know that the change means his promotion to a wider sphere of usefulness and one in which he will have a better field for the exercise of his abilities as an educator.

Editorial.

TORONTO UNIVERSITY CURRICULUM.

Every change made in the Entrance Examination of the Provincial University is a matter of deep interest to the collegiate institutes, the high schools, and even the public schools of the Province. Just now the University curriculum is under going revision, and as it will be fixed for five years after adoption it is well for teachers to see in what direction the alterations tend.

In classics it is proposed to encourage practical work in translation, and to insist as far as possible on a more thorough and intelligent acquaintance with grammar. The examination in Latin Prose will be based, for pass work, on a portion of Bradley's edition of Arnold's work, which will afford a fairer test of the candidate's real attainments than the usual practice does. For honor work at matriculation the texts selected are to some extent identical with those selected for pass work in the first year, thus facilitating the classification of pupils in schools which attempt first year work. The increased importance attached to sight translation, even with the aid of the dictionary thrown in, will tend to discourage rote work, which has lately been driving all conscientious translation out of our schools and colleges.

The mathematical requirements of the curriculum remain unchanged, but there will probably be introduced under the head of science some optional work in applied mathematics, such as high school masters and pupils have long been familiar with under the title of natural philosophy. The other optional subjects in the same class will be chemistry and botany, each candidate being allowed to obtain marks in only one of the three. For even this modicum of recognition those schools which under adverse circumstances cultivate natural science will be thankful.

The requirements in history and geography remain unchanged, but a note in the new curriculum indicates that the prescribed period in English history is intended to cover also the histories of the colonies. This is the response to the high school masters' request to have Canadian history placed in the curriculum, and in the hands of judicious examiners it may serve the purpose. It would have been as well, however, to have Canadian history specifically.

In French and German an attempt has been made to give a better practical direction to school work by requiring candidates for honors at matriculation and for first year pass to write passages from dictation. Practice of this kind will educate the pupils in the phonetics of the language taught, and will prepare them for acquiring at a later stage some facility in conversation. The honor work for matriculation has been made identical with the pass work of the first year for the purpose of simplifying classification in the schools.

The most important changes have been made in the department of English. For matriculation the texts for critical reading are changed annually, so that even stupid examiners can hardly fail to set fair papers. The repetition of the same texts leads on the one hand to the anticipation of stock questions on the part of the teacher, and on the other to a resort on the part of the examiner to out of the way topics in order to discourage rote work. It is hoped that frequent changes of texts will minimize this growing evil. For the first time prose texts have been prescribed, and the Senate indicates a judicious use of them by specifying that they are intended solely as the basis of exercises in composition. For the first year pass a play of Shakespeare has been prescribed, so that hereafter no man will be able to complete his university career without having read at least one great English classic. It is possible that certain features of the English department may be in the opinion of some educationists capable of further improvement, but it is now much better than ever before, and five years' experience will no doubt suggest useful amendments.—*William Houston, M. A.*

OUR NEW DEPARTURE.

In submitting this specimen number of the CANADA SCHOOL JOURNAL to our patrons not many words are needed. It affords cause for mutual congratulation that the day has at length come when such an advance-step may be made with comparative safety. It is for our readers, no less than for us, to say what measure of success shall attend the venture. The true success of the JOURNAL will depend as much upon the hearty co-operation, not only of members of the teaching profession, but of all who are interested—as who is not?—in the great work of national education, as upon the energy and ability of editors and publishers. The latter are resolved to spare neither toil nor expense to make the CANADA SCHOOL JOURNAL, more and more an efficient and powerful organ of the guild of Canadian teachers. May they not confidently reckon upon the active sympathy and substantial aid of the former?