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THE PRAYER OF SOCRATES.

Grant, O Olympian gods supreme,
Not my wish, and not my dream;
Grant me neither gold that shines,
Nor ruddy copper in the mines,
Nor power to wield the tyrant's rod
And be a fool and seem a god,
Nor precious robe with jewelled fringe
Splendid with sea-born purple tinge,
Nor silken vest on downy pillow,
Nor hammock hard on heaving billow;
But give all goodly things that be
Good for the whole and best for me.
My thoughts are foolish, blind and crude;
Thou only knowest what is good.

—JOHN STUART BLACKIE.

NOTES.

IN the year 1817 Berzelius discovered a new element, whose weight is about four times that of water, its color reddish brown, changing on exposure to a leaden gray. To this element, which is found associated with sulphur, has been given the name Selenium. It possesses metallic lustre, and is brittle, though easily cut or scratched. About ten years ago a peculiar

discovery was made in connection with this element. When cooled slowly from a state of fusion it becomes a conductor of electricity. Its power of conducting electricity is greater when exposed to sunlight than when in the dark, or the darkness renders greater its power to retard the passage of an electrical current. Prof. A. Graham Bell, the telephone experimenter, has made use of this property in the construction of his telephote, or radiophone, by which he is able to make use of a *ray of light* instead of a metallic wire for sending the communication from telephone to telephone. Other attempts have been made to use this element in the transmission of photographs and outline sketches, but complete success has not yet crowned the efforts.

A TRAVELLER in Egypt describes a Mohammedan university at Cairo as being 900 years older than Oxford, and still flourishing as in the palmy days of the Arabian conquest. There were to be seen two acres of turbans assembled in a vast inclosure without floor, except the pavement, and with a roof supported by 400 columns. Some 10,000 students are said to be receiving instruction here, preparing to go out as missionaries of the Moslem faith.

C. C. CONVERSE makes a plea in *The Critic and Good Literature* for a new pronoun in the English language. He suggests the word *thon* (that one), to be used in the singular number and common gender, as follows: If Mr. or Mrs. A. visits me, I shall welcome *thon*. Each excused the other and blamed *thon*. The horse and the young lady on his back were equally frightened, and each looked out for *thon*. This newly-coined word would obviate all difficulty in regard to the troublesome himself, herself and itself, when speaking of different genders.

KINOGAMASINOTASAGAMASING.—There it is in type befitting its appellation. No, it is not a scientific term forged from the brain of some pedant. The scientific pedant, shortly before he

died, left as his epitaph *Diammoniumpentranitrodiazomidomonoxyhomofluorescein*, *auhydroorthochloroberzornetamidoparatoluids*, and also *Tetramethyldiamiododiphenylanienezincochloride*. The latter, we may add parenthetically, is concocted from the coloring matter of saffron. But we wander away from Kino . . . sing. We have a grudge against the Indian, or tribe, that had the audacity to hand down to posterity, this time-begrudging posterity, a name of such proportions. Would you see Kino? It is a lovely lake, twenty-four miles in length, situated about one hundred miles north of Lake Huron, near Pagamasing, which is forty miles east of Bishkootasing, which is forty miles east of Wakamagamsing, which is forty miles east of Annotowagama, which is five miles east of Kebsqurshesing, which is eight miles east of Kawnemeksenska, which is fourteen miles east of Maqueshquanda, which is twenty-three miles east of Ogawnsiwi, which is seventeen miles east of Michipicoten, which is on the C. P. R., Lake Superior. Kino-etcetera, bear up; this is the age of shortages: to the dogs, coats, and banks we will add names, and after the abscission of your caudal appendage, you will doubtless long proclaim yourself as Kinosing, or even modest Kino.

THE CHILDHOOD OF THE WORLD. By Edward Clodd. No. 60 of the "Humboldt Library of Science." Price 15 cents. J. Fitzgerald, Publisher, 20 Lafayette Place, New York City.

"The Childhood of the World" is a simple, lucid account of the origin and development of civilization, tracing the rise and progress of governmental institutions, religion, manners and customs, arts and sciences, from the earliest periods of the history of man and the earth, in the light of modern scientific research. The fruits of the labors of Tylor, Lubbock, Max Muller, and other great scholars, are presented in a form so attractive as to command the attention even of the most listless reader.

IN MEMORIAM.

TRULY death is no respecter of persons, and no earthly position is exempt from his calls. But a few months have passed since, with deep sorrow of heart, we noticed the death of our friend and brother, Pilkey, in the bloom of early life and amid bright prospects for the future. Now it becomes our painful duty to chronicle the death of Rev. L. W. Crews, B.A., one of the charter members of the Science Association. At the mention of his name, pleasant thoughts of the past will arise in the minds of those who knew him. Both faculty and alumni will feel that one has departed who was worthy of their most profound respect. None can recall anything coarse, or vulgar, or unkind, to mar his memory. All will think of him as a refined and genial spirit, a pleasant companion, a noble and true friend. Well said one in writing to his sorrowing father, "I sympathize with you in your loss, but I congratulate you on having such a son to lose." Among the learned he was known as a man of full and accurate knowledge, rich and mature thought, clear and concise expression, embellished by a beautiful delivery. In his daily life he was a model of system, the very essence of regularity, a "faithful steward of the manifold gifts and blessings of God." His tender faithfulness as a son was surpassed only by his thoughtful devotion as a husband. His hospitable home lacked no charm. Even when his mind was beclouded by the consuming disease, his genial disposition was not obscured. As he fancied himself meeting with old friends, he would extend the same lively grasp and warm tones of welcome which many well remember.

His bright record as a student dates from his boyhood, and was a source of increasing delight to his parents as well as a means of strength and encouragement to his younger brothers. After a very successful and creditable course of study he received his degree in 1877, and went out into life's battle attended by the highest respect and brightest expectations of

all who knew him. Thoroughly equipped and industrious as he was, his advancement was only a matter of time. But "my thoughts are not your thoughts, neither are your ways my ways, saith the Lord." While friends and relations are rejoicing over the bright prospects opening up before cultured and vigorous manhood, the "mansion" draws to completion and the messenger arrives. We are sad. We are disappointed. But in prospect of a glorious meeting in the future, we say farewell, brother! Our loss is thy gain!

His illness was not long. Early in September he felt, he thought, fatigued, but soon showed symptoms of typhoid fever. Notwithstanding every assistance that the kindest of friends and the best of medical skill could suggest, he sank gradually and passed away on the 19th ult., in the 33rd year of his age and 10th of his ministry. His funeral obsequies were conducted by Rev. Dr. Ryckman, in the presence of weeping multitudes.

We extend our warmest sympathies to his sorrowing relatives, and especially to his parents and his widowed companion.

F. A. C.

POLITICAL PARTYISM.

Our Canadian Government might be said to be a combination of the Monarchical with the Republican form. While it has a nominal head, standing above and independent of the voices of the people, its legislation is entirely controlled by the principle of popular representation. Indeed, the regal representative occupies a position similar to that occupied by the head of the *Taenia Solium*, viz.: a connecting link between an independent, self-supporting, state life and a superior body politic. While this Government has most of the advantages and few of the evils of the Monarchy, it has also to bear the responsibility of its Republican principles; and just at this point the peculiar duties of the young Canadian citizen invite careful reflection.

It may be observed as a matter of history that, under Governments of this character, questions affecting the interests of the

citizen are not first agitated by the citizen himself, but by certain leaders or agitators, whom we shall for convenience call statesmen. It is not as a rule the artizan who first calls the attention of the Legislature to the fact that some mal-adjustment of the tariff is working against his interests; nor the farmer who first notices that some international change might effect to improve his markets. It is not from the masses that the cry comes for an improvement in the general educational system; nor is it from the rustic settler that we hear the appeal to know which side of his farm shall be bounded by the provincial limit. These questions are almost invariably mooted at headquarters. It is the sphere of the statesman to anticipate the wants of the citizen, and so to calculate from his carefully collected data the intricate relations of causes and effects as to arrive at the best means of supplying these wants. It is his duty, moreover, so to present the result of his researches and the outline of his plans to the voting citizen as to secure his approval and sanction. The sphere of the true and honest statesman is therefore one of great honor to himself and of incalculable value to the citizen. But as among other classes, so among statesmen, are to be found individuals whose principles are not strictly true, and whose actions are not always free from selfish or impure motives. As a result, questions are sometimes brought before the people which are of greatly exaggerated, or at times of altogether imaginary, importance; and the statesman who can best succeed in persuading the voters of his clear insight, sound judgment, and honest intentions, is, or ought to be, the successful candidate for their suffrages.

It is evident that, under a Legislature based upon these principles, a heavy responsibility rests upon the voter, for he is the real arbiter of all state questions. Therefore, the progress of the nation, as well as the purity of her morals, demands the most deliberate and unbiassed action on the part of the elector. But instead of this we have to a painful extent the most curious burlesque on moral and independent action. We might safely say that the decisions of the voter, upon which so much de-

pends, are in a vast majority of cases arrived at by some settled party prejudice. The citizen becomes a voter in early life, and through some personal influence or momentary impulse begins to vote on one side or with one political party. As he continues to cast his vote from time to time on that side, his prejudices become stronger and stronger, until change is out of the question. Yet perhaps from the first till now he could scarcely give any intelligent reason why he is on that particular side. And perhaps more disastrous still is this chronic party prejudice when it extends a step farther and becomes a matter of heredity. And here is its discouraging feature. At the present time great efforts are being put forth to impress the youth with strong principles of morality, and we are wont to indulge the hope that when the Sabbath-school boys of any given day grow to manhood we shall have strong moral men and independent voters. But, alas for our country! When they reach the voting age they seem to be suddenly seized by the same unaccountable prejudice that for years had held and controlled their fathers. Questions of morality are set at naught, and party prejudice becomes paramount. Moral principle, religious associations, early instruction, and even the tenderest ties of friendship, prove no barrier to this strange relapse. Now, while it would be entirely out of place to say a word in discouragement of filial fidelity, yet it is certainly unfortunate that because a man's father or grandfather made his civil *debut* on a given side of the political fence, he must forfeit his right to independent action, silence his conscience on all moral questions, and vote with his party through thick and thin.

Now, some may say time will work its remedy in all these matters. It would be more correct to say that time, or rather Providence, will reserve the result till men do their duty. Let the pulpit not fear to teach in plain language the general principles underlying the duties and responsibilities of the individual. Let a place be made in the curricula of the Public Schools for a primary course in political ethics. Let moralists agitators, and instructors in general say less about party and do

more to wake up society to the fact that important moral principles underlie our every political action, and that all is not told in relation to the voter and his duties when we have mentioned the particular side of the political house on which he happened to be born.

FAC.

ENGLISH, 1879—1884.

REFERENCE is made elsewhere (*Nova Victoria*) to the fact that the curriculum of Victoria has of late been much increased and improved, owing to the efforts of the Faculty. The additional work thus laid upon the professors can be appreciated only by those who know something of the cares of teaching, examining, and preparation. We would here, in order to make good the statement referred to, draw a comparison between the two years 1879 and 1884, and at present in only one department, that of English and History. These two, which are of course inseparable, have been set apart in a very thorough and valuable department of both pass and honor work. We have arranged the work as far as possible in the order in which it occurs in the calendars.

English and History of 1879:—

Rhetoric, English Composition, English Literature.
Selections from Bacon and Addison.
Hamlet and Merchant of Venice (elective).
Selections from Chaucer, Spenser, Pope, Wordsworth (honors).
Four Essays (honors).
Gibbon's Rome, Macaulay, Vol. I. (honors).
Guizot's History of Civilization (honors).

English and History of 1884:—

Rhetoric and Composition.
Macaulay's Milton and Johnson.
Scott's Lay of the Last Minstrel.
Bacon's Essays, Trench (two works).
Merchant of Venice, Hamlet, King Lear, The Tempest.
Macbeth, As You Like It.
English Men of Letters (Cowper and Shelley).

English Literature (Welsh).
Fairy Queen, Book I., Annus Mirabilis, Essay on Man.
Excursion I., II. and III., Wordsworth's Odes.
Stedman's Victorian Poets.
Chaucer's Prologue and Knight's Tale.
Comus, L'Allegro, Il Pensoroso, Areopagitica.
Burns (Selections), The Ancient Mariner, Task I., II. and III.
In Memoriam, Evangeline.
Molesworth's History of England.
Smith's Old and New Testament History.
Taswell-Langmead's Constitutional History.

History extends over two years, the English over four, and the thorough reading of the above will give not merely a thorough acquaintance with the choicest of English classics, but will tend to broaden and deepen the mind of the student. The study of English is becoming more popular, and the increased attention that is being given to it in the public schools will have its influence even in the university. Victoria is awakening to the fact that the mother tongue can influence and improve her sons as well as the dead tongues. To thoroughly equip this department and give the students that amount of lectures necessary for thorough study, a change or addition is required. The chair of Modern Languages and English Literature is a combination of *four*—History, English, French, German. Another professor is required *at once.* English and History can be combined, likewise French and German. The addition of another chair would add the study of Italian to the curriculum. The amount of work to be read necessitates a large amount of private reading, and hence results not a little of what is well known as cramming. We do not need to urge upon any one the benefits of the study of English. There are many wealthy men in our midst who know the great benefits of a training in this branch. Then shall it be said, that while there are those magnanimous enough to endow chairs in Theology, Natural Science, and Metaphysics, there is not one who is friend enough of the coming race and of the fathers of English thought to endow a much-needed chair in Victoria—that of English and History?

NOVA VICTORIA.

To the Alumni and Friends of Victoria:—

IT is a critical time in the history of Victoria. Every year since 1832, we know, has been more or less critical; now it is a question of life or death, and it behooves us all to know exactly where we stand and what is required of us. There is no need of mincing matters, of putting a favorable though false coloring upon the question. We are loyal to our institution, but we do not believe in doctoring reports, swelling lists, and overstraining estimates. At this juncture we need to know the truth and then to act by it. The great question of University Confederation is now the turning point in our existence, and upon it we are all taking sides. What the confederation scheme is we cannot clearly find out, and many of us are unwilling to take sides with a party whose policy is *in nubibus*. We cannot remain neutral. Some, imagining this policy to be detrimental to Victoria's progress and position, naturally take sides with Dr. Sutherland, Judge Rose, and the party who are determined upon independence in work and maintenance. Unless the Reform party soon tell us clearly and definitely what they aim at, the great body of *alumni*, from loyalty to their *alma mater*, will take up the banner of the Conservative party If the changes proposed be wise, why not proclaim them, so that all outside of the small body now cognizant of them may intelligently discuss them? Perhaps a little light from the outer circles might dispel some of the darkness and difficulties. It is rather difficult to discuss a question of this kind, about which we know so little; but perhaps we may adopt the tactics of some at the late *alumni* meeting, and thereby gain some further light.

We may class the two parties as Conservative and Reform, or as Independents and Confederates. The Independents rally to the cry of loyalty to the past. "We have gained much; let us go on. The darkest days are over. We are a rich people. Let us build up a grand, glorious, religious institution, that shall be a centre of learning and an element of power in our

Church. We have done much with little means; let us go on with renewed efforts to still greater things." These men deserve praise for their loyalty; but it is loyalty that costs little —it is a loyalty that characterizes also the other party. The Independents rally round "Old Vic.;" the Confederates rally round "New Vic." Those who shout the praises of "Old Vic." would do well to sit down and think calmly over the question. Who should feel proud of Old Vic.? The Methodist people? Well, let us see for a moment. The Church did *something*, certainly, for it: they founded it, nurtured it, gave it some money; but *the liberality has not increased in proportion with the growth of the Church.* Where the fault lies we shall not say; the men who give know better than the writer. The founders gave liberally out of their poverty: their descendants give niggardly out of their affluence. Jackson and Moore appear all the more liberal by contrast. The Methodists, the seven hundred thousand strong, were asked to contribute $15,000 to all the educational institutions this year: they gave *less than ten.* They send as many sons to graduate at Toronto as at Victoria. No! the history of Victoria is not one that reflects credit upon the generosity of the present Methodists The pride and satisfaction are the right and glory of her Faculty, who have struggled against the difficulties that the Church should have removed. Victoria has made progress, great progress—not in the number of students, which is no index to the standing of a university; not in the palatial piles, which are yet to be reared; not in the size of the Faculty, which has been lately strengthened by two able men—but in her curriculum, her work, her training. Professors at Victoria have done the work of three men each, and have done it well; have established one of the most thorough pass courses in America; have developed honor courses as thorough as possible under the circumstances, and have instilled into students the love and loyalty that is at the bottom of these movements. There, and there only, belongs the pride. These professors have reached the end of their tether, and cannot raise the institution higher without further help. If the Independents carry their point, they must look

the matter squarely in the face and remember that to *live* Victoria needs the following as a separate institution: New buildings, complete apparatus, three new professors, an increased endowment of $300,000 to $500,000, an infused spirit of loyalty among the Methodist ministry, so that Methodists will not be decoyed to McGill and Toronto. Hamilton men, who could have had Victoria long ago had they been in earnest, seem waiting for one another to take the initiative, thereby losing their grand opportunity. Toronto, to secure Victoria independent, must furnish $1,000,000, nothing less. To remain in Cobourg requires an increase of $300,000 in endowment. The lack of this money in either case means extinction, practically, in ten years. "Old Vic." must become a thing of the past, and "New Vic." be the rallying cry. Past tribulations will not build up our University. We could even afford to forget the past and start anew.

Now for the Confederates. Confederates, of course, intend confederation. As far as we can ascertain, the scheme is somewhat as follows: University College, Victoria, Trinity, Knox, Queen's, Wycliffe, St. Michael's, McMaster, and possibly other colleges, will become confederated around one common centre, or Provincial University, which will have its headquarters in the present Toronto buildings, the colleges occupying buildings in Queen's Park, adjacent. Each college, under the supervision of its own Church, will have full control over its own students in their moral and social training and in pass work. The University—a large and well-selected staff, which shall be under the control of a representative Board and Senate—will take charge of the honor work, post-graduate work, and all advanced classes. The identity of the colleges will thus be preserved, and the Churches will have an oversight of all the Faculties. The Government will be asked for assistance, and of course no opposition will be offered by those who have lately been so effective in confronting Toronto's demands. If the identity of the different colleges can be preserved, if a keen and healthy rivalry can be still continued, if the supervision over the moral standing of the upper Faculty can be

assured, why should we not throw in our support with the Confederates? But we must wait for more light: we must not commit ourselves to either party in the dark. Should the confederation scheme be carried out as favorably as some of our friends anticipate, it means something: an annual loss of $50,000 financially to Cobourg; an immense gain financially to Toronto; a new impetus given to the cause of higher education; the formation of the strongest, most promising University on the continent; the commingling of students of all sects; the prospect of a true university for Canada. To the last two points grant a moment's notice. The continuance of sect schools generates sect partyism: the confederation would bring together in daily intercourse the intelligent young men of all the denominations, thus giving rise to more liberal views, more fraternal relations, and opening up the possibility of an earlier confederation of the great sects of the Christian Churches. A university we need. We have some colleges, but for a university education our young men are now compelled to go to Europe or Baltimore. This should not be necessary, though in some respects it may be beneficial. Confederation seems to offer one solution to the problem of how to obtain a true, valuable, national university. Those who oppose the confederation or even the removal of Victoria do so out of love for Victoria and ignorance of the true scheme. Therefore, that we may know exactly where we should stand, let us not take sides until the promoters of the scheme give us full particulars. Had we time we should like to show what great progress has been made in the curriculum of Victoria; another time will suffice. One thing, then, remains certain: whether Victoria remain single, or whether she join hands with the others, a great, a magnanimous endowment must be placed at her disposal. The ways of "Old Vic." are not simply obsolescent—they are obsolete, useless, powerless. The "New Vic." must have new life, new vigor, new wealth; anything less means extinction, death. *Nova Victoria floreat.* Yours sincerely,

AN ANXIOUS ALUMNUS.

CONFEDERATION—SOME LIGHT.

SINCE receiving the communication headed "Nova Victoria," we have heard and read the views of Dr. Nelles upon University Confederation. We republish a couple of extracts from the address delivered by the Doctor at the recent opening of Victoria University:—

"I wish at this time also to make some further observations in reference to the present position and future prospects of the University. We have been pressed and flooded of late with advices and exhortations from Toronto journals, as well as from sundry graduates and officers of Toronto University, urging upon us different forms of affiliation or consolidation with that institution. Others again of our own friends tell us that we should remove to Toronto as an independent university. And others in the eastern part of the Province have been trying to initiate a scheme for the union of Victoria and Queen's; and still another suggestion has been made looking to the union of all the denominational universities. In reference to these several counsels and plans I have a few words to say. And first of all, let me remark that those who desire to see Victoria, or indeed any of the existing universities, converted into Divinity halls, are, I am sure, destined to disappointment, and might as well spare themselves the labor and us the annoyance of their counsels and exhortations. Such a transformation has never been thought of by the authorities either of Victoria University or of the Methodist Church. The distinguished chancellor of Toronto University seems to have this scheme very much at heart, and made it a prominent part of his last convocation address. But if Chancellor Blake could bring himself for a moment to look closely and fairly at the origin and history of the denominational colleges; if he would try and take in the situation as it is, and as it must be, and not as he would like to have it, he would understand the utter impracticability of converting all the other universities of Ontario into mere theological appendages to the Provincial university.

It is a little remarkable that these exhortations should be most earnestly pressed upon us at the very time when Toronto University is crying out for further State subsidies, and when, on the other hand, Trinity, Queen's, and Victoria are stronger than ever before; and at the very time also when our Baptist friends, notwithstanding their possession of an excellent theological school, and their convenient access to University College, are proposing to establish an arts college of their own, under denominational supervision, provided there can be devised some reasonable scheme of consolidation. All attempts, therefore, at unification must begin, not with this Utopian project of absorption, but with a recognition of the inadequacy of one State college to meet the public want, and recognition also of the soundness of the position and policy of the denominational colleges. . . . . The location of Victoria College, whether in Cobourg or elsewhere, will never make the slightest change in this feature of our educational work. As regards other and more feasible schemes of consolidation, I may say that they are fair and important matters for consideration. There is, I think, a general conviction in the public mind in favor of strengthening our universities by diminishing the number of them. I agree with those who believe that it will be found difficult for some years to come, to make all, or perhaps any, of the existing universities of Ontario keep pace with the growing demands of the times. The narrow range of subjects, uniformity of curriculum, and small staff of teachers, which were tolerably satisfactory when our universities were first established, will be found altogether inadequate in the future. The best universities on this continent now begin to reckon their endowments by millions, and although we cannot expect at present to vie with these richer American universities, we must not lag too far behind them. I do not attach as much value as some to what is called a uniform examination and degree, but I feel more strongly every day the need of large resources, if we would have great universities. The highest degree of efficiency in a professor pre-supposes that he

be allowed to restrict his labors to a special subject, and not be required, as in Canada, to spread himself over a field so wide, that in Oxford or Berlin the same ground would be thought enough for the services of five or six able men. And now that so many new departments and sub-departments are clamoring for attention, there is urgent necessity of increasing nearly every year the number of professors in any well-equipped university, and this implies larger and still larger endowments. In this view I think I shall be sustained by all competent judges. When that distinguished Oxford scholar, Prof. Goldwin Smith, first came to Canada, he immediately began to plead for university consolidation as a necessary step towards building up a great university. And of late he has spoken of it under the form of confederation, a term for the application of which in this direction we are also indebted to him. It is a good term, for if we are to have consolidation at all, I am convinced it must come in that shape. Confederation of all the colleges in one university implies the conservation of existing rights and privileges; it implies equality of standing in the common university, and it implies the autonomy and distinctive character of the colleges embraced in the confederation. It affords scope for variety, for wholesome competition, and for future indefinite development with the growth of the country. In addition to all these, it may be so arranged as virtually to redouble the resources now employed in higher education. Such a plan of union is of course beset with some difficulties, and it may be found impossible to secure its adoption by the universities, or its sanction by the Legislature; nor have I authority to pre-commit this university to such a measure. I can only say, speaking for myself, that I do look on it with favor, provided the scheme be fairly and wisely constructed. Some conversation has of late taken place on the subject between the Minister of Education and the representatives of the colleges, but so far with no definite result. It would, therefore, be premature for any one to speak positively as to the final issue: but, as much interest is naturally felt in regard to the scheme,

and as it has already been partially discussed in the public journals and in our annual conferences, I may here mention some of its general features as they have been outlined by those who have most fully considered the subject. And it is perhaps just as well that the public should know, at this stage, what some of us mean by confederation, that the scheme may not be confounded with something else. I may say, then, that it would involve such a reconstruction of the Provincial University as would make the institution consist, not simply of one State college, but of a group of colleges, as at Oxford and Cambridge, each college retaining its own endowment, powers of self-government, academic discipline, and staff of teachers. Each of these colleges, including University College, would give instruction in all the subjects prescribed by the Senate for the ordinary degree of Bachelor of Arts, while a separate staff, to be known as the university staff, would deal with the additional and special subjects usually taken as honor work, and whatever other work it might be deemed expedient from time to time to add in the way of original research, practical science, and post-graduate or professional studies. This university staff would be appointed and paid by the State, but on the nomination of a Board of Regents, which might, perhaps, consist of the Minister of Education, the heads of colleges, and the chancellor and vice-chancellor of the university. The Senate would prescribe the curriculum, appoint examiners, and confer the degrees. All the colleges would, of course, be equally represented on the Senate, and by means of optional or elective subjects all necessary latitude could be given in meeting religious predilections, as is now done in the case of St. Michael's College. The graduates and undergraduates of the confederating colleges would become members of the Provincial University, and while retaining their attachment to their respective colleges, would regard the national university as their common *Alma Mater*. It would, of course, be necessary for the Legislature to compensate the outlying colleges for many losses necessarily incurred in coming under the federal scheme, but

such an outlay would be more than counterbalanced by the additions made to the general funds from the private resources which the denominational colleges already possess, and which would be vastly augmented in future years.

"Whether any such measure can ever be brought about remains to be seen, but it is certainly the most plausible scheme of consolidation that has yet been suggested. It is often said that educational matters should be kept clear of party politics. Here, then, is a great educational measure, for the completion of which both political parties may patriotically unite. It is the boast of our day that the Churches are laying aside their differences and seeking to work in closer unity. Here, again, is a measure in which all Churches may combine without sacrifice of principle, and with great advantage both to education and religion. But if an amicable settlement on this basis cannot be effected, it will remain for the several universities to struggle on as before in their isolated and weaker position. The old antagonisms will in that case be perpetuated; the State University will continue to complain of lack of funds, and the denominational colleges will continue to resist the granting of further subsidies to one institution, while others are doing an equal share of the work, and doing it with growing efficiency and success. The purely secular type of higher education must not, and cannot, prevail in this land. The Christian type, along with a secular State college for those who prefer it, may be provided by means of confederation, and provided as to secure a great national university, and probably without much occasion for future legislative appropriations; for it is reasonable to suppose that the harmonious and satisfactory solution of this question would lead from time to time to large gifts and bequests both to the individual colleges and to the common university. As regards the proposed partial confederation of the denominational colleges, I need not speak further at present, as that particular plan is hardly as yet in a shape to be discussed. Should the more general confederation fail, the modified scheme may be then matter for careful consideration, but

in the meantime it may as well be allowed to rest. To my own mind one thing is clear: the denominational colleges must be sustained and strengthened, as permanent centres of liberal Christian culture for the youth of this Province. The mere power to confer degrees is a privilege which we highly value, but it is a less vital matter for the separate colleges, and might without serious loss be lodged in a common Senate, provided that Senate had fair and proper relations to all the colleges, and provided, also, that the other conditions involved in this federal scheme were fully and sacredly complied with."

COLLEGIATE INSTITUTE, COBOURG, *Sept. 12th, 1884.*

Editor V. P. Journal.

DEAR SIR,—I have read with pleasure the article in your September number on the School System of Ontario; and as you ask for suggestions, I beg to offer as a friendly criticism the following paper, which deals particularly with the proposal of your correspondent to exempt from professional training university undergraduates and graduates who may desire to qualify as High School teachers.—Yours, truly,

D. C. MCHENRY.

PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS.*

THE reasons given by the Minister of Education and his advisers for the proposed regulations touching this question are substantially the following:

1. No untrained Public School teacher can any longer obtain even a third-class certificate, and the almost universally-accepted principle involved in this law applies to the work of High School teachers as well as to that of Public School teachers.

2. The character of the teaching in many of our High Schools is such that, in the interests of secondary education, a course of

* A paper read before the Ontario Teachers' Association, August, 1883, by D. C. McHenry, M.A., and published by request of the High School Section.

preparatory training should be absolutely required of all High School teachers.

We have herein recognized the general principle which underlies all Normal School training, and certain facts urged in support of a measure intended to give practical effect to this principle.

The reports of the High School Inspectors for 1880-1, in referring to this subject, perfectly agree, both as to the general principle above stated, and the alleged character of the teaching in our High Schools. The Inspectors, for example, agree in such statements as these :—

"Teachers *naturally* gifted (*i.e.*, who need no training) are found only now and then in a generation. Therefore, as a rule, training is necessary."

"A university degree is no guarantee of ability to teach."

"The elements of true manhood are developed only by the personal contact and influence of *the true teacher* upon the scholar."

"Public School teachers now receive their training and ideas from the teachers in High Schools. The latter should therefore be trained for their work."

"Young teachers are sure to follow hurtful methods, and become good only after a succession of experiments and failures."

"The supply of skilled teaching in the High Schools of Ontario is not equal to the demand."

"There are many who, from lack of training, are unable to do work of a really high character."

"Misdirected energy, faulty discipline, empirical, capricious and changeful methods, waste of time, neglect of foundation work, hazy and pointless and inconsequential presentation of subject-matter, may be specified as among the most prominent faults in those who have not made the art of teaching a distinct study."

The Inspectors, in accordance with the principle referred to, and in view of the facts cited, urge upon the Minister the necessity of at once providing the means whereby an improved state of things may be brought about.

The Minister admits the force of these representations, their suggestions meet his approval, and, after due consideration, he takes steps to give them practical effect. The first definite proposal is to utilize Upper Canada College for the purposes of a Model High School. This idea is apparently abandoned, and, instead, it is proposed to establish at the Education Department, Toronto, a course of lectures on professional subjects for first class teachers and High School masters. A Regulation is framed accordingly, and, in July, 1882, is approved by Order in Council. This Regulation, however, is subsequently suspended, the reasons for which have not yet been officially stated.

The question evidently has not reached a definite settlement, and hence it may not be deemed inappropriate for us to discuss it, and, if it be thought advisable, formulate our views thereon.

Before expressing an opinion myself, or leaving the question with you for discussion, it may be well to notice some of the objections urged against the Regulation. For convenience they may be classified as follows:—

I. Objections offered professedly in the interests of those who are usually appointed assistant masters in High Schools; for example—

(*a*) "This Regulation would prove a serious obstacle to many deserving young men, and prevent their ever taking a university degree. Many of these work their way through college by teaching in High Schools for a year or two; and it would unreasonably interfere with their course to require them to spend the additional time necessary to take a special course at the Education Department or Normal School."

(*b*) "It would be rather lowering to university graduates to have to attend a Normal School after going through college, and take up a course intended for Public School teachers."

II. Objections which in effect condemn Normal School methods as essentially defective:—

(*a*) "The training which is proposed would not be materially beneficial. Necessarily formal and mechanical, the course

would tend to produce a *dead uniformity* in our High School teaching."

(*b*) "It will also fail to furnish these young men with that inspiration for their work which they can receive by associating with their college professors. In the latter case 'the contact of mind with mind' will supply both a knowledge of the subjects to be taught, and that superior inspiration which will qualify them to impart the knowledge to others."

(*c*) "These young men do not really require such a course, for they have already been associated, not only with college professors, but previously with High School masters, whose methods they have observed."

(*d*) "Some of our best High School masters never attended a Normal School."

(*e*) "If a High School is furnished with a first-rate teacher as head master, there need be very little importance attached to the skilled acquirements of his assistants."

III. Objections which arise evidently from a fear lest graduates and undergraduates of denominational colleges may be required to attend lectures on certain subjects in Toronto University.

Now, if it can be shown that the objections of either class are valid, the proposal of the Minister could not and ought not to be favourably received. If the real interests of High School masters are to be sacrificed; if the principles commonly supposed to underlie normal methods are radically defective; or if the Regulation can be shown to operate solely in the interests of *one* university, then, of course, it should be opposed by every High School teacher—in fact, by every educationist in the country.

If, on the other hand, it be found that the proposed Regulation will really benefit these teachers, by greatly improving the character of their teaching; if the friends of the measure can satisfy us that the special course will give a thorough training in the theory and practice of teaching, in harmony with the generally-accepted principle of good Normal Schools; and, if the outlying universities are assured that their interests are in

no way to be interfered with—no true friend of education, certainly no intelligent teacher, will be found to oppose the measure.

After carefully examining the question, I am of opinion that the reasons assigned for introducing this Regulation are such as to fully warrant the Minister in requiring a suitable professional training of all who teach in High Schools, as in the case of those who teach in Public Schools; that most, if not all of the objections enumerated can be satisfactorily answered; and that we, as a section, after full and fair discussion, will conclude that at least the principle on which the Regulation is based is indisputably correct.

Taking these objections in order, permit me briefly to refer to each of them.

I. In the *first* class may be placed about the only form of opposition that has appeared in the newspapers—a defence of the supposed interests of those who are or who are to be masters in our High Schools. And the sole plea for perpetuating the existing state of things is, in effect, that by the new rule an old and well-worn stepping-stone to other callings is likely to be removed, or rendered less accessible. The question of paramount importance, how we can best secure the highest attainable efficiency in our High Schools, is almost entirely overlooked in the plea for those whose quiet enjoyment of a special privilege is likely to be disturbed. I think it can be shown that some such Regulation as the one proposed would ultimately benefit not only the High Schools, but also the temporary teachers in these schools.

That well trained, experienced teachers are preferable to novices in any class of schools, no one can doubt. As Goldwin Smith remarks: "Of all matters, public education most needs stability, and shrinks most from the touch of 'prentice hands." To object to a Regulation which aims at gradually displacing inexperienced teachers and filling their places with well-trained teachers, appears to put a premium on mediocrity and inefficiency, and to regard the temporary advantage of certain

individuals as of greater importance than the status of our secondary schools. In other words, to say that we *cannot* greatly improve in our teaching, would indicate on our part great ignorance of what good teaching is, and of the actual state of our schools at the present time. To admit that we *can* improve in our teaching, and yet to oppose a measure which will soon provide a supply of good teachers, indicates a deplorable lack of interest in higher education, if not a willingness to sacrifice *the school* for the sake of *the teacher*.

I think it devolves upon those who are opposed to any change to show that, contrary to the united testimony of the Inspectors, the teaching in our High Schools is, on the whole, satisfactory; and that if the two hundred and thirty assistant teachers now employed (to say nothing of Head Masters) had *all* received a good professional training, the work would not be of a much higher order. I say it devolves upon such objectors to show cause; for, from what we know of the work of well-trained Public School teachers, we have a right to assume, what every true educationist will admit, that well-trained High School teachers would produce results far superior to those of novices, many of whom begin their experimenting on High School classes.

But if it be admitted that the interests of our High Schools would be promoted by employing in them none but those who are proved capable of properly doing the work required, then it simply becomes a question of High School interests *versus* the personal interests of inexperienced temporary teachers.

I submit, however, that to leave the masterships of our High Schools accessible to inexperienced and therefore comparatively inefficient persons, merely because they desire to work their way through college, or for any similar reason, is both unreasonable and unjustifiable.

Surely no one will contend that those who frame our school laws can be expected to provide temporary employment for any class of persons, if it can be shown that by so doing they are imperilling the educational interests of the country.

Why not distribute the operations of this transitory, tem-

porary system of experimenting over all the leading professions? Is there any good reason why an inexperienced person should be permitted to minister to the wants of a child's *mind* in its education, and prevented from administering to the wants of its *body* in case of disease? We do not find our Medical Council and Law Society charged with heartlessly "throwing obstacles in the way of young men," because they require a certain amount of *experience* in all whom they allow to practise. It appears to be left to the teacher's occupation to supply the means which in many cases ought to be obtained from such other employments as can safely be undertaken with little or no preparatory training.

The great fallacy lies in assuming that the teaching profession is a common thoroughfare along which any person may pass, with no other preparation than a knowledge of the subjects to be taught. Under such circumstances, "The teacher gains access to the sanctuary of the mind without difficulty, and the most tender interests for both worlds are entrusted to his guidance, even when he makes pretension to no higher motive than that of filling up a few months of time not otherwise appropriated, and to no qualifications but those attained by accident." *(Page.)*

Why it should be considered an improper thing for a university graduate to spend a few weeks with First Class Candidates in a special course at the Education Department, is not easy to understand. Possibly some misapprehension exists in regard to what is actually intended. Some there are who suppose that the Regulation requires attendance for a full session on lectures by Toronto Normal School teachers; others, that a few dry lectures by specialists are to be given, without any practical work. The announcement of fuller particulars will no doubt remove such apprehensions and make it clear to every young graduate worthy to teach in a High School that the course proposed, instead of humiliating him, will rather tend to confer upon him that dignity which is felt only by those conscious of being fairly prepared for their work.

I can, therefore, see nothing unkind or unjust to our young men in the course proposed. Those intending to make teaching their life-work will not be slow to avail themselves for discharging the high trust they thus undertake to fulfil.

If there is any injustice at all, it lies in the injury done to *permanent* teachers by persons who press into ranks already full, thereby cutting down salaries and displacing men who, in view of teaching as a life-work, have duly prepared for it. I would suggest that if "obstacles could be thrown in the way" of some young men *at this point,* it would be on'y an act of justice to many honest toilers in our schools, who, by reason of such supplanters, "stand in jeopardy every hour."

I contend, moreover, that the Regulation, instead of operating against temporary teachers, would ultimately benefit them. Those who thus make one position a step to another very naturally have constantly before them their future calling. To fit themselves for their life-work, they employ their best energies: their special studies lie in this path; while temporary employment often degenerates into formal routine, destitute of high motive or real enthusiasm. In fact, no one can long occupy such a position without convincing proof of inefficiency —not necessarily a want of knowledge of the subjects taught, but inability properly to impart this knowledge to others. To this may be added the difficulties in government and discipline which usually beset all beginners. This it is which I think must prove anything but helpful to preparing for other work. As compared with an assurance of success, this feeling of failure is very depressing to any young man of spirit, and must unfit him for calmly pursuing his course of private reading. On the other hand, success in temporary employment leads to success in future fields of labor. Hence I say that if everyone wishing thus to spend one or two years in High School teaching were first to learn the practical details of his work, he would reap the benefit not only while teaching, but also when exclusively devoted to his chosen vocation.

It seems but fair, then, to all concerned, that a special course

of professional training form an essential part of the outfit of all our teachers.

All this may be said, and is intended, without generally condemning the work now done by temporary teachers; but when, to the concurrent testimony of the Inspectors and the opinions of many experienced Head Masters, we add the frank admission of a large proportion of these young men themselves, I think we must conclude that under the present system, in case of inexperienced teachers, comparative inefficiency is the rule, and first-class teaching the exception.

II. To discuss fully the *second* class of objections would open up questions of extent quite beyond our present limits. These objections, briefly stated, are: *Teaching* cannot be *taught*; there is no *philosophy* of teaching; no such thing as a *science* of education. This antiquated notion is less frequently entertained now than before the relative superiority of well-trained teachers was fully established. It is now generally admitted that, while teachers who have not been normally trained reach their level—stop growing—on an average at the end of three years of service, good Normal School teachers continue to improve throughout their entire career. Can any one give a good reason why such should not be the case? The fact is now *practically recognized* in all countries that rank high in popular education. The precedent found in Germany, with her forty or fifty lectures on Pedagogy and Didactics each semester, by university professors; the examples furnished in universities of Great Britain, suggestive and encouraging results in France, Italy, Austria, Switzerland, the United States, and elsewhere, ought surely to dispel any doubts which exist in regard to the increasing importance attached to skilled labor in education.

I do not share in the fear lest *dead uniformity* be the result. The condition most to be feared is a *lifeless mediocrity* resulting from the aimless, desultory experimenting of novices, left free to invent their own methods. Intelligent, well-trained teachers may adopt similar methods of treating given subjects, and yet have scope for originality. They are not necessarily servile imitators; but, mentally appropriating the principles of a good

system, retaining meanwhile their own personality, they reproduce them in their own way. That is, *the adoption of scientific principles in teaching need not conflict with a judicious employment of original methods.*

The *untrained* teacher, on the other hand, not having been taught at the outset *how to avail himself of the practical experience of the best educators,* must blindly follow his own empirical methods, with those results which are admittedly characteristic of the average beginner.

Let us welcome, then, any measure that will lift our teaching wholly from this condition of empiricism, and give it a settled scientific status. Not until this take place will our work rise to the dignity of a profession, nor will teachers receive the consideration which appertains to the professional character.

Whether the average college professor will impart enthusiasm to be compared in kind or degree with that which may be created by persons likely to be selected for the special course proposed, is very questionable indeed. Besides, at present many become High School teachers without ever entering college, and a large proportion of our assistant masters first accepted their positions when *under*-graduates. It should not be forgotten, moreover, that any assistance received by those who do attend college is altogether incidental, since no provision is made in our universities for lectures on Pedagogics, such as are given at Harvard, etc, to say nothing of German and other European universities. If such chairs were established, well-directed enthusiasm there received would count for something. At present, however, it is to be feared our universities furnish no superabundance of helpful inspiration. Professors are supposed to be interested in their several departments, and students in whatever will aid them in their course. But to suppose by a few hours' intercourse per week with an enthusiast in Classics or Science, a student will unconsciously absorb anything that will re-appear to aid him on the occasion of his first facing a class in a High School, is in the highest degree unwarrantable. What young men get from such professors, in addition to an acquaintance with the subject, is at most a love of study; pos-

sibly an ambition for a post-graduate course. What they need, as prospective teachers, but do not get, is practical instruction in the best methods of imparting knowledge. For a young teacher to attempt his professor's usual style of lecture, however good in its place, would indicate a serious want of tact and power of adaptation. Some conspicuous failures may be traced to this practice of half-unconsciously imitating a style inappropriate to High School work. And it is as unreasonable to hold college professors responsible for the early efforts of such graduates, as it is to claim for them the requisite ability to supply our High Schools with teachers *who can teach* without first being *trained*.

Then it is said that our graduates and undergraduates, when preparing for college, had ample opportunity in High Schools to see how classes are there conducted. Granted; but who can guarantee that the young men who this year, for example, entered our colleges, have been taught by methods which it is desirable to perpetuate? Those most familiar with our teaching as a whole, while giving high rank to many teachers, are frank enough to condemn in unmistakable terms the work of many others. Besides, as our more experienced teachers drop out of the ranks, and their places are in this manner supplied by inexperienced men, it is easy to see what the average teacher will be a few years hence—certainly not an improvement on the present. Is this result desirable? Would we apply such a rule to Public Schools? Why not? Public School teachers, too, are now prepared in High Schools. Why trouble *them* with a professional course? Is the High School curriculum of less importance than that of the Public Schools? Or are we to believe that the principles which lie at the basis of all successful teaching in elementary work may be disregarded in advanced subjects?

It may be a somewhat humiliating admission, but I candidly believe that the average teaching in our leading town and city Public Schools is superior (in methods employed) to that in many High Schools. The inference is quite natural, that as these Public Schools have advanced from the position they occupied ten years ago when many of them were in the hands of

untrained teachers, so in like manner would the teaching of our High Schools advance, if none but experienced teachers taught in them. And this is precisely the result sought by the Regulation we are considering.

Doubtless some will say that we have many excellent teachers who have never received a professional training of any kind. This no one can deny; but they have risen to eminence only after years of experimenting, whereas, if previously trained, they would have much sooner attained this eminence, and avoided the more serious errors characteristic of such experimenting. *The children upon whom their early trials were made are children no longer*; they are beyond the reach of those who would now be glad to correct the mistakes of early teachings. They have gone forth, too many, alas! to bear for life the impress left by unskilled hands. Every honest teacher, in his thoughtful moments, with the scenes of his first efforts and facts, such as I have referred to, before his mind, cannot fail to find cause for serious reflection. And the question arises, cannot this first chapter be omitted hereafter? Why not have this *trial-teaching* at a time when such errors can be detected, criticized, and corrected?

Specific training is as much needed for teachers as for physicians. Careful preparation and varied experience are as valuable in the school-room as in the sick-room; and he who knowingly employs an incompetent person in the first case cannot consistently refuse to do so in the second. Let us, therefore, do all in our power to give proper form and full effect to any measure which will likely place well-trained teachers in every High School in Ontario.

The proposal to apprentice untried assistants to Head Masters is absurd. To begin with, Head Masters have enough to attend to without nursing a number of inexperienced teachers, even supposing the former capable of the task, and the latter of a teachable spirit. There are schools where for years some such plan has prevailed. They have been made a kind of practising-ground for raw recruits, who put in their experimenting drill

for two or three years, and then retire, to make room for a new set. Inspectors may complain of frequent changes of teachers; parents may protest against the unsettled and disturbing character of the teaching; trustees may grow impatient of being called on to accept resignations and make appointments; and the Head Masters, the drill-sergeants even, may grow weary and disheartened under special burdens; but, until the door is closed to untrained teachers, the solemn farce will continue. Who can suggest any other remedy? Young men who have not taught must learn how to teach, in some way, either after they are appointed assistants, or before. In the name of common sense, why not *before*—imperatively before?

The blundering of substitutes for regular telegraph operators during the late "strike" is amusing and significant, compared with the operation of educational empirics. The former they rectify by "repeats," but no repetition with the latter generally repeats the mischief. No; instead of making Head Masters responsible for the troubles and failures of inefficient assistants, let these come to their classes prepared like men to do their work efficiently and bear their own responsibilities.

THE COURSE OF TRAINING REQUIRED.

Since we have our County Model Schools and Provincial Normal Schools, if a Model High School could be established, it would give symmetry to the system. This was Dr. Ryerson's idea over twenty years ago. The nearest approach to it was the proposal to utilize Upper Canada College for the purpose. In favour of a Model High School much might be said. Theoretically, it is just what is needed. With a carefully-selected staff of teachers, a good supply of pupils, a central locality, suitable accommodations, and a liberal endowment, such a school ought to prove successful; provided, of course, that it be made the one entrance through which all must pass who begin to teach in High Schools. That there are practical difficulties in the way is not disputed; that they are insuperable perhaps few are prepared to believe.

If Upper Canada College could be *transformed* into such a school—*not merely utilized for the purpose—it* would have the two-fold advantage of furnishing an acceptable *raison d'être* for the continued existence of that institution, and, on the score of economy, of rendering unnecessary the erection of new buildings. Probably such a transformation was not intended by the Minister of Education in his proposal. At all events, this plan is now laid aside for the recent Regulation—a course of lectures on professional subjects at the Education Department.

This enterprise seems to be waiting, like many others, until "the requisite funds are supplied by the Legislative Assembly." It is to be regretted that fuller information has not been furnished concerning this proposed special session. Much prejudice might have been prevented, and general confidence gained for the proposal. As it is, we are left mostly to conjecture, and can only pronounce opinion conditionally. I think to be acceptable the scheme should at least meet the following requirements:—1. A thoroughly efficient staff of lecturers; 2. Professional course (theory) to be supplemented by practical work with classes in certain High School subjects; 3. A thorough test in theory and practice, before granting diplomas; 4. No direct connection with any university; 5. Such gradual enforcement of the Regulation as will cause no inconvenience to present teachers. Some such arrangement would doubtless command the confidence of teachers, and soon win its way to general favor.

Whatever plan may be adopted, the training required presupposes academic training and builds upon it. If it be found that this order cannot be observed, the literary and the professional preparation may go hand in hand following the German method, where lectures on Pedagogy and Didactics are delivered *in certain universities, sometimes by professors who have made* these subjects an exclusive specialty; in most cases, however, by lecturers on philosophy, who adopt this method of giving variety to their work. In several of the English universities courses of lectures are given by able men on special aspects of the subject, and one or two permanent professorships have been

established. In France and Italy also such lectures are given; coming nearer home, we find them at Harvard, Ann Arbor, and other American universities.* Nor should this be thought strange, for a university is historically a teacher of teachers, as the old title "doctor" plainly indicates. If, therefore, a Model School cannot be established, and if the special course be found inadequate, we can at least have theoretical Pedagogy or Didactics well taught in our universities. At present they furnish nothing sufficiently definite to meet this want, though the necessity for such a provision has been admitted. Probably the only obstacles would be the difficulty of securing suitable men as regular lecturers, and the lack of funds to pay them.

Such a lecturer should himself be an experienced teacher, thoroughly familiar with our school system. He should also have seen and studied with care the best schools of various grades in other lands; be competent clearly to impart a knowledge of the history of education, and show a perfect familiarity with Ethics and Psychology. This at least would be expected in an ideal lecturer—one not content with dealing in dry platitudes, dignifying commonplaces, distilling his own mediocrity and reproducing it in his own students. It is hardly necessary that he be imported from abroad, to give imaginary *prestige* to the position. It would say very little for the past forty years' educational work in Ontario if it were necessary to entrust the training of our High School teachers to men who would naturally conform to English standards: or those who would urge upon us the acceptance of Teutonic ideas, under the impelling motive that all wisdom will surely die with that singularly gifted people. Nor could a lecturer rigidly cast in *any* foreign mould readily adapt himself to the situation. That desirable men could be secured is not improbable. As soon as the real necessity for this special talent is apparent, no doubt both *men* and *means* will be forthcoming.

To the collegiate method of training teachers there is the one

* Since this paper was read, a chair of Pedagogics has been established in Acadia College, N.S.

serious objection, that it would furnish no *practical* instruction, unless each university could make local arrangements to meet this want. If Toronto University were to establish such a chair, and if all desiring to qualify as High School teachers were compelled to attend lectures there, the other universities would have just ground of complaint. If, however, the Government were to prescribe in general terms a course of professional work for High School teachers, leaving it optional with the other colleges thus to supply their students also with the requisite instruction, no unfairness would appear.

The desire of these colleges to provide for their own men would soon suggest a way to meet the emergency. Then, as now, a healthy emulation would exist in turning out competent candidates for masterships. Some common test could be applied to all, and all receive final recognition by a Departmental certificate. Among the advantages of this plan would be—(1) The broadening and popularizing of the university curricula; (2) Comparative inexpensiveness to the country; (3) Rendering unnecessary any sweeping changes in our present system.

The universities ought to be deeply interested in any plan for giving increased efficiency to our High School teachers. The kind of preparation matriculants receive largely determines both the work that must be done for them at college, and their final standing at graduation.

Conversely, the graduates sent back to the High Schools as teachers either reflect honour or bring discredit on the colleges that sent them.

It is to be hoped that this interaction is not being lost sight of by our university senates.

Since we, as a section, have taken up this important subject, our opinion will be looked for, both on the general question and the several plans proposed. That we shall express our sympathy with the object sought to be obtained, I have no doubt. I trust that our suggestions as to the means by which increased efficiency shall be made hereafter to characterize even the youngest teacher in our High Schools, may be marked by wisdom and unselfish devotion to our calling.

WEEDS.

BY REV. HUGH MACMILLAN, LONDON, ENG.

IT is the law of nature that plants should be diffused as widely as possible wherever the circumstances are favorable for their growth and welfare. For this purpose they are provided with the most admirable contrivances to maintain their own existence and to propagate the species. But man interferes with this law in his processes of gardening and horticulture. His object is to cultivate the beautiful or useful within inclosures, from which all other plants are excluded, and where an artificial soil and climate have been prepared. He wishes to separate from the struggle of the elements and from the competition of other species certain kinds of flowers and vegetables, which are good for food or pleasant to the eye. In this he is only partially successful, for into the plot of ground which he has set apart from the waste common of nature a large numbei of plants intrude, and with them he has to maintain a constant warfare. These plants are known by the common name of *weeds*—a term which, curious enough, is etymologically connected with Wodan, or Odin, the great god of the northern mythology, to whose worship in former ages, in this country, our Wednesday, or Odinsday, was specially dedicated. Very few languages have any equivalent for our popular word; and even science, with its strict technical definitions, takes no cognizance of the useful idea contained in it. There is no separate treatise upon the subject as far as I am aware; and weeds in botanical text-books are usually merged in the ordinary flora.

Any plant may become a weed by being accidentally found in a situation where its presence is not desired; but true weeds form a peculiar and distinct class. They are at once recognized by their mean and ragged appearance—their stems and foliage being neither fleshy nor leathery, but of a soft, flaccid description—and by the absence in most of them of conspicuous or beautiful blossoms. A look of vagabondage seems to characterize most of the members of the order, which at once stamps

them as belonging to the pariah class. In the vegetable kingdom they are what gipsies are in the human world, and the same mystery surrounds them which is connected with that remarkable race. Like the gipsies, they are essentially intruders and foreigners: never the native children of the soil on which they flourish. They may have come from long or short distances, but they have always been translated. There is no country where they are not found, and everywhere they have to encounter the prejudices which the popular mind invariably entertains against foreigners. By the Germans a weed is contemptuously called *imkraut*, which means "no plant." In North America the native Indian calls the common plantain—the waybread of Lancashire and Cheshire villagers, which grows in the country by roadsides and on gravelled walks—"white man's foot," because it invariably follows the steps of the European. Longfellow, in his "Song of Hiawatha," thus alludes to it:—

> "Wheresoe'er they tread, beneath them
> Springs a flower unknown among us,
> Springs the 'white man's foot' in blossom."

The New Zealand savage calls the chickweed, which in that country flourishes with extraordinary luxuriance, "the mark of the pale face." The yellow sorrel of the Cape has become a ubiquitous weed in Malta, where it is called "haxixa ta l'Englise"—the English plant; while a plant like the common groundsel, introduced of late years from Peru, and one of the commonest weeds in the market gardens in the west of London, is known in the sandy districts of East Prussia, where it has become a perfect pest, as "the Frenchman's weed."

There is one peculiarity about weeds which is very remarkable, viz., that they only appear on ground which, either by cultivation or for some other purpose, has been disturbed by man. They are never found truly wild, in woods or hills, or uncultivated wastes far away from human dwellings. They never grow on virgin soil, where human beings have never been. No weeds exist in those parts of the earth that are

uninhabited, or where man is only a passing visitant. The Arctic and Antarctic regions are destitute of them; and above certain limits on mountain ranges they have no representatives. There were no traces of them in New Zealand, Australia and America when these countries were discovered, though they now abound with them. We never see the familiar weeds of our gardens and fields anywhere else except in association with our cultivated plants. The dandelion illumines our waysides with its miniature suns; and far and wide as its downy seeds may float in the air, they alight and germinate only around the dwellings of men. The chickweed and the groundsel have no home except in the garden beds; the thistle belongs to the cornfield, the sheep-sorrel to the potato plot, and the dock to the meadow.

To every thoughtful mind the question must occur, "Have the plants we call weeds always been weeds? If not, what is their native country? How did they come into connection with man and into dependence upon his labors?" No satisfactory answer can be given to these questions. As a class there can be no doubt that weeds belong to the most recent flora of the globe. Their luxuriant and flaccid look indicates their modern origin; for the plants of the older geological ages are characterized by dry, leathery leaves, and a general physiognomy like that of the existing flora of Australia. Indeed, the flora of Europe during the Eocene period bears a close resemblance to that of Australia at the present day; so that in paying a visit to our southern colony we are transporting ourselves back to the far-off ages when our country had a climate and a vegetation almost identical. The flora of Australia is at present the oldest flora existing on our globe. Our weeds came upon the scene long subsequent to this Australian or Eocene vegetation. In our own country they form part of the Germanic flora which overspread our low grounds after the passing away of the last glacial epoch, driving before them to the mountain tops the Alpine and Arctic plants, suited to a severe climate, which previously had covered the whole of Europe. They came from western Asia and northern Africa. They made their appear-

ance in company with the beautiful and fruitful flora that is specially associated with the arrival of man, and spread from the same region which is supposed to be the cradle of the human race. In this way they are correlated with the Scripture account of the fall of man. "Cursed is the ground for thy sake; thorns and thistles shall it bring forth to thee," was the sentence pronounced by God upon man's sin. We are not to suppose from this circumstance that these noxious plants were specially created then and there for the express purpose of carrying out the punishment of man. They were previously in existence, though they may be said to belong very specially to the human epoch; but since that mournful event they have received a new significance, and are bound up with man in a new moral relation.

Most of our weeds possess all the characteristics of a desert flora—special adaptations to a dry soil and an arid climate. The dock and the dandelion have long tap-roots, the object of which is to store up a supply of water, enabling the plants possessing them to live through a long rainless period, and in spots from which the moisture has vanished, either by evaporation in the atmosphere or percolation through the soil. The dead-nettle is covered with a silky hair—a provision made to attract the moisture of the air, and so counteract the drought of the circumstances in which it grows; for we find that plants in moist localities are less hairy than those growing in dry, and if removed from one to the other they have been observed to change their respective qualities to suit their change of conditions. It has been suggested that the downy seeds of the thistle and the dandelion, while their principal purpose is more effectually to diffuse the plant, are particularly related to arid conditions. It may also be noticed that a very large number of our familiar weeds have linear, ragged leaves, or foliage more or less cut up into segments. This would appear to be another arrangement correlated with a dry habitat, as such leaves, approximating more in shape to hairs, would have a greater power of attracting the latent vapor of the air in arid situations

than broad, fully-developed leaves would possess. Plants have a tendency to produce narrower and more divided leaves according to the aridity of their place of growth. Thorns and thistles are also characteristic of a desert flora; and many weeds are possessed of the weapons of defence. Thorns are undeveloped branches, and prickles aborted leaf stems; and these arrestments of growth are caused by poverty of conditions. A much larger amount of nourishment is needed for the production of leaves than for the growth of wood. We should therefore expect that plants growing in poor, dry soil would be more remarkable for their woody than for their leafy products; would develop more spines and prickles and other woody excrescences than full-formed foliage. All these peculiarities, which distinguish more or less our native weeds, would seem to indicate that they came originally from a part of the earth less moist than our own. And the reason why they find a congenial home in our gardens and cultivated fields is because the soil of such places is made artificially like the natural soil of their native country. Our fields and gardens are divested of all unnecessary vegetation and drained of all superfluous moisture, and thus are possessed of the dry, warm, exposed soil to which the provisions for drought with which weeds are specially furnished are admirably adapted, and where in consequence they luxuriate and overcome other plants less specially endowed. They follow in the train of man, show a remarkable predilection for his haunts, and become domesticated under his care, not merely because of the abundance of the nitrogeneous and calcareous substances to be found in the vicinity of human dwellings and in manured fields and gardens, but chiefly because he provides them with the dry soil and climate in which they can best grow.

It is an essential qualification of a weed that it should grow and spread with great rapidity. For this purpose it is endowed with marvellous contrivances in the way of buds and seeds. A very large number of our weeds, such as the thistle, groundsel, dandelion, colt's-foot, scabious, daisy, and ragwort, are composite flowers. The apparently single blossom is in reality a colony

of separate blossoms, compressed by the obliteration of their floral stems around one central axis. We have an interesting proof of this in the five little notches at the end of each of the yellow strap-shaped rays of the dandelion, which are survivals *of the original petals of the separate flowers, reduced through* concentration and consolidation to the smallest possible compass, and altered from the tubular form by being split down the sides and opened out flat, as is partially the case in the corolla of the honeysuckle. And this arrangement must have taken place long after the first appearance of true flowers on the earth, and may be regarded as a gradual adaptation of floral parts for more efficient propagation. Besides the economical multiplication by this method of blossoms within a small space, many composite plants have a most remarkable modification of another part of their floral system for the same purpose. The limb of the calyx of each floret in the compound blossom is reduced to a mere coronet of hairs, forming the well-known thistle-down and "clock" of the dandelion, which country children blow away to ascertain the hour. Each seed has its downy parachute attached to it, which enables it to travel long distances from the parent plant in search of suitable soil. Gifted with such special means of dispersion as these, we can easily understand why composite plants should form the largest family of the vegetable kingdom, and should be variously and extensively distributed over every quarter of the world. Every puff of wind blows off the ripened downy seeds of the dandelion and floats them far and near, so that we are not surprised that this weed should be found all through Europe and Asia, from Arctic latitudes to Algeria and India, and in America from Greenland to the Straits of Magellan; being at home in Japan and New Zealand as well as in the Canary Islands, and from an altitude of eleven thousand to eighteen thousand feet on the Andes and Himalayas.

In most of our weeds the floral parts are small and inconspicuous. The reproductive act is so arranged as to economize material and to exhaust the vital force as little as possible, and

the organs concerned in it are reduced to the simplest forms consistent with efficiency. Most of the species can be fertilized by the wind, which is always available, or by the help of insects that have a wide range of distribution and are abundant everywhere. In consequence of this floral economy the vegetable system acquires a greater predominance in this class of plants than in almost any other; so that the life of the individual is carefully preserved even amid the most untoward conditions. A weed, by reason of the strength of its vegetative system, is able to stand extremes of heat and cold, and to recover from the roughest usage. It will hold on to life in circumstances which would prove fatal to most other plants; and in this way it can abide the most favourable time for the development of its blossoms and its seeds. Nay, it can propagate itself as well without blossoms as with them. Many of our weeds form long creeping stems, giving off at every joint buds which will produce perfect plants, and greatly extend the area which they occupy. No one who examines attentively the colt's-foot, one of the commonest and best known weeds in our gardens and fields, but must be struck with the wonderful care Nature takes of this vagrant outcast, and with the ample provision which she has made that it shall not be extirpated. It goes early to work, being one of the first flowers which the spring calls up from winter's sleep, and it has thus a long time before it to carry out all its purposes. It produces blossoms above the soil, before the leaves appear, like most spring flowers, in conformity with the law that Nature cares more for the type than the single life, hastening, in a season of storm and change endangering the life of the species, to develop the parts essential to propagation before those necessary to the welfare of the individual. The young flower buds come up in a bent position; the involucre—a ring of small leaves at the base of the blossom—thus acting as a penthouse roof to protect it from the inclement weather. The buds gradually elongate, and by the time the flower expands, the stem becomes perfectly upright, so as to expose the floral organs

to the sunshine of a later and more settled time. When the expanded blossom is fertilized, the involucre collapses over the young seeds, and gradually assumes the former bent attitude, in order to protect them while they are ripening, becoming again upright when the seeds are fully matured, so as to expose them freely to the air. In each head there are about 500 seeds and each seed is furnished with its downy parachute, which catches the smallest breath of wind, and is carried off to be sown in the soil. By the time the leaves make their appearance the seeds of the plant are shed, and the action of the hoe that seeks to extirpate the obvious leaves only aids in loosening the soil for the unsuspected seeds. The roots are tough, succulent and most tenacious of vitality, and not only creep for long distances along the ground, but penetrate beneath the ordinary depth of ploughing or hoeing. They bud and branch freely, each broken fragment sending up a new shoot, so that the more they are injured by the hoe the more they spread unless they are at once removed from the soil. With a plant so richly provided against all contingencies the farmer finds it most difficult to cope. When it gets a fair footing in a garden or field, it is almost impossible to eradicate it. And the colt-foot is only one example—a little more striking perhaps than usual —of the extraordinary advantages which all weeds possess more or less in the struggle of life. The quanity of seeds which they all produce is most wonderful. An average plant of shepherd's purse will yield 800 flowers, with 20 seeds each, 16,000 seeds to a root, An average chickweed plant will yield 300 flowers, with 10 seeds each, 3,000 seeds to a roots. This explains the great rapidity with which they spread in favorable circumstances.

(To be continued.)

"It is significant that it was the man who had only one talent who was guilty of neglecting it.

HOW MUCH SHOULD WE EAT.

HOW, asks Dr. Nichols in the *Food Reform Magazine*, are we to get at the proper quantity of food? Animals living in a state of nature do not over-eat. They stop eating when they have enough. There are no prize-cattle on the prairies. It is the stalled ox, and the pig in his pen deprived of exercise, that can be fattened into a diseased obesity. Horses escape this process because men do not to any great extent knowingly devour them. The hunter and racer are not over-fed. All animals expected to do their work are carefully fed as to quality and quantity. If human beings were fed as wisely, they would be as healthy. There are some good rules for feeding as to quantity. When our food is simple and natural in kind and quality and mode of preparation, there is little danger of eating too much. There is little danger, for example, of eating too many grapes, apples, pears, or bananas. Salt, sugar, spices, and luxurious cookery tempt to excess. With men, as with animals, a natural diet is self-limiting, and we are disposed to stop when we have enough. The more artificial the food, the more elaborate and luxurious the feast, the more the liability to overload the stomach, over task the digestive powers, and overwhelm the forces of life. Simplicity of food is a condition of health, and promotes longevity. The quantity of food which enables a man to do his daily work without loss of weight is precisely what he requires. This quantity may vary a little with each individual, but every one can easily ascertain his own measure of requirement by reducing the quantity of daily food until he finds a balance of force and weight. It is my opinion that the average quantity of water-free aliment required, say by business and literary men, is twelve ounces. Men of great muscular activity may require sixteen to twenty ounces. I have found myself in very good condition for sedentary work on eight or ten ounces. When any one is in good condition for his work, and keeps his normal weight, he has had enough. Find this quantity by experiment, and then habitually keep to it.—*The Present Age.*

FLOWERS AND INSECTS.

THE least observant of observers does not fail to notice on a bright summer day what a busy scene a flower garden presents with myriads of insects darting to and fro. The least thoughtful, and they form the majority, are content to accept *the somewhat general and hackneyed statement of the poet* that those insects, pre-eminently the "little busy bee," visit flowers to gather the honey stored up in them. Of course the aim of the poet is to teach a moral lesson, not a scientific one, and yet the scientific lessons to be drawn from the visits of insects to flowers are not less instructive and more wonderful. The bee *and other insects visit plants to gather nectar.* The bee could have here taught the poet a lesson, that the juices that were extracted from the plant had afterwards by skilful labor and patience to be manufactured into *honey.* Again accurate observation teaches us that there is a reciprocity between the animal and vegetable kingdoms, that for what the one receives from the other an equivalent is returned. No better illustration of this truth can be obtained than by closely watching the results of the visits of insects to plants. What seems to be selfish and wholesale plundering on the part of insects of juices necessary to the plant, is not really so. The fact is the plant gets even a greater return from the insect. The greater equivalent lies in this, that the insect bears away from the *stamens* of the plant on which it has just alighted innumerable particles of pollen dust to fertilize the *pistils* of a plant of the same species which it may next visit. Plants are even rivals among themselves as to which shall bid highest to secure the greatest number of insect visitors. These bids for favor may be seen in their brilliant colors or in the even more seductive charm of their fragrant juices. Plants therefore do not object to the visits of insects, but rather encourage them. On the other hand they are endowed with the means of protecting themselves from the attacks of a rabble of small or useless insects which are contented to circle around the flower and purloin its

juices. These loafers are debarred from entering some plants by a close-fitting calyx envelope, by a network of hairs, by prickles, or other contrivances. To some plants these little insects are invited by alluring juices, and find when too late that they have crossed a bourne from which no insect traveller returns. Such plants are our common Drosera or Sundew, the Pitcher plant, and others whose insectivorous habits are now pretty well known.—*Can. Sc. Monthly.*

MAKING LEAD PENCILS.

WITH the improved machinery now used, ten hands will make about four thousand lead pencils of the cheaper grade, a day. The cedar comes chiefly from Florida, and it is received in slabs of pencil length, one for the lead to go in and the other to cover it, as may be seen by examining the ends of any lead pencil. Four little grooves are sawed in the thicker slabs for the leads, which are kept in hot glue, and taken one by one and inserted in the grooves. Then the thin slab is glued to the leaded slab, and thus united they are run through a moulding machine, four pencils coming from each slab. After the ends are rasped they are run between grooved wheels at considerable pressure for the only finish they get. This burnishes them, and they are tied in dozens and boxed for sale, mostly in plain wood, and of three degrees of hardness. The graphite used comes in a fine black powder, and is mixed with German white clay, about half and half, and then ground with moisture, forming a paste. This is pressed in dies into lengths of four leads, which are cut and then baked at a very high temperature. These sell at 85 cents, $1.50 and $2 a gross, and are very good articles, writing smoothly and evenly. The manufacturer makes about one hundred per cent. selling the pencils at 85 cents a gross and the retailer makes a good thing selling them at a cent a piece. The graphite costs twenty-five cents a pound, and the clay little more than the freight. The more clay that is used in the leads the harder they will be. The cedar is cut mostly from fallen trees in Florida swamps.—*Geyer's (N.Y.) Stationer.*

STUDENT LIFE.

"I AM aware that many will be surprised at the statement I now make, that student life was never so earnest, thoughtful, and safe as now—even though this statement is confirmed by the authorities of all our greater colleges. It will be said that never have there been so many accounts in the press of student disorders as in these latter years. That is true; but the simple reason for it is, that whereas fifteen or twenty years ago the newspapers hardly ever alluded to events in college, and the worst occurrences took place almost or quite unmentioned by the public press, now even 'that fierce light which beats upon a throne' is as nothing compared to that light which penetrates all the recesses of college life. Not only fact but fancy is largely indulged in. In every large university there are newspapers conducted by students; and the undergraduate imagination is frequently vivid, and makes much out of little. We have all seen occurrences in our universities so trivial as to attract no attention there, appear of tremendous importance when telegraphed to the metropolitan journals and thence displayed to the country in the head-lines of country papers. But, on the other hand, I must acknowlege that the press has rendered one great service in improving college life. The casuistries, the follies, the outrageous absurdities, which in days gone by passed unchallenged because public opinion outside of college was not brought to bear on them, have now been mainly scorched and shrivelled out of existence by the popular indignation uttered through the press. The maltreatment of fellow-students, the insulting of professors, the attempts by classes to discipline the faculty, which twenty years ago went without rebuke from the outside world, have now been mainly driven out of college life by public sentiment as voiced by the press. This I regard as one very immediate and powerful cause of the real improvement which university life in the United States has witnessed within the past fifteen years."—*Pres. White.*

DEGREES FOR ALL.

"Lord Bateman was a noble lord,
A noble lord he was of high degree."

THREE centuries ago, Sir John Ferne lamented the degeneration of the title of Esquire through the indiscriminate manner in which it was then applied. "The title," he says, "has been very much abused and profaned, whereunto I wish that the Lord Earle Marshall with the advice and consultation of a learned heralde, would add some sharpe correction and punishment." If the "Lord Earle Marshall" could be resurrected and materialized for a while, he would have a chance to earn the salary and perquisites which attached to his sinecure in 1554, in giving us "some sharpe correction and punishment" on the subject of titles. He would have to call in all the honorable sinecures in his office to assist in the obsequies, for we are all Esquires! Every free-born American citizen is an Esquire. It descends to us through the male line as a part of our common heritage, and no one is so base that he can not show letters patent bestowing the title. "Abused and profaned," forsooth! The writer became an Esquire at about the age of eighteen, and has been one ever since.

And now arises the President of Yale College, in the grave-clothes of Sir John Ferne, to say that honorary degrees are growing cheap in public esteem by reason of the indiscriminate manner in which they are annually distributed by the various agricultural colleges and seminaries throughout the land. Sir John and President Woolsey differ not in kind, but in degree. They are both pleading for an exclusiveness that would satisfy feudal England of the 16th century, but will not be tolerated in democratic America of this enlightened age. The common people have stricken down the Sir Johns of the past three centuries, until all men are free and equal Esquires, and the battle for human rights will go on in spite of college presidents, until every American citizen, irrespective of race, color or previous condition of servitude, shall be a D.D., a LL.D., or a D.C.L.

Let there be no class distinction between "literary fellers" and the common people. We will tolerate no privileged class of titled snobs in this free land of ours, but shall demand a degree for every man and woman, and if there are not enough to go round, more will be created. The mercantile laws of demand and supply must be met, or tutors and professors must go to the wall. Already the popular reform is spreading, and the title of Professor now adorns the barber's pole, the pugilist's sign, and the card of the peripatetic magician. Nothing can stop it, and soon it will be so universally used, that any trader without one will be an object of pity and disgust. And what fields await the fair sex! The males are accorded the degrees of Bachelor of Arts and Master of Arts, and to the dear girls we shall grant the title of Maid of Arts, for are they not made of them? And when they know a little more, Mistress of Arts, which indeed they are by natural endowment. Perhaps the confusion of M.A.'s might be obviated by dubbing them Bachelettes, only then we confuse the B.A.'s; but details must be left to others. And why not create new titles for the increasing list of Professors? Let Harvard grant the degree of Duke of the Dudes to every Anglomaniac in Boston; let Yale confer the title of Jack of Clubs to every Hartford policeman; let Columbia make ribbon orders for the financiers of Wall street—Knights of Golden Fleece, and Pawns of the Shorn Lambs. But all these various details belong to another discussion, and we leave this article to do its good work of reform in leavening the whole lump.—*Traveller's Record.*

"And blest are those
Whose blood and fortune are so commingled
That they are not a pipe for Fortune's finger
To sound what stop she please."