

tions, seems like a contradiction in terms. The scheme we have always understood to be one of federal union, not of consolidation, amalgamation or absorption. A union which should not both perpetuate and stimulate the distinctive Arts Colleges, would be a retrograde movement and an educational calamity. If there is any danger let the best safeguards be interposed.

"It is my intention to renew my subscription for the JOURNAL, through our County Association. I should feel lost without it."

"The CANADA SCHOOL JOURNAL Toronto, has been one of the strongest of our monthly exchanges. It is now one of the very best of our weekly exchanges. There is a certain kind of dignity and solidity about our Canadian cousins that we like. This is well illustrated in their educational journals."

The above, the first from a live Canadian Teacher, the second from the *Practical Teacher*, a live American journal, are samples of words of approval which are always gratifying, as proof that we are succeeding in the work to which we have set ourselves. We aim at nothing less than making the CANADA SCHOOL JOURNAL indispensable to every progressive teacher and second to none of our weekly exchanges in practical usefulness.

Old abuses die hard. A most painful case has lately come to light in connection with King's College School, London, which shows that the law of brute force still survives in England. A delicate boy was compelled in passing through a hall from the dining-room, to run the gauntlet of a double row of larger boys, each of whom gave him as he passed a blow on the back with his fist. The poor little fellow was so badly pounded "tunded" is, we believe, the word, that he died in a few days. So great was his dread of the punishment decreed by the bullies for those who tell tales that it was with the greatest difficulty his father could induce him to reveal the facts, even on his deathbed. In the investigation it appeared that Dr. Somebody, the responsible head of the College, knew nothing about the matter, the school being managed on the "monitorial" plan, &c. run by the big bullies, who have some prescriptive right to tyrannize over the smaller pupils. The investigators were assured that the same thing might happen in any similar school in England. And yet such a paper as the *Standard* comes out with an article seriously defending the system, on the ground that the abuses which occur under it are "preferable to the anarchy which reigns elsewhere." If the managers of schools and colleges in England are so lacking in resources as to be shut up to the wretched alternatives of "bullying" and "anarchy," we should recommend them to visit America. We think we could point them to many colleges in which no bullying is tolerated or even attempted, and which are yet subject to a discipline as effective, and an order as complete, as can result from the big boys bullying the little ones in any school in England.

"The Canada School Journal" is the Public Teachers' own paper. Try it for practical, helpful papers.

Some friends have very kindly drawn our attention to errors in the solutions of some of the Prize Arithmetical Problems. They have our sincere thanks, but the readers of THE JOURNAL will please note that it is our duty to publish the papers just as they come to hand. It would be manifestly unfair for us to revise or correct any of them in any way. Most of the papers show marks of care in preparation, and we trust the errors and mistakes in judgment as to what is suitable may be found few. In any case we are responsible for typographical blunders only.

"The Canada School Journal" is an eminently practical paper for teachers. It aims rather to give helpful model lessons, and suggestive school room exercises than long dissertations. Teachers, examine for yourselves, and see how we are succeeding.

Much is said and often well and truly said in favor of thoroughness in teaching elementary subjects. Smatterings of knowledge are often worse from the teacher's point of view than the densest ignorance. The teacher should always see to it that the pupil has an intelligent mastery of a subject before passing on to a more difficult one. But it does not follow that a child should be kept in perpetual purgatory over a single subject that he has failed to grasp in its place in the orthodox order. For example we do not believe it either wise or right to keep a pupil who may be exceptionally slow in mastering one of the "three r's," grinding at and groaning over the same old task till he hates it with perfect hatred. We have often found it work like a charm to let such a pupil drop entirely for a time the old subject, and try something entirely new. To many a one the change is like life from the dead. The listless mind becomes interested, shakes off its sloth and lethargy, and develops unsuspected elements of power. In this way a species of momentum may often be gained in a short time which, when again turned in the direction of the discarded subject, will carry the pupil over the old obstacles with a rush.

Do you want model examination questions? You will find them in "The Canada School Journal."

Our readers will be glad to learn that we are preparing to have the important subject of Drawing comprehensively treated in the columns of THE JOURNAL. We are now in correspondence with several competent drawing masters, and expect to be able to announce in our next Number an attractive and satisfactory programme of Drawing lessons. The articles being arranged for will be written specially for THE CANADA SCHOOL JOURNAL, and will treat of both Freehand and Perspective Drawing, commencing with Elementary forms and principles, and developing the subject in carefully graduated lessons. We hope to have at least one series of papers commenced in next issue.

Do you want brief hints and suggestive discussions of live educational questions? You will find them in "The Canada School Journal."

"In the Primary Schools are laid the foundations of scholarship and character, hence the necessity of securing the best