

name the judges mistook her sex and awarded her \$100, the maximum amount allowed. On discovering the error, Miss Pearson's essay was remanded to the proper feminine class, and awarded the \$30 offered by the "Annex," while the best man received the \$100. Fancy his feelings.

QUITE a breeze has been set in motion in educational circles in Ontario, in consequence of the suspension by the Faculty of Victoria University of two students, who were the editors of *Acta Victoriana*, the college journal. Their offence was, according to the published accounts, the publication of a sharp criticism of the examinations given in a branch of the Department of Natural Science in that institution. Judging simply from the accounts given to the public, we should have no hesitation in saying that the Faculty have committed a wrong as well as a blunder. Liberty of criticism cannot be refused to college students any more than to other writers for the press. It must, however, be borne in mind that the public have, as yet, but one side of the story. If we knew the whole history it is possible that our judgment might have to be suspended or reversed.

We are glad to publish "An-Eighteen-year-old-Teacher's" defence of the juniors in the profession. There may be a better way of accomplishing the reform, which all admit to be desirable, than raising the age limit. We wish, therefore, to present both sides, or rather all sides of the question. We like the ring of enthusiasm in our correspondent's letter, and regard it as an earnest of his success. But we may remind him of the old saw that the exception proves the rule. We may also express our very serious doubt as to whether many enter the profession of law or medicine under twenty-one years of age. Moreover, it must be borne in mind that those professions do not bear either to the Government or the public the same relations as the teaching profession, and that both of them are (as we think they ought not to be) made close corporations by law.

A WRITER argues in favor of the voice, as opposed to the bell, as an instrument for commanding attention in the schoolroom. Much depends, we should say, upon the kind of voice, and this depends upon the kind of man or woman behind it. The human voice is a wonderfully expressive instrument. There is in its tones and inflections an indescribable something which reveals to the shrewd urchin's ear exactly what amount of mind and will-power underlies it. It is not necessarily the loud, nor the high pitched, nor the threatening tone which carries weight, but the modulation which is born of conscious strength and quiet determination. The only way to attain this quality of voice is to cultivate the mental and moral qualities of

which it is the natural expression. All blustering scolding, shouting, and threatening are the outcome and confession of weakness on the part of the teacher, and are soon so understood and estimated.

REV. PRINCIPAL BURNS, of Hamilton, made a good suggestion a few weeks ago, to the effect that time and place should be found in the schools for instructing the young in the elementary duties of citizenship and the workings of our municipal institutions, even if some of the time now used or wasted over such subjects as technical grammar had to be appropriated for the purpose. For a people eminently self-ruling the ignorance often met with in grown-up persons in regard to our own system of government, is amazing and humiliating. Boys, and girls too, should be early taught to think of such matters. They should not go forth, even from the public schools, without some tolerably clear notions of our forms of government, Dominion, Provincial, and Municipal. They should carry with them some knowledge of the duties of good citizens to the State, and to one another in all the relations of civic and social life. Much information of this kind could easily be brought within the range of a child's comprehension. The study could be made an excellent educational instrument as well as a practical preparation for future usefulness. Above all the child-mind should be imbued with a horror of whatever is dishonorable and degrading in the political life of the day.

A GREAT deal of attention has of late been bestowed upon the question "What shall I read?" and one distinguished worker after another has come forward to tell us about the books that have helped him. The trouble here is the embarrassment of riches. There are so many books even in our own language that are good and that one feels he ought to read, that one is in danger of becoming bewildered and discouraged and failing to read anything properly. To those in such a plight it may be helpful to remember that after all, within the wide range of books that are books, it matters less what we read than how we read. The main point is does the author stimulate thought? Does he manifest and inspire zeal for truth, for pure, unadulterated truth? It is good to be able to agree with our book, to feel that it is leading us into the truth, but often, from the point of view of mental and moral profit, it may be almost, or quite, as stimulating to read a clever author who keeps us constantly on the warpath, criticising his reasoning, quarrelling with his assumptions and rejecting his conclusions. It has been said by the friends of a certain great thinker that it was almost painful to watch him read, the marks of intense mental activity and conflict which he kept up were so apparent in his face and gesture. We repeat, it is important what we read, but far more important how we read.

Educational Thought.

It is as important how children learn as what they learn.—*Dr. Mayo.*

THE intellect is perfected not by knowledge, but by activity.—*Aristotle.*

"THE great thing to be minded in education is, what habits you settle."—*Locke.*

SINCE the moral effect of reward depends on its being recognized as the fruit of virtuous exertion, school rewards can only have such effect when they are conferred not on the ground of absolute attainment, which is largely determined by natural superiority, but on that of individual progress.—*Sully.*

"YOUTH is but the painted shell within which, continually growing, lives that wondrous thing the spirit of a man, biding its moment of apparition, earlier in some than in others. . . . They to whom a boy comes asking, Who am I, and what am I to be? had need of ever so much care. Each word in answer may prove to the after-life what each finger touch of the artist is to the clay he is modeling."—*Gen. Lew Wallace in Ben-Hur.*

IF modern education has any distinguishing principle, it is that its business is to train, enlarge, and invigorate the man in all parts of him, the integral sense of his faculties. It will be a step forward when it is fairly acknowledged that even with the knowledge or understanding faculty, the foremost object is to perfect it as an instrument for service, rather than to stimulate or stock it as a recipient of information.—*F. D. Huntington.*

THE best teacher never ceases to be a student. She not only keeps herself familiar with the subjects which she teaches and the latest contributions of thought concerning them, but she also constantly studies the best mode of teaching them. Without becoming an empiric, she examines each new method of instruction, and endeavors to extract from it whatever will enrich or improve her work. But she does not become the slave of one inflexible method.—*Supt. Bradley.*

"THE image which is stamped upon our coin is not more enduring than the impression which books make upon the mind. Whether it be poetry or history, fiction or science, literature for children should be written by authors whose English is a well of undefiled purity; whose imagination is chaste and sweet as the summer air; whose thoughts are the noble offspring of great feelings. Good books are good ministers; they speak with pleasant voices to willing ears, and they alone are worthy to minister at the altar within the sacred temple of home."—*Henry Sabin.*

THE mistake of all but the wisest parents consists in putting off to a period more or less too late, the moment of beginning to teach their children obedience. If this be not commenced at the first possible moment, there is no better reason why it should be begun at any other, except it will be harder every hour it is postponed. The spiritual loss and injury caused to the child by their waiting till they fancy him fit to reason with, is immense; yet there is nothing in which those who have the right to insist on obedience are more cowardly than this. The dawn of reason will doubtless help to develop obedience, but obedience is yet more necessary to the development of reason. To require of a child only what he can understand the reason of, is simply to help him to make himself his own god. If parents, through weakness or indifference, fail to teach their children obedience in the years preceding school life, the best training of the wisest teachers can never fully supply the deficiency. It is common to talk about the work of the school in making good citizens. The school can aid in the work, but the homes of a country determine the character of the citizens.—*Geo. McDonald.*

He who does one fault at first,
And lies to hide it, makes it two.—*Watts.*

A GOOD deal of what we are pleased to call our goodness is only another name for methods of behaving that we have had drilled into us till they have become habits.—*Rev. Dr. Parkhurst, in the Forum.*