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Editorial Notes.

IT would be interesting to know whether the English schoolboy who translated "Most men, therefore," by "*Hominissimi iguntur*," was being trained on the inductive or the cramming method.

THE two new "labor saving" books, *Practical Problems in Arithmetic and One Hundred Lessons* (400 exercises), in English Composition, are meeting with an extensive sale. Teachers see at a glance that these little works save a great deal of time and labor, and nearly every order asks for both of them. Fifty cents will secure them, by return of mail, post-paid.

PROF. MAHAFFY, while at Chautauqua last August, made several flings at the American plan of multiplying colleges and universities. In connection with the American school at Athens, he said:

"I made my headquarters at Athens at the American College, where Prof. Waldstein and Prof. Tarbell were then working. I was surprised then, and am more surprised now, when I see the condition of this country. I was surprised that that institution was not endowed with sufficient money. It could do a great deal more work, if it had the means. I am surprised, because I find that this country is infested with a crowd of generous philanthropists who are going about like roaring lions, seeking what they can endow."

IN an article in *Murray's Magazine* a few months ago, on "The Evils of Scholarships," Miss Beale points out very forcibly some of the objections to the prevalent practice in regard to these. Scholarships in the English schools, she says, have largely become the implements which schools use to vie with one another in buying up the best talent in the market, to be used afterwards in the way of advertisement; and they divert the attention of the young from the value of education as an end in itself to mere money-winning and prizes. They foster premature specialisation and cram. Is not this true in regard to school and college in other countries beside England?

THE Committee on Secondary Education, which has been for some time at work in the United States, has caused an abstract of its report to be prepared and circulated. The inquiries of the Committee were conducted on a very thorough and systematic plan. Two hun-

dred and sixty-three separate reports were received from those whose opportunities for obtaining knowledge in regard to the subjects of inquiry, were of the best description. Among the ten conclusions or suggestions embodied in the abstract referred to, the following seems to us worthy of special emphasis and special attention:—"III. With few exceptions, no opportunities or inducements worthy of the name, in the way of secondary or higher education, are offered the rural population."

A LIVELY discussion at a recent meeting of the Woodstock School Board brought out the fact, that the Board has been in the habit of making appointments to the teaching staffs of the schools, without consulting the Principal. Principal Garvin was quite right in pointing out that this is wrong and unfair. It is surprising that any Board should think of making an appointment to any subordinate position, save with the full knowledge and consent of the man who is responsible for the efficiency of the work done. All such appointments should be made, as far as practicable, upon the recommendation of the Principal, and it should be made clear, too, that with him rests virtually the power of dismissal. If the Principal is held responsible, as he should be, for the work and conduct of the school, it is but reasonable that he should have the authority necessary to enable him to carry the responsibility.

AN advertisement in some of the English papers indicates the setting up of a new industry, or as we should perhaps say, profession—that of a child-flogger. The advertiser, having had large experience in the discipline of the young, offers his or her services to parents for a consideration. Their homes will be visited and chastisement inflicted to order on unruly and disobedient children. We confess to a prejudice in favor of parents wielding the rod themselves rather than by proxy, but it strikes us the proposed arrangement would be just the thing for those schools in which flogging is a part of the regular routine. One of the strong objections in many minds to the ordinary method is that it is rather beneath the dignity of the profession for a teacher to become a flogger of other people's children. Here is an alternative. Let the services of an itinerant professional wielder of the taws or ferule be engaged. One might serve a given number of schools, visiting each at a fixed hour. Thus the master may save his time, muscular energy and dignity, and a new sphere of activity be opened up for the industrious poor.