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Table of Contents.

	PAGE.
EDITORIAL NOTES.....	165
EDUCATIONAL THOUGHT.....	166
LITERATURE AND SCIENCE—	
The Rising of the Nile.....	167
SPECIAL PAPERS—	
The English Language.....	167
Plans for the Future.....	167
ENGLISH—	
Introductory.....	168
EXAMINATION PAPERS—	
Answers to Midsummer, 1887, Examination Papers.....	168
QUESTION DRAWER.....	169
NOTES ON ENTRANCE LITERATURE—	
Discovery of America.....	170
SCHOOL-ROOM METHODS—	
One Plan of Teaching Geography.....	170
HINTS AND HELPS—	
Manner of Questioning.....	171
How to Keep Order.....	171
FOR FRIDAY AFTERNOON—	
The Boys we Need.....	171
October.....	171
EDITORIAL—	
Individuality in the Teacher.....	172
Do Teachers Read?.....	172
CONTRIBUTORS' DEPARTMENT—	
Mr. Haultain on Temptations to Teaching.....	173
EDUCATIONAL MEETINGS—	
Inauguration of the New Medical Faculty of the University.....	174
Haliburton Teachers' Association.....	174
CORRESPONDENCE—	
One of the Causes.....	175
Mr. Haultain and High School Training.....	175
BOOK REVIEWS, NOTICES, ETC.....	175
EDUCATIONAL NEWS AND NOTES.....	175

Editorial Notes.

WE call the attention of our readers to the clear and concise sketch of the history of the English language in the "Special Article" department of this number. It was written for the JOURNAL by a young lady teacher, and will, we doubt not, be found useful by many of the younger teachers and by students.

THE excellent paper on "One Plan of Teaching Geography," in the department of "School-Room Methods," is worthy of careful study. A class taught in accordance with the hints therein furnished, provided those hints are used with skill and judgment, or, as a celebrated painter once said of his colors, "mixed with brains," cannot fail both to become deeply interested, and to gain a mastery of the lesson.

THE *Globe* and some other journals are advocating the election of a fair proportion of women as school trustees. The suggestion is a good one. We have no doubt that an infusion of female intelligence, energy, and straightforwardness into the average School Board would, in many cases, improve its tone and efficiency to a marked degree. So far as we know, good, and only good, has resulted from the presence of women on English and American School Boards.

TWO or three friends have called our attention to a slip of the pen in "Mona's" Literature paper in the last number of the JOURNAL. We do not suppose "Mona" intended to controvert, *a la* Donnelly, the orthodox belief that Longfellow, not Wordsworth, wrote "The Wreck of the Hesperus." If he had found any hidden cipher, or other evidence of plagiarism, he would no doubt have told us. Failing that, we must plead guilty of culpable carelessness on the part of both editor and contributor.

APROPOS to Mr. Haultain's letter, which we are glad to see is evoking discussion, we note that the head-master of one high school informs the local board that, of the candidates who went up from his school, from one-third to one-half had been in attendance only since the previous December—a few months in all—and that those were strongly advised not to go up for examination. This is as we suspected, and is very significant. No doubt the same thing occurred in many other cases.

A GRADUATE of the largest university in Canada, by which, no doubt, is meant the University of Toronto, complains to the editor of a weekly journal of the great loss he sustained during his college course through the lack of teaching proper, as distinguished from lecturing. No fault is found with the ability of the lecturers, but when the Professor had read his lecture, he, of course, made his bow and retired. To the mind of the student in question, as to that of many another, the gain in listening to the lecture, instead of reading one equally good on the same subject, which could probably be found, is not clearly apparent.

WE have received a card of invitation to the Second Annual Commencement of Cobourg Collegiate Institute, together with a programme of the Graduation Exercises of the twenty-one pupils who have completed the course and are about to be honorably dismissed. This idea, which, if we mistake not, Principal McHenry was the first to adopt, of marking the close of the course at collegiate institutes and colleges by a diploma and appropriate public exercises, is a good one. By having a definite goal set before him many a student, who might otherwise have stopped short of the completed course, will be encouraged to persevere to the end.

THE notorious Glenn Bill recently passed by the Georgia Legislature, decreeing severe pains and penalties against any one who should attempt to educate blacks and whites in the same school, has, in consequence of the indignant outcry evoked by its middle-age provisions, been defeated in the Senate. The latter has substituted for it a measure simply proposing to withdraw any legislative grants made to educational institutions where white and colored pupils shall continue to be taught together. The exciting cause of all the furor and fierce legislation is, we believe, the fact that certain professors in one of the colleges for colored students persist in admitting their own children to the classes.

A SOMEWHAT lively, though it is to be hoped friendly discussion, seems likely to arise over the question of the location of the Arts Department of the McMaster University, for which so noble a provision is made in the will of the deceased Senator. The rival sites are Woodstock and Toronto, a choice between which is afforded by the terms of the charter. It seems to be generally conceded that the city offers superior inducements, especially in view of the fact that the