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THE CANADA SCHOOL JOURNAL

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TERMS

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WE are requested by the Education Department to state that it is the intention to prepare papers for the next Entrance Examination to the High Schools containing a greater number of questions than the candidates will be required to answer, thus giving them a choice of eight or ten on the paper. Also to make a correction in the circular sent out some time ago, in which it was stated that candidates would be required to submit Drawing Books Nos. 4 and 5 to the examiners: it should have read 4 or 5.

In his recent commencement address at Williams College on the elements of a true education, the venerable Mark Hopkins said: "By a right character I mean one that would make a man a vital co-operative force in all that would tend to build up society and to aid in the onward movement of the moral government of God. Character transcends knowledge. Knowledge is instrumental, character is directive. Knowledge teaches us how to do, character determines what we will do. It

is a man's deepest love, and will determine his ultimate destiny. Hence the highest form of benevolence is in seeking to improve character. This is the object of missions. This was the object of Christ. His coming was a testimony to the value of character. He who appreciates this value clearly, and devotes himself with energy and self-denial to its improvement in himself and others is the highest style of man, and the institution that does the most for character will do most for the individual and for the country. Mere teaching, without formative influences on character, is simply a trade. But can education ensure right character? No. Character is not from the intellect, but from the will; or, rather, the person that lies back of the will. To the old question whether virtue can be taught, we say no. Some knowledge may be forced upon us; a right character cannot be; still, there are indirect formative influences, and the education that ignores character is radically defective."

THE season of the annual convocations of the various colleges and universities brings with it the usual harvest of essays and speeches by prominent educationists and other learned men. The columns of the newspapers have been teeming of late with the reports of such addresses. And there is, by the way, no more hopeful indication of the growing public interest in educational matters than the increasing amount of space given to such matters in the daily and weekly newspapers. Naturally, most of the addresses referred to deal with questions of higher education. The culmination of the agitation that was commenced a year or two since in favor of University Federation in Ontario in the recent discussion in the Methodist General Conference has directed attention anew to that important question. That discussion is likely to become historical. Believing that the teachers of Ontario, above the members of almost any other class or profession, take a deep and intelligent interest in whatever affects the efficiency and development of our higher institutions of learning, we devote a good deal of space in this number to comments upon points made by the various speakers.

HON. G. W. DICKINSON, Secretary of the Massachusetts Board of Education, contributes to the September number of *Education* an interesting article on the operation of the Free Text-Book Law in that State. As early as 1873 the Legislature of Massachusetts passed a permissive statute enabling a city or town to authorize its school committee to purchase text-books and stationery for use of the public schools; the articles so purchased to remain the property of the purchasers, and to be lent to pupils under proper regulations. Prior to 1884 a number of towns had availed themselves of this permission. The result was so satisfactory that in no case was the system abandoned after a fair trial. The Legislature was encouraged to make the permissive Act compulsory, and did so in 1884. In December last, after more than a year's trial, a circular letter