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J. E. WELLS, M.A. *Editor.*
H. HOUGH, M.A. *Manager Educational Dept.*

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Table of Contents.

	PAGE
EDITORIAL NOTES.....	357
EDUCATIONAL THOUGHT.....	358
SPECIAL PAPERS—	
The Value of Grammar as a Public School Study.....	359
QUESTION DRAWER.....	359
ENGLISH—	
To a Skylark,—Questions and Answers.....	360
EDUCATIONAL MEETINGS—	
Oxford Teachers.....	361
EXAMINATION PAPERS—	
County of Wellington Promotion Examinations.....	362
Durham Promotion Examinations.....	362
CORRESPONDENCE—	
How to Regulate the Supply.....	363
FOR FRIDAY AFTERNOON—	
Gems for Memorizing.....	363
Intimations of Immortality.....	363
His Mother's Boy.....	363
EDITORIAL—	
What Shall Be Taught.....	364
Methods of Teaching.....	364
The Reading Habit.....	365
BOOK NOTICES, REVIEWS, ETC.....	
.....	365
SCHOOL ROOM METHODS—	
Correction.....	366
Mental Arithmetic.....	366
Set or Sit.....	366
Number Work.....	366
A Lesson in Arithmetic.....	366
Primary Work.....	366
HINTS AND HELPS—	
The Art of Thinking.....	367
Geikie's General Principles of Geography.....	367
Tact.....	367
EDUCATIONAL NOTES AND NEWS.....	367

Editorial Notes.

WE are glad to receive evidence that our English Department is heartily appreciated by teachers, and that the prominence we are giving to English in the JOURNAL is approved. The papers we are presenting on Entrance Literature will, we are sure, prove valuable, not only by reason of their own excellence, but because of the variety in modes of treatment which results from having them prepared by so many different teachers.

It is proposed in the State of New York that the sale of cigarettes to boys under sixteen should be prohibited by law. The idea is a good one, and the prohibition should include tobacco in every form. The tobacco habit is as injurious as it is disgusting, and boys should be kept, as far as possible, from contracting it until at least they have sense enough to judge for themselves, whether it is worth while to saturate their systems with narcotic poison.

CULTURE is the law of earth. This word "culture" is shunned by many as having taint of a certain affectation of mental superiority upon it. But it is too good a word to be given up to the service of affectation. We know not how it may be in other worlds, or with higher orders of intelligences, but in this world, and with the human family, some course of education, some process of faithful, toilsome, persistent culture, is the condition of all excellence and of all growth.

WE are much encouraged by the expressions of approval we are constantly receiving from our patrons. There is no better stimulus to increased exertion than the assurance that our labors are not in vain; that the paper is helping teachers in their work and so promoting the cause of public education. The hearty and spontaneous endorsement of the Oxford Teachers' Institute is particularly gratifying. We shall do our best to make the paper still more deserving of such encomiums. Excelsior!

THE Oxford Institute was fortunate in having the presence and help of Mr. Ford, whose experience and ability they seem to have wisely utilized to the fullest extent. His lecture on "Scientific Temperance" must have been especially helpful to many teachers, seeing that the subject is but newly introduced into the public

school course. Mr. Ford's hearty and unprejudiced endorsement of the Ontario Temperance Text Book, which he pronounced the best he had ever seen, is a valuable testimony, and will give increased confidence in the merits of the work.

BEING educated is simply learning to think. What, after all, is the sum and substance, the alpha and omega of all true education? Is it not thinking-power? This it is that marks the difference between one man or woman and another, so far as education is concerned. Why is it that one man's or woman's opinions carry with them so much more weight than those of another? It depends, as we all know, upon the kind of man or woman behind the opinion. If there is behind it a mind which has learned to think—to look on both sides, or rather on all sides of a question, the inside included, the opinion is of value, not otherwise. The question is not, has the individual been through college or university, but has he learned to think?

THE Philadelphia Social Science Association will shortly publish a monograph by Professor E. J. James of the University of Pennsylvania, entitled, "Chairs of Pedagogics in our Colleges and Universities." The author discusses at some length the place and functions of the Science and Art of Education as university disciplines. "In this view," he says "the necessity of some kind of professional training for the vocation of teacher is made very plain by the low level of pedagogical skill prevailing in our secondary schools and colleges. After an examination of what is done to supply this training in Germany, England, and our own country, Professor James offers an elaborate plea in favor of the establishment of pedagogical professorships and seminaries in our colleges and universities as the only means adequate to the desired end."

It almost seems as if the women were bound to beat whenever they find an opportunity for competition. The latest case is that of Miss E. B. Pearson, a student in the Harvard "Annex" for women, which has no official connection with the university. Miss Pearson wrote a historical essay for an "Annex" prize. The Harvard professors who acted as judges were the same who award larger prizes on similar subjects to members of the university. Miss Pearson's essay got mixed in with the men's dissertations, and as she used only the initial of her first