

examiner, on the other hand, who has no knowledge of the candidates, must depend on a hurried glance over a few pages of manuscript to form an estimate and give a verdict that shall determine, perhaps, the entire life-destiny of those examined."

DR. CHARCOT, an eminent French specialist, has propounded the novel theory that children under sixteen cannot have their brains over-worked, simply because their brains will refuse to do more work than they are fitted for. At a certain point they become "stupid," and must stop whether they will or not. It would be very convenient and comforting could it be shown that Nature has indeed constructed the brains of children with such a self-acting stop-cock or safety-valve arrangement. We fear that many an anxious parent and teacher has been taught a different lesson by sad experience. At the same time we have no doubt that much of the evil attributed to over-work of the brain is in-reality due rather to negative causes, such as insufficiency of fresh air, recreation, and sleep. But where this deprivation takes place in order that more time may be had for lessons, it amounts to very much the same thing in the end.

THE refusal of the Senate of Victoria University to concur in the proposal of the Board of Regents to take immediate steps for the consummation of the proposed federation with the University of Toronto, has reopened the federation discussion. The possibility of failure, in the face of a strong and determined hostile opinion, to raise the sum of money necessary to transfer Victoria to Toronto for the purpose of federation, combined with liberal offers of aid to endow Victoria as an independent institution, has given encouragement to the anti-federationists. It would be unbecoming in us to express an opinion as to the merits of the controversy, which we have no doubt many of our readers are following with great interest, if not actually taking a hand in it. We shall all agree in wishing health and prosperity to an institution which has given so many good men to the teaching profession as Victoria, whether in federation or out of federation.

ONE of the best of our Exchanges says that "the teaching profession suffers more from the misguided enthusiasm of narrowing minds than from all other sources." The writer is dwelling upon the necessity of the teacher broadening his ideas and aspirations, and avoiding the too common mistake of belittling himself mentally and socially by allowing all his thoughts and interests to revolve about the routine of the schoolroom. "It matters not how broad a man may be by nature, if he rivets his attention upon the minor matters of his profession, he is sure to have his common sense submerged in a sea of trifling details. There is no cumulative force in centring upon the lesser matters of the school

room." There is great truth and force in this view. It is not that the teacher should not be an enthusiast in his profession. Every true teacher will be that. But no one, whatever his success in his profession, should be content to be "only a school-teacher," as no one should be content to be "only a farmer," or "only a mechanic," or even "only a lawyer or doctor."

IN China the training of persons to become expert detectives of counterfeit money, consists in the incessant handling of good, not bad, coins. Thus their touch, accustomed to only the real, at once detects any counterfeit. Teachers, if you would enable a child to detect wrong forms, so familiarize him with right ones that he will recognize the spurious at once. It is a mistake to teach wrong forms for any purpose.—*N. Y. School Journal.*

THE general principle laid down in the foregoing is no doubt correct. An exception to the rule would be, we should say, such wrong forms as may be habitually used by the children of the school. It will be found, we think, very useful to put such solecisms prominently before the school, on the blackboard or otherwise, as expressions to be avoided. There can be no danger of teaching them to the children who already use them. Care should be taken, however, to indicate that they are wrong and to be shunned, so plainly that the fact cannot be overlooked or forgotten. In this way a critical habit may be encouraged which, within proper limits, is useful and desirable.

AT the late annual meeting of School Trustees of Ontario, the Secretary, Mr. J. B. Dow, read a paper affirming that it is desirable to make the teaching of the fifth form in the Public Schools compulsory. This opinion was supported by a number of the trustees and disapproved by others. One of the strongest arguments in its favour was drawn from the alleged tendency of the High School training and influences to turn aside the pupils from farming and country life, and to set their faces towards the professions. The President, Mr. J. E. Farewell, pointed out in his address that the published statistics, if correct, do not support this view. These give but 797 out of the more than 15,000 pupils in the High Schools and Collegiate Institutes as reading for professions. This is, however, far from conclusive, as probably but few of these boys and girls have as yet decided on their future occupation. The real question is, how will those who have no profession in view feel about going back to the farm or the workshop when they have finished their High School course? A still more important question is that of the completeness of the ordinary Public School course as an education for the masses of children who cannot attend the High Schools. From this point of view it may be urged with great force that the subjects of the Fifth Form are, with few if any exceptions, such as should be studied by every boy and girl in the land. The trustees took no action.

Educational Thought.

IT is possible to conceive of a time when the poorest cottage between the four seas shall be a home of life in its truest and best sense; and its inhabitants move with firm step in the great freehold of cultivated mind.—*Thring.*

KNOWLEDGE gathered from the books may linger in the mind or be lost from it, but teach a child to see, to think, and to express his thoughts, and you send him out into life equipped to be a vital, intellectual force, rather than a mere receptacle of facts.—*Boston Journal.*

NOT a leaf waves in the wind; not a drop of dew comes sparkling out of nothing to gem the bladed grass with orbs of light, without telling something to those fitted to receive it. Thought touches thought with quickening spirit and life enriches life with wealth, until ever mounting upwards, the mind becomes a new kind of created king, a lord of thought, lord of an endless kingdom full of light and pleasure and power.—*Thring.*

IN my opinion, the boy who leaves at the end of a common-school course, with a love of reading good books, is better prepared for a life of honor and influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education combined with a taste for good reading, is better equipped for the duties of life than the graduate of the best college or university in the country without that taste.—*John B. Peaslee.*

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.—*Mark Hopkins.*

BEAR constantly in mind the truth that the aim of your discipline should be to produce a *self-governing* being, not to produce a being to be governed by others. This it is which makes the system of discipline by natural consequences so specially appropriate to the social state which we have now reached. Another great advantage of this natural system of discipline is that it is a system of pure justice, and will be recognized by every child as such. Whoso suffers nothing more than the evil which obviously follows naturally from his own misbehaviour, is much less likely to think himself wrongly treated than if he suffers an evil artificially inflicted on him, and this will be true of children as of men.—*Herbert Spencer.*

MAN moves in an everlasting mystery of unknown life, from which a new truth may flash at any moment; and education trains the loving eye into a working power able to see truth. Even as the microscope has revealed new worlds, so have the mental lenses of the great poets and thinkers done. Beauty beyond all expression in the meanest created things can be seen by the ordinary eye of even ignorant man by looking through a microscope; and unknown infinities of smallness and perfection, which baffle, even when seen, the powers of the mind to grasp, have become visible to common sight. In like manner literature, and true training, create sight. And the world of common men, generation by generation, may look through the magic glasses of the mind, and gradually become conscious of the same infinity of unsuspected glory in the midst of which we go about our daily tasks, and move always in it, never aware of its presence till some trained eye descries it, and makes it its own, and gives it as a gift to ignorant men, or we ourselves in some happy hour light on some fair discovery of hidden thought.—*Thring.*

WHERE the solid qualities are in excess of accomplishments, we have rusticity; where the accomplishments are in excess of the solid qualities, we have the manners of a clerk. When the accomplishments and the solid qualities are equally blended, we have the man of complete virtue.—*Confucius.*