

in Ontario and other provinces of Canada. The idea of combining in this way the seemingly unrelated if not incompatible notions of a summer pleasure resort and a school for higher education was one worthy of the 19th century and the Yankee nation. The fact that the original institution has been so far successful in bringing the advantages of a course of solid reading and study within the reach of many thousands who could never otherwise have aspired to it, is a sufficient reason why Canadians should follow the good example and make the most of it. It is to be hoped that the promoters of the scheme may meet the success they deserve.

Principal Goggin, of the Winnipeg Normal School, being asked the other day by a *Times* reporter what was the largest number of pupils one teacher could successfully manage in a school, replied "Forty." This limit is certainly wide enough to test the ablest teacher's capacity for organization, government and hard work. And yet, if we are not misinformed, it would not be difficult to find in each of the older provinces numerous instances in which the forces of a solitary teacher are pitted against nearly twice that number of restless, nervous, electrical units. Much of course depends upon the previous training and advancement of the pupils, but to us it seems extremely doubtful whether, in an average case, the best results can be attained with much more than half the number mentioned by Mr. Goggin. We profoundly pity both master and children in those districts in which, through mistaken economy, one poor mortal has to keep up the weary warfare day after day against a host of three or four score. Not only is the strain on the brain and nerve of the teacher who strives to do his whole duty too great for endurance, but it is impossible that the time of the pupils can be economically employed or their studies wisely directed. There is, in short, an enormous waste of both time and mind power on the part of all concerned, and we have no doubt that in hundreds of such cases, the employment of a competent assistant would pay from the very lowest point of view, that of saving money, to say nothing of other and higher considerations.

There is no question of detail in connection with the proposed University Confederation of more importance, or beset with greater difficulties, than that of the appointment of the University examiners. The qualifications for such a position are so high, and their combination in the same individual so rare, that the choice is at once limited within a very narrow range. The scholarship of the examiner should be above suspicion, his judgment sound and mature, and his professional experience large. The practice of appointing young men, fresh from graduation, which has too often prevailed in the past has many objections, obvious to students and teachers, if not to others. On the other hand, to select the Board of Examiners from the ranks of the professors in the Confederated Colleges, which seems to be contemplated in the report of the promoters of the scheme of federation, would not only be a task dangerous by reason of its delicacy, but would almost inevitably have a tendency to lower the standard of scholarship, a danger to be avoided at all cost. Each examining

professor would, in spite of his best efforts at fairness, be unconsciously influenced both by his own peculiar methods of teaching, and by his knowledge of the strong and weak points of individual students in his own college. The best, if not the only satisfactory solution of the problem would be the appointment of men eminent in their special apartments, from the professorial staffs of other leading Canadian and American Universities, and in order to secure these provision would have to be made for payment of examiners on a much more liberal scale than hitherto.

"The troubles of the half-timers" have for some time past occupied a large share of attention in "The Schoolmaster" and other English journals. The provision for half-time pupils is made especially in the interests of the poor in the factory districts. The idea seems in itself to be a good one. To very many struggling poor the earnings of their children in the factories is a very great help in keeping the wolf from the door. On the other hand due consideration for both the intelligence and the physical health of the growing children forbids that they should be allowed to grow up in ignorance, or to be kept at unremitting toil during the tender years. Again the experience of many teachers will, we believe, have convinced them that six hours a day is a longer time than the young child can be kept with advantage at his books. One hour of close application, and real, downright brain-work is worth more, as every teacher knows, than three or four of dawdling and yawning over book or slate after the power of attention is exhausted. In many cases too the number of pupils falling to the care of a single teacher is much larger than he can instruct with advantage; and it is questionable sometimes whether as much or more real progress might not be made were the school divided into two sections, each attending half the day. But the half-time system as carried out thus far in Yorkshire and Lancashire may well vex the soul of teacher and inspector. The first condition imposed, one would expect to be regularity in the distribution of the half-time school hours. To permit some children to come in the mornings or afternoons only, others to come one day and remain away the next, and others even to come one day one week and four or five the next as convenience or caprice may dictate is surely to foredoom the system to failure. Yet this is what seems to be done while at the same time no relaxation of the code is made in favour of the half-time school. To expect the teacher many of whose pupils are not only absent half the time, but whose days and hours of absence are arranged in the most irregular and haphazard manner, to show as good results as his neighbour in a full-time school, would seem to be the height of injustice and absurdity. It is no wonder loud protests are being uttered.

Parent (angry)—"You have been in the water! You were fishing!" Son—"Yes, ma'am; I was in the water, but I got a boy out who might have been drowned." Parent—"Indeed, who was he?" Son—"Myself."

An Irish agricultural journal advertised a new washing machine under the heading, "Every man his own washerwoman," and in its culinary department says that "potatoes should always be boiled in cold water."