

We give in this issue a moiety of Mr. McHenry's excellent paper on the prize and scholarship question. Few more important educational matters are before the public to-day. The time is ripe for discussion, and Mr. McHenry is to be congratulated on the able and fearless manner in which he has grappled with the issues involved. To some of these we may refer again, when the whole paper is before our readers. We may just say here that we are disposed heartily to agree with Mr. McHenry's views. Those views may be, probably are, a little in advance of the time. We have not yet fully rallied from the effects of the twin craze for examination and prize-giving but the fever is rapidly declining. The prizes and scholarships must go. Enlightened educational opinion will ring them out and ring in the era of juster methods and loftier motives.

Our readers will have been struck with the general unanimity of the professional opinions elicited by our circular touching the recent examinations. On the main point, the unsuitableness and unfairness of the papers in *History, Literature and Grammar*, there were remarkably few dissentients. In regard to the *Algebra* paper, there was somewhat more difference of opinion. This may arise from the nature of the subject, the mathematical faculty being probably more unequal in both teachers and pupils than that called into requisition by any other study. Some of the more important principles, to be deduced from the correspondence, as effecting the qualifications of examiners are:—(1) Examiners should as a rule be practical teachers; (2) they should be men of exceptionally good judgment; (3) they should not be hobbyists or specialists; (4) they should be as free as possible from pedantry and egotism; (5) they should in no case be makers of text-books which might by any possibility be adopted in the schools; (6) they should take pains to acquaint themselves with the work prescribed in the programmes, and with the capacities of ordinary children at the various ages and stages of progress.

The particulars of a scheme of University extension, by which a University degree is brought within the reach of many elementary teachers in the north of England, are published. The University of Durham is prepared to deliver in towns in the north of England evening lectures on the subjects required in the examinations for the degree of B.A. These lectures will be the same as are given to students resident in the University. Students who have attended evening lectures for two years are admissible to the first-year examination, and having passed that examination receive a certificate testifying to the fact. They are then (or at any subsequent period) admitted to the final year's course of study in the University, and after residing three terms of eight weeks each, are eligible to attend the final examination for the degree of B.A. An ex-pupil teacher who begins to attend these lectures at the age of eighteen may obtain the degree at the age of twenty-one. A pupil teacher who from the age of sixteen attends the lectures concurrently with his work as a pupil teacher, may obtain the degree at the age of nineteen, and then have a year in which to get trained or practically qualify himself for obtaining a school. A certificated master who leaves the training college at twenty may attend the evening lectures for two years concurrently with his work as a master; and then, by a three' terms residence in

Durham, obtain the degree at the age of twenty-three. Before being admitted to the evening lectures, students are, however, required to pass a preliminary examination.

AMONGST some other good things said by Inspector Spankie, in his address at the opening of the Model School in Kingston, we commend the following:

"The mere fact of passing an examination, however strict, is no absolute guarantee of fitness to teach and manage a school. It takes a peculiar person to be just the right sort of a teacher. Intellectually, his mind should be a fountain and not a reservoir. His knowledge should gush up, and not be required to be drawn up. He should have ingenuity and tact, and not be a helpless creature, plodding on day after day in the same old beaten path, like a horse on a treadmill. He should be fresh and cheerful, and not a petrified post of Medusa. His heart should be young and vigorous, though his head may be as bald as Elisha's. In a word, he should, like Dickens' Raven, 'never say die.' He must be acquainted with the world as well as with books; familiar with human nature as well as with Lovell's geography. He should have breadth and depth, and, if possible, originality and wit, and not go about with his half-dozen thoughts rattling in his head like shrunken kernels in a bean-pod."

THE *Indiana School Journal* urges upon teachers the desirability of a method upon which we have often insisted, that of requiring pupils to write letters and other documents of a kind required in every-day life. They should practice this work continuously, just as they are required to practice addition or subtraction. In time they would acquire a corresponding facility. This would be of immense advantage in future life. More than that, the habit of thinking and expressing thought—in other words, of deciding just what one wants to say, and saying it in presentable English—is one of the very best kinds of intellectual training. "Write a formal application for a school, or a resignation. Write a letter of introduction. 'Can't be done for want of time!' So? Well, put five of these compositions in the form of a letter. Have some of those lessons in arithmetic in letter form. This will not take much more time. There are other ways that any teacher will think of when he begins to devise ways and means by which letter-writing may be taught."

DR. MALCOLM McVICAR'S address on "Mistakes in Education," delivered at the opening of the term at McMaster Hall, a week or two since, is, we are glad to learn, to be published. Dr. McVicar has earned a place in the front rank of modern educators by his services in the United States, especially as Superintendent of Education in New York State for many years. The present excellent public school system of that state was, we believe, largely moulded by his hand. He is, what every teacher should be, an enthusiast in his profession. His views, as enunciated in the lecture are, we observe, eliciting hostile as well as favorable criticism, especially those in regard to religious instruction in schools. Not knowing exactly his position in regard to that and other points we withhold comment until we can see the printed paper, some portions of which, at least, we shall try to lay before our readers.