

Candidates at the non-professional examinations who propose taking Botany as one of their optional subjects will do well to observe the following notice from the Education Department:—

"As already intimated, all Candidates will be required to describe some plant (including root, leaves, etc.) to be submitted to them by the Presiding Examiner. The same plant shall be submitted to each candidate at an examination centre, and the Presiding Examiner shall see that *one* sample thereof is sent to the Department with the answer papers in Botany. The plants should belong to one of the orders prescribed for the course; but, if others be submitted, due allowance will be made by the examiners. The Presiding Examiner shall also see that the plants submitted to the candidates are not amongst those fully described in Spotton's Botany, Part I. In the case of the I. Class C. (or Honor) examinations, the plants for examination will be sent from Toronto to the different centres. Each candidate at the different examinations is required to provide himself with a hand lens and a sharp knife."

"I HAVE seen little children wearily wending their way to the heated and fetid schoolroom, each with a bag of nearly a dozen books—in fact, about as much weight as one of them was physically able to carry." So says Mr. Allen Pringle in a letter to the *Mail*. We have lately seen it asserted, on what purported, we think, to be medical authority, that a considerable percentage of the children of the United States have one shoulder lower than the other, or something of that kind, in consequence of carrying heavy loads of school books. We would like to ask our readers, the teachers of Canada, whether the above is a true picture of the average small child on his way to a Canadian school. We do not believe it is. But if it is, a radical reform is needed at once. The bag of books must signify a long list of lessons to be prepared at home. That means wrong notions of education and downright cruelty to children. Do the children "wearily wend" their way to the schoolroom and enter it with reluctance and dread? They should go bounding to it as to a palace of delight. How is it with *your* school?

SOME of the papers are discussing the teacher who sneers. We wonder if he is to be found in Canadian Schools—the man, or woman, we mean, who takes advantage of a position of superiority to launch jeers and jibes at the defenceless pupil. The latter of course cannot retort. To do so would be insubordination. We can think of few meaner little cruelties. And yet we fear most of us have been guilty of it in moments of irritation. Even that we should hold inexcusable at the bar of conscience. It is ungenerous, contemptible. But what shall we say of the teacher who uses this weapon habitually? There are too many such. They do incalculable mischief. Many a promising pupil has been driven from school and college, deprived of his birthright of education, through dread of them. In many another case the shaft

of ridicule has rankled in the sensitive breast until the whole spirit has become poisoned. The teacher who would be respected and beloved by his pupils, or who would influence them for their good in all the future must be careful to save his taunts and sarcasms for those who stand on an even footing and may retort in kind.

WE commence in this number a Science Department to be edited monthly by Mr. C. Fessender, B.A. We are not of the number of those who think science, according to modern methods, the be-all and end-all of education. But on the other hand, we cannot but think the absence of anything deserving the name of scientific instruction in our public schools a strange and serious defect. Owing to this fact we have never been able to give to science in the JOURNAL the prominence to which its real educational importance entitles it. It is a great reproach to our school system that boys and girls, even in the country, should be going out of our public schools by thousands, after having been in them for years, without knowing the simplest scientific facts about the trees, plants, birds, insects, etc., which abound in their own localities. Many of them we fear, like ourselves when we left school a score or two of years ago, can scarcely distinguish half a dozen kinds of trees in the neighbouring woods. The great loss is, of course, not so much in the lack of the knowledge, as in the lack of training of the perceptive faculties, and deprivation of all the sources of enjoyment and of profit which are the result of the power and habit of close observation.

WHILE "man's inhumanity to man makes countless thousands mourn," man's inhumanity to beasts and birds fills the animal world with suffering. One of the most pleasing proofs of the gradual elevation of our race is the growth of the humane spirit in the treatment of the lower animals. The efforts that are being put forth for their protection from wanton cruelty are worthy of all praise. We have before us the report of the eleventh meeting of the American Humane Association, held at Rochester in October last. It shows that an excellent work is being done by the friends of mercy in the United States and Canada. "Everywhere," says the president, "there is a marked change in feeling and in methods." Professor Swing, of Chicago, says, "One of the most impressive scenes in our age is that of the rational creature man hurrying to the rescue of the dumb brute. The cruelty which was once thought a small matter has revealed its hideousness and become a sin." But though much has been done still more remains to be done. Canadian legislation, if not Canadian sentiment, is still behind in this matter. To inculcate feelings of tenderness and pity for the inferior animals, is to educate the noblest sentiments of humanity, and is a work which should enlist the sympathies and aid of every teacher. The next annual meeting of the Humane Society is to be held in Toronto, September 19, 20 and 21.

Educational Thought.

"CURIOSITY is as much the parent of attention as attention is of memory. To teach one who has no curiosity to learn, is to sow a field without ploughing it."—*Whately*.

MY ideal of an educational institution is that it should be a home for the development of character quite as much as if not more than, a school of learning or a place for original research. The longer I live the more profoundly am I convinced that the highest type of character can only be formed on a religious basis.—*Rev. Principal Grant*.

"THERE is no office higher than that of a teacher of youth, for there is nothing on earth so precious as the mind, soul, character of the child. * * No language can express the cruelty or folly of that economy, which, to leave a fortune to a child, starves his intellect, impoverishes his heart. There should be no economy in education. Money should never be weighed against the soul of the child."—*Channing*.

I HAVE found that to make my pupils work heartily with me, and feel that our interests are one, is to treat them with uniform courtesy and respect. It takes time and patience before the good results are seen, and I suffer many discouragements and heart-aches, but I do think that little by little it cultivates in them a self-respect, a kindness of feeling, and habits of courtesy toward others which gives a happier atmosphere to the room and stimulates them to better work.—*Anon*.

WELL would it be for both teachers and taught, if all teachers were inspired by Plato's ideal of the cultured man, "A lover, not of a part of wisdom, but of the whole; who has a taste for every sort of knowledge and is curious to learn, and is never satisfied; who has magnificence of mind, and is the spectator of all time and all existence; who is harmoniously constituted; of well-proportioned and gracious mind, whose own nature will move spontaneously towards the true being of every thing; who has a good memory, and is quick to learn, noble, gracious, the friend of truth, justice, courage, temperance."—*Page*.

"AND it is a pity that commonly more care is had, yea, and that among very wise men, to find out rather a cunning man for their horse, than a cunning man for their children. For to the one they will gladly give a stipend of two hundred crowns by the year, and loth to offer the other two hundred shillings. God, that sitteth in heaven, laugheth their choice to scorn, and rewardeth their liberality as it should. For he suffereth them to have tame and well-ordered horses, but wild and unfortunate children, and therefore in the end they find more pleasure in their horse than comfort in children."—*Roger Ascham*.

THE very basis of fitness for teaching, so far as it can be gained from study, is a broad and accurate scholarship. To be a teacher, one must first of all be a scholar. So much stress is now placed on method, and the theory of teaching, that there is great danger of forgetting the supreme importance of scholarship and culture. For these there is no substitute; and any scheme of professional study that is pursued at the expense of scholarship and culture, is essentially bad. To be open-minded, and magnanimous; to have a love for the scholarly vocation, and a wide and easy range of intellectual vision, are of infinitely greater worth to the teacher than any authorized set of technical rules and principles.—*Page*.

THE self-made man is badly made who is not ready to confess that other men might have made him better than he made himself, and especially that institutions which gather and treasure up the wisdom of the past, and are complicated instruments perfected by ages, are likely to educate better than an individual mind, however vigorous, or an individual will, however resolute, or a personal aspiration left to itself, however persistent. Who would not rather have, as his ruler, his doctor, his preacher, his attorney, or his judge, the pupil of the best that the world has thought and learned, than the pupil of a master who is master and pupil at the same time, and who, therefore, at any given moment, has an uneducated mind for his educator?—*Bishop Huntingdon; in The Forum*.