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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.....	37
EDUCATIONAL THOUGHT.....	38
SPECIAL PAPERS—	
Scientific Temperance Teaching.....	39
EDUCATIONAL MEETINGS—	
Wilnot Teachers' Association—South Simcoe Teachers' Institute—South York Teachers' Institute.....	39
ENGLISH—	
The Conquest of Bengal—The Demon of the Deep.....	40
QUESTION DRAWER.....	41
SCHOOL ROOM METHODS—	
Geographical Recreations—The Recitation; Important Points—The Inversion of the Divisor—Outline of Subjects for Composition—Notes on a Lesson on Trees.....	42
HINTS AND HELPS—	
The Laugh in School—Ask Yourself These Questions—Plain Hints—Utilizing Lunch Time—Train Pupils to Think—Praise—Committees of Pupils to Help the Teachers—Many a Slip Between the Cup and the Lip.....	43
EDITORIAL—	
The True Education—How to Learn to Learn.....	44-45
CORRESPONDENCE—	
Our Profession—How to Regulate the Supply—The Supply.....	46
BOOK REVIEWS, NOTICES, ETC.....	46
EDUCATIONAL NOTES AND NEWS.....	47

Editorial Notes.

THE discussion of the "Supply" question still goes on, and seems to be awakening considerable interest. As our space is limited, we must urge our correspondents to be brief and to the point.

IN reading the correspondence of various kinds which comes into our hands we are often struck with the failure even of teachers, and in some cases of those who write well, to discriminate correctly in the use of *shall* and *will*, *should* and *would*. Every teacher should see to it that his pupils understand clearly the difference. This, of course, implies—well, what it implies is obvious.

"PERMIT me to congratulate you on the excellence of the last number of the JOURNAL. It grows better all the time." So writes a friend whose opinion is valuable, in a note just to hand. The pleasing commendation is a sample of those which we are constantly receiving, and which afford us much gratification and encouragement. Roll up our subscription list, friends, and we will do our very best to make the JOURNAL second to no educational paper in America. With your help we can do it, not without.

As our readers may have observed, a mistake was made in the paging of our last two numbers. The new volume commenced with the issue of February 15th, which should accordingly have been numbered Vol. II., and commenced with page 1. By some oversight, while the number of the volume was properly changed, the numbering of the pages in both that and the following issue was continued as if they had been continuations of Vol. I. In this number we commence with page 37, the correct figures had the two previous numbers been properly paged.

WE congratulate our valued contributor, Mr. Charles Clarkson, M.A., on the elevation of the Seaforth High School, of which he is Principal, to the rank of a Collegiate Institute. Mr. Clarkson is well and favorably known to our subscribers as the editor of our Mathematical Column, and they will be glad to learn that he will continue to conduct that indispensable department of the JOURNAL. We have no doubt the Seaforth Collegiate Institute will continue the prosperous career which has marked the course of the Seaforth High School under his able management.

A SPECIAL feature of the annual convocation of McGill University this year was the conferring for the first time of degrees on female graduates. Sir William Dawson, in replying to the valedictory of the Donalds class, said that the success of the enterprise had surpassed the highest expectations he had cherished, and alluded with a very natural gratification* to the further enlargement which Sir Donald Smith is understood to contemplate, and which will place in affiliation with McGill "a college for women equal to those great institutions of the United States, which we have hitherto regarded with envy; and, indeed, superior to them in the advantages to be derived from immediate association with a great University."

WE remember to have seen a year or two since a good illustration of the way in which a necessary punishment may sometimes be made to enforce a useful lesson. A lady teacher overheard one of her boys swearing at another in words that made her blood curdle. She immediately led him into a corner of the room to remain there until the school had been duly opened. Then, before a lesson was recited, she took him out before all the scholars and, then and there, washed out his mouth with a sponge wet in pure castile soap-suds which she had prepared; after which she urged earnestly and tenderly upon the boys the duty of keeping their mouths clean. Truly an effective way of converting an act of discipline into a moral object lesson.

"No teacher should have under his charge a greater number of pupils than he can know personally and thoroughly. He should know each character as well as he does the subject upon which he is giving instruction, and should be able to lay his hand upon its every motive spring." So says an American educational writer. This view has been controverted on the ground that moral development depends upon the parent rather than the teacher. Passing over many exceptions that might be taken to that proposition, we doubt seriously whether it is possible for the teacher to achieve the highest success in the more purely intellectual part of his work, or teaching proper, without an intimate knowledge of the mental habits and traits of his respective pupils.

THE method of instruction by correspondence employed by the Chautauqua College of Liberal Arts has inaugurated a great system, the success of which is no longer an open question, for it is fast coming to the front in educational circles.