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Editorial Notes.

WE are informed by Dr. Hodgins, Vice-President of the Toronto Humane Society, that a convention of members of the Humane Societies in Canada and the United States will be held in Toronto, on the 17th and 18th of this month. The occasion will no doubt be one of interest.

WE are glad to learn since the date of our last issue that the Toronto School Board has placed a copy of the Toronto Humane Society's publication in the hands of every teacher in the city, for use in the schools in the Friday-afternoon exercises. The idea is a good one. Many of the extracts in the work are admirably adapted for these exercises.

THERE is much truth and force in one of the objections urged against the American system of education, by Professor Boyesen in the September *Forum*, that it is calculated to kindle expectations and ambitions which, in the vast majority of cases, must result in future disappointment and unrest. Theoretically it is true that the humblest pupil in the Public School may aspire to become President of the United States. Practically it is the fact that the chances of the average boy to reach that position are one in thirty, or if the constitution makes no distinction in sex, one in sixty millions.

The Freeman (London, Eng.) is no less hard than many of its contemporaries, in characterizing the processes and results of the Public School system now in vogue. It says:—

"We are, and should be, slow to judge the teachers now in charge of schools. As scholars they were "crammed" with a view to satisfy inspectors. As pupil teachers they were "crammed" that they might pass examinations. As students in training colleges they were "crammed" that they might earn grants and get certificates. As teachers they "cram" scholars to obtain grants from which their own salaries are partly paid. They are largely victims of a system of "cram." And if from the process they come out what they are, small blame attaches to them."

THE following recipe which we clip from an exchange, may serve as an answer to a question which is frequently asked by correspondents. Our contemporary, whose name we unfortunately forgot to note, says:—

"The preparation has been thoroughly tested, and we can recommend it to those who wish to begin the new year with a first-class board.

Material: one half-gallon shellac-varnish, one paper of the best lampblack, two ounces flour of emory. Mix, using no more lampblack than is needed to give a jet black color. Apply with the finest brush you can obtain, and do not fail to shake the slating while applying. After a half-hour, rub the board over with a crayon held flatwise; dust off with an eraser, and call your class to the board for work."

MAY there not be too much tendency to resort to the same fallacious and unworthy persuasions in the Canadian schools, of which Prof. Boyesen complains in the *American*? Prof. Boyesen truly says, "It is of more importance to impress a child with his duty toward God and man than with God's and man's duty toward him." The characteristic difference between the French and English soldier was once said to be that the Frenchman's watchword was "glory," the Englishman's "duty." There is some reason to fear that the sentiment of "duty" is being too largely superseded in the youthful mind of to-day by the more ignoble idea of self-advancement. To make the most of himself is an obligation which should indeed be impressed upon every one, but the motto should be supplemented by the words, "For God and fellow-men."

THE "State," in England, has no normal school or training college for teachers. According to Whitaker's Almanac, there are in operation thirty-nine training colleges, but all are under private or denominational control. They are classified as follows:—Church of England, 27; Wesleyan, 2; Congregational, 1; British and Foreign School Society, 6; Roman Catholic, 3; total, 39. The "Minority Report" of the Educational Commission calls attention to the fact that "more than seventy-three per cent." of "the yearly certified expenditure" on these colleges "was met by grants from the Committee of Council on Education," and yet "the authorities of each college settle their own terms of admission," and they are managed by private persons, nominated by bodies not responsible to those who find seventy-three per cent of the cost of conducting them. The majority of the Commission report in favor of the continuance of this system. Is it any wonder there was a "Minority Report"?

MANY a truth is spoken in jest, and many a good hint is conveyed in the same way. We do not know what sprinkling of seriousness there may have been in *Grip's* thoughts when he penned the article from which we make an extract in another column, but we are sure that