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Editorial Notes.

LOOK out for the sample copies of "School Work and Play," to which reference is made in our editorial columns.

WE are sorry that the pressure on our space compels us again to divide Mr. Mackay's article on Examinations. The article is opportune just now, when the *Nineteenth Century* protest against competitive examinations is attracting so much attention.

A FRIEND has called our attention to the fact that two questions in "Question Drawer" of last number were misapprehended and irrelevant answers consequently given. We have repeated the questions in this issue, with correct answers, and will try to be wider awake in future.

SOME weeks since we were requested by a subscriber to give what we deemed the best method of teaching children to scan. Through pressure of other matters the answer was delayed. In the "Methods" department of this number will be found briefly outlined a mode which will we think be found simple and effective. We should, however, be glad to have some teacher who may have adopted a different course with success, give our readers the benefit of his experience.

WHILE we have no objection to answering questions asking for general information on subjects not strictly educational, so far as our space limits will allow, it would be obviously improper for us to reply to questions involving matters of opinion, or partyism, on political or other non-educational topics. Inquirers will also please note that questions referring to mathematical, English, and musical subjects, will be answered in those departments respectively and not in "Question Drawer." It is better to keep such questions distinct from those asking for general information, and to address them to the editors of the proper departments.

THE educational tendency of the time is well shown in a recent astounding innovation in one of the great public schools of England, Harrow. It is announced that in future a knowledge of Greek will not be required from students entering the classical side. Rev. Mr. Willdon, the head master, has come to the wise conclusion

that boys who want only enough Greek to "stumble through a passage in the Iliad with the help of a lexicon and a crib, had better leave it alone altogether." Boys who intend to proceed to the university will of course be obliged to take Greek. Any time saved by non-Greek pupils will be devoted to modern languages. Harrow was founded in 1571, and chartered by Queen Elizabeth.

AT the instance of Lord Stanley, the Governor-General, it is proposed to begin in Ottawa, on the line of the Cambridge University Extension Union, a series of free popular science lectures, more particularly for the benefit of the working classes. This is, we believe, the first systematic movement of the kind in Canada. It is not to the credit of our Universities that they have so far failed to follow the lead of their English prototypes in providing lectures on scientific subjects for the benefit of the people. It is said that there is hardly a town of twenty thousand population in England to-day which has not enjoyed every winter for the past few years one or more courses of lectures of a popular character, bearing on some branch of science.

A communication from "Alpha" appeared in the *Globe* a week or two since, in which the writer says:—"I have three children attending Public School here, and am interested in the mode of education in Toronto. But I fail to see the good derived by occupying a considerable portion of the morning in devotional exercises—explanations from the Bible by teachers in each department." As the "Regulations" of the Education Department provide that the "Scriptures shall be read daily and systematically without comment or explanation," it is clear that there is a misunderstanding somewhere. Either "Alpha" is astray in his facts, or some Public School is disregarding the regulations. The former seems more probable.

PRINCIPAL MCHENRY, of Cobourg Collegiate Institute, gave voice to a conviction that is steadily growing in the minds of thoughtful educators, when he said at the Institute commencement a few weeks ago, that "the time has come when some respect should be paid to the opinion of teachers, as well as to the judgment of examiners. The former," Mr. McHenry went on to say, "have had the candidates in many cases for years under daily examination, where every opportunity is afforded for knowing their capacity and attainments. The