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Editorial Notes.

OUR thanks are due to the friends who send us occasionally poetic contributions. Our readers, the contributors themselves included, will no doubt agree with us that the poetical standard of the JOURNAL should be set pretty high, and that it is better for all concerned that productions falling short of that standard should not appear. Except in cases where the afflatus is overmastering it is probably better for inexperienced writers to try plain prose.

In this issue will be found the first of a series of lessons on the Entrance Literature for July. One of the selections will be treated in each subsequent number of the JOURNAL, so that the whole ground may be covered before the close of the schools. Several teachers of well-known ability have kindly consented to prepare the notes and exercises, each one taking a lesson. The result will be that no two lessons will be treated by the same writer, and our readers will get the benefit of a variety of methods, as well as of able discussions and analyses. Now is the time for every public school teacher to subscribe if he or she has not already done so.

WE are glad to note that the Toronto Principals' Association have emphatically expressed their dissent from the views and statements of the letters that recently appeared in *The Globe* over the signature of "A Principal." It was this writer, if we mistake not, who wished to see, amongst other things, a system of payment by results. Can he be aware that this system is condemned by the almost unanimous voice of teachers of all grades in England? It is the great bane of the English public school. It is, the profession in England being judges, a fruitful source of cramming in schools, of injustice to able and faithful teachers, and of cruel injury to children. Its early repeal must come.

DESCRIBING a very interesting and successful experiment in the manual training of school children, made last year in Springfield, Mass., an exchange observes, "It could not be seen that the boys who spent half their school hours in manual work made less progress in their purely mental studies than the pupils who devoted the whole of their time to their books." That is just what we should have anticipated. Half the six hours spent by the average boy or girl over the books in the schoolroom is wasted. Three hours of energetic, wide awake study would be

in most cases more profitable, while under a proper system the other three might be utilized to excellent purpose in acquiring manual strength and dexterity.

No earnest worker is the worse for a little encouragement, and those who are faithfully trying to make the EDUCATIONAL JOURNAL equal to the very best of its class are gladdened by the words of hearty appreciation they are constantly receiving. We could quote warm commendations from all classes of educators, from college presidents and professors down to the teachers of the village and country schools, whose praise is still more welcome since it is them we are most anxious to please and to help. We may follow a common example some day by collating and quoting some of these expressions, though we prefer, as a rule, to let each number of the JOURNAL speak for itself. But the approbation and none the less the criticism of our patrons is always grateful and often useful.

THE Principals' Association of Toronto has appointed a deputation to lay before the Committee on School Management their objections to a regulation recently passed by the Public School Board disapproving of detaining pupils after 4 p.m. The principals say that they experience great difficulty under this regulation, in carrying out the discipline of the schools. We don't believe in "keeping in" pupils for the purpose of studying neglected lessons, as in vogue in many schools. Lessons, in our opinion, should never be assigned as a task, or associated in any way with punishment in the child's mind. Anything which tends to create or intensify dislike of study cannot be too carefully avoided. A chief aim of the teacher should be to make the children love study. But for purposes of wise discipline it is absolutely necessary that the teacher should have some means of seeing the refractory child in quiet and alone, and it is difficult to see how this can be accomplished so well in any other way as by detaining the offender after school hours.

As every reader knows, we devote a considerable portion of space in each number to practical methods and suggestive hints for the actual work of the school-room. The cry of the younger teachers is still for "More!" This is a good symptom. It shows that our young readers are honestly ambitious to do their work in the very best manner. At the same time we feel like throwing in a word of caution. Don't rely upon