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Editorial Notes.

WE are requested by the Educational Department to remind those interested that a special written examination of the School of Pedagogy will be held in December for those who are exempt from attendance thereat. Intending candidates are reminded that application for this examination should be made to the Deputy Minister on or before 1st December.

WE do not understand how such things as our correspondent "Smike" describes can be. Surely either teacher or rate-payer has an easy remedy against either teachers whose certificates have lapsed, or girls under (or over) the age of eighteen who have no certificates. We do not see how schools having such unauthorized teachers can draw the Provincial grants. Surely all that is required is that the attention of the Education Department be called to the fact. Meanwhile, the remarks of our correspondent point to the desirability of forming either local unions, or a Provincial union, for the protection of teachers' interests.

A CORRESPONDENT calls our attention to the fact that there is to be a special examination in connection with the School of Pedagogy in December, for those who are not required to attend the school. As most of those who would write at this examination are engaged in teaching, and as the examination is for those only who are not attending the school, he thinks it would be a great convenience to those proposing to write if the examination were held during the Christmas vacation. This would save them from the difficulty and expense of

employing substitutes and their pupils from the disadvantage of having a strange teacher for a week. The suggestion seems reasonable. Unless there is some objection or difficulty which does not occur to our correspondent, or to us, we feel sure that the attention of the Department needs only to be called to the matter in order to obtain the desired arrangement in respect to date.

WE have received a good many orders for sample copies of the *Cosmopolitan* from persons who specified the September, or World's Fair number. Such orders were all duly forwarded to the office of that magazine. We are now in receipt of a communication in which the publishers of the *Cosmopolitan* say:

"We greatly regret that it is absolutely out of our power to furnish the September *Cosmopolitan*. The December issue will also be a World's Fair number, and more artistic and expensive in character than the September number. May we send December number instead?"

Will those who have ordered the September number whether as samples, or as the first number of a yearly subscription, kindly drop us cards explaining their wishes in the matter? Will you wait for the December number, or accept some other number? If we hear nothing from you we will infer that you have concluded to wait.

WE find that there is a good deal of difference of opinion among teachers in regard to the teaching of a fifth-class, or leaving work, in the public schools. Some hail it as giving opportunity for a step forward and upward in the public schools. Others regard it as an additional burden placed upon the already overburdened shoulders of the long-suffering teacher. Of the latter class are the teachers of East Grey, as is evident by the resolutions passed by them, published in our last number. By the way, may we be permitted to observe that the resolution referring to this subject is a little indefinite. The opinion is expressed that "the present course for the Entrance Examination is sufficiently extensive for pupils of the average age and intelligence." This means, we presume, the average age and intelligence of those who take the Entrance Examination. But we do not understand that it is expected that the additional year's work is to be done in the public school without an additional year's time being given for it. Other things being made right, would it not be an important step in advance if a large number of boys and

girls could be induced to spend another year in the public school, whether they afterwards entered the high school or not?

ON one point all will, we think, be agreed. It would be unreasonable and unfair to expect the teachers in the public schools to undertake all the labor involved in adding a full year's work to the course, without giving them both more help and more remuneration. One teacher writes us—and no doubt his words voice the perplexity of many—"I confess that in making out my table I do not see how I am going to bring in all the classes." The same teacher further points out that, by having this year's additional work done in the public school, parents are saved the expense of that year at the high school and can therefore afford to increase salaries in the former. For our own part, we are sure that if we were now engaged in teaching a public school, we should welcome the opportunity to do the work for the leaving examination as a real improvement of the public school teacher's status, but we should certainly think ourselves justly entitled to some advance in salary, while some additional help in the school would seem indispensable.

A TORONTO newspaper said the other day, in the course of an article with the significant heading, "Over-much Governed and Educated:" "If we had less education, less of the forcing-house system, we would (should) have more farmers' sons willing to till the soil (and that is the great requirement in Canada), and more boys raised in the city prepared to make their way by manual labor."

This is the old refrain, "Too much education!" Nine-tenths of the children should be kept without education in order that they may become hewers of wood and drawers of water for the remaining one-tenth. That will make things go smoothly. That is what the argument comes to. The fact, if such it is, that there is not a sufficiently large proportion of the young people willing to engage in farming and other manual occupations may be a very good reason for improving the kind of the education given in the schools. It can be no reason whatever for refusing to give to every child the best education possible under the circumstances. That is every Canadian child's birthright. Perhaps it may be a very good reason, too, for readjusting the rates of payment, degrees of social estimation, etc., attached to these employments. But why should farmers' sons be expected to do all the farming of the future, and city boys all the manual labor? We do not say that every shoemaker's sons must become shoemakers,