

adjustment of personality to the needs of the school-room that the teacher gains much of that higher self-teaching which is necessary to successful professional work. If teaching is a science, then this is the true inductive method of pursuing it.

Such, then, are some of the means of school-room culture for teachers. It is a sad mistake to think that when one enters upon the active work of teaching, the period of preparation for that work has passed. On the contrary; the most important stage of it has just begun. The school-room is a post graduate normal course, and, like all post graduate courses, it furnishes the most advanced and important and valuable instruction which is obtainable.

Editorial Notes and Comments.

Before another issue of the RECORD has seen the light the June Examinations will be over, and from what we know of the schools in their more matured organization of the present year after so many years' experience of the present course of study, we are inclined to think that the record of the examination will be gratifying. The routine of the examination and the manner of receiving, distributing and returning the papers we are now so familiar with, that mistakes of any serious import can hardly arise, yet the greatest care should be taken to prevent even what may be called unimportant mistakes. The teacher has a responsibility which should not be overlooked. The discipline of the school is in his or her hands just as on ordinary days, and wrong doing should be frowned down with as much emphasis during examination week as on any other day of the year. We hope to be able to report in the most favourable terms of the issue of the first week in June. It is a memorable week for the pupils, and should be one of satisfaction to every teacher.

—Some good things have been said at the late convocations of our colleges, and our readers will be interested in having a collection of them. Dr. Clark Murray, Professor of Metaphysics, in addressing the graduates in Arts of McGill University, spoke in lofty terms of the true ideals of education. Intellectual virtues, he said, passed over into the virtue of moral life, the only way in which a man could be true to others was to be true to himself. Thus a graduate to be true to others and to uphold the honour of his degree must be true to himself and