

all knowledge and expressing the highest ideal of the nation's culture. The third English variety has as its basis the college, which gives rise to strong attachments on the part of the alumni resulting from reminiscences of school discipline and the æsthetic charm which invests the college. In English universities there is a little too much of the school element and too little of the matured work of the student. But there is no ignoring their deep humanity, the lofty standard of life and their aloofness from what is vulgar, mercenary or partisan. The Scottish universities, though essentially teaching institutions like those of Germany, and though their influence permeates the nation, are much too elementary in what they teach. The American type seems to combine the advantages of the German and the English universities. Universities like Harvard and Princeton have succeeded alike in college work and maintenance of discipline, and at the same time have made efficient arrangements for post-graduate studies and research. There can be no two opinions as to the desirability of London being given a university of the last American type.

Here is a word of advice that cannot come amiss: When we visit a school, there is one request that we sometimes meet, which always strikes us very unfavorably; that is, what lesson would you like to hear? It indicates an attitude on the part of the teacher that is totally wrong—the notion that, while the visitor is present, the purpose of the school is to entertain him or win his admiration. This notion is expressed in many other ways, as by constant excuses, many explanations, etc. In other schools the visitor receives merely a pleasant word of greeting, is given a seat, and his presence is practically ignored, while evidently the work

goes on just as it would go, if he were not present. Occasionally, it happens that, without any enquiry as to what the visitor would like to hear, lessons are brought on which evidently are out of the regular order, and which at once arouse the suspicion that they have been held in reserve for precisely such an occasion. In fact, we have heard of teachers whose custom is to have special lessons in readiness to bring forward for exhibition before visitors. Usually it does not take long for one accustomed to the workings of a school to detect the fraud. For, such a proceeding can be regarded only as a fraud; and a teacher who would be guilty of it deserves instant dismissal, for he is working a moral damage to the pupils that nothing can atone for.

An intelligent visitor of a school who seeks correct knowledge concerning its operation, desires to have his presence cause the least possible departure from the ordinary course of procedure. An attempt on the part of the teacher, to "show off" in any way can hardly be disguised before an expert in school work; and it is sure to sink the teacher very much in the estimation of any visitor who is both upright and intelligent. Here, as elsewhere, honesty is the best policy. Young teachers ambitious of a good reputation, as all ought to be, will do well to give this matter careful attention.

In the Police Court on Monday morning were two boys barely in their teens who pleaded guilty to theft. Magistrate Ross was puzzled to know what punishment to inflict on the offenders; he thought they deserved one of the old time "lickings," and so expressed himself. It is a pity these boys did not receive such punishment then and there as a painful reminder of the crime they had committed. It would have been a lesson to other