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Editor.

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Table of Contents.

	PAGE
EDITORIAL NOTES.....	261
EDUCATIONAL THOUGHT.....	262
SPECIAL PAPER—	
The Wants and Woes of the Teacher.....	263
EXAMINATION PAPERS—	
Uniform and Promotion Examinations, Stormont, Dundas and Glengarry, 1889.....	264
University of Toronto, Annual Examinations, 1889.....	264
EDUCATIONAL MEETINGS—	
West Victoria Teachers' Association.....	265
Science Teachers' Association.....	265
ELOCUTIONARY DEPARTMENT—	
Elocutionary Studies of Selections in the School Readers.....	266
ENGLISH DEPARTMENT—	
Entrance Literature.....	266
Abused Words.....	267
BOOK REVIEWS, NOTICES, ETC.....	267
EDITORIAL—	
Those Leaving Examinations.....	268
The Queen's English.....	268
The Case of Mr. Bissonnette.....	269
LITERARY NOTES.....	268
QUESTION DRAWER.....	269
HINTS AND HELPS—	
The Secret of a Happy School.....	270
Methods.....	270
SCHOOL-ROOM METHODS—	
Long Division.....	271
FOR FRIDAY AFTERNOON—	
The Tale of the Terrible Fire.....	272
TEACHERS' MISCELLANY—	
Teaching Public School.....	272
Excessive Helps in Education.....	272
Standards of Life.....	272

Editorial Notes.

WE are sorry to be obliged to hold over the usual instalment of Primary Department papers till next issue. This department is, we observe, well appreciated by our American exchanges, many of which quote freely.

WE are sometimes asked if there are any Canadian journals devoted to music. We have received a copy of *The Musical Journal*, a very creditable monthly of twenty-four pages, edited by Mrs. Eva Rose York, and published by the Oxford Press, 23 Adelaide street east, Toronto.

INSPECTOR HUNT, of Brandon, Man., has issued a little four-page sheet, with cover, entitled, "Geography—What to Teach," and containing an outline of the subjects to be taken up in Geography, in each of the four standards of the Manitoba schools. The idea is a good one. The scheme presented will be very helpful to teachers, especially to the young and inexperienced.

"THE Wants and Woes of the Teacher" is a prolific theme. We are glad that our Mathematical Editor, in his treatment of it in the article which we have reproduced in this issue, has not allowed himself to drop into too lugubrious a tone, or to take an ultra pessimistic view. If there is much in the teacher's lot to depress and discourage, there is also much to cheer and stimulate. The material on which he operates is the noblest of all material, and the results of his work upon it are imperishable. All parts of the essay will repay perusal. Some of its practical suggestions for the improvement of the profession, deserve careful study and prompt action.

THERE is good sale for the book, "Practical Problems in Arithmetic," which gives 700 such questions, all properly arranged, and all of a character to interest the pupil as well as to save the labor of the teacher. The price is only 25 cents and it will last forever. Another "labor-saving" book is "One Hundred Lessons in English Composition," for all the forms in the Public Schools in which such work is done, and for the junior forms of the High Schools. It renders unnecessary any preparation of exercises by the over-worked teacher, and furnishes a practical and properly graded course for a full year's work. Price, only 25 cents. Send 50 cents to the Grip Printing and Publishing Co., and receive both of the above useful books post-paid by return mail.

PROFESSOR RAND, of McMaster University, now in London, Eng., sends us the following statement, which he had just received from James Blaikie, Esq., of the Scotch Education Department:—"The extent to which the Elementary schools in Scotland have availed themselves of the provisions to make education entirely or partially free, is as follows:—Free up to standard III. inclusive, 3,054 schools out of 3,112; up to standard V. inclusive, 2,954; up to standard VI. inclusive, 768; free in all standards, 668. Only fifty-eight Government aided schools continue to charge fees through all the classes. Sixteen schools are yet under consideration. This is a fine showing as to the success of the Minute of the Scotch Education Department of August 26, 1889, which became operative in October last."

A FRIEND has shown us two compositions written by children in one of the Public Schools on prescribed subjects. Could any of our readers guess the subjects set, presumably for children of ten or twelve? The two before us are "The Constitutional Act" (of Canada) and "The Quebec Act." Teachers will have no difficulty in guessing at the kind of production forthcoming from such children on such themes. Probably these papers were handed in as an exercise in connection with the study of History. If so, the lack of judgment on the part of the teacher is less glaring. As exercises in composition proper they would serve as admirable illustrations of "how not to do it." The way to do it is, of course, to set the boys and girls to writing about something with which they are thoroughly familiar in daily life.

"THE fact is, nobody in the new school seemed to want to lick me, and there was no use in being bad." Such was the explanation of a refractory pupil, who after having acquired notoriety as an incorrigible, and even as a teacher-fighter, and having been expelled from several schools, had suddenly veered around to good conduct, and brought home an excellent report from a new school to which he had been sent. There is a wealth of philosophy in this. The worst punishment, as well as the most powerful corrective, that could be administered to many an "incorrigible" would be to make him feel that "no one wanted to lick him," but that every one wished to do him kindness. Such boys are often on the alert for evidences of ill-will. To give them no provocation, no word of distrust or dislike, nothing to resent, is to disarm them.