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Editorial Notes.

THE articles on Promissory Notes and Drafts, by J. W. Johnson, Belleville, which recently appeared in our columns, are now published in pamphlet form.

MANY indications point to the conclusion that we are on the eve of some radical changes in our ideas and methods of education. How to educate towards, not away from, the farm and the work-shop, is the great educational question of the day.

WE are sorry that the exigencies of our space compel us to divide Mr. McKay's good article on "Our Examination System." We advise all our patrons to read the instalment given carefully, and look for the remainder in next issue. The question discussed is of vital importance.

THE recent Baptist Convention at St. Catharines, after an animated discussion on the question of religious instruction in the public schools, decided in favor of the view that it is no part of the duty of the State to enact any regulations or statutes by which the use of the Bible or religious instruction in the public schools should be made compulsory, and expressed its conviction that the entire Bible is the only compendium of Christian teaching which should be used in the public schools.

A TRAINING school teacher says that no one caution has to be so often repeated to young teachers as the one against talking too much. Many teachers fall into the habit of constantly urging and nagging the pupil. If the teacher keeps repeating, "Now think," "Can you think?" he really gives the child no chance to think. Silence is often golden on the part of the teacher. The stimulating effect of an expectant silence is better than any amount of urging. The disciplinary effect of an impressive silence is often stronger than that of any amount of scolding.

THE First Annual Report of the Board of Governors of the McMaster University has been published. The new departure about to be made by the establishment of a Normal Training Department in connection with Woodstock College is deserving of special notice. Chancellor McVicar and the governors deserve credit for taking so bold a lead in this important educational reform. The work at Woodstock will be watched with great interest, and if the experi-

ment proves to be successful—as no doubt it will if well conducted—other institutions will soon be found to follow it up.

A RECENT notice on the bulletin board at Toronto University seems to have caused considerable commotion. The notice was to the effect that all undergraduates required by the university regulations to attend lectures and not relieved therefrom, shall hereafter present certificates of attendance in all subjects in which they intend to be examined. The fact that such a notice should have been deemed necessary and should have created an excitement among undergraduates, is curious and suggestive. Why should the authorities have to compel students to attend lectures? Is not that the very purpose for which students go up to the university?

WE can fancy a cynical critic saying in reply to the last of the foregoing queries, "No, by no means. The average student goes up to Toronto University to prepare for certain examinations with a view to certain honors and degrees. In very many cases, probably as a rule, he finds that he can better and more easily prepare for the examinations by absenting himself from lectures and devoting the time to study or cramming of text-books." The answer would be, as we have intimated, sarcastic. But does not the fact that attendance at most lectures can be secured only by compulsion, suggest a query, first as to whether the lecture is the best method of teaching, and second, as to whether examination by examiners who are not teachers, is the best method of making students.

WE were glad to read in one of the institute reports on another page the discussion on the question of cleanliness in the school-room. The matter is one which needs to be pressed upon the attention of school boards. Closely connected with it is the subject of ventilation. That is a most difficult matter in many of the school-houses in the winter. But it is of vital importance. Foul air is the cause of more listlessness, headache, nausea, and other school-room ills, than anything else. Watch for it, and when you see signs of a general lassitude and sleepiness creeping over scholars and teachers, suspect that all are breathing air that has already had all its vitalizing qualities exhausted. Draughts and chills are to be carefully guarded against. But be determined by some means or other to have an abundance of pure air in your school.