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Editorial Notes.

THE request of one or two of our subscribers that we should publish time-tables of the coming examinations came to hand too late to be complied with in the last number of the JOURNAL, and the date of the present number is too late to be of much use. We have, therefore, thought it better to use the space for other matter, knowing that the Department will see to it that the time-tables are issued and distributed in good time.

IN accordance with our established custom, we shall, after the next number of the JOURNAL, that for July 15th, give our readers their annual rest for a month. No numbers of the paper will be issued in August. We may safely assume that our readers will, during the holidays, turn their attention to other kinds of literature, and they will be right in doing so. Change in the subjects and lines of thought are as restful to the mind as change of occupation is to the body. The next number, being really a holiday number, will be of a somewhat general character, with less of the practical element than the ordinary numbers.

We commend to the special attention of teachers the suggestions given by the mathematical editor in this number, touching the use of simple diagrams in connection with arithmetical problems. We have vivid recollections of the help derived in early days from such methods. They are wonderfully effective in clarifying ideas and processes which might otherwise remain indistinct and confused. The

method, is, of course, vastly more helpful if the pupil can succeed in making his own representations. It matters little how crude these are, provided the main features of the problem are correctly reproduced. A few hints from the teacher will often set a discouraged pupil on a new track which will lead him into the open and enable him to enjoy his work in the sunshine of clear perceptions. Try it.

IN a series of "Chats about Children," which are being published in a popular journal, occurs the following:

In an interview, Mrs. Pearsall Smith told her domestic experiences with a naughty boy. Scolding and punishing had no effect. Then a happy inspiration came to her. She took every possible occasion of praising the child. He got the fullest credit for his moments of good humour, was told 'What a comfort to have such a good boy!' and when he was naughty, he was told what a treasure he was to his mother. The result was that in a very short time the evil spirit was completely exorcised, and the little fellow became noted for his goodness.

The above illustrates well the old adage that truth lies between extremes. The idea of reforming a naughty boy by indiscriminate praise, irrespective of his deserts, is so absurd that one half suspects Mrs. Pearsall Smith to have been joking or ironical when speaking with the reporter. Children have a keen sense of justice and undeserved praise is likely to be scarcely less mischievous than undeserved blame. And yet the teaching of the extract is true at the bottom. We have no doubt that many a so-called incorrigible has been made such by persistent nagging and fault-finding, while judicious and even generous praise is one of the most potent uplifting forces which can be brought to bear upon child-nature.

TOUCHING the difficult question of the management of large graded schools and other institutions in which a number of assistants are employed, we have observed that two distinct ideals seem to be set up by different men, leading to two distinct modes of procedure. There are principals or heads whose one idea seems to be to do everything in the way of management and government themselves, so far as is at all possible. There are others who have the happy faculty of knowing how to avail themselves to the fullest extent of the special abilities of those under them, calling in at every point as far as possible, the aid

and co-operation of colleagues. The latter is, to our thinking incomparably the better method. The first man, however able, is almost certain to alienate his fellow-workers, or at least to have them stand aloof and wash their hands of responsibility, while he himself is pretty sure to break down or die with overwork and worry in a few years. The other causes his colleagues to feel that the responsibility as well as the work is largely theirs. By consulting them on all occasions, deferring to their opinions when he can, and constantly utilizing their aid, he can accomplish larger and better results than are within the power of any one man, and at the same time bind his coadjutors to himself in the bonds of confidence and true loyalty. We all believe in that which we personally have had a hand in planning and doing.

IT is, of course, an excellent rule for a teacher, as well as for everybody else, never to use a long word when a short one is at hand which will serve the purpose quite as well, or better. But we question whether a mistake is not often made by teachers in assuming that a child is unable to understand the meaning and use of any word which is not short and easy. Children have a wonderful facility for acquiring language. They will often not only grasp the meaning but make the application of a longer word more quickly than adults. We are convinced that an injustice is done them often by too studied a choice of what are regarded as words that a child can understand. Few things are more helpful, both to writing and conversation in maturer years, than a good and copious vocabulary, and very often the child is deprived of its rightful heritage in this respect by teachers and parents in consequence of the mistaken idea that they can understand only the smaller words. True, the child, like its seniors, may occasionally use a big word inaccurately and provoke a laugh, but this is merely an incident of education. The best rule is always to use, and teach the child to use, the best word available to express the idea, be it a long word or a short one. We know children of eight or nine years, who, notwithstanding occasional laughable blunders, have really a better vocabulary, and consequently greater facility of expression, than many of their seniors, who think they must talk child language to them.