

TO TIME, NOT TO HURRY WITH THE BOYS.

Let them be a little space,
Though they lack our crowning grace ;
Though their talk be not about
Things *we* talk of, dining out ;
Though their jokes are hard to see :
Let them be.

The Spectator.

Could we once have been as they ?
Fat and rosy, fresh and gay,
With such reverence for the fact,
With such perfect want of tact,
Yes ! Well, all the same, prithee,
Let them be.

H. C. BERCHING.

EDITORIAL NOTES.

Deliver not the tasks of might
To weakness, neither hide the ray
From those, not blind, who wait for day,
Tho' sitting girt with doubtful light.

"That from Discussion's lips may fall
With Life, that working strongly, binds—
Set in all lights, by many mind's,
So close the interests of all."

THE OPEN DOOR —The problem of the High School is not limited to four years. It begins long before the High School is reached ; it extends many years after the High School is passed. The material which presents itself at the door of the High School for entrance has been under some sort of formative influence for a variable period, but usually for at least thirteen years. Culture begins with our forebearers. In these latter days the door of the High School is locked. The "open sesame" is an entrance examination. This assumes that the work of the High School is built upon that of another order of school, and, to be successful, requires a foundation of specific and formal instruction. In reality, this condition does not exist. The work of the High School is, or may be (as many of us know by experience), initial. The whole array of studies—English, mathematics, history, science, foreign language, art, and handicraft may be undertaken by the right sort of scholar if equipped only with an elementary knowledge of reading, writing and counting. What are wanting to make the scholar of the right sort are maturity and earnestness ; and these are not the products of specific information, they are the

products of wholesome living. It seems, therefore, scientific to open wide the door of entrance to the High School, and to welcome all children of thirteen or over who show an average maturity of thought, and who have the will to enter upon the work of the High School.

In support of the above conclusion we cite the practice of Secondary Schools in Britain, the mode of admission as administered by the late Prof. Geo. Paxton Young, and the directions regarding admission to our Secondary School by the late Rev. Chief Superintendent Dr. Ryerson. We know of no English speaking country where the door of entrance to the High School is so rigidly closed as it is in Ontario. The practice in the State of New York is quite different and much more in favor of ready admission. (See January number of CANADA ED. MONTHLY). Upon relating the facts as regards admission to our High School to Principals at the Syracuse meeting last Christmas the listeners could scarcely credit the statement as one of fact. The expression of amusement which first appeared on the face disappeared, and was replaced by one of serious soberness, and in due time came the laconic comment : Do not parents and chil-