

What is that end in the case of a Departmental examination? It is manifestly not to ascertain how much this, that, or the other pupil knows or can remember of a certain subject. That, at best, is but a means. The true end evidently is to ascertain the pupil's maturity of mind and the extent of his general training. In the case of the Entrance Examination, for instance, the only aim that can be intelligently defended is, as we heard an Inspector observe, to test the fitness of the pupil to profit by admission to the High School classes. If he has reached the stage of mental development which will enable him to do the work of those classes and keep pace with his fellow-pupils in them, he should not have the doors shut in his face because of his failure to reach a certain percentage on some one or two examination papers. To deprive him, perhaps for all time, of the benefits which he might have gained from a year at the High School, on any other ground than that indicated, is to do a cruel wrong to both the child and his parents. It is clear, then, that the decision should be left in very experienced hands, and that those hands should be tied by no arbitrary or red-tape restrictions.

"Onlooker," quoted in another column, discourses on "boycotting" in its relation to unions, or rather of unions in their relation to "boycotting." There is, at least, a good deal of force in his contention that the "boycott" is but the natural development of an institution which is as old as society itself and has its roots in the instinct of self-preservation. We have no doubt that the "boycott" proper is just as legitimate a means of promoting the interests of guilds and professions as unionism, and in some respects a much more effective one. The tendency is just now to legislate against the former, just as it was the fashion a little ago to decry and harass the latter. An agreement, tacit or open, on the part of a number of persons having interests in common to withhold patronage and support from individuals or firms whose course is inimical to those interests, seems about as unobjectionable, legally and morally, as any other means of gaining the end. It is, of course, implied that the end is legitimate and honorable. When recourse is had to intimidation or to coercion in any form other than that of the voluntary withdrawal of patronage, the proper bounds of the "boycott" are passed, and the action becomes indefensible and unworthy of a free people.

We did not, however, intend to discuss the "boycott" question, save in one particular. There is one form of it which we should like to see employed by all teachers in Ontario. We advise every man and woman holding a teacher's certificate to boycott most resolutely every school whose Board of Trustees advertises for teachers on the "state-salary-expected" plan. If we are not mistaken the proportion of such advertisements is becoming small by degrees and beautifully less. But if all teachers of standing and influence would refuse to answer such advertisements the practice would quickly cease and an important service would have been rendered to the cause of education.

We publish, by request, in this issue the programme of requirements for the next Entrance Examinations; also the Literature Selections for Teachers' Non-Professional Examinations.

The *Temperance Herald*, a new and vigorous campaign sheet issued under the auspices of the Dominion Alliance, contains a call for a convention of the friends of Temperance and Prohibition in the Temperance Hall, Toronto, on the 14th and 15th of September. Recognizing the work of Temperance Reformers as a great educational agency, we gladly call attention to the notice.

School Boards throughout the Province will do well to remember that if they wish to have the election of Trustees held on the same day and in the same manner as municipal elections, all that is necessary is to pass a resolution to that effect on or before the 1st of October and notify the Clerk of the Municipality that such resolution has been passed. We are by no means sure that the change will have the intended effect of creating a deeper interest in the election of Trustees and calling out a larger vote, but the experiment is worth trying. In many localities there is great need that something should be done to enhance the ratepayers' appreciation of this most important franchise.

#### THE TEACHERS' GUILD OF GREAT BRITAIN AND IRELAND.

We have before us a copy of the Constitution and Objects of this Guild which was formed in 1881, and a Report of its first Annual General Meeting, held at the Mansion House, E. C., on March 20th, 1886. At this juncture, when the question of organization is before the teachers of Ontario for consideration, some account of this British Institution may be of interest.

The fondness of our transatlantic brethren for influence and titles is evidenced in the list of officers for 1886-87. In the long list of Vice-Presidents we notice Lord Aberdare, Archdeacon Farrar, Sir Frederick Leighton, the Dean of Westminster, etc.; also the names of distinguished scholars and literary men, such as, in addition to the foregoing, Mr. Mundella, Dr. Ball, Professor Dowden, Professor Calderwood, Professor Huxley, Samuel Morley, etc. The ladies too are well represented on the list, amongst them Miss Helen Gladstone, Mrs. Fawcett, Lady Fielding, Miss Shirriff, Miss Walsh, of Girton College, etc.

The objects for which the Guild has been established are enumerated as follows:—

To provide the public and teachers generally with the means of forming sound judgments on educational matters by promoting and facilitating the interchange of thought and co-operation amongst those who are actively engaged or interested in education.—To circulate information regarding educational methods and movements in England and elsewhere.—To encourage the training of teachers of all grades.—To promote and assist the establishment of Educational Libraries and of central meeting places where school books and apparatus