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Editorial Notes.

Two teachers have kindly furnished us with suggestive articles in reply to Pica's request for advice to aid in the suppression of "mumbling," or studying in an undertone by pupils. These are crowded out of this issue, but will appear in Hints and Helps Department of next number.

As we go to press the annual meeting of the Provincial Association of Public and High School Trustees is being held in the rooms of the Public School Board, in this city. The programme is an interesting one. It includes the discussion of the questions of an optional English course in the High Schools, the abolition of the December Entrance Examinations, the change in examinations proposed by the High School masters, and the non-exemption of school property from municipal taxation.

"MAGISTER'S" letter, which will be found in another column, should have appeared in last issue of the JOURNAL, but was, by some oversight, omitted. While we do not agree with "Magister's" reflections upon the motives of those officers of the Department, whoever they may be, who are specially responsible for the obnoxious regulation, we think, as intimated in last number, that there is certainly great force in the criticisms which he and others have levelled against the regulation itself.

A COMMITTEE of the Oxford teachers computed that the literary selections prescribed to be committed to memory by pupils preparing for the next Entrance Examinations amounts to nearly sixty pages. We have always been of opinion that the increase in the amount of Entrance Literature to be read was a change in the right direction. But sixty pages to be conned by rote by young boys and girls within the course of a few weeks or months, is a task that may well make one stop and think. *Est modus in rebus.*

WE should have invited special attention to the excellent paper on "The Teaching of History," by Mr. William Houston, M.A., in our last number. This paper is followed in the present issue of the JOURNAL by a very suggestive article on the same subject by Mr. Thomas C. Robson, of Minden. Mr. Robson's paper was read before the Haliburton Teachers' Institute in September, and was intended to serve the purpose, which it does admirably, of an illustration of the manner in which the inductive method advocated by

Mr. Houston may be applied in the ordinary course of history teaching in the Public schools. Both papers will repay careful perusal.

It will be observed on reference to "Question Drawer," that a large proportion of the questions asked refer to matters of school law and Departmental Regulations. It would, perhaps, be better for teachers to send all such questions direct to the Secretary of the Education Department, as they would, no doubt, be promptly answered, and the answer could be regarded as official and authoritative. We say this from no unwillingness to take the trouble necessary to procure replies, but because the other method would probably be more satisfactory on the whole.

FRIENDS of Victoria University will no doubt sincerely regret that the efforts to bring about a peaceful settlement of the question between the town council of Cobourg and other plaintiffs and the Board of Regents, failed, and made it necessary for the case to go into Court. Whatever decision may be given by the Court in the first instance, it is not at all likely that it will be accepted by the losing party. An appeal will be pretty sure to follow, and the matter will thus be still longer delayed. Meanwhile, it is pleasing to learn from a recent address by Professor Reynar, that the University is still progressing, that the attendance has not fallen off, that the class lists are larger than ever, and that "the College work was never in a better condition than it is to-day."

Is any teacher in the three lower forms spending time and energy in conjuring up arithmetical problems for pupils? If so, he is living below his privilege; for the little work, "Practical Problems in Arithmetic," gives 700 of 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." It is described as modern, practical, methodical and thorough; and its work is properly graded 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.