

should remember that without them we should have neither Christmas nor Easter holidays. Why, then, should we profess to honour these solemn days, and then prostitute them to unworthy purposes?

But is not the real reason to be traced to a desire to get away from the hated school room? When Solomon said, "Heil and destruction are

never full," possibly he had in his mind's eye those teachers who care not whose funeral it is provided they can get another holiday. Would it not be well if some of these gentlemen were to look out for a profession which has less work and longer vacations?

J. H. KNIGHT.

*Lindsay, August 24.*

## EDITORIAL.

### UNIVERSITY FEDERATION.

THE General Conference of the Methodist Church in Canada, by a vote of 138 to 113, decided to adopt the scheme of University Federation. The discussion excited a good deal of interest, and lasted three days. The vote was a close one, and unless the opponents to the scheme agree to heartily support what they so ably, so strenuously and no doubt conscientiously oppose, the scheme will be a failure.

A most important departure is the appointment of Dr. Potts as Secretary of the educational work of the Methodist Church in Canada—"the right man in the right place." We cordially greet him as the chief executive officer in education of this influential branch of the Christian Church.

### THE RECENT HIGH SCHOOL ENTRANCE EXAMINATION.

THE Minister of Education has issued a circular in reference to the recent Entrance Examination, the first sentence of which reads thus: "In view of the complaints made respecting the papers prepared for the recent Entrance Examination to High Schools, I deemed it advisable to confirm every recommendation made by the local Board of Examiners."

Now we are quite sure Mr. Ross did not confirm these recommenda-

tions, because, like the unjust judge, he was wearied with the numerous complaints, but because these complaints were just, and because the work of the examiners was not wisely done. No doubt, there is room for improvement, as he implies, in the method of preparing pupils for this examination, and it is a sad commentary upon our system of training teachers that he has to admonish them that there should be "more *thoughtful* teaching, more mental training, and less dependence upon memory simply." Why should not all this be made part of their creed before they become teachers at all?

We think those teachers are right who say that history cannot be properly taught at the age when pupils enter the High School. In proof of this statement, we will refer to the remarks of the Minister himself in support of the contrary opinion. He says: "Is it not possible for the pupil to give an intelligent idea of the higher civilization of the Roman occupation of Great Britain as compared with its condition at the time of the invasion of Julius Cæsar—of the bold stand made by King Alfred time and again against the Danes—of the despotism of the Stuarts—of the benefits of the *Habeas Corpus*—of the character of the Georges, etc.?"

The meaning of the first few words is rather obscure, but the context