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Editorial Notes.

WE give on this page a photo-engravure, greatly reduced in size, of course, of the beautifully engrossed address, which was presented to Dr. McLellan, Principal of the school of Pedagogy, by the students of that school, at the close of its first session, to which we referred in the number of January 1st. Copy for the account of the closing exercises of the term has from some unexplained cause, failed to reach us, but the address speaks for itself.

OUR readers will be sorry to learn that the copy for Mathematical Department came to hand too late for this number of the JOURNAL, and still more sorry to hear that the cause of the delay was the illness of the Editor of that Department, who was prostrated for a time by the prevalent influenza. To the same cause

is due the non-appearance of Mr. Mounteer's second article on "Physical Culture." Both will probably appear in next number.

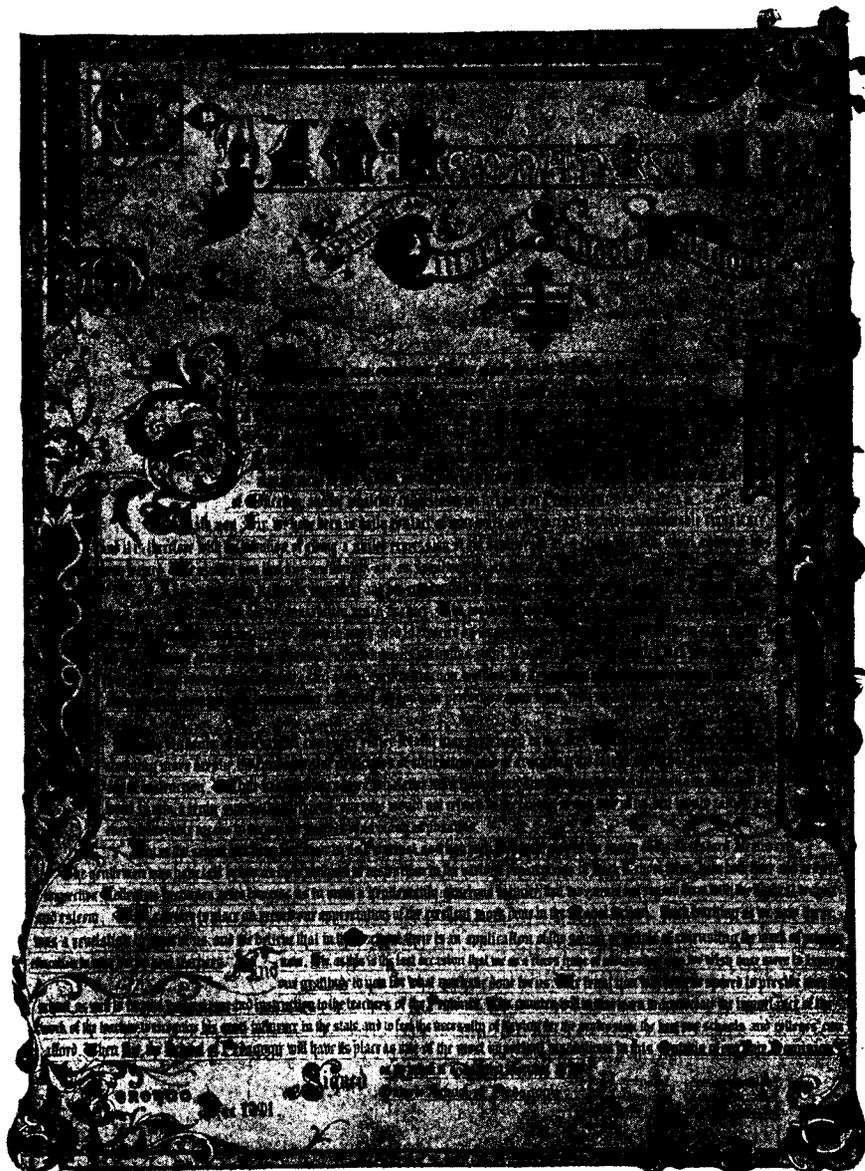
WE have received the first number of a new educational journal, en-

WE are requested by the Publishers to state that the "Lessons in Entrance Literature" will positively be ready the first of this week, that is to-day. Orders received will be filled at once and all others promptly attended to. The delay in issuing

Normal School, and Mr. Angus McIntosh, Principal of the Boys' Model School, the lecturer. The chief functions of a practiceschool were stated to be (1) To illustrate the principles of education taught in the theoretical department; (2) to give the students an opportunity of studying the nature of children in classes; (3) to develop teaching and governing power. The lecture was thoughtful and instructive, and could not fail to be helpful to students just commencing a term of instruction.

READ the paper by Supt. Greenwood, which we reprint from the *Journal of Education*. It will be found on page 630. It is strongly—perhaps in some parts too strongly—written, but on the whole contains valuable truth. We have been intending to have an editorial on the same lines, but our eyes rested on this article and we give it instead of one of our own. The writer hits the nail on the head exactly when he says: "Illustrations are valuable when needed, but to put the child to inventing illustrations—we should add, 'or to invent them for him'—'when there is no need of it, is to kill time.'" Our impression is like his, that about nine times out of ten, in most schools where the shoe-pegs, tooth-picks, etc., abound, there is no need of the crutches.

THE Master can no more think, or practice, or see for his pupil, than he can digest for him or walk for him.—*Joseph Payne.*



titled *School and College*, with Ray Greene Huling, Principal of the High School, New Bedford, Mass., as Editor, and Ginn & Company, Boston, as publishers. We have not yet had time to examine it carefully, but from cursory inspection we are very favorably impressed. It bids fair at once to take at least an equal rank with the other large educational reviews.

the work is regretted, but the cause of it will benefit the buyer not the publishers. The fact is that the book has grown on their hands until it is nearly one-half larger than was originally intended. Every teacher of Entrance Literature will want it.

"PRACTICE TEACHING" was the subject of the opening lecture for the present session, of the Toronto