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J. E. WELLS, M.A. Editor.

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Editorial Notes.

WE regret that in consequence of indisposition, Mr. Lewis has been unable to prepare his papers for the Elocutionary Department for the last and the present issues of THE JOURNAL. Mr. Lewis is now better, and hopes to have "copy" ready in time for next number.

FORTY-SIX per cent. can hardly be regarded as a satisfactory attendance of registered pupils, even in a rural district, yet that is what is shown as the average in the rural districts of Ontario, during the twelve years 1877-1888. In towns it was 59 and in cities it 62 per cent., which is better, but yet very far from what one would like to see. The figures are painfully suggestive of one of the great hindrances to progress with which teachers have constantly to struggle.

MANY of our readers will, no doubt, be interested in the pleasure excursions for members of the profession, advertised in this number. We invite attention to, and a careful perusal of this advertisement, in which the different tours, dates, terms and all particulars will be found clearly set forth. These excursions offer a tempting opportunity to all teachers who can manage by any means to secure for themselves the pleasures and advantages of a trip to the Old World. Such a tour would be, to the wide-awake teacher, an education in itself.

WE had mentally marked a number of facts of special interest brought out by the statistical tables of the voluminous Educational Report. We find, however, that room is left for but one or two in this number. Take for instance these two items, put them side by side, and see if they do not contain a valuable lesson for some one. First fact, total number of Public School Teachers in Ontario in 1888, 7,273. Second fact, there were in the High Schools of Ontario in 1888, 7,776 pupils preparing for Teachers' Examinations. Is it any wonder that we read in another table that the average salaries of Public School teachers in 1888 were, males \$424, females \$292?

SOME statistics recently published in the United States are said to show that seventy per cent. of the convicts in the penitentiaries in the United States are young men, and that a large and increasing proportion of them are native Americans. Such facts bring home to parents and teachers with terrible force their

responsibility in regard to the work of moral training, character-forming in the home and the school. If one-half as much attention were given to the development of strict conscientiousness, and high moral standards in pupils, as is now given to preparing them for examinations in arithmetic or grammar; if every teacher felt it to be his first and highest duty to cultivate truthfulness, honesty and honor in his pupils, surely better results would be seen in after life.

ONE of the first and highest duties of every teacher is to cultivate the moral nature, the conscience, of the pupils. In order to do this he must take frequent opportunities to set them thinking about moral questions, and forming their own conclusions, under proper guidance, about the right and wrong of things. The occurrences of school life will often supply material for discussions of this kind, but in order to secure freedom from prejudice and personal feeling, it is often desirable to present questions with which no such influences have to do. The following, which we take from the *Christian World* (London, Eng.), affords a good problem of the kind. It would be curious to know how many children of average intelligence and character in a Public or High School would see anything wrong in the transaction:

"Has a person who discovers that somebody else is the owner of a masterpiece of art, of the value of which he is entirely ignorant, a right to take advantage of his own knowledge and the other's ignorance to buy the work for the merest trifle? The question suggests itself by the account of the discovery of a picture of Rembrandt in France. It was left among the goods of an old lady at Pecy to be sold by auction. It had been thought worthless, but a picture dealer who saw it discovered its value, kept his knowledge to himself, and bought it through a working-man at the sale for 4,500 francs. A few hours later he was offered 75,000 francs for it, and has now fixed its price at 250,000 francs, which, as it is pronounced by the best judges to be a masterpiece of the great Flemish painter, he will probably get."

The *Christian World* says that "In the present state of brokers' ethics, it is to be feared that, with a few honorable exceptions, all in the trade will simply envy the purchaser, and wish that such a chance might fall to themselves; judged by the ethics of Christianity, however, the transaction cannot appear other than a cruel and shameless robbery." Will not some of our readers put it to their classes, give them time to think it over, and let us know the results? It would not be a bad plan to let them express their opinions, with or without reasons, in writing.