

Editorial Notes and Comments.

The graded school in our towns and villages is now an accomplished fact, and when we contemplate the enterprise of the School Commissioners in erecting convenient structures wherein the graded school may be seen to advantage, we have some reason for congratulating the Province of Quebec on the progress that has been made in improving the schools that have charge of secondary education. There is, however, no standstill-point in the progress of education, and it is with no inclination to find fault, but rather with the desire to encourage our teachers that we quote the following words of a principal of the widest experience in the supervision of academy work, in the best of our graded schools.

The most general defect, as he says, especially among our graded schools, is that which comes from a loose faculty organization. Teachers are like soldiers; they may act together under one leadership as one man, or they may act each for himself, scattering their energies with meagre results. Too many of our schools have no unity in the faculty; the principal has but little influence with his teachers, and seldom or never has teachers' meetings for discussion of school or class work. In some cases the principal has no skill as superintendent, and is only a high school teacher; in some cases the board of commissioners does not encourage him to supervise lower grades, and we have seen cases in which lower grade teachers considered it impertinent that the principal should review their work. It not infrequently happens that the work of a promising young teacher is quite a failure for the lack of a few wise suggestions and proper support from a competent principal. This condition of things suggests its own remedy. Every principal should know his whole school, its work, its teachers, their abilities and their defects. He should be in continual communication with all parts of his school and ready to support the weak and to economize all the ability of his faculty in moving the school forward in steady progress. To do this the teachers' meetings are indispensable. Coming now to the high school, the best schools impress the visitor immediately upon entering the room by the sober studiousness of the pupils and their attention to and interest in their work. The noticeable characteristic of the inferior schools is a lack of power to fix their minds continuously and persistently upon their work. Childhood is for play, and through the years preceding the high school we expect that, by alternation of play and attentive study, the