

THE thoughtful address of Professor Watson at the recent Anniversary of Queen's, is both practical and scholarly. We shall, if possible, give it in full to our readers at an early day. The suggestion that a meeting should be held of the representatives of all the Canadian Universities, or at least of the Universities of Ontario, "for the purpose of enquiring whether our matriculation examinations might not be made more rational than they now are, and for the discussion of all questions affecting the interests of higher education," is an excellent one. We hope it may lead to some practical result.

DR. B. A. HINSDALE, in *Science*, quotes Dr. Stanley Hall as saying, some years ago, that he had seen a file of one hundred and fifty small German boys a quarter of a mile away, just as they marched out of the school-house at noon; also that he had observed that the little girls at the Victoria school, Berlin, did not run a step at recess, or do anything that an equal number of ladies might not do. "But such things as these," adds Dr. Hinsdale, "it hardly need be said, cannot be found in the typical American school." We hope Dr. Hinsdale does not regret the fact. We are not quite sure whether it is intended to represent Dr. Hall as approving of the little girls who "did not run a step at recess, or do anything that an equal number of ladies might not do," but if that is a model training we hope our Ontario girls may long be spared it.

INQUIRIES are often made by teachers for books containing suitable selections for recitation on Friday afternoons and other occasions. We cannot do better than to call the attention of such to the advertisements of the "National School of Elocution and Oratory," Philadelphia, which appear from time to time in our columns. Among the Book Notices in this number will be found a list of recent publications by this well-known establishment, which by their scope and variety are adapted to meet almost every want of the school-room, for the purposes indicated. The reputation of this well-known firm affords a guarantee that its selections will be in good taste, and free from anything trashy or otherwise objectionable. While a few of the pieces are specially adapted for children in the schools of the United States, and unsuitable for Canadian pupils, the great majority of them will be found equally suitable for the young of either nationality.

WE have occasionally a complaint that some of the meetings of the Teachers' Institutes are not reported in the JOURNAL. If any are not reported it is because no one has taken the trouble to send us an account of proceedings. As there are on an average about three of these meetings each week in different—often distant—parts of the Province, it is manifestly out of the question that we should send reporters. We shall always be

glad to publish such report as our space will admit of, if the Secretary, or some other friend, will be good enough to send us one. The report, as a rule, should not occupy more than a column of the JOURNAL, and friends obliging us by sending them will do well to bear in mind that matters of business and routine, having only a local interest, may be omitted. What is usually most interesting and profitable is a synopsis of the salient points in any good paper, or address, or model lesson, that may be given. These are of general interest and may be helpful to all.

THROUGH an oversight we neglected to note, at the proper time, the advent of *The School Times*, a monthly educational journal, whose publication was commenced in Winnipeg, in August, by the School Times Publishing Company. *The School Times* is devoted mainly to the interests of the profession in Manitoba, but gives also a portion of its space to educational matters in the North-west Territory. The two numbers before us are well filled with original and selected articles adapted to be interesting and useful to teachers. At first sight of the new journal we were disposed to think that some one was making a rash venture which experience might lead him to regret, but we observe from the "Salutory" that the publishers have wisely foreseen that such a publication cannot hope to be financially self-supporting in so small a constituency, and that a few friends of education throughout the province have provided amply for its continuance. We welcome our new fellow-laborer to the field, and wish it every success in its work.

"I wish you'd bring your fiercest batteries to bear on the Educational Department. Here we are, placed in savagedom, pestered with never-to-be-shamed nor-abashed beggars, with provisions nearly thrice Toronto prices, at the munificent salary of \$25 per mensem! So afraid are the authorities that we should grow fat and kick, as did erstwhile Jesurun, that we are forbidden to trade with the Indians or any other persons, and we are not to raise more agricultural produce than we ourselves can consume. We have no companionship, we see the Inspector and the Indian agent once a year, postal accommodation defective to the *nil* point (nearly), and a poor house, seldom water-tight, to live in. I, for one, seldom touch meat (game) or fish more than once a week. How can we honestly live? And where can the clothing come from?"

We quote the above, by permission, from a private note to the editor of a contemporary. The letter is dated from a far-off station of the C. P. R., in the Northwest. The writer is evidently astray in supposing that the Ontario educational authorities have anything to do with the matter. He is, we infer, in the employ of the Dominion Government as a teacher of the Indians on a reserve. If so, he has certainly much to complain of, and the Government which thus treats its employees much to be ashamed of. Is it any wonder that the Indians are not becoming civilized and educated faster?

Educational Thought.

GENIUS is an infinite capacity for work growing out of an infinite power of love.—*Thring*.

THE first, and pretty nearly the last thing that the public school ought to do, will be to teach the boy or girl to read, speak, and write the English language intelligently. This will afford no end of mental discipline, and will, at the same time, put in a pupil's hand the key to every door that he may need to swing farther on.—*Rev. Dr. C. H. Parkhurst*.

TEACHERS should have a fund of general intelligence—not alone in matters of literature, art and science, but in the affairs of the day—the affairs of Europe as well as America. A little time given to the daily newspaper is an excellent investment. A little time devoted to current news in the school is well spent. Our work has so much routine about it that unless we are careful we are apt to shut ourselves in from the broader life about us.—*Central School Journal*.

TEACHING is the process by which one mind exercises, incites, and develops the mind of another. Some do it by their presence merely, some by their conversation—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindness, sweetness and stimulation.—*Exchange*.

IN all the earlier stages of education the chief business of the teacher is to arouse and direct the activity of the pupil. All mental development and growth in knowledge is conditioned upon this activity. The pupil must desire to know, he must observe and think for himself. No receptivity, however great, suffices. Indeed, receptivity is active. The mind must be on the alert, eager for truth, rejoicing in action. Even when the teacher instructs, pours into the mind facts and truths, it is only as the pupil lays hold upon these facts and assimilates them by thought that they are really communicated.—*Gen. Thomas J. Morgan, in Education*.

OUR public schools are organized and maintained to fit the child for the fulfilment of his duty as a citizen. But duty is founded on obligation, and obligation on justice. Now justice is the basis of morality, and, joined with truth, gives us all that is known as religion. Society depends for its existence on truth and justice. Education must therefore embrace both, if civilized society is to exist and civilized government to endure. But truth and justice have their origin in God, who is their *causa efficiens*. Hence society cannot exist without God, nor can society exist without truth and justice, in which morality has its being. God and morality are correlative terms. Education, then, must embrace a knowledge of God and a knowledge of His law, which teaches all that is known of truth and justice.—*Bishop Gilmore*.

ALL the great men that have lived have acquired greatness in the same way. They observed, they worked, they loved. Observation is work, and true work lives by love. Without observation there is no thought; without the material for thought there is no building. Whether it is pleasurable, or otherwise, poets', or schoolboys', observation is work, and true work is love moving, and the ideal, after all that foggy enthusiasm can do to mystify, or blowers of glittering bubbles can blow, is but the final expression of the highest thought produced by the greatest knowledge and feeling; and the greatest knowledge and feeling is produced by years of patient loving work in a mind originally strong and susceptible. No doubt this is a most unsatisfactory conclusion, and prosaic, for angels, and wings, and the empyreal to arrive at, most unsatisfactory for the idler, the fool, and the vain-glorious; but intensely comforting and happy to an earnest man, who is ready to humble himself, to watch and wait on what he loves. Above all, it is intensely practical for teacher and taught.—*Thring*.