

EDITORIAL NOTES.

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The Convention of the Education Association for Ontario, 1893, was a great success. Every one present and competent to judge from personal experience admitted this fact without any hesitation. In every department there was a good attendance, and in making this statement, we do not forge the fact that the Association is now composed of every class of workers in public and private education. The College and High School department was particularly strong in numbers, ability and experience.

The Heads of Colleges and Universities were missed from this, the great educational gathering of the year. These gentlemen limit very much their own usefulness and weaken the work of the graduates of their Universities by not being present to co-operate in every way with the earnest workers of Ontario in the important interests of education.

The question which commanded most attention from the Departments was that of the programme of studies. All the Departments join in saying that there are too many subjects on the programme of studies.

The public school men, whether inspectors or teachers seem to think that the entrance examination to the High Schools should be on the work assigned to the fifth class and not on the subjects of the fourth class in the public schools. The cry from all quarters is lack of scholarship.

This deficiency is said to be found also in our graduates, at least in those of them who desire to become teachers. What is the cause of this lack of preparation for the work of life? Too much hurry: Drive. The Public School teacher is driven to pass

his pupils through the entrance examination to the High School. The High School master is driven to prepare his pupils to pass departmental examinations to get certificates or the matriculation examination. The result is, general dissatisfaction.

The masters in our High Schools, when they consider their own work, are ill at ease; the professors in our colleges are sure much better work should be done by them under different conditions.

In our educational work, if it is to be worthy of ourselves, we must have more thoroughness—wider culture; we must have less specialism, less drive.—We must have scholarship; schools must have skilled teachers. But let us not forget these are precious and very costly things. To have these, the ripe fruit of human effort, requires time, ability and larger expenditure of money than Canada has hitherto seen. In public estimation, material wealth must consent to take third or fourth place.

There are many things more valuable for humanity than those things which bulk, at bulk, at present, largely to the eye of the public. "Man does not live by bread alone."

We draw attention to the Educational tour in Europe announced in this issue. It certainly affords to teachers an opportunity of increasing their knowledge and widening their culture. In a lecture given recently to the teachers of Toronto, Principal Grant said, "By all means visit first the old historic lands in order to see and learn what man has done." In Germany, Italy and Switzerland every step is replete with interest as regards the past, as well as pleasure in the present.

A word might be said as to the cost of the excursion. Every arrangement has been made to secure the greatest possible return for the expenditure involved, and those who avail themselves of it will have no responsibility and all the pleasure.