

college. We do the essential part of our work in the laboratory and class-room, and do it in such a way that no one can by mere thoughtlessness miss the meaning of what is going on. We have few subjects in hand at once. Five is considered too many, especially if one or two are new. The work done out of college (I am speaking here mainly of the biological work) is voluntary and intended to incite interest or insure practical mastery rather than to cover part of the teaching routine.

Why should the half-trained youngster be treated with less consideration than the older student; have his subjects multiplied and the hard parts left to be puzzled out at home?

I would beg the teacher who finds himself unable to cope with a crowded time-table to simplify the business at all hazards. Take up only so many subjects that each may come round pretty nearly every day. Limit the lessons to fifty minutes (less in junior forms) and have ten minutes out of every hour for a scamper out of doors. Let the home-work sink to a subsidiary, and in great part voluntary, occupation for the older and more ambitious boys. Above all, trust to enlightened and animated teaching and not to long hours and the fear of punishment.

Editorial Notes and Comments.

The Committee appointed by the last Convention to take into consideration the question of the training of teachers for our province has had its first meeting, and while nothing very definite was done, there seems to be a brighter prospect opening up for us in this respect through the information laid before the Committee and after its preliminary deliberations over the same. The point to be reached in this movement has already been reached in the other provinces of the Dominion; and only when we of the Province of Quebec can say that all the teachers in all our schools are trained or experienced teachers should we be anything like satisfied with the means we have at our disposal to secure the same. One of our educationists declares that the test of the teacher is efficiency. Not the showing he is able to make in an examination, but the final result he can produce in the character of those who come from under his hand. The efficiency is not the sort that can be counted upon always to work an increase of salary. But to leave a lasting mark on the mind and character of a pupil is the unmistakable sign of the real teacher. And the source of this power lies not in the teacher's acquirements, but deeper in