

efficacious on human beings. He has brought up puppies in lights of all shades and hues, with wonderful results. Those brought up in a green light, "present extreme liveliness, cheerfulness, etc." "Orange puppies are also prone to play, but their movements were heavy and awkward, and their temper cross." Blue puppies never play. Violet ones are "too fond of barking," while red ones "show no liveliness," and so on. What can be easier than, as the *Notes* suggests, to fit the windows of schools with movable stained glass of various educational shades and make or modify character to order?

From a legal opinion recently published in the *Shelburne Free Press* it appears that the notion which has somehow got abroad, and which was, if we are not mistaken, announced as a fact at some of the Teachers' Institutes, to the effect that the amended School Act enforces the quarterly payment of teachers, is erroneous. The agreement regulates the payment of the salary. That must however be a pretty small Board of Trustees which cannot and will not agree, as a matter of simple business justice, to pay its teachers at least quarterly, and find means to carry out its agreement.

Dr. Hodgins, Chairman of the Ryerson Memorial Fund, explains that the \$85,58, kindly contributed to that fund, (through D. J. McKinnon, Esq., Public School Inspector), by the schools in the county of Peel, were duly entered in the treasurer's books. By an oversight, not observed at the time,—as no list accompanied the remittance,—no acknowledgement of this sum was made in the printed statement recently published. The omission is now supplied. The amount was received and is invested with the other sums contributed to the fund.

Is there no way in which all the physical benefits of military drill and exercise may be had in our public schools, without the mimicry of the pomp and circumstance of glorious (?) war? The members of the Peace Society in England are making strenuous efforts to counteract the evil effects which come from thus inspiring the too susceptible youth with the military spirit. Few things can be more baneful in their effect upon national character, than the stimulation of the fighting propensities by putting weapons, even mimic weapons, into the hands of boys and familiarizing their ardent imaginations with ideas of war and slaughter. In fact every military pageant—even the just glorification of our returning volunteers—is injurious in its tendencies. It is high time the old, barbarous ideals were replaced by nobler ones. Under no circumstances is the military hero the highest type of manhood, and in nine cases out of ten the warrior who is said to lay down his life for his country, is but a sacrifice upon the altar of some national spite, some statesman's quarrel, or some dynasty's arrogant pretensions. Let teachers instil into the minds of the young broader views of justice, right and human brotherhood, and international wars would soon be things of the past.

We are sorry to observe that an opinion was pronounced at one of the Teachers' Institutes in favor of semi-annual exam-

inations for teachers' certificates. Any change in that direction would be, we are persuaded, a grave mistake. It would be a most effective inducement to cramming. The more frequent the examinations, and the smaller the number of subjects, the greater the temptation to cram. And then, again, the effect upon the High Schools would be almost inevitably bad. The subjects of the curriculum would of necessity have to be divided off to suit the convenience of teachers. Certain subjects would be taken up, and completed for them, and then laid aside or slighted for the rest of the year, to the injury of pupils who should be pursuing those subjects continuously. Nor would it be in the interest of the teaching profession to make entrance any easier, as such a method would certainly do. It is better for all the interests concerned that the door of the profession should not be opened wide enough to admit any but those who are willing to prepare themselves by a patient and thorough course of study. The man or woman who is coming into the profession to stay, and wants to do a good life work, will be glad to pay the price. Those who want to make it a stepping stone to something else, need not be met half way. The schools are generally better without them.

EXAMINATIONS.

Complaints are rife in regard to some of the questions set at the recent teachers' examinations. One "victim" writing to the *Mail* points out that whereas the Minister of Education announced a year ago that the examination in physics for second and third-class teachers would be confined to the Macmillan primers by Huxley and Stewart, the students were on this occasion, not only asked questions that cannot be answered from the books, but even required to point out wherever the books themselves are inaccurate. He even alleged that forty per cent. of the marks allowed for the paper were awarded to show Balfour Stewart's inaccurate and inconsistent statements! The fact is that the setting of examination questions for teachers or students is a most difficult business and requires men of broadest minds as well as the highest culture. Examining, as so much must be made to depend upon it, should be made a profession by itself. Where the results of the teaching of various institutions are brought into comparison it is obviously unfair that any one connected with the teaching department of any one institution should act as examiner. He may be the justest man living, but his own students are familiar with his modes of thinking and questioning. They know his hobbies and idiosyncracies, and can guess pretty closely what kind of questions to expect.

Another mistake is frequently made by appointing young men who have distinguished themselves as students but who have had no experience as teachers, and have no means of knowing what may fairly be expected from them—they have to examine. The aim of such examiners seems too often to show their own superior acquirements by puzzling and perplexing the pupil, or by showing off their own extensive acquirements.

It need hardly be added that no examiner should be permitted to have, directly or indirectly, any interest in the adoption or use of any particular set of text-books. There is no