

definite goal before that large class of High School pupils who are not preparing for any university or professional examination, and will, no doubt, lead hundreds to complete the course and go forth with a very fair education, who would otherwise have dropped out at an earlier stage with a much less efficient training. In closing an interesting review of the history of the Institute and of the graduation movement, Principal McHenry adverted to the valuable improvements in the shape of furniture, library, etc., which had been effected during the summer. He remarked that the work of the Institute consists in preparing every year eighteen or twenty candidates for the university, and about an equal number for becoming teachers, besides others who are fitted for other examinations. To this must be added the invaluable work done by affording a good general education to the youth of the town and vicinity.

THAT was a truthful and suggestive reply made by Dr. Raymond, the late Principal of Vassar College, to one who said to him, "I should think it would become very wearisome, this necessity laid upon you of going over and over again the same lessons year after year; the road must prove dry and dusty beneath your feet, and the scenery tiresome in its constant repetition." "That is because you are not a teacher," was the reply. "The interest of a student is in new truths; the interest of a teacher is in new minds." Here there is, indeed, endless variety. No two minds are precisely alike, as are no two faces. The modes of dealing with these, of securing attention, awaking interest, presenting truth, etc., require to be constantly varied in order to meet this perpetual variety in the minds addressed. Minds, not less than books, are the objects of the teachers' study, and are certainly not less interesting in their endless phases, wondrous unfoldings, and boundless possibilities.

WE are glad to see the *Varsity* again amongst our exchanges. We hope and expect that the volume for the University year 1886-7 will prove, in all respects, a worthy successor to those that have gone before it, and a true exponent of the best features and highest aims of University life.

PRESIDENT WILSON announced on Convocation Day that Frederic Wyld, Esq, a prominent Toronto merchant, had offered a yearly prize of \$25 in books for the best essay in English prose. Whether the means adopted is the best or not, the end in view is one of the very best. There is, it seems to us, no department of liberal culture so much in need of attention and stimulus in connection with Toronto University as this. There is no other study or exercise which can compensate for the neglect of this. We doubt if there is any other which can equal it in its purely educational value, to say nothing of other kinds of value. Original writing means special attention given to thinking and to expression. These two elements are so related that each seems to stand to the other at the same time in the relation of cause and of effect. Close thinking is indispensable to clear and forcible expression, and *vice versa*. The question now is, whether the heavy demands made upon

the time and energy of the clever student by the University special courses will leave room for creditable work in this direction. It seems almost a pity, too, the prize had not been given for a series of essays.

Intelligence gives the following amongst other "Hints on School Government":

"Do not tempt your pupils to become habitually deceitful and untruthful, by making use of the 'self-reporting system' in scholarship and department. It is a device worthy of the Inquisition. 'It is,' says F. S. Jewell, 'both stupidly ingenious and transparently vicious.'"

This touches a vexed question, and one of the very first importance. We are not prepared to go so far as the writers above quoted. To our mind it seems clear, on the one hand, that in cases where the teacher can be sure of an honest report the method is both convenient for him and morally beneficial to the pupil. But, on the other hand, if the pupils, or a part of them, cannot be relied on, but fall under the temptation into the habit of systematic cheating, the training is the very worst imaginable. There is nothing like trusting children, throwing them upon their honors so far as this can be done with safety. In fact, we know no other way in which true manliness and womanliness, genuine nobility of character, can be developed. The child who is perpetually carried by a nurse, or upheld by crutches, will never walk alone. We have great faith in the power of right training, in the case of the average child, to produce an honest man or woman, God's noblest work,—such a man or woman as can be relied on under all circumstances to be judicially fair, impartially just, even when self-interest is in one scale of the balance; such an one as will swear "to his own hurt and change not."

BUT is it not too true that it is not the average but the exceptional child who receives such training in this our day? Without the school the parent, within the school the teacher, are, as a rule, too busy with what they are apt to deem more important matters to inquire into such trifling things. Little or no effort is made to develop that nice scrupulosity, that sensitiveness of conscience, which is one of the highest and one of the rarest attributes of humanity. The consequence is, we fear, that in the majority of cases the younger children in schools cannot and should not be trusted to report on their work. The temptation is ordinarily too great. But suppose the self-reporting system is adopted when the children are lacking in the high sense of honor needed to make it a success, and they are permitted to go on from day to day giving in false reports. What will be the result? Evidently the worst conceivable. The habit of untruthfulness is confirmed. Cheating is reduced to a system, and after a little the depraved public opinion of the class rather glories in it. Men and women are being trained up for lives of dishonesty. The school is turning out those who will not, in after life, shrink from petty falsification and trickery where selfish interests are at stake.

LET not any one think this is, after all, a small matter. It is often just these apparently trivial things which are the