

WE should like much to hear the opinions of High school masters and other educators as to the need or otherwise of a change in the method and standard of the matriculation examination in the Provincial University, and also as to the feasibility of Professor Dupuis' suggestion.

THAT is a suggestive hint thrown out by "Bebe" in another column to the effect that the teacher and the parent are working for the same object and should find opportunities for becoming acquainted with and understanding each other in order that their efforts may be harmonious. Intelligent and cordial co-operation between parent and teacher would solve many of the knottiest problems of school discipline, and would go far towards relieving the work of the teacher in this respect of much of its irksomeness.

AN Act has been passed by the Ohio State Legislature making it unlawful for a local director or a member of a board of education to vote for or participate in the employing of a son, daughter, brother, or sister as teacher. The other members of the Board may contract with such persons, but the father or brother who is a member of the board must not take part in any way in making the contract. We do not know whether there is any need for such a provision in the Ontario School law.

"NOTHING arouses a child from stupor so readily and effectually as laughter," said an old teacher. "When my pupils grow stupid from study I relate a brief anecdote, give them a chance to laugh, then all go to work again."—*Exchange*.

That old teacher was a philosopher. His prescription is excellent. Have you ever tried it? If not, the next afternoon when the spirit of dullness or perversity seems to have entered into the school, and everything is going wrong, just try the effect of a little break, such as the reading or telling of some harmless and really amusing incident or joke, whose point may be readily seen by the pupils. Let them have their hearty, but not boisterous laugh. Then to work again. The effect will be magical.

A SPECIAL correspondent of the *Mail* has been visiting the French schools in Prescott and Russell, about which so much is being said, and is publishing the results of his observations in a series of interesting letters. It is but fair, however, to suspend judgment until the report of the special commissioners sent out by the Government is made public. Then the very hard question will arise, What is to be done? It is one thing to discover a state of affairs which we could well wish otherwise; it is quite another to make any radical change in such a state of affairs without doing more harm than good, and perhaps doing positive injustice at the same time. We shall wait to see what the commissioners recommend.

WHY is it that so many of our younger correspondents and some of the older are so prone to confuse the meanings of *will* and *shall*, *would*

and *should*, especially in connection with the first person? They are continually declaring purpose or resolution in respect to matters which are in no way dependent upon their wills, and, on the other hand, uttering predictions when they mean to declare purpose. We frequently give exercises to aid in making these nice but important distinctions. No doubt they are generally well enough understood, but the force of old habit reasserts itself. It is well, even in comparatively trivial matters, to avoid incurring the self-condemnation of Horace, "I see and approve the better, I follow the worse."

READ Miss Bayne's paper on "Teaching History." It contains some suggestions which, if rightly used, will be very helpful to many young teachers who may now find it difficult to make the subject interesting. Miss Bayne's idea of a series of text-books arranged and graded to suit the age and mental advancement of the pupils is sound. That would be, as she says, following rational principles. In the absence of such a series, the teacher must fall back on his own resources to supply the deficiency. The necessity for keeping the number and cost of text-books within the narrowest possible limits is a serious hindrance to the best work in the school-room. Hence there is all the more need that the teacher should have knowledge and skill to supply the deficiency as far as possible.

VICE-CHANCELLOR MULOCK took occasion in his Convocation address to refer to the addresses in which Dr. Grant, the Principal of Queen's, has recently criticised the action, or rather inaction, of the Senate of Toronto University in the matter of matriculation examinations. Mr. Mulock made no allusion to Dr. Grant's charge of discourtesy on the part of the Senate of Toronto University, in not vouchsafing an answer to a respectful communication from Queen's. It now appears that the same unhandsome reticence was practiced towards Trinity and Victoria. Vice-Chancellor Mulock intimates that compliance with Principal Grant's proposal that the universities of the Province should agree upon some common scheme for prescribing and conducting the initial university examinations could not be thought of, for that would result in placing a large part of the public education of the country "under denominational control." Probably he would regard the same objection as holding good against Professor Dupuis' scheme of a final High School examination under a representative board, though he is not quite clear upon this point. A large part of Mr. Mulock's address was devoted to an elaborate statement of the results of an experiment in Parkdale High School, the general aim being to depreciate and disparage the matriculation examinations at Queen's. This does not prove that twenty-five per cent. is not an absurdly low *minimum* for admission at Toronto, and it does seem to us a little *infra dignitatem*. Dr. Grant promises a reply soon, after which we may return to the subject.

Educational Thought.

THE teacher who does not step before his classes with a feeling of keen pleasure that the recitation is at hand—who does not fairly exult at the prospect of the work before him—makes a mistake in teaching at all.—*Central School Journal*.

THE one serviceable, safe, certain, remunerative, attainable quality in every study and every pursuit is the quality of attention. My own invention or imagination, such as it is, I can most truthfully assure you, would never have served me as it has but for the habit of common-place, humble, patient, daily toiling, drudging attention.—*Dickens*.

THE influence of good discipline will be felt throughout all after-life. Many children are under little or no parental restraint, and hence the greater necessity for strong and prompt discipline in school. Parents from indifference or want of judgment often exercise no control over their children, and whatever of submission to authority they learn must come from the teacher or from fear of punishment by the law. With the boy or girl who has learned obedience the law will have little to do. We, as teachers, have much reason to care for the discipline of a pupil from a civil standpoint.—*Cravens*.

CHILDREN are very much what their teachers make them. I find plenty of deleterious and detestable influences at work, but they are influences of journalism in one place, in another influences of politicians, in some places both the one and the other; they are not influences of teachers. The influence of the elementary teacher, so far as my observation extends, is for good; it helps morality and virtue. I do not give the teacher too much praise for this; the child in his hands so appeals to his conscience, his responsibility is so direct and palpable. But the fact is none the less consoling, and the fact is, I believe, as I have stated it.—*Matthew Hall*.

CHARACTER is never formed by removing opportunities either of evil or good. You must lead children to do right in the face of wrong as well as beyond it; and have them do it every time, not because it is easy, but because they choose to do it. The development of the will-power in the right direction is the highest and best work we can require of the teachers. What can they do? Tell me what a boy is interested in, and how he spends his leisure hours, and I will generally determine to you his character. Because I believe this, I urge the teachers to interest their pupils in the facts and forms of Nature, in science and art, and to lead them to discover the pure and the good in every school task, and in all their lessons, and to form in each pupil, as far as possible, proper habits of reading, and thinking, and studying.—*Hall*.

"THOROUGHNESS is all right to talk about, but there is nothing that has been thoroughly done in this world, and it will be a good many years before anything will be thoroughly done. Talk about absolute thoroughness! It is nonsense! We may attain unto it as we attain unto perfection, but we might as well attempt to shoot the moon as to reach thoroughness or perfection in this world." Our author, in the exchange quoted, means all right but does not know how to express himself. He says, "There is no place in the world for smatterers who know a little of everything under the sun." Is this not what our school system is promoting? Is there a single college graduate who knows thoroughly anything that he has studied in his college course? Take Latin, which the average college student studies seven solid years. What does he know when he gets through? Can he talk it? Can he even read an author which he has never before seen, with any degree of fluency and acceptability? Then take mathematics. How many students are thorough in it? We venture that the roll call of college graduates who could be counted thorough in mathematics would be called in an extremely short space of time. Our ideals should be high. This is all right. We should aim at never doing anything in a half-way manner. But the tasks half-done, the studies half-learned, the books half-read, and the work half-accomplished constitute by far the largest portion of our lives.—*N. Y. School Journal*.