

THE extract entitled "Eradicating Falsehood," by H. R. Hotze, in our last issue, should have been credited to the *County School Council*, the predecessor of what is now *The Public School Journal*, of Bloomington, Ill. We had forgotten to mark the slip with the name of the paper, and consequently were unable at the time to give due credit.

By the will of the late Mr. Gooderham, of Toronto, \$125,000 is bequeathed to the Building Fund of Victoria University, and \$75,000 to its Endowment Fund, both on the express condition that the Institution be removed to Toronto. Judging from the tone of the report of a recent meeting of the Board of Regents, this bequest is regarded as having settled the question of removal, but not necessarily that of federation. There are some indications that a union of the divided friends of Victoria, on the basis of an independent University in Toronto, is a not improbable solution of the question.

WE hope during the year to hear often from young and inexperienced teachers. Let us hear of your difficulties and discouragements. Doubtless some amongst our many readers will be able and glad to help you, out of the riches of their experience. Tell us, too, of your successes, and the methods by which you have achieved them, that thus your experience may become helpful to others similarly circumstanced. And be assured that whatever aid in the way of sympathy, advice, or help of any kind, the *JOURNAL* may be able to render is most heartily at your service.

REFERRING to our query, whether some better descriptive names might not have been found for the new High School Examinations about to be instituted, the Editor of the *Educational column* in the *Southern Counties' Journal* says:—"Surely shorter and more suitable names can be got for two of them. So far as the substitution of 'The Primary' for 'Third-class non-professional' is concerned no fault may be found. For the 'Junior Leaving Examination,' in our opinion, the somewhat discredited word 'Intermediate' would be an excellent substitute, and for 'Senior Leaving Examination,' the 'Final.' There would thus be the three High school examinations, called Primary, Intermediate, and Final, without there being the slightest room for confusion, or the lest objection on the score of brevity or euphony." We think the names thus suggested would be a marked improvement on those proposed by the Education Department.

THOSE having questions or other communications for the English Department of the *JOURNAL*, are requested to note the changed address of the Editor of that Department, as given at the head of the column. As is known, probably, to most of our readers, Mr. Huston is now at the head of a college, which is the first, we believe, in Canada to have established a Manual Train-

ing Department. This Department is very fully equipped, having, as appears from the advertisement in the *JOURNAL* of July 15th, a large workshop, furnished with a ten-horse power engine and expensive machinery, and being under the direction of a master who has the double advantage of being a skilful workman and an honor graduate of Toronto University. The experiment, for as such it may be regarded in Canada, is thus being tried under very favorable conditions, and the results will be observed with a good deal of interest by educators.

THE approach of the chilly autumn days should remind teachers of the necessity for special precautions to guard the health of the children. There is, probably, no more dangerous season than that transition period, when it is, we are apt to think, not cold enough for fires, and when it is yet too cold to be safe or comfortable without them. No doubt the seeds of troublesome and sometimes fatal disease are often laid in the colds caught in a damp, chilly school-room. The children come in from recess in a glow of warmth, perhaps in a state of perspiration, and have to sit down in an atmosphere much below that which is either comfortable or healthy for a sedentary worker. The result is a crop of colds, coughs, sore-throats, etc., which render the children's lives miserable for days or weeks, and often do permanent injury to health. The heating arrangements in every school should be so convenient, and the fuel so handy, that a fire can be had whenever it is needed, without reference to the date. Every teacher should make it a matter of duty to see to this.

THE career of the late Mr. J. Campbell Thompson, whose death occurred a few weeks ago in Toronto, is worthy of more than a passing notice. Mr. Thompson had some time since retired from the practice of the teaching profession, in which he was for many years very successfully engaged. He was probably personally known to many of our readers. He was a native of Ireland, and came to this country as a young man some fifty or sixty years ago. From a notice in the *Globe* we learn that, in recognition of his services as an Adjutant in the British army, his father was granted a quantity of land in the Township of Adelaide, west of London, when that region was a dense wilderness. Young Mr. Thompson's taste did not lie in the line of agriculture, however, and he became qualified as a teacher, and began a brilliant career in that profession. He was successively Principal of the St. Thomas Grammar School and the Strathroy Grammar School, and for many years was the coadjutor of Rev. Benjamin Bailey, Principal of the London High School. After this he left the public service and taught a number of private pupils until during the last few years. He took a degree at Toronto University, and was always rather a scholar and recluse than one seeking public honor and notice.

## Educational Thought.

WHAT is required is *mind training in the right direction*. That is the greatest necessity of the times. We need to transfuse into our school system, something that will impart a bent to the mass of young minds in our schools in the direction of the work of life, and at the same time a discipline and training which shall make this work higher, better and more skilful.—*Thring*.

To read aloud intelligently, with ease, understanding and feeling, as it ought to be the first aim of sane teaching, so it is the crowning excellence, the consummate perfection, the most finished product, of the highest culture. It stands, moreover, that great test of value to the human race that all can begin, though none can find an end. Nothing is of true value to man that is not universal.—*Thring*.

THE opportunities of teachers for moulding character are scarcely less than those of mothers. How little are these opportunities employed! What a change could be wrought in the condition of humanity, if the energies of our profession were applied as vigorously to the training of the heart as they are now applied to the training of the mind. What lessons in chastity and sobriety, in kindness and generosity, in heroism and martyrdom might sink into the mellow heart of youth to bear in after years the golden grain of noble deeds.—*President Winston*.

THE heart and the soul and the conscience are in need of training as well as the mind, and this training should be a part of every teacher's work. To be a man and to do something for humanity is a grander lesson than to read Virgil or to solve Quadratics. The influences of heredity will often hinder the education of the heart and soul of a wicked boy; but the influences of heredity are equally as powerful to hinder the culture of the intellect. The true teacher will surrender to no influences of heredity, but will know that all things are possible.—*President Winston*.

THE mission of art is, in some respects, like that of woman. It is not hers so much to do the hard toil and moil of the world as to surround it with a halo of beauty; to convert work into pleasure. In science we naturally expect progress; but in art the case is not so clear; and yet Sir Joshua Reynolds did not hesitate to express his conviction that "so much will painting improve that the best we can now achieve will appear like the work of children." The appreciation of nature, which characterizes the present century, the intense love of scenery, to which we owe so much, which not only adds so much to the happiness, but even, I venture to think, to the purity of life, we owe in no small degree to art.—*Sir John Lubbock*.

THERE is just one road to success, and that is the road of hard work. All sorts of short cuts have been devised and tried by people, but they have all been short cuts to failure. The long road of hard work is the only highway that leads to success; all by-paths end in the swamp. This is the great lesson that ought to be taught to our boys to day. There is a great deal of bad teaching in our families and schools. Every kind of teaching is bad which inclines a boy to trust to something else than hard work for success. One trouble with a good deal of the teaching of boys is that it fixes their minds on the reward rather than on the work. Activity is the necessity of every strong nature: a lazy boy is a sick boy or a defective boy. Boys ought to be taught to love hard work for itself, without reference to its rewards. There is no fear about the success of the man who loves hard work; if he does not achieve the one particular thing he wants, he will get happiness out of the work itself. It is useless to tell the boys that this world is a place in which everybody gets what he wants. It is a world in which very few get what they they want. Frank, honest teaching is greatly needed; teaching which will make boys understand that life is full of hard work, that no one particular success can be counted on, but that the man who is willing to work, who is honest and true, is the man who will stand the best chance of becoming prosperous and influential, and is the man who will, under any circumstances, have the supreme satisfaction of having done his work like a man.—*Christian Union*.