

Theological Department is already located there. The main point seems now to be whether the Baptist denomination to which the funds are bequeathed in trust, can, after all that has been said and done, decide in favor of Toronto without breach of faith with Woodstock friends and subscribers.

THE question of making the annual trustee elections simultaneous with the municipal elections is being warmly discussed in some of the school boards. We should like to think sufficient interest could be aroused in educational matters to warrant continuing to set apart a day specially for the election of school trustees. Such ought to be the case, and it is not to our credit if it is not. We note that in answer to an inquiry the Minister of Education has stated that there are no provisions whereby a return may be made to the old practice, in case the new plan of having the trustee elections on the same day with the municipal should prove unsatisfactory on trial. We should like to have the opinion of some careful observers in localities where the plan was tried last year, though, perhaps, a single trial would scarcely afford a basis for a reliable inference.

Considerable discussion has been caused in Quebec by the announcement that Premier Mercier had become a member of the Council of Public Instruction. Fears are entertained in some quarters that it is a first step towards secularizing the schools, or at least removing them from the exclusive control of the Catholic clergy. The Quebec *Chronicle*, which might have been expected to sympathize with that view, commends the change as follows: "The entrance of Premier Mercier into the Council of Public Instruction is a good move. We have always felt that a member of the Government ought to have a seat at this Board. In years gone by, a member of the Cabinet held membership in the Council, but not long ago the rule was changed. We are glad that the old system has been restored. The Government is responsible to the people for the education of our common youthhood, and it should have a voice in the Council. Mr. Mercier will be a good member."

We leave it to our readers to judge what amount of force there may be in "A Master's" suggestions as to the cause of the bad English of candidates, of which Mr. Haultain complains. We cannot conceive that many, if any, high school masters can be guilty of the folly of trying to teach boys and girls, just entering their teens, by lecturing. Even if said masters have not been trained in normal or model schools, they have all been under the instruction of public school masters, and so had abundant opportunities for observing their methods. They have, too, been boys themselves in their day, and cannot have forgotten how it is with boys. Moreover, "A Master" and his brethren and

sisters in the public schools must not "lay the flattering unction to their souls" that the shortcomings in language teaching can all be laid at the door of the high school masters. Any school boy or girl of ten who would be guilty of the solecisms complained of deserves—better training. But if the boys and girls at entrance in high schools were properly trained they could hardly backslide so far under high school teaching, however defective.

A CORRESPONDENT criticizes the tendency to indulge in generalities in reports of educational meetings, and hints that what teachers care to know is not that Mr. A. delivered an excellent address, or that the subject assigned to Mr. B. was handled in an able and practical manner, or that Miss C. gave an admirable model lesson, but what these experienced teachers said, what were the improved methods recommended, etc. The point is well taken. We have no doubt the average report could be greatly improved in this respect. The question is how to get the more useful report. In the case of most of the teachers' meetings we are obliged to rely upon the kindness of the secretary or some other friend, or the report in the local paper. These can hardly be expected to give the closer account desired. The better way would be for those who prepare the papers and so are familiar with them, to put a synopsis, containing the leading points, in shape for the press and send it to the JOURNAL. By so doing they may be sure of having justice done to their papers, they will confer a favor on us, and will be giving help and stimulus to their fellow teachers all over the Dominion, and so promoting the great work of public education.

We commence in this issue the publication of the "best answers" to the questions set at the recent examinations. Two of the Third Class Grammar papers are now given. They will be followed by others on those subjects which are deemed most difficult, if we may judge by the inquiries they elicit. Of course we have to give the answer in sets, *i.e.*, all the answers made by the candidates who took the highest totals in the given subjects, though others may have given better answers to single questions. We find it necessary to give the papers just as they are, for if we should correct errors in punctuation, spelling, use of capitals, etc., the papers would no longer be what they purport to be. The student may perhaps learn almost as much from their errors and defects as from their merits. Their excellence is, it will be of course understood, merely relative. They are not often the best answers that could be given but the best that were given. If, as Inspector Dearness tells us, a teacher finds himself able to collect sentences for exercises in false syntax from the *Week*, our leading literary journal, it is no disparagement to these papers, written under excitement and in a race against time, to assume that they will afford abundant material for that purpose.

Educational Thought.

To teach, to guide, is a holy task, demanding an exemplary life. Whoever with unclean hands, or with an unclean soul, dares to enter upon the stern and rigid duties of the teacher, defiles what is pure, and corrupts what is chaste, by his mere presence.—*Selected.*

THE great mistake is that we put our best and most experienced teachers into the colleges, the high schools, the academies, and the grammar schools, while *anyone* with a certificate may teach little children, the very place where the most skilful work, the most experience, and greatest care are needed. When we for a moment stop to contemplate the lasting injury that is thus done, we must say that it is terrible, horrible! The best artist, the best talent should be below, where the most important work must be done. We should put our most experienced teachers into the lower grades, and *pay them highest salaries.*—*Parker.*

THERE are no cripples; far rather the great majority are active-minded enough by nature. On the other hand there are no wings. The excuse of the idle pupil, and the incompetent teacher, does not exist. Work, simple, straightforward, intelligent, work is everything. The strong and the weak alike, the genius, as well as the slowest mind, must go through the same work, till they part company, as perseverance, strength, and love carry the best minds farther. There can be no thought till there has been observation. There can be no observation without work. The highest form of human existence is the power of working unweariedly and prevaillingly, lovingly wooing and winning power by love. One word, rightly understood, contains it all—*WORK.*—*Thring.*

I HAVE very little faith in rules of style, but I have an unbounded faith in the virtue of cultivating direct and precise expression. It is not everybody who can command the mighty rhythm of the greatest masters of human speech; but every one can make reasonably sure that he knows what he means, and whether he has found the right word. It has been said a million times that the foundation of right expression in speech or writing is sincerity. It is as true now as it has ever been, and it is not merely the authors of books who should study right expression. It is a part of character. As somebody has said, by learning to speak with precision you learn to think with correctness; and firm and vigorous speech lies through the cultivation of high and noble sympathies.—*John Morley.*

IN connection with what was said recently in the *Star* about the study of classics, it may be interesting to remember that John Stuart Mill once remarked that De Tocqueville was right in the great importance he attached to the study of Greek and Roman literature; not as being without faults, but as having the contrary faults to those of our own day. They exhibit precisely that order of virtues in which a commercial society, such as ours, is apt to be deficient, and they altogether show human nature on a grander scale. If, as every one may see, the want of affinity of these studies to the modern mind is gradually lowering them in popular estimation, this is but a confirmation of the need of them, and renders it more incumbent upon those who have the power to do their utmost towards preventing their decline.—*Polites, in Montreal Star.*

"I COMMEND to you the school-teacher who cares for atmosphere, impressions, and tone, quite as much as for text-books, tasks, and for accuracy in recitation. I ask you to help him when he tries to make his school-room a place of neatness and brightness, with plants, flowers, pictures, statuettes, window and wall-hangings, and whatever besides may give ideas of taste, of purity, of restfulness, and which will fill his soul with images and memories to go with him to the end of life, a source of inspiration and a safeguard against evil." "We have been in school rooms that were thus ornamented and beautified from month to month, from year to year. Flowers and vines graced the windows, engravings and portraits adorned the walls, statuary beautified odd niches, objects of interest and curiosity relieved the corners, a congenial and happy teacher presided, and bright children filled the room with sunshine from happy faces."—*J. H. Vincent, LL.D.*