

These are questions which I would bring home to every teacher. Your school-room is in a very real sense a church, a house of God, whether you wish it or not. You are, perforce, a preacher; you cannot shuffle off the homiletic function. Your very way of thinking, your views of life, are texts, and your actions are sermons. No pulpit in the land has a greater character-forming power than yours. The teacher really makes the mould which the minister fills. School-room preaching is primary homiletics. Church preaching is secondary homiletics. Which, then, is the more important function? Upon which will the greater burden of responsibility fall?

Editorial Notes and Comments.

In a former issue of the EDUCATIONAL RECORD, reference was made in our editorial notes to the discussion that is going on over the whole continent about our schools and the misdirection of their present organization as civilizing agencies. The reformer seldom fails to stir up an opposition. To write anything which has an aspect of novelty about it is sure to incur the hostility of the worshippers of use-and-wont. Society is conservative at heart. And yet, true as this is, in regard to the pitfalls that lie in the way of educational reform, as in all other reforms, use-and-wont must show every now-and-again its pass-port, must expose to view the grounds of its faith in itself. True progress knows no halting-place short of the mandate of *un vrai logique*, and it matters little how loud the hue-and-cry against it may be, society has at last to give way to the impetus it receives from it. Hence, in this outcry against our systems of school-training, there is nothing for it but to collect the facts, arrange the arguments, and find out with whom the truth lies, so that we may at length discern what the true function of the school is, and take care that no other function usurps it. Colonel Parker in examining the grounds for the ferment of criticism against our schools, says, with the fearlessness of a soldier who never turned his back upon an opposing force, "I come to another fact which is being realized by our late criticisms, and that is how low the opinion of the merits of teachers is in the eyes of the public generally. The mother trusts her dearest child in the hands of the family physician; the merchant trusts cases involving millions in the hands of his lawyer; a congregation rest their spiritual interest in the judgment of their pastor; the manufacturer relies upon an expert in invention and machines; in our profession, so called,