

a cent a word for its want ads., and they are well worth it, because they bring results. But the above is printed gratis, just to show what grand openings there are in the world for ambitious people. The ad. is genuine, and appeared in a Toronto paper."

The teaching profession in the Province of Quebec is worse than it is here, but that may not long be the case, if our present system of education is not changed. The Ontario Education Department, which had for so many years the Hon. Geo. W. Ross—an old school teacher—at its head, seems to have been managed with the idea that the sole end and aim of education was to turn out men and women fated for the profession of teaching. The whole system of studies was arranged with that one object in view. In a new country, where education of a kind which would fit men to develop its resources was an absolute necessity, bookish learning was the only thing taught. For twenty-five years the Hon. Geo. W. Ross has neglected the most essential side of the educational problem—technical training. As a result, the bright young men went into teaching and the learned professions instead of into the more practical vocations of life. We are grinding out teachers by the hundred, while the openings for them are not increasing in number. Salaries, under such a system, must necessarily go down. When young men learn that the practical callings offer better inducements, and when our system of education has been directed along such lines as will lead them to adopt these callings, then there may be a change for the better in the salaries of teachers.

In a very comprehensive lecture at the Presbyterian College, on Friday afternoon, where there were a

number of ladies present, besides the students, the Rev. Dr. MacVicar gave his views on the subject of studying and teaching a Sunday-school lesson. The teacher should first become familiar with the lesson by reading it often and thoughtfully, with the context, and comparing parallel passages and the revised version. Next he should enumerate the elements contained in the lesson, finding these by asking himself numerous questions, personal thinking being better than outside helps. He should next define the terms involved in the elements. In the fourth place, he should fish out the thoughts that logically clustered about the dominant points. The Doctor reminded his hearers that the deadliest enemy of real knowledge was fancied knowledge. The teaching should be in harmony with all the fundamental doctrines of the Bible. All evidence on doubtful points should be carefully studied, analyzed and proved before being given to the class. It was wise to go before the class with the chief points of the lesson systematically arranged and to stick to the lesson for the short time at one's disposal. A teacher should know much more about the lesson than he expected to teach and make a careful selection of the best for consideration. A teacher should study his pupils and be in earnest. A careless teacher should be dismissed. The continual and final aim of all teaching should be the salvation of the class.

The Lindsay Collegiate Institute has issued a neat brochure announcing the lecture course arranged for the season of 1900-01. These lecture courses have become an established feature of the Collegiate Institute's work, their influence tending toward broader culture and keener intellec