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THE CANADA SCHOOL JOURNAL.

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— TERMS —

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CANADA SCHOOL JOURNAL PUB. CO. (Limited)

OFFICE: Toronto, Ontario.

We are glad to learn that the movement for the formation of a Provincial Teachers' Union for Ontario is beginning to take shape. There is no question more worthy of the attention of the Teachers and Teachers' Institutes than this. Such a union, formed on sound principles, and conducted with energy and independence, would do much to raise the status of the profession. It would occupy a sphere quite distinct from that of the Institutes. It should be purely and simply a Teachers' organization, free from all outside influence and dictation, from the Education Department or any other quarter. Such an institution, once well organized and in vigorous operation, would become a power in educational matters. It would make its influence felt, not only with ratepayers and trustees, in questions affecting salaries and other matters closely related to the welfare of teachers, but also with the Legislature. It should, in fact, have very much to do with shaping future educational legislation, which is, and has been hitherto, the worse, because so little affected by the experience and knowledge of those who are in the best position to form an opinion on many important points. We wish the movement success, and hope before the year is over to see the Provincial Union an accomplished fact.

THE *Mail* makes a remark in reference to the Ontario Educational Exhibit for the Intercolonial Exhibition that should set all friends of education and of honesty to thinking. It asserts, virtually, that much of the splendid collection of educational appliances which is sent as illustrative of the state of public education in Ontario, has no actual counterpart in the schools. In other words, the Education Department prepares and forwards, as samples of our school apparatus, an exhibit which is, in some respects a falsehood and a fraud. We fear there is too much truth in the accusation. The exhibition of these appliances must be tacitly understood, even if the assertion is not directly made, to mean that these are such as are used in our public schools. What else can it mean? But if, as we fear, it is true that many of them can be found in none of the schools, we are surely guilty of seeking reputation and credit under false pretenses, and so making ourselves educational impostors. Is it not so? If there is another and more creditable view of the matter, we should be glad to have it presented.

SOME one has said that very much of the value of an opinion depends upon whether or not there is a man behind it. The remark is worth remembering by the teacher who is every day called upon to pronounce decisions upon matters in dispute, theoretical and practical. An excellent rule is never, if it can be avoided, to express an opinion which has not been carefully considered, or to pronounce a decision which there is not both power and determination to enforce. Let the pupils feel that their teacher is one whose words are weighty, and who can give a reason for them, and one who makes laws and enforces them carefully, deliberately, conscientiously. We have known teachers who, in their desire to appear ever ready oracles, would give hasty, ill considered answers to questions, only to be chagrined by afterwards discovering that their guess was wrong, and by suspecting that some of their bright pupils had discovered the same fact. Many teachers, too, are constantly uttering hasty threats, which they afterwards find they cannot, or must not, carry out. Others, again, are every day announcing new regulations, or prohibitions, three-fourths of which are either forgotten or found impracticable before a week has passed. There is no force in the school-room like that of character in the teacher, but the character must be real, genuine, and such can be formed only by patient thought, and powerful self-control. Learn to think clearly, to speak carefully and wisely, and to act calmly, and you will be astonished to find how much deference will be paid to your opinions and wishes, in school and out.

THE wise teacher never guesses at truth. It has been truly said that children and fools may easily ask questions which sages cannot answer. Yet just here arises a form of temptation to which the young teacher is specially exposed. Some