

How many, even after taking the examinations with an exultant leap, can distinguish between a good style and a flabby style? It is all print to the ordinary school graduate when he goes out into the world, and one bit of print is as good as another to him all the days of his life, a doggerel stanza as much a piece of poetry as the best balanced sonnet. When an English student undertakes the study of any modern language save his own, his ambition is to be taught how to read it, write it and spell it; but how many of our schools give practical instruction in English composition, and who ever heard of the Canadian common school in which boys and girls are trained to speak correctly? Look at the composition in the average examination paper written by a college undergraduate, or listen to the English as "she spoke" from the majority of our country school platforms. And so this problem of imperfect English goes with the problem of a sufficient mental gymnastic. Will the study of Latin afford the means of training a pupil to speak and write his native English, equally with the study of four? And when we have solved this problem by making a collection of experiences, as the votaries of child study are doing, we will then be able to tackle the question of the gain there is to a pupil's English. He pains that are being taken in what is called Latin and Greek composition. Give a man the right kind of a father and it will be long for him to be taken at his true value; give a school subject a learned and influential godfather, and it will be long before the teacher sees in it only a hobby-horse which is all but cruelty to have in the school-room.

In a former issue we referred to the stand taken by the new superintendent of schools in Chicago against what the people on the other side of the

line know as "the pull." In any association or community there is nothing so pernicious to the public interest as the combination that makes a place for the inefficient alongside of the efficient. And when the only remedy for a crafty nepotism is thought to be in a counteractive "pull," the last state of that community is worse than the first, when the remedy comes to be applied. Dr. Andrews has, however, not adopted the remedy of the second pull. He has merely said to the members of the Chicago Board of Education that he was not appointed to improve affairs under the old conditions, when every member had his favorite nominee in reserve ready for appointment as soon as the *quid pro quo* principle gave him a chance, and the Chicago Board as a whole has been wise enough to support his hands. Considering the years and years, as the *Intelligence* says, in which this contest has been waging whether pulls and favoritism should be abandoned and appointments and promotions made wholly upon the initiative of the superintendent, the statement that this wise policy has been definitely adopted seems too good to be true.

We notice that exception has been taken in some places to the distribution of books by publishers among the teachers for examination, and before long we suppose that even educational journals must neither think of receiving school books for review nor of accepting money for advertising the publishers' goods. And in speaking of the practice one editor, who is possibly a publisher himself, says in commenting upon a paper read before an educational gathering: "It is a matter of regret that the speaker lent her name to a custom altogether too general among teachers that merits severe condemnation—the practice of begging books from publishers. No conscientious teacher would resort to this method of