

READ the two reports of teachers' associations in this issue. The reports are of the right kind and our thanks are due to the friends who have kindly sent them. Both are full of good suggestions which may prove helpful to many of our readers.

WE are all glad to hear of our countrymen and women distinguishing themselves abroad. Miss M. A. Bell, of Almonte, has won the distinction of having a large picture hung in the Paris Salon. Her subject is a scene in the interior of Brittany, the principal representation consisting of three figures—a peasant woman bending sadly over a sick baby, to which a little girl offers food with pitiful entreaty. This picture has been much praised by French critics, who assert, from the skill of the drawing and coloring, that "Miss Bell will arrive at the rank of a master."

"If a university professor wishes to hear a really valuable and completely candid criticism of his performances in the lecture-room," says the *St. James Gazette*, "he has only to inquire what his pupils say about him." The remark is true of teachers of all grades. The best thing that could happen to many a fossil and many a scold, occupying a teacher's chair, would be to be compelled to listen to all that is said about him by his pupils in the course of a week. It would be well for many a one could some kind of a telephonic arrangement be devised which would pour all this kind of criticism for a stated time into his ears and compel him to listen to it. If that would not help him nothing would.

ONE of the most beneficent of modern educational movements is that which has resulted in doing so much for the education of the blind. Not only have doors been opened for the admission of this most unfortunate of all classes to the delights of literature, but they are being instructed in various occupations by which they are enabled to become self-supporting and useful members of society. At the recent annual meeting of the English Royal Normal College and Academy of Music for the Blind, Mr. Mundella, M.P., mentioned that 100 pupils who had already quitted the institution had last year earned altogether £10,000. This one fact contains a volume of eloquence in favor of such institutions.

ONE remark of one of the speakers at the Northumberland Association strikes us as especially worthy of comment. It is that teachers should carefully inform themselves in regard to current public movements and questions, and should take an active and intelligent interest in whatever stands related to the future of their country. The teacher should be one of the most deeply interested and best informed students of public affairs, fully capable when necessary and expedient of becoming a local leader. And yet how many teachers we meet who are so absorbed in their own school work, and their

own private interests, that they know next to nothing of the great national and moral questions that are being so earnestly discussed all around them.

AMONGST other attractions of the Niagara Summer School, Professor J. Hoyes Panton, of the Guelph Agricultural College, has consented to deliver a course of lectures on Botany and Geology, provided a sufficient number of students will avail themselves of the opportunity. The course will consist of ten lectures upon each subject, and will extend over a period of at least two weeks. A portion of each day will be occupied in practical work, rambles along the river bank, short trips to interesting localities, and an examination of such places as will illustrate fully the lectures of the course. In addition to the regular course, practical lessons will be given in microscopy with an instrument that magnifies up to 1,000 diameters. For fuller information, teachers wishing to join the class are invited to communicate with Professor Panton.

REGULATION 37 of the Education Department provides that at the examinations for entrance to the High Schools and Collegiate Institutes, "When the subject of Agriculture is taken by the pupils, a maximum *bonus* of 75 marks will be allowed." Public School teachers in Ontario will be glad to learn that, by a recent decision of the Department, the subject of Temperance and Hygiene is to be put on the same basis with Agriculture, as a *bonus* subject. This means, of course, that a *bonus* of 75 marks will be given for it also. The new regulation comes in force at the December examinations. This is an eminently proper recognition of the value of scientific study of the effects of alcohol upon the system, and will be an additional inducement to teachers to make room for this important subject in their daily programmes. The subject should be taken up in every school.

TEACHERS will find some good suggestions in Mr. Byron's paper in this issue. For instance, the hint that the teacher should be able to talk on current topics to parents, is an excellent one. Too often it happens that the teacher is an ignoramus on all the ordinary subjects which are of interest to the people of the community. Hence when he meets them they have no points of mental contact. The interview is stiff and useless. The teacher who can convince the farmer that he knows a few things about agriculture, or can give the merchant some valuable points in regard to book-keeping, establishes a new bond of union between himself and them. Teachers have been known to rather take pride in knowing nothing of such common-place matters, but when one begins to pride himself on his ignorance, he will generally not lack a good deal to be proud of. The motto of the noble old Roman is a pretty good one for teachers who wish to be useful and influential, "I am a man: and I deem nothing which relates to humanity foreign to my sympathies."

Educational Thought.

THINGS nameless! which, in passing, so
Do shake us with a subtle grace,
We say, "Who passes?" They are dumb,
We cannot see them go or come.
Their touches fall soft, cold, as snow
Upon a blind man's face.

Yet, touching, so they draw above
Our common thoughts to Heaven's unknown;
Our daily joy and pain advance
To a divine significance;
Our human love!—O, mortal love!
That light is not its own.

IT is well to remember that examinations are a thing of yesterday. They are merely a clumsy substitute for the old "disputations in the schools," and long before they were invented it was found possible to make scholars who loved their work.—*Robert Ellis Thompson, University of Penn.*

IN teaching infants or very young people, the main aim should be to give a taste for the lessons, always taking care to secure the habit of accuracy in the answering. Pains should be taken not to foster too much of a spirit of rivalry which genders jealousy and envy, and may end in making self-confident boys proud, and discouraging the timid and the gentle. These evils of an immoral character will very much counteract the good derived from the smartness produced by premature competitions.—*James McCosh, D.D., Princeton College.*

THE teacher who is an automaton, worked by an examination system, is simply the hired operator of a piece of machinery, and not a living soul in contact with other living souls; and the pupils under such a teacher's charge become as automatic as himself. It is axiomatic that the end of education is not to cram the mind with facts, but to make it see them and decide for itself, to instil that love of learning which becomes an independent impulse, and to awaken it to the joy and wonder of a life which is itself a great education.—*Hamilton W. Mabie, New York.*

TIME, and teaching, and love, these three, can slowly and surely make the eye see, and the mind inspire the eye, and be inspired in turn. The slowest can begin though the swiftest cannot end. Time, teaching, and love, these three, transmute all things when life is at work. There is no incapacity which can prevent observation. And there is no inability to enjoy what observers give. The great writings of all time rightly treated are but lenses which all can look through. The problem of power in a man's self is capable of no hard solution. There is no stupidity. Once impress on the minds of a generation that teaching and training are names of life and pleasure, names of new senses, new strength, new delights, which all can attain, and Plato's Schoolboy will appear again. There will be no stupidity.—*Thring.*

THE teacher is the figure paramount in every school—texts, methods and courses are minor; the teacher is everything. The times demand now, more than ever before, teachers who give to children something more than mastery of sums and spelling books. Breadth and symmetry of character must be the outgrowth of elementary instruction. It must implant desires and longings that will make a life-long student, whose honesty will keep pace with his thrift. Elementary instruction should give purpose, ambition and moral character. In this sense, it is, has been, and ever will be, more important to the state than the work of institutions of higher learning. Give us good elementary teachers, and our common schools will give their attendants an impetus for self-improvement that will do more for the state than the important, though limited, work of colleges can do. Elementary teachers should be the equals, if not the superiors, of college professors. They should be thinkers and leaders, in a broad and liberal sense. Their efforts either drive the child early from the pursuit of truth, or wed him to it and thereby insure progress through higher grades.—*Western School Journal.*

MAKE the truth thine own for truth's own sake.—*Whittier.*