

cart delivering goods in Rendlesham-road, Hackney. Mrs. Watson said the boy had turned ten years. Mr. Bushby asked if the boy had certificates, and was replied to in the negative. Mr. Bushby said that under the 47th section no parent was allowed to employ his child in any trade. The penalty was 40s., but as the defendant had not been previously summoned he reduced it one-half, and ordered the defendant to pay 20s. and costs, or suffer fourteen days' imprisonment."

There must surely be something wrong with the British Lion! Think of it! A man, nay an *Englishman*, fined "20s. and costs, or 14 days' imprisonment," because he kept his own son at home from school to wash his own cart, shovel his own coal, and run messages. *Long-suffering* Canadians should think of this and similar cases, when they are asked to explain the reason for the absence of their children, and get cross about it. It augurs well for the future of England, that she has such an Education Act, such school "visitors" and such magistrates as Mr. Bushby. Canada is not yet abreast with England in this matter, nor is public sentiment here so fully in harmony with the law as it is there.

HIRELING TEACHERS.

It is to be regretted that those teachers who deserve the above title will not be likely to read the forcible description of themselves given in the article of Rev. John May in another column. Not many of them will see it, however, unless some kind friend sends them a copy. They never take an educational Journal. Even sending a copy of the article would, in many cases, fail to produce the desired effect. They would not take the trouble to read it. They read. To be sure they do. You can find a certain kind of literature in their rooms. A new York Superintendent relates the following conversation with one of them:

"Be you an author?" asked a young lady of me, at a sociable which followed an institute in one of the northern counties of the State.

I replied that I sometimes got things into print when I paid for my own type-setting.

"I'm so glad to talk with a real live author," she continued, "for I am literary myself."

"Are you, indeed?" I replied.

"O yes," she went on; "why, I read through the whole Waverley Novels last term: twenty-five volumes."

I suggested that she must have sat up late o' nights.

"O no," she said, "I read 'em all in school-time."

Didn't that interfere with her classes?

"O no. Short lessons and long recesses. They liked it, and so did I."

Just so. But how did the parents like it; or rather how would they like it, if they took interest enough in school matters to know how their children were getting along? The scholars liked their play, and probably it was better for them than the miserable "grinding" they would get from the teacher, but, when they grow up to be men and women, how will they feel, when they enter the battle of life and find themselves unable

to cope with their fellows on account of inadequate education? Many teachers by indulging their pupils gain their temporary affections at the certain loss of their respect when they grow to be men and women.

No true friend of education would like to see the teacher's position made more onerous, or the tenure of his office less permanent. The genuine teacher is entitled to a position which has not yet been accorded to him. But while this is the case, it is equally true that the mere "hireling" holds a place out of which he ought to be turned without hesitation and without sympathy. There are other positions in which incompetency or indolence may do less harm, and the interests of society demand that the teacher should be a person of honesty at least, to say nothing of intelligence. The tests applied to the teacher's work are not sufficiently searching. Even with our system of county inspection under the Government the test is not close enough, or constant enough. Most Inspectors have too many schools to inspect. Superintendent Gilmore said, at the National Teachers' Association at Baltimore, in 1876:

"When I have hired a man to chop wood and he comes for his pay, the question I ask him is whether he has done the work. But when the teacher comes for his month's salary, and is asked whether he has put his scholars a month ahead in scholarship, mental growth and general culture, all he can say is that he holds a certificate and has spent six hours a day in the school-room."

The "annual" system of engaging teachers is partly to blame for the fact that idle and incompetent teachers can exist. They can go into a community where they are not known, and secure their agreement, and they are safe for a year. Annual agreements are unfair to the good teacher. It is a humiliation to have to appeal year by year to trustees for permission to continue in his position. The most satisfactory form of agreement is that made for an indefinite period, during good behaviour, and while giving satisfaction. Such agreements should provide for the closing of the engagement by either party on giving a certain specified notice. The question of a teacher's competency should depend upon the report of the Inspector mainly. The good teacher would thus be safe, and by the united action of the Inspector and Trustees the "Hireling" would be compelled to vacate his position for some more worthy person.

THE BIBLE IN PUBLIC SCHOOLS.

There is a portion of the community in Ontario who favour the introduction of the Bible as a text book into the Public Schools. They desire to have it expounded as well as read. By far the larger part of the population, however, while they agree that the Bible, or portions of it, should be read as a part of the opening and closing exercises of the school, hold that the pupils in Public Schools should not receive explanations as to the precise meaning and application of the passages read in the Bible, but merely enough to enable them to understand the words, so that they may read them correctly.