

THE prospects for the erection of a new building for Wycliffe College, in this city, seem to be good. The *Evangelical Churchman* says that two friends of the College have announced their intention to give \$10,000 each towards the building fund, on the condition that other \$30,000 be subscribed. There ought to be little difficulty in securing the fulfilment of such a condition.

THE Secretary of the newly formed Science Association requests us to point out how desirable it is that all the Science teachers in the Province should become members, and thus give their influence and aid to promote the cause of Science teaching in Ontario. We cheerfully comply with the request, because we believe the aim to be a good one, and have great faith in the power of associated effort. The Modern Language Association is evidently becoming a power, by reason of the energy and enthusiasm of its promoters and members. Why should not the Science teachers be equally in earnest in their special department? The names of those wishing to become members may be sent to the President, Vice-President or Secretary. (See Report in last issue.) The \$1 subscription fee should not be forgotten.

WE gave in our last issue, amongst other examination papers, those on Hygiene and Temperance, set at the East Middlesex and Kent Promotion Examinations. It may be of interest to teachers to learn that in the report accompanying the list of the 134 successful candidates at the last Entrance Examination in East Middlesex, it was stated that a larger proportion than usual succeeded. The explanation is, that though "the papers were, on the average, much more difficult than those set at the preceding examination, several candidates were carried over the minimum total required, 367 marks, by the bonus out of a possible 80 allowed on the new subject, Hygiene and Temperance, which has been regularly taught in a majority of the East Middlesex schools ever since it was made an option on the programme of studies six or seven years ago." Here is an inducement of a very practical kind, in addition to those supplied by considerations of physical and moral profit, for taking up these subjects in all the schools.

THE question of free text-books in the schools is from time to time mooted in the city papers. There is a good deal to be said in favor of the view that free books should be supplied in the same way as free tuition. As a matter of economy, a large saving might be effected in this way, first in the original cost of the books, as they could be had more cheaply in quantities; second, in that the books would be used until worn out, instead of being laid aside as worthless as soon as the owner has passed into a higher grade. Objections are not, however, wanting. There is a healthful stimulus to the child in the possession of a brand new text-book, which would be

lost, to a large extent, were he only to be promoted to use some soiled, dog-eared copy that had already passed through several hands. Many parents would object to this on other grounds, but, then, those to whom the cost is a trifle could still procure new books for their own children if they pleased. The plan is at least worth discussing, as the cost of text-books is quite a tax on many a poor man's or woman's earnings.

COMPLAINT is being made in British Columbia that the Minister of Education is too nearly autocratic in the management of the Public schools. In that Province it appears that, "with the exception of a small contribution from each of the four cities possessing free High schools, every dollar of the cost of the Public schools, of all grades, comes direct from the public treasury." This fact, on the sound political principle that the Government must be held responsible for the expenditure of the public money, will, we suppose, justify the exercise of very large powers of management and control by the Education Department. But it is clearly an undesirable state of things, and cannot, we should suppose, be long continued in this democratic country. The Ontario system, in which both the money and the management are supplied by the localities interested, is much better. Even here complaint is sometimes made of too much regulation by the Department, and the tendency will probably be more and more towards full local control. The educational influence upon parents of a system which takes the duty of educating their children so largely out of their hands, must be very bad. Parents need to be made to feel more rather than less heavily the pressure of parental responsibility in this matter.

THERE are few things more surprising in connection with the working of our educational machinery than the seeming indifference of parents to the character and management of the schools, as shown by their lack of interest in the election of trustees. Year after year the same story is told of school trustee elections, at which scarcely a baker's dozen of electors take the trouble to put in an appearance. And yet the efficiency of the schools is more completely in the hands of the trustees than in those of any other persons, or body. They select the teachers, and the character of the school depends more upon the kind of teacher or teachers employed than upon any other or all other conditions. The indifference referred to is inexplicable from almost every point of view. Heads of families are usually on the alert where the expenditure of their money is concerned, to see that they get value for it. Yet the school trustees of this Province expend yearly more than three millions of the people's money—money raised, too, mainly by direct taxation. If parents were fully alive to the vital importance of the office of trustee, in its relation to the best interests of their children, the annual school election would be considered first instead of last in its claims upon their attention.

## Educational Thought.

### AN ARAB SAYING.

REMEMBER, three things come not back;  
The arrow sent upon its track—  
It will not swerve, it will not stay  
Its speed; it flies to wound or slay.

The spoken word so soon forgot  
By thee; but it has perished not:  
In other heart's 'tis living still,  
And doing work for good or ill.

And the lost opportunity,  
That cometh back no more to thee.  
In vain thou weepst, in vain dost yearn,  
Those three will nevermore return.

*The Century Bric-a-Brac.*

FOR every purpose, whether for action or speculation, I hold that quality to be the most valuable, which is quite within our own power to acquire, and which nature, unassisted, never yet gave to any man. I mean a perfectly accurate habit of thought and expression. Such is, as far as I can see, one of the very rarest accomplishments.—*Lord Stanley.*

IF we work upon marble it will perish; if we work upon bronze time will efface it; if we rear temples they will crumble to the dust; but if we work upon immortal souls, if we imbue them with right principles of action, with just fear of wrong and love of right, we engrave on those tablets something which no time can obliterate, but which will grow brighter and brighter to all eternity.—*Daniel Webster.*

I THINK that the influence of a good man and a good woman, teaching ten or twelve children in a class, is an influence in this world and the world to come which no man can measure and the responsibility of which no man can calculate. It may raise and bless the individual. It may give comfort in the family-circle, for the blessing which the child receives in the school it may take home to the family. It may check the barbarism even of the nation.—*John Bright.*

THE artist, excluded from the society of his fellows, becomes morose, indifferent and inactive. The teacher who is isolated becomes a fossil; he needs contact, from time to time, with the great army of progress. His ideas must be broadened and elevated. Social intercourse, observation, comparison, mental conflict—these are the conditions of professional growth and professional usefulness. Each teacher needs the experience of all teachers.—*Selected.*

OH! how hard it was to get into shape, *their* (the pupils'), shape and fit, the twists and corners of blocked and ignorant minds. But it was glorious work. There was wonderful freshness in those schools (in the suburbs of Gloucester), a most exhilarating sense of life touching life, of freedom and reality, after the heaps of knowledge, which, like sheaves of corn on a threatening day, had had to be loaded up, and carted in against time at school and college. This wrestling with mind was a different world from the knowledge world and its loading up. It was like landing on a new continent for the first time, with a glad liberty of space to explore, and reclaim; a glad liberty of going on, and going on, and going on exploring and making pathways in unknown lands.—*Thring.*

THE educational papers most helpful to teachers are those published by experienced educators and filled with practical hints and suggestions for the school room. It is not learned disquisitions on the philosophy of education that the young and inexperienced teacher needs in his arduous work. He wants to acquaint himself with the methods and appliances of the most successful teachers, and thereby gain wisdom and efficiency. It is in this way that the aspiring teacher is to obtain the key to the vast treasury of pedagogical knowledge which has accumulated from the labors of the past. The teacher who makes a diligent use of the means of improvement within his reach will be amply repaid in being qualified to discharge his duties with credit to himself, with satisfaction to his patrons and with honor to the profession.—*B. W. Williams, in Texas Journal of Education.*