

The poor English school teachers are to be pitied. They are between two fires in regard to the over pressure inquiry. While the *Lancet* makes the insinuation quoted elsewhere, to the effect that self-interest will make them colour-blind in regard to the injurious results of the system, the *London Times* goes on the opposite tack and says:—"Hard work for children means, it must be remembered, hard work for their teachers, and hard work is not pleasant in itself for either party. The teachers are anxious about the children; we may, perhaps, assume that they are no less anxious about themselves." Meanwhile the report gives in all twenty cases of children, and two of pupil teachers, whose illness or death has been attributed to over-pressure. But the *Lancet*, and many of the physicians discredit the value of the report, declare that it is drawn up in an unfair and prejudiced spirit, and that numerous cases reported in the papers were never subjected to inquiry, even by "the Amateur Psychology of H. M. Inspector."

The *London Lancet* has some satirical remarks on the absurdity of asking teachers and inspectors to report on the allegations of over-pressure in English schools. "Instead of all the fuss and trouble of proceedings at Scotland-yard and at Assizes," says the *Lancet*, "why not refer the whole business of criminal investigation and the repression of crime to the criminal classes themselves, who might be asked to form themselves into a standing committee of inquiry? Thus with all matters of management; let asylums for lunatics be inspected by their own committees; factories by their proprietors; let London milkmen analyze their milk; and so on. The reports obtained from these sources will be just as interesting and of precisely the same value as that which has just been furnished to the Education Department." There is force in the *Lancet's* remarks just so far as it is correct in assuming that inspectors and teachers are interested in the results of over-pressure. But their interest in it can only be at most, one would think, the artificial product of departmental regulations, against which many of them might be glad to report.

The *London, (Eng.) Schoolmaster* commends heartily the proposal to found a teaching University for London. It thinks it is time something was done to bring a University education within the means of the great mass of Englishmen, and thus to place them more nearly on an educational level with their fellow-countrymen in Scotland. It hopes, also, that the new institution may help to solve the question of the training of teachers for elementary schools, and will "hail the time when teachers will receive their general education, in common with others, at our national Universities, looking to the training colleges simply to give them the technical training necessary for their special work." There can be little doubt that this indicates the true solution of the problem for Canada, as well as for England. It is to be hoped that, instead of the cheap expedient for the training of High School Assistants and first-class teachers proposed a little ago by the Ontario Education Department, we may have under the College Confederation scheme, provision for a chair of Pedagogy in the

University, or better still, for such chairs in the Confederating Colleges. Acadia College, Nova Scotia, has set an example in this matter, well worthy of imitation.

The N. Y. Central *School Journal* demands that "teachers speak out in answer to the charge and plead either guilty or not guilty." We should like to throw down the sound challenge to the teachers of Canada. Of course, it will be said that all such sweeping assertions are unreliable, that the truth lies as usual, between extremes, that some teachers belong decidedly to the literary class, and others as positively do not, while a great many occupy the border land, knowing just a little of the delight of reading a thoughtful book. But how is it with the "great mass," with teachers "as a class?" Surely they, if any others, ought to delight in good literature. Their profession is hard on brain and nerve, but it affords more time than almost any other, for self-improvement, or, perhaps we should say it used to do so before the days of "cram," multiplied written examinations, and payment by results. Of one thing we are sure. There are many who once were teachers and have since engaged in other pursuits which do not let them off with five or six hours per day and five days per week, who, now that the thing has become practically impossible for them, look back with keen and unavailing regret on the many hours and opportunities they wasted while teaching, and which they now would give much to be able to recall and put to better use.

The *Index* declares that

"It cannot be said on any good ground that the great mass of teachers belong to the literary class; they are not readers in the best sense of the term; they do not read books that will raise them to a higher, broader plane. *As a class teachers are not students.* The intellectual delight of reading a thoughtful book is a pleasure unknown to most of them; even the literature of the profession is not generally read."

Under the head of Educational Notes and News will be found a summary of the amendments proposed by the Ontario Minister of Education, for embodiment in the consolidated school law. It is highly desirable that the consolidation should be made, and a temporary halt called in school law legislation. But as it is proposed that the Act as amended and consolidated shall be considered final for a few years it is all the more necessary that pains should be taken to have the law as free from imperfections as possible. With all respect to the Minister of Education and the representatives in the House, we submit that neither the one nor the other nor both combined, are qualified to deal summarily with so important a question. They are not practical educators, and the question is one which demands experience and practical knowledge. It would be an unpardonable blunder to hurry through such a Bill without giving teachers an opportunity to pronounce upon it. If Mr. Ross is wise and really anxious to do his work in the best possible way, he will introduce his Bill for discussion and then allow it to stand over a year to draw out the suggestions and criticisms of members of the profession. In this way he might fairly expect to be in a position to submit a tolerably satisfactory Bill at the next meeting of the Legislature.