

would soon have the programme as it hung upon the wall carried out.

—We are ever being asked the question :—Is education a wealth-producing power ? Here is the answer which Dr. Harris gives to the query of the utilitarian. No other State, says that distinguished educationist, is giving so much education to its people as Massachusetts, and yet all the education given in all its institutions does not amount on an average to so much as seven-eighths of an elementary education of eight years. Even Massachusetts is not over educating its people. But there would seem to be some connection between the fact that, while her citizens get nearly twice the national average amount of education, her wealth producing power as compared with other states stands almost in the same ratio namely (in 1885) at seventy-three cents per day for each man, woman and child, while the average for the whole nation was only forty cents.

—It is perfectly legitimate for a teacher to consider whether he is "getting on" as an educated man should, in fact he cannot but consider this matter. Over this he will sometimes ponder, even when his classes are busy over their geographies and grammars ; sitting alone in the evening, his mind turns to this quickest of all. When he sees the lawyer or the physician moving along the street and entering houses of their own it recurs with still greater force. Who and what is he in the social and business world ? Is he gaining the "property" as other active men are gaining it ? The question of "getting on" deserves most careful consideration ; it is right for a teacher who receives \$500 to try to earn and obtain \$1000. It is right for a teacher to lay up treasure on earth as well as in heaven. But the fact is that the teacher is not a merchant.—*School Journal*.

—A reform much needed, especially in the country schools, is a law, written or unwritten, which shall secure a more permanent tenure of office in the whole teaching force. No one who thinks can deny the value of a thorough mutual acquaintance between teacher and pupil. Young hearts and minds close tightly under the influence of timidity in the presence of a stranger. Some remain so a long time, under the influence of a deep-seated bashfulness. Only after long and thorough familiarity with the individuality of the teacher can there be the full and free flow of mental activity, uninterrupted by the restraints of strangeness and of constitutional diffidence. Again, the teacher must know the varying individuality of her pupils, and adapt her methods to the requirement of each. These