

encouraged to put into practice the instructions he has received by teaching classes in the various subjects, his errors being on each occasion pointed out to him with instruction how to avoid them in subsequent attempts. He is let into the secret of school government by the opportunity of exercising those qualities in charge of a class that he has already been instructed are necessary to its control and management; he has proved experimentally in his practice teaching that in order to give a successful lesson to any class from lowest to highest, he must come before his pupils prepared by previous thought and research for presenting it in its most interesting form. In short, in all the routine of the school-room, he has received such instruction and had such practice as enables him to begin aright for himself when he goes into his own school, and further serves as a guide to direct his future studies. But training does not and should not stop here, simply because the teacher's duties and his influence on the the plastic minds under his care are not confined to his class teaching. As an educator, his relation to his pupils influences them for good or evil in many other ways; for instance, the deportment of the teacher will soon be reflected in the manners of his pupils, and a training that sends out a teacher of uncouth manner, or of slovenly person, or who indulges in

slangy English, does a grievous injury to those unfortunately under his influence; for it is useless for anyone to inculcate neatness while he himself is a "slouch," to teach good manners while his own are boorish, or to drill his pupils carefully in grammar while he himself murders the Queen's English. The teacher must then be a model as well as an instructor, and his training should fully impress the importance of this upon his mind. It can hardly be expected at once to revolutionize habits long formed, but it may put the individual in the way of thorough reformation, for, after all, the effects of training will be lost unless the teacher continue it during his teaching career. To this end he must be a reader of the current literature and news of the day, in order to keep himself abreast of the time he lives in and to prevent of his sinking into a rut of self-complacent ignorance; he must mix with his fellow-men, interest himself in their lives, and be one of them, if he would save himself from drifting into a mere pedant. It may be objected that the line marked out for the teacher, and the standard for which a normal training is designed to prepare him, is too exacting for attainment; but it must not be forgotten that some do nobly meet all the requirements, and that in all cases where the aim is high, the effort made is proportionately great.—*Winnipeg Times*.

WE think it would be well to insist upon teachers giving more attention to the relations which education bears to the general problems of life. It ought to be the duty of school boards to ascertain who of their teachers are interested in spreading throughout the community useful information on educational topics, and who make it a rule never to "talk shop," as they term it, out of the school-room. Reader, to which class do you belong?—*Pacific School Journal*.

A FRANCIA journal is authority for the existence of twenty-five republican governments in the world. The list is as follows: France, United States, Switzerland, Mexico, Peru, Columbia, Chili, Equador, Bolivia, Argentine Confederation, Venezuela, Guatemala, Hayti, San Salvador, Uruguay, Paraguay, San Domingo, Costa Rica, Honduras, The Transvaal, Liberia, Orange States, The Turcomans, Andore, San Marino.—*Journal of Education*.