

THE Boston *Advertiser* tells us that fifty lady teachers of that city have banded themselves together, taxing themselves heavily, have employed Dr. Larkin Danton, head master of the city Normal School, as their lecturer and instructor, and meet fortnightly for hard study in psychology. The fact is well worth reporting, as an instance of worthy ambition in the profession, and as an example and stimulus to other teachers to strive earnestly for the highest qualifications.

DID Bishop Cleary really say anything like the coarse and libellous things ascribed to him, in his Napanee speech? We are told that previous to his departure for Rome he paid a high tribute to Canadian public schools, speaking of teachers and pupils in the handsomest manner. Which is the correct version of his words, and of his sentiments? It is incredible that a prelate of his standing could stultify himself with palpable contradictions. It is too bad that the utterances of public men are so often colored and distorted by personal or partisan prejudice that it is difficult, or impossible, for the public to find out the exact truth.

THE following from the *Michigan School Moderator* is so good and so much to the point that we quote it entire, in place of a paragraph of our own on the same subject:—

“Now come the days of trial to the district school teacher. The bad weather, the cold and the wet, will compel the pupils to remain indoors at recesses and noonings. The room will lack ventilation, pupils will feel the effects of it, and it will take tact, patience, wisdom, pluck, to make all go along smoothly now. Secure, if possible, some good reading—some choice story—read it during half of the nooning. Geography games, history recreations, spelling matches, puzzles, conundrums, dissected maps, sliced pictures, etc., will prove helpful. At any rate have order in the room at all times. No loud talking, uproarious laughter, scuffling, running or the like, should be tolerated for a moment at any time in the school-room. Sing, march, visit, study, read—but at all times have it understood that the teacher governs uninterruptedly and on all parts of the school premises from morning till night of every school day.”

Is it not strange that Toronto, the educational centre of Ontario, with all its institutions of learning, actual and prospective, cannot boast a single college for the higher education of women? No country can ever reach the highest ranks of learning and culture so long as it fails to make ample provision for the higher education of a moiety of its population. Of course the lecture rooms of the University are now opened for the admission of women, but the invitations and inducements are not pressing. It will be long before the large numbers of young women who ought to be ambitious of the highest culture will find their way thither. Here is a fine chance for any wealthy citizen who may wish to deserve well of his country, and to hand his name down to posterity among her best benefactors. A million, more or less, is wanted for a ladies' college of the highest class in the city of Toronto. Who will give it?

THE following old historical puzzles which are resuscitated in a late number of the *Christian Union* may afford both amusement and instruction on a Friday afternoon, or during intermission on a stormy day. They will suggest others of a similar character, or better still, the members of the history classes may be stimulated to invent similar ones for the benefit of their classmates.

“Shrewd and miserly, witty and wise,
He drew down fame by a string from the skies.
“Amid many a nation and peril he strayed,
Saved once by a compass, and once by a maid.
“Gold armor and retinue all could not save,
His mighty discovery was turned to a grave.
“He wrote the words in a fiery hour,
That freed the nation from foreign power.
“He read a great poem before a great fight,
He climbed up a cliff and died on the height.
“He canned up words; he gave speech wings;
A glorious light from his arches springs.”

AN article in a recent number of *The Varsity* intimates that application is to be made, on behalf of the Literary Society, to have the ban removed from discussion of political questions. The tabooing of such discussions by university authorities is an interference with the liberty of the student which it would be hard to justify on any ground of reason or necessity. In a self-governing community, the future citizen should early acquaint himself with public questions and constitutional methods, and there is no better agency for diffusing such information than a well-conducted debating club, or mock parliament. We are inclined to regard it as a defect in the public and high schools that no better provision is made for instructing the young in elementary civics. No harm, so far as we can see, and much good, should result from the free discussion amongst students of such broad questions as those which are now being discussed in political circles. We hope the members of the Literary Society may carry their point.

INDIAN COMMISSIONER ATKINS, of the United States, has lately issued an order which is giving rise to some pretty strong protests. He forbids the reading and writing of the Indian language in any of the Indian schools. Strangely enough the prohibition, as explained, applies not only to government schools, but even to mission schools, which receive no Government support. The ground taken is that if the Indian language is taught in these, all the Indian children will forsake the government schools to attend them. Such an order is surely a stretch of authority which can hardly be sustained in a free country. Its primary object is no doubt right and wise. The settled policy of the American Government is now to break up the tribal system and make citizens of the Indians. In order to de-nationalize them, the use of their language must be discountenanced, and superseded by the English. But to forbid the use of the native language in the mission schools is to impede seriously, if not to prohibit, the religious work of the missionaries. No doubt the order will be modified on consideration.

THE plan of school savings banks is being tried in some of the schools under the London (Eng.) School Board. From a circular it appears that out of 224 schools, 59 had established successful savings banks among their scholars, 37 had discontinued their banks, 44 were desirous of starting them, 2 wished to close their banks up, and 82 were altogether opposed to them both in principle and practice. It will thus be seen that there is much difference of opinion as to the utility of the system. The main object is, of course, not so much to save the children's pennies as to inculcate the habit of thrift in which many English, and Canadians too, are sadly deficient. A strong objection at once suggests itself to many minds, in the danger, real or fancied, of fostering a mean and miserly spirit, especially in those children who may have a natural bent in that direction. But there is really no necessary connection between the habit of saving money for proper uses, and the development of such a spirit. On the other hand, we do not see why, through the medium of the savings bank if properly managed, the stingy child may not be taught to use money, as well as the one of spendthrift tendency to save it. We are not sure that it is a work which the schools can properly undertake, but we are sure that a well-conducted children's savings bank in every community, might do a great deal of good.

WHAT and where is the Argentine Republic? What its population, its chief productions, its commercial, industrial and social condition? These are some good conundrums for the advanced classes in geography. Possibly some of the teachers themselves may be surprised to learn that this country has already attained a pitch of development which is making it a strong commercial rival of Canada, and that it is still advancing with wonderful strides along the path of progress. From a recent report by the British consul there resident, we learn, amongst many other interesting facts, that this republic has in operation 3,709 miles of railway, more than half of which have been constructed within three years, and that over 1,500 more are in process of construction. These facts will convey a good idea of the rapidity with which the resources of this very fertile country are being developed, chiefly by British capital and enterprise. It was estimated that the crop of wheat of the current year would not be less than 10,000,000 of bushels. Flax and maize are also produced in large quantities. The number of horses was estimated at 5,000,000, cattle 15,000,000, sheep 85,000,000. Immigration is pouring in from various European countries, the number of Italians alone in the country being estimated at 750,000. Canadians, old and young, will do well to keep their eyes on South America in general and the Argentine Republic in particular. The indications are that the southern part of the continent is destined to rise rapidly in importance, and in its influence upon the world's markets.