

into French is taught. Thirty-seven of the teachers teach only French, though most of these have some knowledge of English, and but six know only French. In about half of the schools the junior classes are taught by the phonetic method, but this is in some cases objected to by parents. Efforts are being made to overcome the prejudices of such. But is it, after all, quite certain that such objections spring purely from ignorant prejudice?

THE evils of over-supply of teachers are not confined, it seems, to Canada or America. The *Schoolmaster* (Eng.) informs us that the Kingsbury School Board having advertised for a master, at a salary of £100 per annum, with half the Government grant, received in response no less than seventy applications. The board thereupon, acting in the spirit which for some mysterious reason, too often characterizes school trustees, in the old world as well as in the new, immediately resolved to cut down the salaries of the two other masters in its employ, from £120 to £100, though it appears that these masters were not only giving good satisfaction, but had actually been attracted from other situations into the service of the board, by the salaries stated. Comment is needless.

ILLUSTRATIVE of the depth of meanness to which school trustees, for some inexplicable reason, can sometimes descend, is the almost incredible story told by the *Brandon Times* of a case in Dakota. A Miss Curtis, of Rosendale, Wis., was one of a number of teachers who lost their lives in the terrible blizzard. When her brother went to Dakota to bring home his sister's body, "he settled up with the school district for which she had been teaching, and they made him discount the amount due to her twelve per cent. before they would pay it, claiming that it was a damage to the district that she did not complete the term." If any of our readers know anything more contemptible than that, we beg of them not to mention it. Let the Dakota board go down to history bearing the palm.

HORACE MANN says that in Germany he never saw a teacher hearing a recitation with a book in his hand. In Canada we have seen teachers who would be all at sea in a moment if you were to take the text books out of their hands. The hint is well worth pondering. We have no hesitation in saying that the pupil should never see a text book in a teacher's hand, unless it be the text of a foreign language, or something of that kind. No teacher can do first-class work so long as one eye has to be kept on the printed page. Master the subject without memorizing it, and keep hands, eyes, and brain free. The teacher's power over his class will thus be as greatly enlarged as is that of the orator who is independent of manuscript.

A MOVEMENT is being made by some members of the Toronto Separate School Board, to have the separate school boards of the Pro-

vince elected by ballot, as those of the public schools now are. Archbishop Lynch, in a letter which has been published, strongly opposes the change, urging that secret voting is an incongruity in this free country, and proper only in lands where oppression is rife. It is not likely that the argument will prove convincing even amongst the Archbishop's own people. There is no good reason why the vote a man casts for a public officer of any kind should be published to the world, unless the voter chooses, and often, even in the freest country, there are good reasons why it should not be made public. Even in Canada, unfortunately, many ways of influencing timid voters still survive, and no one can doubt that a much freer expression of opinion can be had by ballot than by open vote.

THE Minister of Education is advertising for a Professor of Political Economy for the University of Toronto. This indicates a most necessary advance. From whatever point of view regarded, the new chair is one of the first in importance in the University. Its subjects are of the most complicated and abstruse character, and hence calculated to afford the very best instruments of mental discipline, and, at the same time, none other have a closer bearing upon the great practical problems of national life. The qualifications demanded are necessarily of a very high and rare order. It would be easier, we judge, to find ten men well qualified for a chair in Greek, or Latin, or Mathematics, than one for this newly erected chair. It may be feared that the salary offered—\$2,500—may prove altogether inadequate to command the services of the right man. It is to be hoped that no narrow nativism may come in to prevent the selection of the very best and strongest man available, whether he be found in Europe or America.

ONE of the dangers of the present age is the tendency to specialization in the colleges and universities. There is great danger of a serious falling off in general culture. "Not many," says a Boston business man, "read broadly, most read in the direction of their special work." There seems cause to fear that a time may come when learned men in the different professions will have no common ground on which to meet. "All are travelling," says the same observer, in the *Boston Advertiser*, "in their grooves, and some, while living, have made them so deep that their heads are hardly above ground." "Let those pupils who have a limited time for study and wish not a broad education, but the narrowest possible, and their whole training along the line of their future calling, attend the technical schools; but, for the sake of the great majority, let the college still stand for the broadest education. We have a right to distrust any age that claims that all the rich experiences of the past are worthless." And, we would add, let the largest possible number be encouraged to get the broad education, to take the fixed course of study, before entering the technical schools.

Educational Thought.

To teach honestly is to be a student, and that under most favorable conditions; for to teach, one must know; must know more than he expects to teach; must know how so to "put" knowledge as to bring other minds into a receptive and active state toward knowledge; and must himself feel that inspiration which comes from the contact between eager minds—minds eager to know and minds eager to quicken and to communicate.—*Chancellor Vincent.*

THAT is the best governed school which is governed through its activities. The problem in school government is, how to keep the children busy. A busy school governs itself, and an idle school nobody can govern. A frequent use of "thou shalt not" is an unflattering sign of weakness on the part of the teacher. Remember that "substitution" is the only proper method of "elimination" in the problem of school government. Give the better method, the better thought, the better ideal, and the bad must give place.—*Aaron Gove.*

THE teacher's profession demands all that is best of him—his time, his ability, his thought, his energy, his enthusiasm. There can be no success without it. Half-hearted interest in anything never produced results that amounted to much in any work—certainly not in teaching. We do not mean that a teacher should be a slave to his calling. We do not mean that his life should become a school-room tread-mill with no interest apart, but we do mean that his best should be devoted to his chosen work.—*Central School Journal.*

TEACHERS, have you prayerfully considered the responsibility you have assumed in taking charge of the schools? Are you prepared for the task? Are you studying every day to teach better on the following day? Are the pupils improving under your teaching? Are you gaining the confidence of the patrons? Ponder these questions well, and if you can answer them in the affirmative, I will bid you and your pupils Godspeed; but if in the negative, you have missed your callings, and you do yourself and pupils a great injustice to remain in the profession.—*L. C. Sylvester.*

NOW, with the means everywhere at hand in this nineteenth century, the educated mind is open to all who will diligently seek it. It is quite independent of surroundings of previous training. It is compatible with the humblest walk in life, and attainable in greater or less perfection by every one who will rightly learn to use his mind and his five senses. It is not easy to assure a man who is engaged ten hours a day in obscure toil that the highest quality of mind and character and life is within his reach. And yet there is no plainer truth than that these things are independent of position and vocation, actually, indeed, ministered to and fed in the surest ways by the very lot which we think retards their growth.—*Drummond.*

THERE are those who can take a rock, a bone, a leaf, a chunk of coal, or a piece of dirt and in five minutes' time can have children on tiptoe of curiosity and interest, while others fail to awaken enthusiasm with a chain of mountains, a whole skeleton, a forest, a coal field, or the whole delta of the Mississippi. The first class constitutes the successful teachers—the ones whose recitations leave traces that deepen daily, year by year, and through life. The truth cannot be denied that some have a natural tact in making every subject they touch a magnet, but we hold it true, that it is within the power of every teacher to acquire tact sufficient to rivet the attention, and draw out the thinking powers of the child in the recitation. The fact is too painfully patent that recitations degenerate into the easy play of a well-lubricated piece of machinery which turns out so many wooden pegs every half hour. We are too apt to allow a certain number of questions and answers of the wooden peg type to be the products of our machine recitations. Life, vigor, and variety well mixed with spice, pepper and salt, all compounded with a high moral aim and a conscientious regard for the future of those taught, generally give the recitation the stamp of true merit which it should always have.—*Mo. School Journal.*