

him or her who has the guidance in such large measure of the destiny of the school for the time being. There are drawbacks to success in all the callings of life, and perhaps more of them are to be met with in the teacher's experience than in any other. Yet the world is at the present moment fully alive to the importance of elementary school work, and the sympathies of the masses are in favor of the teacher who knows what his or her work is, and dares to do it in spite of all opposition. In our own province there are to be seen evidences of a desire to improve, if the means were only provided for making our elementary schools what they ought to be. We have pointed out again and again what these necessities are, and the prospect is that, under the *régime* of the present government, steps will be taken at an early date to provide for these necessities in such a spirit of liberality as will raise our elementary schools above reproach. In the meantime we again bid our readers "God-speed" in their desire to make a good year of it.

—In referring to the changes which our educational theorists are every now and again urging upon the community, we have never swerved from advocating the unification of the school course under the immediate supervision of the regularly-appointed teachers. The specialty is only apparently successful as long as it continues to be a novelty, and such momentary success is hardly ever to be considered a gain in presence of the loss of interest in the regular studies its presence begets. And we are not alone in this advocacy by any means. For example, the public interest in the matter of physical training in the schools of Britain has been further excited by the action of the Earl of Meath, who lately introduced a bill in the House of Lords which proposed to place physical exercises in the category of those subjects which must be taught as a condition of obtaining the highest government grant. In other words, the Earl of Meath advocates the placing of physical exercises in the school curriculum alongside of the mental exercises in grammar, geography, arithmetic, etc., and when he is asked, "who are the instructors to be?" he answers readily enough, "that it is of great importance, more than is at first apparent, that the gymnastic instructor and teacher should be one and the same person; and for holding this opinion he adduces no less than five distinct reasons. These reasons, it must be admitted, have much weight. They are that this would be the most economical arrangement; that it would conduce to the physical development of the teachers themselves; that discipline could be more easily maintained by the regular teacher than by an outsider; that their proficiency in