

scarcely anything left for the learner to do but to remember." It is probably satisfactory to school inspectors to see the teacher continually at work, and, possibly, they would consider it heretical if we suggested that a teacher should sometimes sit down and take breath during a lesson; but we are convinced, and most experienced teachers will agree with us, that the interests of true education would be better served if more opportunity were given to children to cultivate the virtue of self reliance and to learn the delight of overcoming a difficulty by prolonged personal effort.—*New Zealand Schoolmaster*.

The Bishop of London's versatility of mind is the subject of common remark. He seems to be perfectly at home in dealing with all sorts of topics and addressing all sorts of audiences, but nowhere is he more instructive and happy than in speaking on the subject of mental culture in all its width and variety of range. In his speech at Liverpool on Learning, he said that we were bringing up a generation in the supposition that all a child had to do was to sit still like a pitcher under a pump while an expert hand poured in the proper amount of material for it to hold. There can be little doubt that there is a great risk just now lest we should rely too much upon the teacher and too little upon the independent effort of the pupil. You may do too much for a child, just as you may do too little. In days gone by we did too little; we left the learner very much to himself; he was set his task and he had to get through it as best he could. Now we explain every thing; we comminute the solid food of knowledge to suit the feeblest digestion; we anticipate every difficulty; we analyze and arrange until there is scarcely anything left for the learner to do but to remember. And yet it is

acquisition of knowledge that half the value of education consists; and, even as regards memory, the knowledge that is best remembered is that which has been self-acquired. What the Bishop said on the value of little bits of information about everything, as compared with solid knowledge of a few subjects, is not without its bearing on the syllabuses of our schools, whether primary or secondary. A friend of the Bishop informed him that the sole mental pabulum of London clerks during the dinner hour was *Tid-Bits*, *Pearson's*, and *Answers*. We are not quite sure whether a parallel to this scrappy reading might not be found in the curricula of our schools and colleges. If we are right, it is not surprising that the taste for "tit-bits" formed at school clings to our young people after they have left school.—*The School Guardian*.

If it were not for a remarkably low death rate, population in Ontario would be at a standstill. This is the plain conclusion of Dr. Bryce's report of births, marriages and deaths for 1897. Immigration and emigration are, of course, left out of consideration. Dr. Bryce admits that the returns of births cannot be regarded as complete, although the new registration law has made them more nearly so than ever before. Yet even allowing 10 per cent. for omissions, the birth rate would be only that of France. The figures given in the returns are 20.9 per thousand of the population. Comparing this with some other countries, we find in France 22.7, the United Kingdom 29.2, Quebec 38.57, and Hungary 40.5. But the death rate in Ontario is only 12.2, while that in France is 22, in the United Kingdom 15.1, in Quebec 20.05, and in Hungary 28.8. The natural increase in Ontario is consequently greater than in France, but much less than that in any of the other countries mentioned. We