

IN 1877, the first year in which the Department took the Entrance Examinations in charge, the number passed was 3,270; in 1888 it was 7,093. In 1877 only 6,248 wrote for entrance to the High schools; in 1888 the number had risen to 16,814. Last year 262,000 papers were sent out by the Department for this examination.

IN 1888 the number of absentees from the Public schools, *i.e.*, of children between the ages of seven and thirteen who attended school for less than 100 days in the year, was 87,874. It further appears that 78,142 of these were from counties or rural districts having a gross registered attendance of 353,357. This means that twenty-two per cent. of the rural school population attended school less than 100 days in the year. In towns the absentees numbered about thirteen per cent., and in cities about four and a half per cent. of the school populations. It does not seem probable that many of these children were being otherwise instructed. It is high time some sterner measures were being taken to enforce the compulsory clauses of the Act. It is intolerable that every fifth child in the rural districts of Ontario should grow up without school education.

CANADA is well represented in the better class of United States Universities, as well as in other literary and professional circles in the United States. There are now about thirty Canadians, most of them from the Maritime Provinces, at Harvard. Five of these are in official positions, and the rest, with one or two exceptions, are either in the post-graduate department or in the special schools. They have lately formed a Canadian Harvard Club. Its objects are partly to afford assistance to Canadian students, partly to advance the interests of both University and young Canadians by making them mutually better acquainted, and partly to afford a means of social intercourse and the encouragement of a Canadian feeling among its members. The great majority of the latter are said to be strongly Canadian in all their sympathies, and expect to return to Canada to live and work.

IF certain statistics which are going the rounds are reliable there is very little cause for anxiety in regard to the maintenance of the English language, and very little need for special legislation in aid of it. It is computed that at the beginning of the present century English was spoken by a little over 20,000,000 people, while French, German, Spanish and Russian had about equal numbers of users, all of them united far distancing the English. But all that is now changed. There are now 155,000,000 English speaking people, more than twice the number of users of any other European language, and the relative spread of the English tongue seems likely to continue. Europeans of all nationalities who settle in the United States endeavor to learn English quickly, while in England's principal Asiatic and African dominions, Indian and South African, its use is rapidly increasing among the natives. Its national adoption by

Japan is also said to be seriously talked of, but that is a species of information which it would be well to take with a large grain of salt.

THE Chicago *Advance* mentions an incident which is full of encouragement for teachers as illustrating the possibilities of influence, honor and usefulness which now lie within reach of members of the profession. Commenting on the death of the Principal of one of the city schools, the *Advance* says:

"It is sometimes said that teaching is a thankless profession, but is it so? There was buried one day last week the Principal of one of the largest Public schools in Chicago, Mr. George W. Heath. Though only fifty-two years of age he had given thirty-three years of his life to teaching. From childhood, education had been the passion, the sacred enthusiasm of his life; first for himself, then for others. He had been Principal of this school for nineteen years. The New England Congregational church never before held so many persons as at this man's funeral; representing the thousands of young people who were now or had formerly been his pupils, and their parents. Altogether it was a remarkably significant and impressive scene."

MANY of our readers are no doubt following with interest the educational changes and developments now taking place in Manitoba. If the provisions of the new School Act are efficiently carried into practice the Prairie Province will shortly have one of the best school systems to be found in the Dominion, or in any other country. The arrangement for establishing a Provincial Board of Education to advise and assist the Minister to be appointed, is, we think, a good one, and well adapted to remedy what has always seemed to us a defect in the Ontario system. It may be of interest to some of our readers to know that Ontario Second-Class professional and non-professional certificates obtained since 1879 are endorsed by the Manitoba Education Department, and made good as licenses to teach one year. The professional certificates are made permanent on the special recommendation of the local inspector. First-Class Ontario certificates obtained since 1871 are also endorsed and made professional or non-professional, as the Board of Education may decide. We have no desire to see good teachers leave this Province, and it is usually wise for those who have fairly satisfactory positions at home to retain them. We do not know whether the present supply in Ontario largely exceeds the demand, or whether the demand in Manitoba largely exceeds the supply. But if the competition at home is, as we suspect, so keen that good teachers sometimes find themselves unable to obtain positions, it is probable that some openings may be found in the younger Province. The best time to go to Manitoba with the idea of getting a school is early in April. The salaries in country schools range, we understand, from \$35 to \$60 per month. Many trustees throughout the country are themselves from Ontario and are naturally disposed to give Ontario trained teachers the preference.

Educational Thought.

YES, sculptor, touch the clay with skill;
Let lines of beauty curve and flow,
And shape the marble to thy will,
While soft-winged fancies come and go—
Till the stone, vanquished, yield the strife,
And some fair form awake to life,
Obedient to thy beckoning hand—
And thy name ring through all the land!

And painter, wield the brush with care;
Give firm, true touches, one by one,
Toil patient on, nor know despair;
Open thy whole soul to the sun,
And give of love's serene repose,
Till the dull canvas gleams and glows
With truth and wealth of sentiment,
And thine own heart shall be content!

But, teacher, mould the tender mind
With daintier skill, with dearer art,
All cunning of the books combined
With wider wisdom of the heart—
The subtle spell of eyes and voice—
Till the roused faculties rejoice,
And the young powers bloom forth and bless
The world and thine own consciousness!

The American.

TEACHERS, as a body, have innumerable problems of education to solve, and these problems are of vast importance both to the profession and to the community. To keep attention fixed to these problems, to help by articles to throw light upon them, to aid by hint, criticism, discussion, commentary or otherwise in their solution, is the proper work of educational journals in the interest of progress and reform — *The Teacher, N. Y.*

To be a teacher, one must first of all be a scholar. So much stress is now placed on method and the theory of teaching that there is danger of forgetting the supreme importance of scholarship and culture. For these there is no substitute; and any scheme of professional study that is pursued at the expense of scholarship and culture is essentially bad. To be open-minded, magnanimous and manly; to have a love for scholarly vocation, and a wide and easy range of intellectual vision are of infinitely greater worth to the teacher than any authorized set of technical rules and principles. — *Page.*

THERE (in the Gloucester schools) I learnt the great secret of St. Augustine's golden key, which, though it be of gold, is useless unless it fits the wards of the lock. And I found the wards I had to fit, the wards of my lock, which had to be opened, the minds of those little street boys, very queer and tortuous affairs; and I had to set about cutting and chipping myself in every way to try and make myself into the wooden key, which should have the one merit of a key, however common it might look, the merit of fitting the lock, and unlocking the minds, and opening the shut chambers of the heart. — *Thring.*

By devoting a little time each day to earnest study, that scholarship which is now defective can be made much more accurate. By daily exercise the mind can be made keener in its observation, more susceptible, retentive and ready in its memory, more vivid in its imagination, clearer and surer in its reasoning. The whole of education does not consist in a well-ordered school-room or in show-off examination papers. The highest test of any teacher's ability is the power to influence mind and heart to the most healthful activity. In looking back over my own school days, I have never hesitated in thought as to which was my best teacher, and I think I was fortunate in having several good teachers. My best teacher was accurate in scholarship, clear in thought, witty in conversation, constantly studying, improving herself by every means at her command. My admiration for her was great when I was under her immediate care, and years have only deepened the admiration. — *Margaret Sutherland, in Ohio Ed Monthly.*

THE kind of teacher a school has outweighs all other considerations whatever — *Edward Roland Sill.*