

characteristic of schoolmasters than of clergymen, lawyers, or physicians. Teachers, as a rule, do not wish to be disturbed by new ideas. Even Milton, between whom and Comenius there was a fundamental sympathy of aim and a common hatred of the traditionary methods, just because he was himself a schoolmaster, suffers from this narrow pedagogic spirit, and declines, in his letter to Hartlib, to have anything to do with new-fangled notions. "To search what many modern 'Januas' and 'Didactics,' more than ever I shall read, have projected, my inclination leads me not." It is true that he also says, "What I have benefited herein among old renowned authors I shall spare." Who the "renowned authors" may have been, however, he does not say; nor does his treatise give any indication that he ever read any of them, although we may, perhaps, not err in presuming that Quintilian, at least, was not unknown to him. Doubtless this peculiar attitude of the scholastic mind is largely due to the position of authority in which teachers are placed when yet young and unformed. They succeed to a certain traditionary way of doing things; a few years' practice habituates them to it, and this habit combines with the almost despotic position in which they are placed to produce a self-conviction to finality.

—In the attempt that is being made to increase the teacher's salary in our Province, it is to be hoped that our teachers will lend their assistance as far as lies in their power, and as a guidance we would lay before them the following suggestions which have appeared elsewhere and which cannot but indicate how such assistance may come. The hints they contain point to possible practices which ought not to continue. The writer of them says:—

"I hope you have not engaged for less than the previous teacher was getting. I hope you have not offered to take any school that you knew another teacher had a claim upon, even though it was not signed or sealed. I hope you have been no party to putting a school up at auction and underbidding any one else. See that your agreement is signed and sealed. Allow no one to dictate to you about your boarding place, especially interested trustees. Arrange, if possible, with the trustees to make some one look after cleaning the schoolroom and making the fires."

—The lack of permanency in our teachers' tenure of office is known to everybody, and the following thought from the *Toronto Educational Journal* shows why there ought to come a remedy in the near future. "We do not know," says the