

to every human being. The wisdom of teachers consists in getting on the right side of their pupils.—*The New York School Journal*.

A LINE OF SUCCESS.—It is not many years since that few steamers visited the port of Halifax. They preferred to go round to Boston, to New York, or up to Montreal, rather than to the chief port in Nova Scotia. But the case is far different now. As many as eight steamers arrive there in the course of a week, and the departures are correspondingly large. The opening of the new short line of railway is beginning to tell already, and if the Grand Trunk carries out the intention that is attributed to it, and builds still another line to Halifax, the result cannot be otherwise than favourable. And the combined influences will raise the Nova Scotia port to one of great consideration. And the reason of this is to be found not only in the growing business that is being done as regards Canada itself,

but on account of the trans-Pacific trade that is springing up along the line of the Canadian Pacific Railway. Indeed, the course of trade seems about to undergo a marked change, so that Canada will become a high-way amongst nations. This gratifying state of things is owing to the favourable geographical position that this country occupies, and to the fact that Parliament under the guidance of the present Ministers seized upon opportunities that presented themselves, and secured the construction of the Canadian Pacific, after it had been pronounced an impossibility, financial and mechanical. And the Nova Scotians are not unmindful of this. The progress of our country during the last five years may be said to be phenomenal, as shewn in fifty different ways, and is the result of that line of action which, though cried down at one time from one end of the country to the other, has come out triumphant in the end."—*Free Press*, London, Ont.

NOTES FOR TEACHERS.

As the traveller approaches London from the East or South, he is struck by the way in which the Board Schools tower above the squalid houses, which but for them would stretch away to the very horizon. What the school is to the material, the teacher is to the intellectual, prospect. He is the one object that relieves its monotony, the one embodiment to thousands of children of culture, of organization, of discipline, of decency.—*The London Spectator*.

THE Bishop of Chester, in the course of an address to the boys of King Henry VIII.'s School at Chester, spoke of the undoubted disadvantages boys experienced who were

educated under private tuition. He also said that England was proud, and rightly proud, of her public boarding schools, and he, for one, should be utterly ungrateful if he did not render his testimony to their merits. But they had one radical defect—they were all to a very great extent unnatural. Did nature ever mean that boys should be taken away from home as early as twelve, nine, or even eight years of age, and separated altogether from the influences of home-life, and, above all, from the society of their mothers and sisters and girl companions, and put into barrack life? However good that barrack life might be, with all the admirable characteristics of these schools, with all the con-