

READ "Bebe's" interesting paper on "School-room Improvements," in the "Hints and Helps" department of this number. We have other good hints on school matters from "Bebe's" pen, which will appear in another issue, and for which she will please accept our thanks. Will not other of our lady subscribers, many of whom no doubt wield the pen of the ready writer, do us and our readers similar favors?

THE *Evangelical Churchman* comes to our exchange table enlarged and improved, and in a very attractive form. The Editors praise warmly the enterprise and energy of the publishers, J. E. Bryant & Co., to whom the success of the paper is largely due. Owing to Mr. Bryant's former connection with one of the predecessors of the EDUCATIONAL JOURNAL this item will be of interest to many of our readers.

THE method of "Payment by Results," against which the teachers of England have so long and vigorously protested, is partly but not wholly abandoned in the much discussed new code. The best authorities seem pretty well agreed in condemning the system, and sooner or later it will have to go, root and branch. But what method of administering the grant shall be adopted in its place, is now the question. It is by no means an easy one.

THE *N. E. Journal of Education* says that "the Canadian Parliament is talking about excluding American publications from Canada," and taunts us with being afraid of competition, even with our heavy duties. Our contemporary should inform itself better before making sweeping assertions. The Canadian Parliament proposes to exclude American pirated editions of foreign works from entering Canada to compete with editions which pay an honest royalty to the author. It proposes also to prevent British publishers from turning Canada's relations to the Empire to her disadvantage by selling the Canadian market for English copyrighted books to American publishers, thus shutting out Canadian publishers from all chance of competition. When the United States has passed an honest International Copyright Act, and not till then, it will be in a position to throw stones at its neighbour's house.

THE English Public School teachers' organization known as the N.U.E.T. (National Union of Elementary Teachers) has held its last conference. "Henceforth," says the *Schoolmaster*, "its members refuse to be known as elementary teachers." Instead of the familiar initials the shorter form "N.U.T." is henceforth to be used. The resolution to drop the word "Elementary" from the title was not carried without a struggle. The objects and methods of the Society remain the same, but it has been resolved to register the Union under the Companies' Acts. When this is effected the annual "conferences" will give

place to annual meetings of the members of the Company, under some new name not yet chosen. A fundamental difference in the workings of the body will be that every individual member of the Company, or Union, will have a statutory right to be present and take part in the proceedings. Whether the change will promote or diminish the influence and efficiency of the Union remains to be proved.

THE teacher cannot be too careful to instil into the minds of his pupils the highest ideas of honor and truthfulness. It is needless to add that in order to do this he must himself be a living epistle of those qualities, that may be read by all his pupils, and they are sure to be sharp readers in such matters. Would our readers like to know what has just now suggested these remarks? We will tell them. We have just been going through a few of our educational exchanges, and in a little pile of ten or a dozen we have met with two cases which prove that neither editors of educational papers nor their contributors—presumably teachers or ex-teachers—are always honorable and truthful. In the one case an editorial, in the other a contributed article, are bald plagiarisms. Both are taken *verbatim et literatim* from other papers (one happens to be one of our own poor productions) without acknowledgment. They cannot be explained as accidental omissions to give credit. Think of a teacher of the young stooping to meanness like that!

CONSIDERABLE discussion has been excited by a statement recently published by the *Christian Register*, and based, of course, on statistics, setting forth the aggregate number of floggings inflicted in the Public Schools of Boston during the past ten years. The figures make a big total, over 18,000 per year, which appeals strongly to the unreflective imagination, though, when divided by the number of pupils, the quotient shows that the average school child would come in for but one whipping in about two years. That is not excessive, perhaps, if corporal punishment is to be administered at all. In regard to the latter point, Mr. Walton, of the State Board of Education, is reported as saying, "When I am in school I am in favor of corporal punishment, when out of school I am opposed to it." This is frank, and to the point. To those who believe in the practice, it will seem to justify corporal punishment, on the ground of practical necessity. To our mind the argument tells on the other side, being a virtual admission that weakness or passion in school does that which judgment and conscience condemn out of school.

"WHAT a wonderful painter Rubens was?" remarked Merritt at the art gallery. "Yes," assented Cora; "It is said of him that he could change a laughing face into a sad one by a single stroke." "Why," spoke up little Johnnie, in disgust, "my school teacher can do that."

Educational Thought.

THE riches of the commonwealth
Are free strong minds, and hearts of health;
And more to her than gold or grain,
The cunning hand and cultured brain.—*Whittier.*

CAN there be a more wretched economy than of the faculties of the soul? They were given us to be improved and expanded, to be carried as near as possible to perfection, even to be prodigally lavished for a high and noble end.—*Journal of Education.*

THE men to whom in boyhood information came in dreary tasks along with threats of punishment, and who were never led into habits of independent inquiry, are not likely to be students in after-years; while those to whom it came in the natural form, at the proper times, and who remember its facts as not only interesting in themselves, but as the occasions of a long series of gratifying successes, are likely to continue through life that self-instruction commenced in youth.—*Herbert Spencer.*

WHAT, after all, is the main function of the teacher who is seeking to give to his pupil a right training, and a proper outfit for the struggles and duties of life? It is, no doubt, to give a knowledge of simple arts, and of those rudiments of knowledge which, by the common consent of all parents and teachers, have been held to be indispensable; but it is also to encourage aspiration, to evoke power, and to place the scholar in the fittest possible condition for making the best of his own faculties and for leading an honorable and useful life.—*J. G. Fitch, M.A., LL. D.*

HERETOFORE, it seems to some of us, the common schools have been run according to theories of college and normal school professors, with a view of giving an education suited to doctors, ministers and lawyers but not so valuable to labourers or mechanics. Now as ninety per cent. of our children leave school before thirteen years of age, should we not aim to concentrate our efforts so as to reach those who are with us so short a time, and so do the greatest good to the greatest number? With this view, our teaching will become more practical.—*F. L. Wurmer.*

AMERICAN soil is now the camping ground for Europe, Asia, and Africa, and it is going to be. We might as well attempt to keep back the tides of the Atlantic and Pacific as try to change the decree of a universal brotherhood on our soil. We don't want to change it, but we must provide for it. One force, and one force only, can save us. This is public education—not mumbling, Chinese fashion—not repeating, Hindoo style—not reciting, after the old American and English form, but *thinking, doing—doing and thinking. This will save us.*—*N. Y. School Journal.*

THE primary principle of education is the determination of the pupil to self-activity, and that teacher who fully recognises the active agency of the pupil's mind in acquiring knowledge and experience and in applying them to the affairs of everyday life, will be the most useful to his pupils. In the training of youthful minds we regard *formation* as of more importance than *information*, the *manner* in which work is done as of greater consequence than the matter used in the work. All true education is *growth*, and what we grow to be concerns us more than what we live to know. Plato has profoundly defined man the hunter of truth; for in this chase, as in others, the *pursuit* is all in all, the *success* comparatively nothing.—*Sir William Hamilton.*

A STORY is told of a teacher, who upon entering the school-room, habitually raised his hat and made obeisance to his pupils, and in explanation of his unusual habit, said: "Before me are the kings and queens of to-morrow." It is safe to prophesy success for a teacher who thus highly values his profession, for in no selfish or superficial spirit will he enter upon his responsible and noble work. But while I appreciate the importance of his task—nay, because I rank it most highly—I offer my first obeisance to the teacher himself. Greater than the king is the king maker, and of more importance than the queen are the forces which produce queenhood. Among the world's workers, none is to be more revered than the teacher who measures up to the full dignity of his trust.—*Rev. De LaMarter.*