

"is not merely to make people do the right things, but enjoy the right things—not merely industrious, but to love industry; not merely learned, but to love knowledge; not merely pure, but to love purity; not merely just, but to hunger and thirst after justice."

WHAT WE CAN DO. — A good teacher puts the learner on the right track, tells him the proper books to read, keeps him from aimless wanderings, suggests the next step at the right moment, elucidates difficulties where explanation is most needed, and communicates a love for knowledge. The last-mentioned service is, perhaps, the most important. Hence the desirability of having teachers who are a long way in advance of their pupils and capable of commanding their respect.—*The Bishop of London.*

EDUCATIONAL DRAWBACKS. — An American paper prints a number of selections from a grammar in use in the common schools of the United States, which are calculated to show very strikingly the painful extent to which the cramming system is carried. We have it in Canada quite as bad as it is across the line. A glance at the curriculum of the advanced classes reveals the fact that more than twenty different studies are supposed to be undertaken, and knowing the high pressure under which our schools are conducted, it will be seen that great danger to the health of the pupils exists. If it could be shown that any particular pains were taken to promote the bodily vigour of the pupil while making such exhaustive

drains on his nerve forces, there would be little room for finding fault. Nothing of that kind, however, can be shown. The hours of school are closely taken up with class exercises on the competitive plan, stimulating each pupil to his best efforts, and a long series of home studies robs him of the time which nature demands should be spent in recreative amusement. A fundamental law of nature is thus grossly violated. The mind is developed at the expense of bodily vigour, and the cruel result is a young man with abnormal brain power and a constitution incapable of supporting it. If eminent physicians are to be listened to on this subject, they will be found to be a unit in condemning the present system of educating children in our public schools. The chief defect lies in the attempt to overload the young mind, without any regard whatever for the physical conditions which are essential to the support of that mind. The case in point of the American grammar is but a single instance where a study which children are wholly unable to grasp, except to the most superficial extent, is imposed upon them by a stern process of memorizing. The result of this is bad, and only bad. It is not defended by the best teachers in the land, and yet it is continued because popular attention to the evil has not been sufficiently aroused. Quantity is the basis of our present educational system, as any one will find who looks into it. The trouble is that we have come to admire the opportunities for education in Canada to such an extent as to shut out criticism of the methods pursued.—*The Free Press* (London).

BUT welcome, be it new or old,
The gift which makes the day more bright,
And paints upon the ground of cold
And darkness, warmth and light.

Who hath not learned, in hours of faith,
The truth to flesh and sense unknown,
That Life is ever lord of Death,
And love can never lose its own.
—*John F. Whittier.*