

politics, made the most money on his capital, and didn't have to work. The incident is painfully suggestive of the low ambitions, the dislike of honest toil, and the greed for money which are taking hold of so many youths in these days of show and sham and fraud. Happily the saloon is not such a power in Canadian as in American politics. We cannot imagine any considerable number of school boys in a Canadian city avowing so unworthy a life purpose. But there is reason to fear that the desire to get money without earning it by manly work is all too prevalent amongst our boys. A teacher can do no nobler work than to root out such false notions of life and implant nobler impulses and purposes.

THE Montreal *Witness* points out that we were inexact in saying that the *Witness* was disposed to congratulate the authorities of McGill on the wisdom of those who secured for it separate women's classes. We overlooked a very important "if," namely, "if other Western colleges who have to any extent tried co-education, follow Adelbert College in excluding women from their classes." Of this the *Witness* thinks there is very little probability. The *Witness* admits that the almost universal testimony of educators does not make against co-education, so far as the class-room work is concerned. It further intimates that the burden of repeating lectures is overtaxing the present professors of McGill. This was to be expected. In fact, the duplicating of lectures for the sake of keeping the sexes in separate classes in the same institution is so uneconomical an expenditure of money and of teaching energy that we cannot think it will long be kept up in so wide-awake a school of learning as McGill. There may be valid reasons for separate institutions, but we do not think there are any for separate classes in the same institution.

THE female teachers of Hamilton are petitioning for a change in the mode of grading salaries. At present, it seems, the amount of salary is regulated according to the advancement of the classes taught. The ladies ask to have their salaries graded according to length of service. The request is a most reasonable one. No greater mistake is made by boards of trustees than the very common one of paying smaller salaries to teachers of lower forms. The very highest qualities in a teacher are needed for the primary and junior classes. The tendency of the system referred to is towards a succession of changes. Each teacher is naturally anxious for "promotion," as it is called. Just when a teacher has become fitted by practice and experience for the most successful work with the little ones, he or she is withdrawn to another room, where not only the work but the methods are necessarily quite different. The skill acquired is in a measure lost, and a new apprenticeship begins, while another novice is put in charge of the little ones. We know teachers who like best the primary classes, and

know that they can succeed best with them, and who would gladly remain with them were they not forced to seek "promotion" for the sake of the advance in salary.

It is related of Baron Rothschild that when a young man once asked him the secret of success he replied:—"I'd rather tell you the secret of failure. Why they fail seems to be the mystery with young men. Here is the receipt. One hour a day with your newspaper; one hour a day with your cigarettes; one hour a day with your toilet; and my word for it the first position you obtain will be the best you ever will obtain." By success the Baron probably understood money-gathering. In any case, he was no doubt right as to the hour with cigarettes, and the toilet. But when he begins to taboo the newspaper we cry "Halt!" No doubt much precious time, time that can never be redeemed, is wasted over the newspaper. Most modern newspapers contain columns of trash that it is worse than waste of time to read. But none the less, the newspaper is the great educator. We should not like to entrust the education of a child of ours to man or woman who does not intelligently read the newspaper. There are such men and women in the profession. One does not need to talk with them more than ten minutes to discover the fact, and a pitiful discovery it is to find the teacher's desk occupied by one who doesn't keep informed about the great events going on in the world in which he lives, or even about the state of affairs in his own country.

Educational Thought.

THERE is nothing like a master-piece of literature on which to sharpen the wits of a dull boy or girl. One of the best school principals I have ever met, once said to me, "If I had a stupid pupil whom I wished to brighten up, I would do nothing during the first six months but entertain him with interesting reading." People who try to develop reason in a child before developing imagination begin at the wrong end. A child must imagine a thing before he can reason about it. The child who has had his powers of imagination opened up through Pilgrim's Progress, is much better fitted to attack "Longitude and Time" or "Relative Pronouns," than the boy who has been kept stupidly at work committing text to memory or reducing common fractions to circulating decimals. The dulllest boy in mathematics that I ever knew, the boy who declared he was tired of life because there was so much arithmetic in it, and persistently read Burns and Shakespeare, soon mastered arithmetic when it became necessary in order that he might accept a position as teacher in a high school. People will always learn arithmetic as fast as necessity compels them if they know how to read. I wish I might reverse the order and say that a child brought up on cube and square roots thereby attained the power to master the great thoughts which lie in poetry and science. An artist can draw all the curves and straight lines used by the mechanic with no trouble whatever because it is a matter of rules and rulers. But the mechanic who applies his rules and rulers to the creations of the artist only succeeds in making a fool of himself.—*Mary E. Bert.*

THE Rev. Dr. C. H. Parkhurst, pastor of the Madison Avenue Presbyterian church, a very practical man, and one of the most forcible preachers in New York, has written for the *Forum* the third article of the series on "What Shall the Public

Schools Teach," the preceding articles having been written by the Rev. M. J. Savage and Prof. W. T. Harris. He has no "theory of education" to defend, but strikes forth at once to consider practical results, dividing his article into the parts indicated by the following terse educational platform that he has constructed:—"There are four things that the State ought to see that the children have a fair opportunity to learn, viz.: to think, to work, to behave, and to love their country."

Under these several heads he writes the following pithy sayings about what he conceives the true function of the public school system to be:—

"The first, and pretty nearly the last thing, then, that the public school ought to do, will be to teach him to read, speak, and write the English language intelligently. This will afford no end of mental discipline, and will, at the same time, put in a pupil's hand the key to every door that he may need to swing farther on."

"The prime office of the school is to help the poor majority solve the bread-and-butter problem. Mortality diminishes with the increase of intelligence. History shows that. People would live longer if they knew more and had been better stocked with sensible and serviceable ideas when they went to school. How can I furnish my pupils with life-preservers, so that when they tumble into deep water they will be able to float."

"Public teaching has little or nothing to do except to deal with what is level with average condition. Exceptional talent, and the exceptional treatment due to it, belong to individual enterprise and to philanthropy. The State is not in the philanthropic business; it is no parent, has no personal regards, no affections. Its duties are horizontal, not vertical. High schools, colleges, and universities are an advantage to the minority; but the State goes out of its province in maintaining them, unless it can show that by such maintenance it advantages the majority, which it might not be easy to do."

"It is to our national detriment that rich children and poor children are not educated together. The poor children, in our cities especially, go to the public schools; their wealthier rivals attend private schools. Beginning apart, they continue apart and end apart. They never learn to understand each other. Their discrepant conditions are not bridged by playing together as boys, and it is, therefore, inevitable that young discrepancy should ripen into adult antagonism. Cleavage lines are persistent. Young differences keep growing and blossoming. Boys who get rubbed against each other in sport will not as adults rub against each other in earnest."

"The school ought also to give the average pupil a little arithmetic and a little geography. As for geography, it might almost be said, the less the better. It is convenient and necessary to know something about one's own country; also to know that the earth is round, and to have some general idea of the countries abroad. As for geographical details, it is sheer waste of time to learn them. If one-quarter of the time that is spent in learning minutiae about inaccessible regions and outlandish towns were employed judiciously, the child would have just as practical a knowledge of the world, and would have three-quarters of his time left to put to more profitable uses. The criticism to be passed on arithmetic is, that while it disciplines the pupil's mind, it is usually taught in such a way that it has all to be learned over again before it is available for practical uses. A boy will know how to "do sums" in his book, but that is no sign that he could take the first step or make the first figure toward solving the same problem in a store or an office. The instruction he has received has lacked the coupling-pin that binds the school-room and practical life in one train."

"We can love Catholics, and in very many particulars admire them and their system; but when we regard their Church from the standpoint of simple American patriotism, we can never forget that a thorough Catholic accords his supreme earthly loyalty to the Pope, and that an American Catholic is primarily a papal subject living on American soil. A Catholic school, though established on American ground, and maintained by Government funds, is an affair of Rome, and not of the United States, and the whole genius of its discipline is to enfeeble civil allegiances and chill the warm flow of American impulse."