

We have read with pleasure the essays and discussions on this most important subject at the Convention held last month. It is not too much to say that on a right use of the hours spent at home depends much of the efficiency of the school hours. One important suggestion was put before the Teaching Profession at one of the conventions. It was that the teacher really interested in his calling will make a careful study of the best educational journals, those which represent the solidarity of the profession, not a party or a faction. A new educational magazine is about to be issued by the firm which publishes the CANADA SCHOOL JOURNAL, a leading feature of which will be a series of carefully arranged Examination Papers, partly original, partly selected, chosen by well-experienced hands with a special view to the requirements of teachers. There will also be a thorough review of the best current educational literature, and original essays by some of the best known writers in Canada on subjects connected with the Examination course and general scholastic interests. This magazine will be a *résumé* of the best contemporary literature from the teacher's point of view.

We are glad to notice, that in several of the United States the State Teachers' Associations are recognized by the education departments as important parts of the educational machinery of the State, and full reports of their proceedings, including the addresses delivered, embodied in the Annual Report of the Chief Superintendent. This is right. The Minister of Education in Ontario kindly expressed his warm interest in the proceedings of the Provincial Teachers' Association, and his high opinion concerning the judgments given by that body. We strongly recommend him to follow the example of the Superintendents of the States referred to, as well as of the Province of New Brunswick, in having the papers read, with the discussions, published by the Government. It would relieve the Association of an annual burden, and would disseminate more widely than is now done, the results of the deliberations of the foremost teachers of the country. It would also be a step towards a departmental recognition of the Association.

The *Christian Helper*, an organ of the Baptist Church, records the manly and spirited utterances of the leaders of that body in view of the probable withdrawal of State aid from denominational colleges. The Baptists neither invite nor deprecate such withdrawal. They are prepared in any event to stand by their flourishing institution of Acadia College. A similar spirit of independence, judging from the proceedings reported in our present issue, animates the directors of Queen's College, Kingston. Should University Consolidation not be carried into effect, and that soon, it is evident that in view of the increased needs of the national system of education, all State grants must be, and ought to be, withdrawn from denominational colleges. The spirit of independence shown by those to which we have referred is the best way to meet events which are surely, and not slowly, coming on.

—The system of School Savings Banks has been a great success in Switzerland and in Paris. In one *arrondissement* of Paris, 80 per cent. of the children contributed, a sum of 15,000 francs being raised. Surely the establishment of such banks would be a valuable lesson in saving and self-help to the school children of Canada. It might divert to useful purposes much that is being spent on poisonous candy and filthy gum, and lays the foundation of so much of that dyspepsia which ruins so many constitutions. If the teacher took charge of the bank, a small fee might be paid weekly for her services by the Government—it would be worth while to pay it, in order to secure such a valuable lesson in frugality and those qualities which go to make the growing generation a source of wealth to Canada.

—Mr. R. Little, Inspector of Public Schools at Halton, is one of those successful teachers whose career is one which may be well held up as an encouragement to conscientious and painstaking teachers. He taught but three schools since his first coming into Halton, and in discharge of his duties was known to be earnest, faithful and laborious. For nineteen years he held the highest grade of certificate granted in Halton. As Inspector, he has been equally efficient and equally popular. A handsome gold watch and chain was presented to him at the late meeting of the Halton Teachers' Association, accompanied by a beautifully designed address, by Mr. C. C. MacPhee.

Contributions and Correspondence.

SCHOOL DISCIPLINE.

BY FRED. B. CHANTLER, SANDHURST.

It is a common error with the general public to judge of a teacher's qualifications and success by his scholarship alone. This opinion, perhaps, is quite correct in the case of professors in Colleges and the larger seminaries, where he is the most successful whose learning is the most profound. In our elementary schools, however, the instructor's knowledge, *per se*, can occupy but a secondary place in aiding him to a proper discharge of his office. A teacher to be efficient has, as he soon learns, to depend on a very different set of abilities, peculiar and general; and not arising, artificially, from the study of mere book lore, but acquired alone by the workings of a nature moderated by experience in the ways of men and the world, so as to become the warp and woof of his character.

In the common school, to teach is easy and simple, while to govern is a work at once difficult and complicated, on the right performance of which the teacher's success will invariably rest. With these abilities inherent, success may be assured him from the outset of his career. Without them he will be a laggard, clogged and handicapped in the race, until he is relieved from his burden by his after training. As a rule, it is true, a teacher's proficiency can be gauged by the extent of his practice; for nowhere is the fact that perfection comes by practice so specially true as in the work in which he is engaged. Yet, as I said, the talent for governing may be the gift of nature, in which case neither the teacher nor the teacher's office suffers greatly by experience. But many have to begin, and do begin, with no natural fitness for the work, and there a danger lies; for, to let loose such youthful instructors into the midst of helpless children, whose natures, like their own, are yet in the mould, is to play havoc with the forming character. A young teacher, for in-