

such evident dread of its labours and responsibilities. It must be admitted that such a state of mind ought not to exist, for the world rightfully expects of youth not only eagerness to work, but bright and hopeful enthusiasm, with charming illusions which only years dispel. The cause for this unnatural state of mind in young teachers in some instances is not hard to find. The schools are shamefully overcrowded. Teachers can neither do their best work, nor even good work under conditions so discouraging. Teachers who have enormous classes do not *teach* school, but simply *keep* school. To one bred in the best educational thought and traditions, such an outlook is unpromising if not discouraging, and there is little wonder that there is such manifest disinclination to assume the burdens and responsibilities of educating classes of sixty children and upwards, cooped up in rooms large enough for only half the number. The truth is that theory and practice are ever at war in our schools, and the young teacher has great difficulty in adjusting the two into a workable system. The best modern educational methods are most successful when used with small classes of thirty or forty, and fail with large classes. The young teacher, saturated with methods adjusted to a normal number of pupils in a class, finds herself, as a rule, with large classes at the outset, thus absolutely precluding the highest grade of work.

### Current Events.

At the last meeting of the corporation of Bishop's College, a large increase was reported in both the college and school this year—the number of new pupils being, college, twenty-two; school, thirty-seven; giving a total of sixty-two in the college and eighty-six in the school on September 22,—while the principal stated that if he had eight rooms at his disposal he could actually fill them with students, so that the institution is now in a crowded state and calls loudly for expansion. At a subsequent conference with Mr. Armitage Rhodes and the Rev. Mr. Williams, representing the school association, the question of college extension was discussed, and Canon Adams read his memorandum on the subject. The chief point of the memorandum was the suggestion that the school should invest the major part of the recent legacy of the late Mr. J. H. R.