

general culture and the expansion of our mental horizon. The majority of us have for some years been bound down to the requirements of the school or college curriculum, perhaps in some specialist department, and we have not felt free to gratify our mental longings, if indeed we had any in the direction of any of the other lines of human thought and investigation. Now is our opportunity to lay the foundation for a broader circle of interests, a wider range of sympathies, that will embrace every department of human aspiration and endeavor towards the highest. The student of literature should kindle in himself an enthusiasm for the glorious possibilities of science, the devotee of science should cultivate an appreciation for the subtle charms of literature.

It is such a breadth of culture as this, joined to the necessary qualities of heart, that gives to the teacher that inspiring personality which is worth more to him than whole encyclopedias of lifeless facts and theoretical methods. Let us then take advantage of this the last opportunity which most of us shall have to devote a year solely to self-education. An excellent library is open to our perusal, and we daily come in contact with men of attainment in the several branches of human knowledge. Surely an attentive and receptive mind may gather much that will aid in the production of that broad and generous culture which is so necessary to the true teacher and the fully rounded man.

.

THE hearty interest which our vice-president and other members of the staff of lecturers take in the fortunes

of our football team shou'd be shared by each and every student. All who can should be on hand to cheer the players on to victory in the three remaining matches. The issue is as yet doubtful, but with loyal support our boys have still a chance of landing the championship.

.

COULD not the matter of the organization of a Y. M. C. A. be taken up and carried through successfully as it was two years ago? Surely there are some men in the class of 'co-'ori who have had experience in Christian work, and who would be willing to make a few sacrifices to promote the spiritual growth and welfare of our students.

Theory and Methods of Teaching.

THE MALADY OF THOUGHT VS. THE MALADY OF METHOD.

MODIFYING an expression of J. S. Mill, it may be said that all teachers should be "afflicted with the Malady of Thought." The trained teacher is an indispensable factor in the highest civilization. Such a civilization is conditioned on national virtue and intelligence, national virtue and intelligence on national education, and national education on thoroughly trained and accomplished *teachers*. For these "will open to the light all the recesses of ignorance and tear up by the roots the weeds of vice." The teacher must be a scholar and a thinker. This simple fact we seem to be losing sight of, amid our interminable discussions about educational matters (renovated curricula and the like) which are, perhaps, of less importance. A mischievous notion seems too prevalent that teacher and pupil are learners, both moving on the same plane; that the *minimum* of knowledge prescribed for the pupil determines the *maximum*