

EDITORIAL NOTES.

SCHOOLS OF COMMERCE.

The result of the enquiry into the origin of Schools of Commerce is that they have been founded by private citizens, or by private corporations or companies. In this direction more already has been done in France, Germany and Austria than in Great Britain, and very much more than in the United States of America. The results of neglect are becoming very plain to business men in Britain by the places of their young countrymen being taken by young men from the Continent. For this reason, amongst others, business men and educators in England have been forced to look into the question of so called commercial education. And we are glad to see that this education of business men is being placed on a proper basis. Modern languages, mathematics, natural products of the various countries of the world, as well as the branches hitherto called commercial, are found on the programme of the modern Commercial School. Universities and colleges are directing the attention of their students to these subjects more than ever before. What is Canada doing in this direction? What can Canada do? Canada is a young country comparatively speaking, and, therefore, fairly, we should not expect much of her, business men and Boards of Trade. Handsome gifts are made from time to time by our countrymen in Montreal to educational work of the highest character, but donations to what are distinctively known as Schools of Commerce are yet to be made. Who is he that is to lead in this way first? or which Board of Trade in Canada will take the initiative in the special work which has been found to prosper so well under the care of enterprise?

NUMBERING OUR DAYS.

If we sit down at set of sun
And count the things that we have done,
And, counting, find
One self-denying act, one word
That eased the heart of him who heard,
One glance most kind
That fell like sunshine where it went,
Then we may count the day well spent.

But, if through all the livelong day,
We've eased no heart by yea or nay;
If, through it all,
We've nothing done that we can trace,
That brought the sunshine to a face;
No act most small,
That helped some soul and nothing cost,
Then count that day as worse than lost.

—George Eliot.

THE POSITION OF ANTAGONISM.—
Another mistake which young teachers often make is *to try to get as much work out of the class as possible*. This forces the pupils, in self-defence, *to try to do as little work as possible*, and introduces that feeling of opposition between teacher and pupils which is one of the most objectionable elements in school life. Healthy and satisfactory intellectual work is never done where this feeling prevails, and it sows the seeds of selfishness in the pupils' minds, for it forces them, even when the tendency is not already there, to consider their own gratification rather than common ends. The child is in the position of a man who finds that he will be despoiled of his rightful possessions, his natural inheritance, and needful food, unless he fights to preserve them. He therefore fights, seeing no other way out of the difficulty; and the habit of fighting, once acquired, is often continued even if he is placed in a position where it is no longer necessary. If children were not at school forced into a position of antagonism there would be less self-seeking in later life.—*The Journal of Education*.