

impossibility: It follows then that when discipline is neglected—when the authority of the teacher is not duly respected—when anarchy and disorder prevail at school, then the seeds of incipient rebellion are being sown, and that a young generation is being reared whose future career will, in all probability, be one of lawlessness and opposition to the amenities of society. The central principle of all government is obedience. Indeed there can be no government without it. And altogether, thus apart from the mental pabulum received by the scholar, the training which he undergoes in being obliged to surrender his own will to superior authority, is constantly fitting him for discharging those duties to the commonwealth which are expected from every citizen.

2. CHARACTER.—The formation of the pupils character is to many teachers' a matter which has not for one moment engaged their attention. They are utterly unconscious of the fact that every hour the character of those under their care is being formed, and that every lesson taught exerts an influence in the formation of that character. If to be industrious is a virtue, then industry should be taught. Its importance should be enforced both by precept and example, and the scholar should be made to feel that when he is contending with difficulties, and ever so slowly attaining the mastery over problems, that he is laying up stores of strength for future conquests. To him, however, the simple mastery of the difficulty itself might appear the greatest conquest, but to the teacher and to society, the value of the victory consists of the de-

velopment of the scholar's character. The far-seeing teacher sees fresh conquests springing out of this victory. He sees the scholar as now a man grown, battling with the difficulties of life, endeavoring to make for himself a position in the world—he sees him baffled time and again, but still he struggles on. He remembers how by perseverance he achieved victories in the past, and knows that there is virtue in indomitable pluck. His own power has made him a conqueror before, and so it will again, and thus animated by an experience which formed part of his early training, he goes on to win success where others fail.

It is by the operation of such influences as lay the foundation for future usefulness that our Public Schools deserve the prominence they receive. We do not say but the amount of knowledge actually imparted is a fair equivalent for the money and labor expended, but we do say, that by surrounding the scholar with such influences as will form correct habits, and give a purer bent to his character, the scholar himself is fitted for discharging the duties of citizenship, and achieving success and distinction. A Public School *education* would never give any one a position in the literary world, but a good Public School *training* might and *should* give every scholar an idea how success is to be attained, and how the battles of life are fought and its victories won. There is a cultivation of the judgment—an equipoise of character—a strengthening of purpose, which it should give, and without which all other education is comparatively valueless.

EDITORIAL NOTES.

—The recent appointments to the Ottawa Normal School have excited considerable feeling among the teachers of the country, but particularly among those in the immediate vicinity of Ottawa itself. The remon-

strance of the Ottawa Teachers' Association against the appointment is, however, in one particular unfair and unreasonable. We can heartily agree with them so long as they remonstrate because Provincial talent

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