

other; but also to do what in us lies to win the young life to all that is lovely and of good report. These are the grounds of our marching orders, let us look at our pivots. Boys and girls must know how to do several things well. The country has been forgetting that men and women cannot live on history, algebra or geography, or on all these and such like combined.

These constitute only one part of education. Many girls can sew, but few girls can bake and cook; more girls can be found to write a letter than can be found to knead and bake a loaf to the final turn of beauty. Result, hundreds of girls try to live on a mere pittance got for work by the needle, while passable cooks cannot be secured for love or money. Is it not as honourable to provide meat for the body as to provide clothing? Surely the one is as honourable as the other. Read, it is stated that of 890 girls arrested in one month and brought to the police station in Chicago only 130 knew how to sew or do house work and none had learned a trade. It has been well said, "Inability to do anything well is the occasion of empty hands, empty pockets and vicious lives." Our teachers must prepare scholars for the life they will meet, and give them the power of turning their abilities to profitable account in more than one direction. A constantly increasing number of young ladies can teach, and the consequence is that the market of such teachers as trustees are willing to employ is overstocked. If these young ladies could do household work as well as teaching, and

earn as much or more, they would not submit twice to the humiliation of rejected application for teaching a school. All work in the proper sense of the word should be regarded as elevating and bringing to the worker abiding honour. From one point of view we are all servants and have one Master; the work is one, the positions occupied various, but all necessary and honourable. To do all parts of this work is on our line of march. It may be teaching numbers or writing, or it may be cleaning the street, washing dishes, or blackening shoes. It may be a father showing his son how to draw a straight furrow, or to harrow rightly, or how to thin out a row of turnips. And so on through the whole round of life. The above has to do only with the physical part of man, there is another, a more enduring and therefore more important part—teaching the young pupils to listen to the voice within: the mentor who whispers, you ought, you ought not, emphasizing the idea of responsibility, obedience to law.

Teachers must appeal to sympathy on the part of the learners, for their school-fellows, for all creatures. Jesus stood on the Mount of Olives and wept over Jerusalem; was this an indication of weakness or strength? Let us profit by His example. These are some of the points by which we take line on our route march for 1887. All honest, necessary labour is educative, and children should be educated to do it.

We wish our fellow-workers a very happy new year, made happy by increase of personal knowledge and new consecration.