

"settled down." Both have, no doubt, not only learned all that is now to be known but have in some way peculiar to themselves, discounted all coming knowledge, all the progress and improvements of the future. But they might have some consideration for others who have not yet reached so high a position. For our own part we should not care to send a child of ours to be trained by a teacher who has got on the pinnacle, above every possibility of rising higher. We should fear such an one had also got beyond the power of sympathizing with the wants and aspirations of growing minds.

HE was a wise man who wished to know what his enemies were saying about him, realizing that their criticisms would be more helpful in correcting faults and otherwise improving character than any praises of friends. While we are thankful for the many kind words of appreciation we are constantly receiving we shall also be glad to receive criticism and suggestion. We are hoping to be able to introduce one or two new features which will make the paper still more valuable to all members of the profession. Meanwhile we give a standing invitation to teachers to tell us what in their opinion, we can do to improve the EDUCATIONAL JOURNAL, to make it more helpful, practical, and indispensable to those engaged in the actual work of the school-room. Let us hear your opinions, friends and patrons. Anything in the way of practical suggestion shall receive our best attention.

IN regard to Sir William Dawson's announcement that a kindergarten and workshop will be added in the McGill Normal school, Montreal, the Montreal *Star* says: "A little thought will show that the Normal school is the proper place in which to initiate the much-needed improvement. If industrial training is to be part of the public system of education, it is evident that the teachers must first be taught. Without an efficient and, indeed, an enthusiastic staff of teachers, the improvement would be slow, and its chances of ultimate success few. But when the Government makes industrial training part of the curriculum of the Normal school, it takes the best possible means of providing the province with teachers properly qualified to give children instruction in work as well as in letters. This is the kind of teachers which thoughtful men in every part of the world see that the rising generations needs."

THE object of our "Question Drawer" is to give to teachers needed information which they may not be able to gain so readily in any other way. We propose to continue it and make it as useful as possible, but of late it has shown some tendency to encroach too largely upon our space. A rule or two, and a hint or two, may therefore be in order. First, let it be observed that all communications for this, as for every other department of the paper, must be authenticated with the name and address of the writer. These need not be published, but are wanted as a

guarantee of good faith. It is but a reasonable condition that the inquirer be a subscriber to the JOURNAL. Again, we must request that the questioner ask only for such information as will be useful to him and others, and cannot be readily obtained in any other way. Many questions received relate to subjects prescribed and regulations issued by the Education Department. For all such information it is better to write to the Education Department direct, and get the official statement.

WE have received the Prospectus of the "College of Practical Science and Agriculture for Eastern Ontario," which it is proposed to found in Kingston, in affiliation with Queen's University. The intention of the promoters is to form a joint stock company with a capital of \$50,000 in 2,000 shares of \$25 each, the company to be known by the title above quoted. The management of the College is to be vested in a Board of Directors to be appointed by the Shareholders. The following subjects will be taught during the first session: Principles of Agriculture, Agricultural Chemistry, Veterinary Science, Dairying, Measurement of Land, Practical Geometry and Geometrical Drawing. The following will be added in the Department of Science as soon as circumstances warrant: Elementary Physics, Elementary Statics, Architecture, Mineralogy and Mining, Technical Art and Workshop Practice, (a) in metal working, (b) in wood working, Principles in Mechanism. We are thoroughly in sympathy with the movement which we think exactly in the right direction, and wish the promoters every success.

A LETTER appeared in the Toronto *Mail* two or three weeks since, complaining bitterly of the over-crowding of the programme in the High School course. According to the statements of the writer the work prescribed in some of the branches is out of all proportion to the time allotted for it, the inevitable results being over-work and cramming. The point is one upon which the High School Principals and Masters are best fitted to pronounce, and we should be glad to hear from them on the subject. If the case is as represented, it is, of course, unfair alike to teacher and pupil and directly opposed to good teaching. Our own experience and observation lead us, however, to query whether the chief cause of overwork and cramming is not, after all, the undue haste of the High School pupils themselves, especially those preparing for the non-professional examinations. If we are not greatly mistaken it is not unusual for those who wish to take these examinations to insist on attempting to crowd two years' work into one. Too often the High School masters are constrained, by one influence or another, to give way and allow the ambitious young man or woman to attempt the impossible. Consequences; over-work, imperfect work, cramming, injured health, failure to pass—one or all, with chronic dissatisfaction to both masters and students.

## Educational Thought.

WHATEVER of good we would have appear in the national life, must first be embodied, and brought into the schools of the country, that it may become part and parcel of the coming citizen, in the formative period of his life.

THE perfect ideal teacher at \$30 a month is an absurdity. We can not get good work till people are ready to pay for it. Our best teachers will continue to go into other business—become insurance men, or even book agents—because having learned their business, they have permanent and fairly remunerated employment, while the teacher may be dismissed *because* he tries to do good work. *Superintendent Luckey.*

As so much depends on a right start in school work, too great care cannot be exercised in the selection of teachers for these lower grades. Now teachers should never be placed here to experiment, but successful experience and superior merit should be considered necessary qualifications of a teacher for the lower primaries. Then let the ambition of these teachers be not to take higher grade classes, but to perfect themselves as primary teachers. There is no more honorable position.—*A. W. Edson.*

TEACHING is the process by which one mind exercises, incites, and develops the mind of another. Some do it by their presence merely, some by their conversation—these are rare. Others make a special business of it. They excite the curiosity, they demand thinking by putting questions, to answer which the pupil studies. True teaching keeps ever the growth of the child in view. The greatest work of the world is teaching. It is so great that but few can do it. It is the most exhausting of all kinds of work. It demands will-power, sympathy, insight, kindness, sweetness and yet stimulation.—*Ex.*

PUBLIC teaching has little or nothing to do except to deal with what is level with average condition. Exceptional talent, and the exceptional treatment due to it, belong to individual enterprise and to philanthropy. The state is not in the philanthropic business; it is no parent, has no personal regards, no affections. Its duties are horizontal, not vertical. High schools, colleges and universities are an advantage to the minority; but the state goes out of its province in maintaining them, unless it can show that by such maintenance it advantages the majority, which it might not be easy to do.—*Rev. C. H. Parkhurst, in Forum.*

OUR public schools are organized and maintained to fit the child for the fulfilment of his duty as a citizen. But duty is founded on obligation, and obligation on justice. Now justice is the basis of morality, and, joined with truth, gives us all that is known as religion. Society depends for its existence on truth and justice. Education must therefore embrace both, if civilized society is to exist and civilized government to endure. But truth and justice have their origin in God, who is their *causa efficiens*. Hence, society cannot exist without God, nor can society exist without truth and justice, in which morality has its being. God and morality are correlative terms. Education, then, must embrace a knowledge of God and a knowledge of His law, which teaches all that is known of truth and justice.—*Bishop Gilmour, in The Forum.*

"UNDER the deft manipulation of motives," says Prof. W. H. Payne, "teaching becomes a fine art." We allure the prospective lawyers and preachers into the high school by the attraction of the directly practical. Prospective farmers and mechanics may be drawn in a similar manner. "In the beginning, the staple motives must be the hope of some tangible reward, and the fear of some impending loss." Once within the walls, and the work fairly begun, "the motive of 'intrinsic charm' can be brought into service." Later, the pupil may be led to a love of knowledge for its own sake. "But this motive must be regarded as the last of an ascending series." All along the course, when the pupil becomes weary and his efforts less vigorous, he must be allowed for a moment to catch a glimpse of the "tangible reward."—*Frank Hall, in Illinois School Journal.*