

patient to a degree, and as a rule, are bright and quick to learn. The hardest task of the teacher, perhaps, is to teach them discipline; that is, that they must be subject to certain rules of government. The younger can with patience be brought to see the necessity of this, but practically to try to subject the older pupils to any form of discipline is well-nigh impossible.

Mrs. Bernardi, who is well-known in Seattle, as well as Alaska, went to Cape Prince of Wales last October in the capacity of teacher. Of the 147 pupils, one-third were over twenty-one years of age, and it was not at all times a primrose path which she found while trying to enlighten their benighted minds.

The younger children made steady progress. They learned to read and cipher with a degree of rapidity, and appreciated what was being done for them. They were taught many things unknown to Eskimo domestic economy, and were grateful.

In winter the school was conducted in a large igloo, roughly equipped as a school-room, but with many school-room accessories wanting. When the spring days came and the sun began to be felt, the work was conducted on the sea beach, where the sand made a floor and the blue canopy of heaven a covering.

Among the many wise things Ruskin has written we note the following:

"What do you think the beautiful word 'wife' comes from? It is the great word with which the English and Latin languages conquered the French and Greek. I hope the French will some day get a word for it instead of that of

'femme.' But what do you think it comes from? The great value of the Saxon words is that they mean something. Wife means 'weaver.' You must either be housewives or house-moths, remember that. In the deep sense, you must either weave men's fortunes and embroider them, or feed upon and bring them to decay. Whenever a true wife comes, home is always around her. The stars may be over her head, the glow-worm in the night's cold grass may be the fire at her feet; but home is where she is, and for a noble woman it stretches far around her, better than houses ceiled with cedar, or painted with vermillion, shedding its quiet light for those who, else are homeless."

But, while Prof. Perry boasts that teachers are nowhere in comparison with engineers, we adopt for our teachers what Dr. Albert Shaw says about American teachers (*Educational Review* for September):

A large part of the progress of our times, even in the field of wealth production, has been due to research and study by men who were actuated not in the least degree by the motives of gain. But the greatest example of all is afforded by what is now the foremost of all our professions, namely, the profession of teaching. Here we find scores of thousands of men and women, rendering noble, unselfish, and indispensable service to the community on the basis of fixed, moderate stipends, removed almost wholly from the competitive sphere of activity, and inspired to diligence and efficiency in their work by a sense of duty and responsibility."