It is a good omen for the Public Schools of England that a number of elementary teachers have been elected to the County Councils. In some cases they have also been nominated as aldermen. This is as it should be. Why should not public school teachers everywhere be among the most useful members of the municipal bodies, and influential in promoting the best interests of the community, through its civic corporations? They are not always too young.

We commend to the special attention of our readers the interesting and instructive article on "The influence of the Scandinavian Languages upon English," by Mr. Keys, Lecturer on English in University College, which is concluded in this issue. We should be sorry if such articles as this were thought to be above the range of thought of any teacher. We gladly, and we trust not unreasonably, assume that not only the masters in the High Schools, and those holding the higher positions in the Public schools, but all who are engaged in the work of instruction, and who are ambitious of progress and promotion, will welcome such thought-compelling papers as are from time to time given on our third page. We have still on hand, or promised, several of a similarly high order of merit. With much of a more practical and popular character, we aim always to combine something suitable for those teachers of all grades who are willing to think, and anxious to improve themselves.

Whatever opinions may be held with regard to the desirability of having eligible graduates of Toronto University, or other Canadians, appointed to chairs in the Provincial institution, most of our readers will, we think, join with us in deprecating the exceedingly discourteous and violent attack that is being made on the venerable President of the University, by anonymous writers in the public press. It is one thing to urge as strongly as possible the superior claims of individual Canadians, on educational grounds, which alone should be considered in such a case. It is quite another thing to make the fact or suspicion that the Head of the University may have thought or advised otherwise, the occasion for rude, personal assault. Whatever advice Sir Daniel Wilson may have given in any case it is but fair and reasonable to assume, in the absence of evidence to the contrary, that it was given conscientiously, and under a deep sense of responsibility. It is, of course, open to any one to argue that his judgment may have been at fault, or his opinions prejudiced, but surely, in common courtesy, the line should be drawn at the imputation of sinister motives.

The Chicago *Times* presents some rather startling calculations with regard to the condition of educational matters in that great city. In the first place it observes that, "It is claimed that there are 50,000 children in Chicago, receiving no school education whatever. These children are the idle, vicious class, who grow up to become occupants of our penitentiaries, brothels, and poor-houses." In the second place it points out, from the school statistics, that of more than 50,000 children in the schools of the city more than 75 per cent are in the first four years or grades. "Of the 17,988 who enter school, only 6,345 reach the lowest of the grammar grades, and of these only 765 reach the high schools. In the light of these figures the *Times* pertinently asks: "What becomes of all these children? It will be seen that over ten thousand leave school each year before they have learned to read common words, to use a pen, or to compute simple numbers. They cannot read a newspaper, write their own name, make change, or tell how to go to Milwaukee. They constitute nearly two-thirds of the entire number who enter the Public Schools. It is fair to presume that they have completed their education. They may not be classed in the census tables as illiterates, as they can read some sentences and comprehend their meaning, but they are removed but one step from illiteracy. They go out to swell the great multitude of ignorant people who control the destinies of the nation." To what extent does a similar state of things prevail in the cities, towns, villages, and country districts of Canada? That is the practical question for us.

Some kind friend has sent us the following clipping from the St. Mary's *Journal*.

"A lady teacher at the East Middlesex Teachers' Association has for the subject of an address, 'What I Learned in the Normal School.' Would some out of that august body rise and explain, 'What I Learned in the Model School.' It would be very interesting to the public to learn something about that institution. Another very profitable subject for the East Middlesex Teachers' Association would be 'Why teachers, holding in a great many cases second class non-professional certificates and with three or more years experience, and having proved themselves excellent teachers should be compelled to abandon the profession in the absence of their being unable or unwilling to bear the expense of attending the Normal school, and their places generally taken by teachers with a lower grade of certificate and without an hour of actual experience in teaching,' and whilst they are in the explaining humor, would some of the profession kindly but forcibly point out how such a system can advance the proficiency of our public schools and the cause of education in the Province."

The extract speaks for itself. The questions suggested are of the highest interest. It is but right for us to add that we have heard at sundry times and from divers quarters, murmurs, "not loud but deep," of dissatisfaction with the courses and methods pursued at the Normal Schools. We feel sure that the authorities of those schools and the Education Department desire only to make them of the highest efficiency and usefulness, and would welcome any criticisms offered in a proper manner and spirit. The columns of the Journal are always open to whatever seems adapted to promote the interests of education.

Educational Thought.

Life surprises and overpowers us with the knowledge which it offers; the book, impassive, waits our convenience; the teacher, superior to us, perfectly prepared in comparison to us, consults our necessity, and with his living speech uses a gentle force to which we can yield without losing our freedom.—*Rosenkranz.*

Ventilate! Ventilate before school! Ventilate at recess! You can teach better, give better attention, pupils can study better, give better attention, recite better in good air than in poor. Vicious air is the greatest of school-room evils. Look to it that your room is thoroughly, frequently ventilated.—*American Teacher.*

Language, next to reading, is the most important subject in our school course. To be able to use the English language with facility and correctness is the end to be attained. To do this by committing to memory definitions and fixed rules is as absurd as to attempt to train the arms by committing rules from a manual on muscular development. The child is taught to use language by using it, just as he learns to walk, by walking, or to talk, by talking.—*Superintendent A. P. Soule, Hingham, Massachusetts.*

Heretofore, it seems to some of us, the common schools have been run according to the theories of college and normal school professors, with a view of giving an education suited to doctors, ministers and lawyers, but not so valuable to laborers or mechanics. Now, as ninety per cent. of our children leave school before thirteen years of age, should we not aim to concentrate our efforts so as to reach those who are with us so short a time, and so do the greatest good to the greatest number? With this view, our teaching will become mere practical.—*F. L. Wurmer.*

"Teaching is the process by which one mind exercises, incites and developes 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 geatest 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 willpower, sympathy, insight, kindliness, sweetness, and stimulation."

Do not throw limitations about you. Grow, grow, grow. The big world and its myriad interests are yours. Because you live in a small place, do not let yourself lose sight of and interest in the great human problems and aspirations of the day. Keep your fingers on the world's pulse. Do not complain of your environment. If it does not suit you, get out of it. If you can't do that, be philosophical and make the best of it. Diogenes found life in a tub tolerable. If the people with whom you are thrown in contact don't please you, there are Emerson and Plato for company. If you can't live in the crowded centres, you at least can have the newspapers. It is a poor policy to repine at such trifles, when the remedy is in your own hands. —*Central School Journal.*

The thoughtful employer looks with pity upon the young man who comes from school to take a place at the workman's bench. Place a drawing before him, and he cannot read it—he can read Latin and Greek, perhaps, or French and German, but before a simple drawing he stands speechless; he can quote you bits of poetry, or write fine sentences, but he has no time for that in the shop. I have in mind two men who grew up side by side under my own observation; they came into the struggle for existence together, and to-day one is a man of influence and power, while the other is an inferior at the bench: the one was given knowledge that he could not use, the other was educated in the line on which he was to work; the one after a college training could not read the simplest drawing, the other knew the meaning of every line in the most intricate. Shall we go on wasting the pupils' time and crippling their future, by giving them what they do not need and can not use, and withholding what is most essential.—*J. A. Price.*