

qualification, both professional and non-professional, that is demanded for our public school teachers. It is this more than anything else that crowds the profession with inefficient, amateurish members, lowering the salaries as a consequence and detracting from the respect with which the pedagogue is regarded by society at large. If the advocates of teachers' unions can adopt a comprehensive scheme of action that strikes at the root of the evils that infect their profession, and does not place them in a false and prejudicial light before the world, we would wish them every success in their enterprise. That such a scheme has been developed thus far in the discussion we strongly doubt; that it is, however, quite within the range of possibility to fertile intellects and energetic wills we feel confident. We are assured moreover that when laid before the teachers of the province it will not need the alluring bait of increased salaries to commend it to their attention and support.

The Artist.

Here shall we find him, up this narrow stair;
 Look where he sits, close o'er his labours bent;

The hasting day in eager toil was spent,
 And still the even lamp his task doth share.
 To husband these prized moments is his care;
 Keep silence, for he is but ill content
 To passing mirth their profit should be lent,
 Nor would for idle praise their briefest spare.
 To what task-master hath his life been bound?
 What Mammon greed upon his spirit rests,
 That he no more must listen to the sound
 Of festive lute, nor heed her mild behests?
 That Truth and Beauty still with us may live
 I oath he his hours to their loved service give.

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The Craze for Specialization.

One of the pressing educational problems which has to be solved, is to guide—and perhaps limit—the choice of studies to be taken up in our schools. The question is the outcome of that division and sub-division of labor, which is the result of modern economic conditions. No longer does the mechanic understand all parts of his work, as formerly. The factory system has revolutionized all our industries. The professions and ordinary callings in life have been multiplied to an extent not dreamed of in the early part of the last century. To get on in the world demands concentration of purpose, with increased skill; and, therefore, the man who rises above his fellows confines his operations within a narrow range. The democratic spirit of the age is in favor of giving every one a chance, and, therefore, the fight for standing room is more intense than when class distinctions were looked upon as inseparable from the race. The fact that knowledge is power is felt on every side, and the marvellous growth of knowledge has become a marked feature of our times. The aim of school and college has been to provide an education suited to the needs of students, and the variety of those needs is the result of the constant multiplicity of callings. The new departments of knowledge, and the new methods of enquiry, command public attention, and the universities regard it imperative to give such instruction as will meet modern requirements.

Elective systems, even to a limited extent, were unknown in universities seventy-five years ago. Optional courses have been multiplied in most universities, and had "specialization" been confined to colleges, the resulting evils would not have become so serious. The system of electives has taken strong hold of most of the American High Schools and to a less extent of those in Ontario. Oblig-