

## EDITORIAL NOTES.

Would the subscribers to the Canada Educational Monthly do the following three things :

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By helping us in these ways our friends will feel better and so shall we. The friends who speak so kindly and help so generously, have our hearty thanks. In this expression of thanks the press of Canada is included. The press has been very appreciative of our efforts for the best interests of our country.

Mr. Chant's paper will be helpful to teachers, by indicating the kind of mistakes candidates are so liable to make when under the trying ordeal of a public examination.

Our readers will enjoy and be profited by the able paper in the present issue by the Principal of the School of Pedagogy. This is the first paper of a series which he is to write for us this year.

## A SUGGESTION.

No class of workers in a community receives so much attention as the teachers. Every one considers himself competent to give good advice to a teacher and justified in doing so. It makes very little difference how experienced or eminent the teacher is or how inexperienced and ignorant the adviser is, the advice is given all the same. The only other class of workers which is favoured to anything like the same extent is the clergy. The clergyman gets a good share of

public attention, is much spoken of and against, but even the minister is not so universally under the coaching process of public criticism as is his fellow labourer the teacher.

The teacher has one pre-eminent advantage over all other classes of the community—viz., that his co-workers, his fellow-teachers, consider it their duty to instruct him and especially to tell him of his many faults, failings and general incompetence for his very trying and important work. All this gratuitous service must be done in the most public manner. Not a few Educational Journals, professedly, owe their existence to the strong desire of helping the teachers of a country to do the work of teaching more efficiently than they otherwise would or could. Teachers are continually warned of the danger of doing their life work in the same grooves, in the same ruts, of becoming mere machines, mere hearers of lessons and so on without ending. We frankly and humbly, and in a proper spirit we hope and believe, confess that all teachers are human and therefore err, but we do not believe that as a class they are sinners above all men, either as regards weakness of character or obliquity of judgment. Unfortunately for themselves and also for the country the professional spirit among them, if it exists at all, is feeble. In this respect, they, as a distinct class of workers, or as a profession, have much to learn from the other professions. By the want of kindly interest in one another, by the want of self-respect of teachers towards each other, the whole community suffers loss.

The case being so, it is very proper to ask why so important a class of workers is deficient in this *esprit de*