

the educational process of the mind. The Creator implanted the power of education, which is a force like magnetism or gravitation. It has ways of manifesting itself like the chemical force. The study of this force is like a study of the forces in psychology, chemistry and physics. There is a history in the matter that reaches back 2,000 years; there is a literature that goes back as far; there are discoveries and applications of discoveries along this entire period.

Nor are we at the end, nor in sight of the end; we seem to be just entering on a period of larger discoveries. There is an appearance of willingness to study upon education. The old is passing slowly away, and it would pass much faster if we knew just what could be put in its place.

Practically, the teacher, no matter whether it be in the kindergarten, the primary school, the advanced school, the high school, the normal school, or the college, must be a student of education; he must have a library upon the subject of education; he must have before him for daily study the thoughts and conclusions of other labourers in his field. Said Ralph Waldo Emerson, in a letter to his daughter, "It matters little what you study, but everything who teaches you." This covers the whole ground. To be a *professional* teacher is to know how to direct the educative processes implanted by the Creator. To be a *non-professional* teacher is to lay out a quantity of knowledge, and demand that the pupil absorb it. The former has existed in a partially developed state in many places; there is now a serious attempt to separate itself definitely from the latter class."—*The Teachers' Institute*.

TAXATION.—There is no doubt that the school taxation in this country is becoming burdensome. In a great number of cases the school tax is

equal to the municipal rates, but who is to blame? Not the trustees, for they must keep up standard schools, or go without the State help. School trustees have no option but to act, and to raise money at their command, backed by the Provincial Government. If they refuse to act, the first fine is \$5, and after that \$20 and if they do send large estimates for councils to pay, it must be done, for the law makes them do it.—*London Free Press*.

THE GERMANS.—During an interview with the Dekan of the Faculty of one of the most widely known of German Universities, the professor was asked about what per cent. of the students took their degrees. He replied that he could not say exactly. "As many as, say, 10 per cent.?" "Oh, no, not so many as that." "Then would 3 per cent. be too low?" "I hardly know; I should think 3 per cent. finished their course," was his reply. "Then we should be quite safe in saying that the average would be much less than 10 per cent., and probably more than 3 per cent.?" The professor agreed. This fact is somewhat startling. It means that by far the larger half of the students do not work, do not attend lectures, but do, as many of their English and American contemporaries, have a good time while up at their Universities.—*The Journal of Education*.

It is necessary to have a corner of the mind always open and free, to leave a place there for the opinions of one's friends, and to entertain them as they pass by. It becomes really intolerable to talk to men in whose brains the divisions are filled up, and into which nothing from without can enter. Let us strive after hospitable hearts and minds.—*Sainte Beuve*