

Another field in which the influence of teachers should be more strongly felt is that of the selection of studies. Here, if anywhere, experience and observation ought to tell, and new methods should be brought forward by the teachers themselves. Again, the profession suffers from itself; there is a good deal of school cant, a collection of stock phrases about the "grandeur of the profession" and the "elevation of the race." Many of the educational periodicals which have a wide circulation must give outsiders a low opinion of the profession; the founding of new journals of a high grade is therefore encouraging.

3. It is clear that the professional status of the teacher is improving. Normal schools and the pedagogic instruction in the colleges are both better organized than formerly; a third method from which much may be expected is the establishment of courses of study for teachers who are actually in the work, such as those offered by the Lowell institute in Boston and by the corporation of Harvard university to the teachers of Cambridge. The colleges and better schools are demanding a regular course of systematic preparation of its teachers, and they are compelling

young men and women to educate themselves carefully. We should have more influence, also, if we talked less about the greatness of the profession and the magnitude of our sacrifices. We are not highly paid, and are subject to vexatious uncertainties; but we have long vacations, fixed salaries, and unusual control of our time. The profession must avoid also the notion that it is its duty to reorganize the universe. The position of the profession would be much improved if we could reach the foreign system of a rigorous state examination, without which no person could be appointed as teacher in an advanced school. Another improvement would be the introduction of some kind of faculty system of joint discussion and responsibility in large schools. The great fault of our city schools is too much uniformity and too little development of the individual, either of teacher or of pupil. As a teacher, to teachers, I can only say that if we wish to be held as experts we must prepare for it; we must not boast about it; and we must persuade the public that we know more than they about our subject, by constantly raising our own standard in the schools and in ourselves.—*The School Journal* (iv. Y.)

NOTES FOR TEACHERS.

CLEARY v. BOOTH.—This was a case stated by justices for the borough of Southampton on the point of law whether a Board schoolmaster is entitled to inflict corporal punishment on a pupil for misconduct to another pupil when both are on their way to, but outside and at a distance from, the school premises.

Mr. Poland, Q. C., and Mr. P. H. White appeared for the appellant, a schoolmaster of the Board school,

who had been convicted of assault and fined 20s. and costs for caning a boy whom he thought had been guilty of throwing some putty at another pupil when they were both on the way to the school.

Mr. Poland cited "*R. v. Hopley*" (2 F. and F., 202) to show that a master might inflict reasonable punishment; and "*Fitzgerald v. Northcote*" (4 F. and F., 656) for the proposition that the master's authority was