

One of the most difficult tasks of the teacher is to check the spirit of vandalism that seems to possess the youth, and especially the male portion of youth, in this country. That there is something wrong in the training of children on this point before they enter the schools there can be no doubt, and that there is but little training or restraint by the teacher is seen from inspection of almost any school house and grounds. If the seats and desks are not whittled and marked you will find traces of the jack knife and pencil on the rear end of the house, and on the out buildings. The trees with broken and shaggy tops and the dilapidated fences show the futility of the patrons to beautify the grounds.

In many places in Europe the school grounds and other public places are adorned with both shade and fruit trees, and no one thinks of molesting even the fruit. Let teachers resolve to stop this destruction of school property, and use every incentive to make the pupils take pride in keeping the school house and grounds in good order. Urge upon the board to put out trees, and the pupils to take care of them—appoint days to plant, cultivate and to cut weeds. Some of these days will come in vacation time and should be made a kind of picnic day. Both girls and boys and as many of the patrons as possible should be there.

The subject of the employment of men as teachers, or women as teachers, will always be discussed. Why, in Brooklyn there are twenty-five women employed as teachers to one man!

Is it because men cannot teach as well as women? Not at all; the board of education has fixed a rule that only one man shall be employed in a school. The question whether a man is a better teacher than a woman is not needful to discuss; it is too much like the question "Was Washington or Napoleon the greater general?" It has been discussed over and over at the country debating schools and no permanent conclusion reached.

There are men who would be superior as teachers, there are women who would be; the practical question is are such invited into the school room? Are such sought after? Does it look as though Brooklyn (or any other city) was after the best teaching talent when it says it will not employ but one man in a school? To crowd out men for the sake of giving women employment is a wrong to the children. The educational question should not be reduced to a question of sex.

State Superintendent Luce of Maine says that the increase in attendance upon the schools during the past year is due to the introduction of free text books.

In 1867 there was a very strenuous effort made in this Province to secure separate schools. A distinguished prelate went to trouble and expense to attain the object; but he failed. Shortly after Confederation a bill to grant separate schools was introduced into our local legislature, but it had to be withdrawn. Still, in Nova Scotia, the minority have suffered no injury, and they really have no grievance. In New Brunswick there was an effort made by the minority to extort separate schools by legal process. The effort failed. The same is true of P. E. Island. In both these Provinces the public school law has been so enforced as certainly not to be oppressive to Roman Catholics. We have no doubt the result in Manitoba will be similar. The part of wisdom as well as justice and right is to let Manitoba have her own way. Her rights, as vindicated by the Privy Council, will be exercised with discretion and prudence.—*Pres. Witness, Halifax.*

In the *ungraded* country school the child knows neither where he is, where he should be at the end of the term, nor where he may expect to be at any future time in the course of his school life.

Now there is no sufficient reason for this haphazard, unbusiness-like playing at educating our children in the country schools; a course of study is as practicable in the country school as in the city school; a place to begin, a time to continue, and a place to stop in the study of any subject, and a systematically arranged series of subjects is as necessary and as fruitful of good results in one of these schools as in the other; the progress of the pupil is more rapid, his interest is deeper, his attendance is more regular in the school whose affairs are administered according to a well defined system, and necessarily his work is more thoroughly done because it is more intelligently done.—*A. K. Goudy, Supt. Public Instruction, Lincoln, Neb.*

While it may be supposed that the course of study is fixed, yet a little consideration will show that this is changing. At the present time, for example, manual training is being engrafted on the course of study; in the primary school, kindergarten occupations are being added. If we look back, we see the grammar is being slowly and regretfully put on the shelf, and that the study and practice of language is taking its place. Busy-work has now a firm hold, but it was not mentioned ten years ago. Nature studies are now being urged, and in ten years will be adopted in most of the schools of the country. These things show that the course of study must be one of the subjects for consideration. "What shall our pupils study?" will be a proper question at all associations.—*School Journal.*