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* Editorial Notes. *

It was once said by a great and good man: "He that makes a little child happier for a single hour is a co-worker with God." What abundant opportunities are enjoyed by the public school teacher for earning this great distinction.

ONE "teacher looks at his pupils and sees nothing in their faces but an exhaustive demand on his strength and patience; another sees in each face a mute appeal to all the wisdom, sympathy and love that are in him." So says a thoughtful and earnest writer. The words are fitly spoken. Let each teacher ask himself or herself, "What do I see in the faces of my pupils? To which class of teachers do I belong?" The answer will go far to enable one to determine whether he is a true teacher or no.

A NATIONAL Conference on University Extension is to be held in Philadelphia on the 29th, 30th and 31st of the present month. Representatives are expected to attend this conference from all the leading colleges and universities of the United States and Canada, and delegates from abroad are also expected. An opportunity will be given for the fullest acquaintance with this system of teaching, and discussions will be had on interesting points in connection with its development in America. This meeting will no doubt be one of great interest. The outcome of the University Extension movement bids fair to be equivalent to a great but gradual educational revolution.

AN excellent rule for parents, teachers and all who are in positions of authority is, never to give a command without being sure of ability and determination to see it obeyed. An observance of this rule would often save the teacher much trouble and chagrin. These often arise out of hasty and ill-considered orders and regulations. The teacher soon sees his mistake, but feels that he cannot unsay the command or withdraw the rule without loss of prestige. He has thus imposed upon himself the alternative of a public admission that he was hasty or unwise, or a tyrannical enforcing of an unnecessary, perhaps unjust, mandate. A little more calmness and deliberation would have saved him from this dilemma.

THERE can be no greater mistake than to suppose it possible for the teacher to occupy neutral ground in the school-room in regard to the great questions of morality and religion. It is easy to say he need not, or shall not, give any formal instruction on these subjects. But he is daily, hourly, expressing his views and principles in a language more effective than any speech. If his heart is enlarged with Christian philanthropy, if his motives are pure, his aims lofty, his spirit patient and loving, he is constantly speaking to the hearts and consciences of his pupils in a language which they cannot fail to understand. If he is destitute of all these qualities of mind and heart, the best moral maxims and religious sentiments will fall powerless from his lips. The question of moral and religious instruction is not a question of the Bible or of religious exercises in schools, half so much as it is a question of the character and conduct of the living teacher.

ANOTHER law of great value, which every teacher should impose upon himself is this: Never give a pupil the tremendous advantage of feeling that he is in the right and you in the wrong. The best auxiliary you can possibly have in school government is the child's conscience on your side. Conscience makes a coward even of a little child when it condemns him. On the other hand it often makes him a determined rebel, if it but sides with him in the dissent. The teacher who can succeed in

making it manifest to every pupil that he is striving above everything to do right and to do good, will find himself reinforced at every turn not only by the best public opinion in the school—in itself a mighty influence—but by the monitor which dwells in the bosom of every child, and whose office it is to approve the right and to denounce the wrong. Great mistakes are made in consequence of underrating the power of a child's conscience.

THERE are few ways in which the teacher can render greater service, both to his pupils and to the country, than by encouraging and cultivating the habit of thrift in the pupils of both sexes. The love of money is sure to be strong enough in most, but the sense of responsibility in connection with its use will be found to be often sadly wanting. The impulse of most children, as soon as they come into possession of a few cents, is to spend it immediately, and too often in some form of self-indulgence. But when we reflect upon the vast amount of misery and suffering which are the outcome of the lack of economy and thrift in after life, we cannot resist the conclusion that one of the essentials in the formation of character in the school is a training in the preservation and right use of money. One of the most effective ways of doing this is the use of saving banks. This method is being employed with excellent results in Belgium, France and England. The city of Liverpool alone contains sixty-eight school banks, and last year the total accounts numbered 25,000, representing in deposits about \$50,000. In Belgium it is calculated that there are about 600,000 elementary scholars attending school. Of these more than 170,000 are savings bank depositors, and the sum now to their credit is about \$580,000. In France nearly half a million elementary scholars are depositors in the school savings banks, and the amount to their credit is two millions and a half of dollars in round numbers. We should like to see some system of the kind in Canada. No one wants to see a generation of hoarders, or misers, but a race of incompetents and spendthrifts is almost as bad. Moreover children may be taught to use conscientiously as well as to save.