

power. The teacher cannot inspire pupils who is not himself inspired. The teaching spirit is more important than knowledge, for knowledge without the spirit to quicken it into life with true impulses will produce little or no fruit."

The college question in the Province of Quebec cannot be so readily shelved as the "men of the moment" seem to think. The activities of Stanstead and Morrin College are not likely to slacken from fear of the grant being taken away, and possibly the very irksomeness of the position these two institutions are experiencing through the action of the Protestant Committee of the Council of Public Instruction, may awaken them to a newness of life. A college which issues such a life-like paper as the *Clarion* is not likely to waver in its course of providing for the section of the province in which it has held its own for so long; and when Morrin College takes heart, and makes the most of its resources, it may come to take rank, among its neighbors, as the St. Andrew's of Canada. Under the influence of the Rev. Dr. Macrae, its worthy principal, and with the éclat of its completed staff of professors, there is surely a successful future still in store for it. Though the regulations of Protestant Committee may not affect the grants given to McGill University and Bishop's College, yet the politicians, when they again come in presence of the advocacy that

thinks it no sin "to rob Peter to pay Paul," may covet the few hundred dollars that makes these institutions necessary parts of the provincial system, in order to throw it away in a direction where it can do no good. A united action on the part of these institutions may, perhaps, eventually convince the politicians that there is a right and a wrong about this as about everything else. Every system of public instruction must have its three elements, and the colleges deserve recognition as much as does the elementary school. Are the Quebec colleges inefficient, and when did they become so, would be more of an apropos question at the present time than any that have yet been asked. If any of them are, then let the inefficient go to the wall, but let the authorities foster those that are endeavoring to do good work.

Among our correspondence items this month has been inserted the letter of an antipodean who is accustomed, we are afraid, to see things upside down sometimes. We do not know what he will say when he reads about the Gill School City, which has for its object the making of each school into a miniature city, with properly elected officers and staff of workers, to teach self-government, relieve the teacher of wearisome details of organization and discipline, and, at the same time, initiate the children into the machinery and theory of all good government.

CURRENT EVENTS AND COMMENTS.

CHILDREN pass through stages when, while they may really be taking in much, they appear absolutely to have no power to give out anything; and for these stages, education, as we commonly have it, makes no provision. The most intelligent

teacher is apt to lose patience with what looks like stupidity or sloth; and, in any case, the teaching progresses in the customary order, with a constant pressure on the pupil for proofs of visible acquisition, regardless of whether the internal forces are