

is in their power of passive resistance. Even the Radicals would have been in no hurry, in the presence of so many other popular reforms, to assault so formidable a stronghold of national and religious sentiment. But a sortie having been made, and the fighting forced, there can be but one result. Dis-establishment is sure to come and may come very soon.

### The School.

Dr. Porter, for so many years the able and honored president of Yale College, has resigned the headship, retaining the chair of Mental and Moral Philosophy. His resignation is understood to mean that the way is now open for certain modern reforms and innovations in the management of this venerable institution, which the great personal respect in which he was held kept in abeyance so long as the forces of conservatism were backed by his influence in the chair.

The London *School Guardian* sums up the conclusions of a long article on "Free Schools in America" as follows: "What, then, is the lesson that America has to teach England with regard to Free Schools? That gratuitous instruction has not the effect of improving school-attendance, that if we have Free Schools for the poorer classes we must have Free Schools for the classes above them, that we must have Free Colleges as well as Free Schools, that we must have Free Books and Stationery as well as Free Schools and Free Colleges, and that we must make up for loss of income by cutting down expenditure. We venture to point out that Free Schools will be dearly bought if they are purchased, as in America, at the expense of efficiency."

The Lindsay Board of Education has issued a circular approving of an annual convention of High and Public School Trustees for the Province of Ontario. The suggestion is a good one. The office of school trustee is one of great responsibility. An interchange of experiences and ideas could not but be very helpful to many. Anything which tends to exalt the importance of the position and work, in the minds of both trustees and electors, will be productive of good. By all means let trustees or their representatives come together for conference.

We are glad to announce that the final arrangements have been made for the award of the SCHOOL JOURNAL ARITHMETICAL Prizes. The manuscripts of the competitors are now in the hands of two well known mathematicians, whose award will, we feel sure, be accepted by all as satisfactory. The names of the successful competitors are to be made known within one month from this date. We are sorry to add that the number of papers submitted in the Third-Class Competition is too small to warrant any award. The same is true in regard to the prizes offered for School Room Anecdotes. Consequently the prizes can only be awarded for the Fourth-Class problems, in which, we are happy to say, the competition is keen.

The *Normal Index* well observes "that parents who never visit the school are usually the first ones to find fault with the teacher." Very true. We do not know how the difficulty is to be met in a free country, unless by the teacher taking more pains to cultivate the acquaintance and win the confidence of the fault-finding parents. A good way often to attain these ends is to cultivate the acquaintance and win the confidence of the children of the fault-finding parents. The conscientious teacher may do this, not in a cringing or time-serving spirit, but in honest endeavor to get at the root of the trouble. The parents' impressions are usually derived through the children, and their complaints may often be taken as a hint that the latter are not interested and happy in their work. It is worth while to try to make them so.

Did it ever occur to you that those restless, troublesome, mischief-loving boys and girls, who often make your life in the school-room miserable, may be the very ones who are best worth working for? That superabundant energy is what will make the men and women of a few years hence useful or dangerous above the average. Restlessness and mischief are often the symptoms of pent-up forces and may indicate large capacities for good or evil. It should be remembered, too, that it is folly to attempt to repress explosive energy by sheer weight or force. Bank it up in one spot and it will burst out with increased violence in another. The wise teacher will rather seek to turn the superabundant energy into harmless or useful channels. The most dangerous and destructive forces become the most docile and useful when skilfully caught and directed.

"The two mischievous tendencies, which the teacher of the present age has to combat, are the superficiality born of frivolous views of life, and that more potent, because more specious, enemy voiced in the clamor for practical education, which, being interpreted, means the ability to earn money at the earliest possible age." So says a writer in *The Overland Monthly*. Too true. There is, probably, not an earnest teacher in the land whose soul is not vexed from day to day by one or the other of these tendencies. Generally the former manifests itself in regard to girls', the latter in regard to boys' education. The great want of the age is more moral earnestness in women, more capacity for patient industry in men, and higher views of life, higher conceptions of truth and duty in both. To implant an ardent love of knowledge and truth for their own sakes is the highest success the teacher can achieve.

Quebec has already moved in the matter of preparing an Educational Exhibit for the Colonial and Indian Exhibition which opens in London in May next. A Commission has been appointed by Order-in-Council to superintend the preparation of the Exhibit, and is now organized and at work. Our own Educational authorities are also taking action in the matter, and we suppose will not be behind hand. We do not attach the greatest importance to shows of the mere machinery of education, but no doubt the appliances used teach a good deal, with reference to the amount of attention given to it, the