

## AN EVIL AND ITS REMEDY.

Some of the educational journals are protesting against the common practice of school boards in publishing the names of all candidates for positions, the unsuccessful as well as the successful. For every vacancy of any importance in the Public or High Schools there are, it may be, on the average, thirty or forty applicants. In the nature of the case but one can be appointed, and it is certainly an annoyance and humiliation, and often, no doubt, an injury to the defeated candidates, many of whom may possess qualifications equal or superior to those of the appointee, to see their names paraded in the list of the disappointed.

We do not think, however, that the remedy is so simple and easy of application as some of our contemporaries imagine. As a rule, we suppose the board is only indirectly responsible for the publication. The newspaper reporters are the real culprits, if culprits there are. But publicity is one of the essential safeguards of all representative institutions. The only way in which trustees could prevent the publication of the names would be by the exclusion of reporters from their meetings whenever necessary. But the trustees are elected representatives of the people, and the people claim the right of full knowledge of all their proceedings. Public opinion would not long tolerate a board of trustees who should transact their business in secret conclave, and all recorded experience goes to show that public opinion is in the right.

There is a more excellent way, as the *Ohio Educational Monthly* points out. The root of the evil lies too deep to be affected by the reporter's pencil. "It has its origin largely in the willingness of teachers to scramble for places—a practice more unbecoming than that of publishing the names of applicants, betraying a want of delicacy and professional spirit. The experienced teacher should endeavor to get himself into the attitude of receiving rather than making proposals, and boards of education should choose their teachers and invite them to their positions. It is disreputable for a lawyer, a physician, or a clergyman to make direct application for employment, and it ought to be so for the teacher."

All this is very true, and the profession of teaching will never be raised to its proper dignity until such change is brought about. The *Monthly* adds that it devolves upon teachers to educate public sentiment in regard to the matter, and thinks that "one who has occupied a position for one or more terms should not submit to the humiliation of being compelled to make formal application before he can be employed for another term." We do not know to what extent the system of engaging teachers from term to term is in vogue in Canada. We should hope, for the credit of all concerned, that such is not the usual practice. No man can do his best work, or retain the high sense of self-respect which should characterize the members of one of the noblest of professions, so long as he is compelled to go about his duties with the consciousness that his engagement terminates in a few weeks or months, after which he may be unceremoniously dismissed by some needy aspirant or sacrificed to some personal prejudice.

Though the teacher can do much to educate public sentiment to a higher standard, the school boards can, in our humble opinion, do more. For the teacher to determine to make no formal application would often be to vote himself out of the ranks. In many cases his waiting for a call would be about as hopeful a task as that of the famous individual who sat down by the river to wait for the water to pass by. But it is in the power of every school board to inaugurate the practice at will. By a little trouble and enquiry they could always learn of eligible teachers, and if they could but get above the degrading system of seeking to cheapen the work and take advantage of the needy by advertising for "applicants to state salary wanted," they might in a short time effectually cure the evil complained of, and at the same time secure the services of better classes of teachers than the average engaged under the auctioneer system now so much in vogue.

## INDUSTRIAL TRAINING IN THE SCHOOLS.

This subject is just now attracting much attention and there is little doubt that school systems in the more progressive countries are on the eve of important changes in the direction indicated. A thoughtful article in the last number of the *Christian Union* points out that the teaching of industrial drawing in the schools is but laying the foundation, and becomes intelligible and useful only when the pupil begins to work from his own drawings, and that mechanical work in wood and iron becomes far more inspiring when the workman has learned to make his own designs.

The writer goes on to say that while "it is not to be desired that specific mechanical trades should be taught in our public schools," "a general training in the use of the more common working tools, and, in some cases in the simpler operations of the forge and the machine-shop, is practicable and highly desirable. Knowledge of the more common tools, and of the ways of using them; of the elementary mechanical operations; of the common methods of manipulating wood, and perhaps iron—this can be imparted to boys in our schools from fourteen to sixteen years of age, at no great expense, and with the greatest advantage to the boys themselves and to society at large." "This," adds the *Union*, "is no conjecture; the scheme has been worked out in Boston, in Montclair, N. J., in St. Louis, and elsewhere, the experiments now in progress are proving abundantly successful, the thing can be done, and the reasons for doing it multiply and increase in urgency year by year."

The writer goes on to state what we can readily believe, that the boys who give half their time to this kind of work get on with their book studies nearly if not quite as fast as those who give all their time to their books. Mental perception is quickened, the boys almost uniformly delight in the exercise and the moral benefits are clearly marked.

The same course of remark applies with equal force to instruction in sewing, ornamental needle work, modelling in clay and various other of the simpler industrial arts for girls' schools. In regard to both sexes the effect is to dignify and exalt manual