

college must give such training as shall make its students understand their fellow-men. The man who goes direct from the high school into a specialty, be it law, medicine, or theology, has not that basis of understanding his fellow men. The educated man is one that understands his surroundings. The college aims to accomplish this by planting a philosophical mode of thought in the minds of its students. True, it does not always accomplish this, but that is its aim.

Dr. James, Headmaster of Rugby School, in distributing the prizes to the scholars of the High School for Girls at Leamington, said that examinations nowadays were much criticized. They were told that examinations were very much overdone, and they heard very sad stories of overwork and breakdowns. Again, they were told that examinations set a wrong ideal and object before pupils, and taught them to work, not for the sake of knowledge, but for the sake of distinction and honors and prizes. Examinations might not bring about the best result of all—love of work for itself; but they did, no doubt, bring about very valuable results. They gave a direct stimulus to work at a time when the stimulus for the love of work itself was hardly possible. Examinations also enabled them to measure their result. He, however, hoped that examinations would not be overdone, and that teachers would be allowed to retain their freedom.

The New Zealand "Schoolmaster" tells this amusing story. The head teacher in a Sunday school was much worried by the noise of the scholars in the room next to him. At last unable to bear it any longer, he mounted a chair, and looked over the partition dividing the two rooms to see who the offenders were. Seeing one

boy a little taller than the others talking a great deal, he leant over, seized the boy by the collar, lifted him over the partition, and banged him into a chair in his room, saying: "Now, be quiet." He then, resumed his lesson until about a quarter of an hour later, when he saw a small head appear round the door, and a meek little voice said: "Please, sir, you've got our teacher."

There are signs of an awakening in even old England. The *Mail* of London has repeatedly called attention to the bad teaching in the schools as the real cause of the general stagnation of thought and the domination of ignorant trade unionism that prevails. A summer school of pedagogy was held in Oxford last summer; only thirteen attended. The plan was to have two lessons of a half hour each given to a class of boys, by the students in turn, witnessed by the rest; this was followed by criticism for an hour; followed in turn by a lecture on the principles of education. The students went home and had questions on the lectures sent them; on these a diploma was to be based. It appears that the answers to questions on the history of education were exceedingly faulty; there was a general excellence in class knowledge.

The Chicago Federation is agitating increase of salary with a vengeance. Many grade teachers voice their sentiments in the newspapers. One goes to the extent of furnishing her expense account for the year. The cry is, that teachers cannot live decently, keep up with their educational work, and save enough to carry them through the summer vacation on a salary of \$15 a week. The petition sent to the board was signed by nearly 4,000; and those who did not sign were the ones who, in the hurry, necessitated by a wish to have the petition