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Editorial Notes.

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THE new book of Drs. McLellan and Dewey contains what the *Globe* critic calls "an unanswerable criticism of the Grube Method." "With the circulation of this book among teachers," says the critic referred to, "we shall hear little more about the Grube grinds on 'the number five and all that can be done with it.'" Unless the criticism is absolutely unanswerable, it is hardly likely, we fear, that the Grube teachers will abandon the much-vaunted method so readily.

AN exchange tells us that music has been a part of the regular course in the Minneapolis Public Schools for the last twenty years, and that to-day there are very few among the 30,000 pupils of its schools who do not know something of music. Can as much as is affirmed in the latter sentence be said of the pupils of our Canadian schools, either in the city or in the country? If not, why not? Surely, as a refining influence and a source of pure and elevating pleasure, music is worthy of a place in the regular course in every Public School.

A WEEK or two ago two Chinese boys, born in the United States, were stoned in a place near New York city by the other children of the Public School to which they were sent. How far does such an act differ in spirit from that which prompts the maltreatment of missionaries in "barbarian" China? Even in the "good" city of Toronto we have known the mutual prejudices and dislikes of Protestant and Catholic children to reach very nearly to the persecution point, on the part of the majority. There is need of missionary work even in the Public Schools.

How much reading is done every week, on an average, by our Public School teachers, and what is the quality of the books and periodicals read? If we could have a census, and a report in answer to these two questions in the case of each individual, we should have a very fair test of the qualifications, the attainments, and the promise of every teacher. Depend upon it, friend, if your literary thirst is not strong enough to cause you to seek to quench it daily at the purest fountains, you are missing a grand opportunity. We say opportunity, for there are few workers, after all, who can command so much time for self-culture as the teacher. If you do not enjoy good literature, it must be because your mental training has not yet proceeded far enough. For your own sake and that of your pupils, lose no more time. Learn to do by doing. Learn to appreciate and to enjoy first-class literature by studying it. The process will be a delightful one for any ordinarily active mind. But, then, what a waste of time to write thus, forgetting that the teacher who does not read is the very teacher who does not take THE JOURNAL!

"IDEALS," says a recent writer, "give to the soul the power of noble achievement. They are the mainsprings of human action. Without them life becomes a monotonous treadmill existence." There is vital truth in these words, extravagant though they may seem to the prosaic. But it is implied that the ideal

must be lofty. There is nothing which glorifies life like the uplifting power of a worthy ideal. It is the soul of all high endeavor. No one, perhaps, stands more in need of this inspiration than the teacher. The presence or absence of a true ideal goes far to make the difference between the teacher whose enthusiasm is a perpetual inspiration and the poor hireling of the schoolroom who spends the hours of the work day in longing for the moment of release, and who does not hesitate to tell you, in an aside, that he or she "hates teaching," and does it only as a means to an end, generally a selfish or sordid end. But such teachers have also their ideals. The great difference, after all, is in the kind of the ideal. Tell us what are the ideals of a given teacher, and we can tell you pretty nearly what is the character of his or her work and influence in the schoolroom.

WOULD that the following "o'er true" words of the late Henry Ward Beecher could be blazoned where they would constantly meet the eyes of every member of every school board in the Dominion:

There is no economy so penurious, and no parsimony so mean, as that by which the custodians of public affairs screw down to the starvation point the small wages of men and women who are willing to devote their time and strength to teaching the young. In political movements thousands of dollars can be squandered, but for the teaching of the children of the people the cheapest must be had, and their wages must be reduced whenever a reduction of expenses is necessary. If there is one place where we ought to induce people to make their profession a life business, it is the teaching of schools. Oh, those to be taught are nothing but children! Your children, my children, God's children, the sweetest, and dearest, and most sacred ones in life. At the very age when angels would be honored to serve them, that is the time when we put them into the hands of persons who are not prepared by disposition to be teachers, and who are not educated to be teachers, and who are continuously bribed, as it were, by the miserable wages that are given to them, to leave their teaching as soon as they acquire a little experience. It is a shame, a disgrace to the American Christianity.