

We rely upon our friends of the teaching profession to see that it gets a circulation, so that the boys and girls may have a good paper of their own, produced in their own country.

THE *Montreal Witness* is making a praiseworthy attempt to stimulate literary effort on the part of the school children of Canada, and at the same time to rescue from oblivion good Canadian stories and incidents of pioneer life, hundreds of which are no doubt being told to children and grand-children by gray-haired sires. With this end in view the *Witness* offers as a prize Macaulay's "History of England," in five volumes, for the best true story of adventure, or pioneer life, by school children in each of the 180 counties, districts, or electoral divisions into which the provinces of Canada and Newfoundland are divided, and in each of the twenty-two cities of the Dominion and Newfoundland—202 prizes in all. In addition to these the *Witness* will also give Provincial prizes, eight in number, for the best of the stories from each province, as decided by a commission. These provincial prizes are to consist of copies of Parkman's works, ten vols. in all. Still further, the writer of the story adjudged absolutely the best, will receive a Remington No. 2 type-writer, which sells for \$125. The enterprise and liberality of the *Witness* are well directed and highly commendable.

A WRITER in the December number of the *Atlantic Monthly*, describing the *regime* which he considers right for the academy, as distinct from the college, says :

"When a boy enters the academy, his morals are the product of heredity, home influence, and early associations. He has not formed principles of his own, and, as a rule, is not capable of forming them independently. Consequently the academy must enforce right conduct by sheer authority. It must watch the boys day and night, in school and on the street. Its rules must be rigid and arbitrary. Its punishment must be swift and sure. It can enter into no argument with pupil or parent. The parent who wrote to a large fitting-school, demanding an explanation of his son's unexpected return home, received all the satisfaction the academy could afford to give in the laconic reply: 'Dear Sir,—Your letter is received. Your son is a loafer. Yours truly.'"

We quote to dissent. We do not believe that there is any stage in the life of a child or youth, after the first dawn of intelligence, when right conduct should be enforced by "sheer authority" or governed by "arbitrary" rules, and without reason or "argument." That would be to deal with a human being as if he were destitute of both rational and moral faculties. The first and constant appeal should be, in every case, to reason and conscience. Otherwise there is no education. The academy which cannot "afford" to give a civil explanation to the parent who asks it, is such an academy as no parent should "afford" to patronize.

THE *Educational Times*, of London (Eng.), gives the following amusing and instructive ex-

tract from Inspector Oakeley's notes on the lessons given before him by students:—"The faults which he condemns are: (1) The echo lesson, in which the pupils are expected to reproduce the information imparted to them in precisely the same form as that in which it was doled out; (2) the lecture lesson, which soon exhausts the children's power of attention, and not infrequently sends them to sleep; (3) the disproportionate introduction, either direct but too long, or indirect, and too tedious; (4) the desultory lesson, in which the teacher is constantly passing from one topic to another having no connection with it; (5) the discursive lesson, in which the teacher is constantly going off at a tangent and forgetting to return; (6) the wrongly directed lesson, which is given to the Inspector instead of to the pupils; (7) the disproportionate lesson, where a want of due relation magnifies the unimportant and glosses over the essential; (8) the unorganized lesson, which is given without due regard to the previous knowledge of the children; (9) the inelastic lesson, in which no answer is accepted that is not in exact verbal accord with the answer already in the teacher's head; (10) the mechanical lesson, in which the questions leave no room for the exercise of the intelligence; (11) the irrational lesson, in which attempts are made to 'elicit' from the children matters of fact of which they have never heard."

In connection with the subject of Teachers' Salaries now being discussed in the *Journal*, it may not be amiss to note that while Ontario has, manifestly, a surplus of certificated teachers, the sister Province of Manitoba seems to be suffering from a dearth. We had the pleasure of a call, a week or two since, from Mr. J. D. Hunt, Inspector of Schools for the Brandon district. Mr. Hunt informs us that many of the school sections in his inspectorate have had, and still have, much difficulty in securing the services of competent teachers. He thinks that there are places for forty or fifty in the Brandon district alone. Most of the county schools in Manitoba and the North-west are of necessity closed during the winter months. They remain open for but seven or eight months in the year. Salaries range from \$30 to \$45 per month. Good board in comfortable quarters can be had for from \$10 to \$12 per month. Ontario first and second-class professional certificates are accepted and endorsed without examination. Thirds are received until the next forthcoming examination. The schools open from 1st to 15th April. Mr. Hunt thinks the same scarcity of teachers prevails, though to a more limited extent, in other inspectorates. He himself will be glad to give any information at his disposal to those who may wish to write for it, and he feels sure other inspectors will do the same. Following is a list of the Inspectors with their addresses:—J. M. Wellwood, Minnedosa; J. H. Sparling, Beulah; E. Best, Moden; J. H. McAlmon, Emerson; J. D. Hunt, Brandon.

Educational Thought.

MY conclusion is, that unless we wish to keep manual labor in a position of degradation, to close an important field of activity against our own citizens, and to belie our democratic principles, we must elevate mechanical art to the level of the liberal arts, by establishing in every city and town in the United States schools for the imparting of manual training to every boy and girl, and technical schools for thorough instruction in all the industrial arts.—*Prof. Thomas Davidson in the Dec. Forum.*

IT is useless pumping on a kettle with the lid on. Pump, pump, pump. The pump-handle goes vigorously, the water pours, a virtuous glow of righteous satisfaction and sweat beams on the countenance of the pumper; but—the kettle remains empty; and will remain empty till the end of time, barring a drop or two, which finds its way in unwillingly through the spout. This is no unfair picture of what is going on in the school-world to a great extent. The whole theory and practice amounts to nothing more than a pouring out of knowledge on to the heads underneath.—*Thring.*

THE profoundly wise do not declaim against superficial knowledge in others, so much as the profoundly ignorant; on the contrary, they would rather assist it with their advice than overwhelm it with their contempt, for they know that there was a period when even a Bacon or a Newton was superficial, and that he who has a little knowledge is far more likely to get more than he that has none. When the great Harvey was whipped at school for an experiment upon a cat, his *Orbilius* could not foresee in the little urchin that he was flagellating the future discoverer of the circulation of the blood. And the progress of the mind in science is not very unlike the progress of science herself in experiment. When the air balloon was first discovered, some one flippantly asked Dr. Franklin what was the use of it? The doctor answered this question by asking another: "What is the use of a new-born infant? It may become a man."—*Lacon.*

"ONE of our distinguished teachers says that in the cases of two thousand or more boys who have passed under his care, few parents have ever forgiven him if he said, 'Your boy is not quick or bright; but he is thoroughly pure and true and good.' They took it for granted that the goodness could be attained in any odd hour or so; but the brightness or quickness seemed of much larger importance. On the other hand—if the teacher said, 'Your boy learns every lesson, and recites it well; he is at the head of his class, and will take any place he chooses in any school,'—nine parents, he says, out of ten are satisfied, though he should have to add, 'I wish I were as sure that he was honest, pure, and unselfish. But in truth the other boys do not like him, and I am afraid there is something wrong.' To that warning, he says, people reply, 'Ah, well, I was a little wild myself when I was a boy. That will all come right in time. 'Will come right!' As if that were the one line of life which took care of itself, which needed no training; the truth being that this is the only thing which does *not* come right in time. It is the one thing which requires Eternity for its correction, if the work of Time have not been eagerly, carefully, and with prayer wrought through."—*Edward Everett Hale.*

THE heroes of mankind are the mountains, the highlands of the moral world. They diversify its monotony, they furnish the watershed of its history, as the Grampians, or the Alps, or the Andes, which tower over the lowlands and fertilize the plains and divide the basin of the world of nature. They are the "full-welling fountain heads of change," as well as the serene heights of repose.—*Dean Stanley.*

ONE of Herbert Spencer's definitions of evolution is as follows:—"Evolution is a change from an indefinite incoherent homogeneity to a definite coherent heterogeneity, through continuous differentiations and integrations." Translated as follows:—"Evolution is a change from a nohowish, untalkaboutable all-alike-ness, to a somehowish and in-general-talkaboutable not-all-alikeness, by continuous something-seifications and sticktogetherations."