

selves; that is, after making due allowance for the proneness of poor human nature to find fault. The ideal text-book that would approach nearest to the ideal teacher, would furnish inspiration to the pupil, would set him learning, remove obstacles in his path, and carry him forward triumphantly to his goal. But where does the teacher come in with this ideal text book in the hands of his pupils, or with those ever ready delusions called "helps" which so thickly strew the pathway of the young and inexperienced teacher—temptations to laziness and inefficiency. Is it the man or woman who is to teach school? or is it the ideal text-book, or the man who grinds out "Lesson Helps" and sells them over the educational counter at ten cents a package? If the latter are to prevail then the living (?) teacher may become an appendage, and simply "keep school" or be dispensed with altogether, and a great saving thus be effected in salaries. When we see salaries getting lower and lower, when we hear of teachers remaining but a single term in one place and then flitting to another and then to another, the question naturally arises, Are those teachers improving in quality, are they living men and women grappling with living questions and seeking with all their intellectual strength to solve them, or are they slaves of the text book, depending upon the inspiration of the hour, not upon that steadily growing inspiration which comes from overcoming obstacles by earnest application and study? In the language of another, "Experience in the great educational centres is proving that effort spent on improving books and method is of little profit unless the quality of the teachers who direct the use of them is likewise improved."—*Jan. Educational Review.*

## PROFESSIONAL.

"There is something too professional about the spectacle of one who is himself a teacher talking to teachers about teaching."

These words are taken from Principal Dr. Peterson's valuable address to the teachers of Quebec last October. It is a matter of special value and interest, when a man like A. J. Balfour, leader of the House of Commons, so thoroughly in touch with the living, pressing and passing affairs of life, turns aside from the turmoil and exacting duties of his onerous position, to speak as he did last summer at Cambridge, to the educators in the English world.

Such an one gives us news from a field of work quite different from ours. Nevertheless, the teacher heeds the voice for encouragement or warning. No doubt everyone undertakes to instruct the teacher, and the less competent the person is, the more ready is he to assume the office of instructor. These things may be, but the teachers welcome the Principal's Address.

## THE BIBLE IN SCHOOLS.

Recently a deputation authorized by the Church of England, the Methodist Church, and by the Presbyterian Church, waited upon the Government to urge upon it the necessity there is to give additional prominence to teaching of the Bible in our Public Schools. The deputation was met by the Premier, Mr. Ross, and the Minister of Education, Mr. Harcourt; these members of the Government entered with earnestness and sympathy into the discussion of this important question.

The deputation called attention to the ignorance (which is rather in-