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Editorial Notes.

THE two new "labor-saving" books, *Practical Problems in Arithmetic*, and *One Hundred Lessons* (400 exercises) in English Composition, are meeting with an extensive sale. Teachers see at a glance that these little works save a great deal of time and labor, and nearly every order asks for both of them. Fifty cents will secure them, by return of mail, post-paid.

A REPRESENTATIVE of a Boston newspaper, who has been travelling through the Indian Territories in the United States, was particularly struck with the intelligence and conversational powers of the Cherokees. They read little, yet converse with fluency and originality. Upon investigation the stranger learned that the average Cherokee spends much of his time in meditation; and that to this daily habit of silent thought are due the intelligence and wisdom manifested in his conversation. "It would be well for us," wisely observes the *Ohio Educational Monthly*, "to couple with our omnivorous reading something of the thoughtfulness of these red men. The mighty thinker is a king among men; and the teacher who can make thinkers of his pupils is a king among teachers."

"THERE is always room in the upper stories." This somewhat trite but true aphorism is nowhere more applicable than in the teaching profession. An obvious corollary is that the teacher of high ambition, the one who has given himself or herself heart and soul to the profession, and is bound to take the highest rank in it, is, if possessed of average fitness, almost sure to succeed in reaching a plane where appreciation and remuneration will be much better, competition less keen, and the higher rewards which attend the faithful use of one's best powers in the performance of duty, enjoyed. Discontent is generally as detrimental as it is disagreeable, but that species of discontent which makes one always dissatisfied with present attainments and strenuous in effort to reach a higher level of influence and usefulness, is one of the essential elements of true success.

AT the recent Convocation of Toronto University Dr. Daniel Clark, one of the Professors of the Medical Faculty of the University, made a strong plea on behalf of the necessity for making a course of lectures on mental diseases, the department which has been assigned to him, a compulsory part of every medical curriculum.

Medical men, he pointed out, are continually called on to give certificates of insanity, on the strength of which patients are incarcerated in lunatic asylums. They are also called on to testify in regard to the mental competency of individuals to dispose of property. Hence the obvious necessity that they should have a thorough training in the nature and symptoms of mental disease. Strange to say Toronto University was the first on the Continent to make the study of these forms of disease a part of its medical course, and only a few others have as yet followed its example.

A CERTAIN School Board in Ontario is said to have lately passed a resolution forbidding teachers in its employ to pursue studies with a view to some other profession. We are well aware that great injustice to parents and children and great injury to the teaching profession results from the fact that teaching is so often made a stepping-stone to other pursuits. It may be even questioned whether the teacher whose whole time and thought, out of school hours, are given to something else, can be regarded as strictly honest. Nevertheless, the evil can never be remedied by any such rough and ready methods. Who is going to spy upon the teacher to see how he spends his morning and evening hours? What right have the trustees or any other persons to call him to account, so long as he is guilty of no misconduct? No teacher with spirit enough to fit him for such an office, would submit for a moment to an usurpation of power so offensive, arbitrary and absurd.

THE Hon. D. McLean, who has accepted an office in the Manitoba Government, and was recently elected by acclamation for a constituency in the Province, gave utterance in a recent speech to some sound sentiments on the educational question. Setting out from the axiom that it is the duty of the State, when giving large grants for educational purposes, to see that the very best results are obtained from that expenditure, he went on to point out that the State should not be called upon to pay for the dissemination of any particular doctrine, nor should it allow the efficiency of a portion of its Public schools to be lessened by the preference given to religious instruction over secular education. The only remedy for this state of affairs was to establish national schools, in which no religious dogma should be taught. This is, of course, as he said, no new theory, but it is well that it is coming to be so well understood in the young and growing Province of Manitoba.