

ford little guidance except to experts who can read between the lines and knows something of the personal equation to be applied to their writers. The teachers of the London School Board have hitherto been appointed too exclusively on the strength of their academic qualifications. The result has not been satisfactory. Many teachers of high attainments and great ability have been appointed whose moral qualifications have been by no means on a par with their intellectual.  
—*The School Journal.*

WHAT IS OF VALUE?—How often are the teachers of the young asked this question by anxious parents, full of care for their children's future? How often is the answer given in some such form as this, "Going to the University, is he? Well, he must grind away at classics or mathematics—one of the two; it won't pay him to take up both." Or the question may resolve itself into an ever recurring cry from the parents themselves: "How is the boy doing in French? Can he talk a little German? How many words a minute can he write in shorthand?" And so on, and so on. What a farce the whole thing is! What good will his classics or mathematics do him if he is so self-willed, so undisciplined, that at Cambridge or Oxford he wastes his substance in riotous living? Will his French or his German advance him a yard upon the road to success if his latent energy has not been brought out, if his sense of steadfastness has not been edu-

cated? Or his skill in shorthand, will that compensate him or his parents when he has not the virtues which are needed even at the clerk's desk? We repeat again what a farce the whole thing is! When will the parent recognize that an education in *habit* is better than an education in tongues; that it is even more valuable, more *paying* in his own paltry sense? Of course we must be practical; if we do not bake we shall have no bread. But to train a lad up to tenacity, steadfastness, hardiness, and a real sense of duty is truly practical, and practical in a most undisguised form. It will pay from the beginning, it will pay in the long run. It will enable him to lay a course of bricks with the exacting soul of the true artist, even if he be but a bricklayer; and it will lead him to do equal justice to the most helpless and the most influential, should he be called to the responsibility of controlling human affairs. There is hardly a schoolmaster in existence who has not been asked by some fond father or anxious mother if the boy has reached certain stages in Greek or Latin, French, or what not; but how many of us are asked, and how often, if that lad is learning to restrain his passions, to be brave and truthful, to be grateful to his elders and generous to his equals—to be, in short, diligent in all things? Few of us, indeed! Truly has it been said that the culture of the head is left to the schoolmaster, but the culture of the heart to circumstances.—*The Private Schoolmaster.*

## GEOGRAPHY.

A NEW RAILWAY IN BRITISH COLUMBIA.—The southern section of the Province is at present badly in need of railway accommodation. From the eastern boundary to the Pacific Coast is a strip of fine country possess-

ing rich and varied resources. Near the eastern boundary are the Crow's Nest coal deposits. In them have been found thick seams of the best coal. The supply appears to be inexhaustible. Coming west are mining