

CONTRIBUTORS' DEPARTMENT.

PROFESSIONAL SELF-RESPECT.

To the Editor of the C. E. Monthly.

SIR,—I have been greatly delighted with the tone of the articles, whether editorial, contributed, or selected, appearing in the MONTHLY—so much more dignified and manly than the bulk of what passes under the title of Educational literature. May that quiet dignity which proceeds from self-respect continue to distinguish your columns, till the miserable self-conceit and puerility that have so long disgraced alike the literature of the profession and too many of its members, shall have given place to an independent, self-reliant, manly bearing, commanding the respect of those whose respect is worth having.

In the May-June number (page 202), appears an article containing some statements in the way of advice to young teachers to which, however, decided objection must be taken. If *tact* on the part of a young teacher consists in seeking out the salient weaknesses of parents, that he may ingratiate himself by taking advantage of them, then *tact* is a thing which no teacher who respects himself will wish to possess.

It is true that mothers and fathers (but in proportion to their want of education and knowledge of the world) are inclined to think their own children the best of the race and as near perfection as may be; but that teachers should be advised deliberately to take advantage of this amiable weakness in order to acquire influence with parents is not only *infra dignitatem* but dishonest and utterly contemptible. And the succeeding paragraph, in which the teacher is told to avoid talking politics unless with a man of the same opinions as himself; to be sure to take sufficient notice of heads of families, when, by the use of a little *tact*, on your part, you can leave upon their minds a good impression of yourself, and, what is equally important,

an exalted one of their own opinions and abilities—savours altogether too much of scheming and toadyism. Popularity gained by such tactics is not worth having. It is the stigma of pedagogy, that too much of this time-serving, cringing spirit has characterized it in the past. True, there is great competition among teachers just now, and if you don't make yourself a favourite with the ratepayers they can easily replace you. Granted. But till we can get a body of men and women in the profession who are willing to lose their situations rather than lose their self-respect, teaching will not reach the social level that we bespeak for it. The only popularity a teacher should want is such as is consistent with a straightforward, manly bearing, and a personal independence which waives no right of manhood, whether social, religious, or political.

A. MCGILL.

Ryckman's Corners.

THE SCRIPTURES IN OUR SCHOOLS.

To the Editor of the C. E. Monthly.

SIR,—Your remarks in the September number of the MONTHLY, on Religious Instruction, are full of interest. No one should deplore the absence of the Bible from our schools more than the truly conscientious teacher. The teaching of secular subjects is by no means the most important thing in education, and yet those "educational race-heats" choke off everything in the shape of purely moral training. Of course a good moral example is an excellent thing to place before the pupils, but it is in itself quite insufficient. Unfortunately the juvenile mind is more susceptible to evil than to moral tendencies. It therefore needs its attention to be drawn expressly to the principles which govern the life of the teacher, who is an example for good to his pupils. This is a matter of great moment. The future of our