

lished at Marshalltown, Iowa, into the *Teachers' Institute and Practical Teacher*, published by E. L. Kellogg & Co., New York. Within certain limits, this propensity of the big fishes in educational journalism to swallow the little ones may be in the interests of education, as one strong paper can often accomplish much more than two or three weak ones. Monopoly is, however, a thing to be deprecated in this as in every other department of industry, but we suppose with the many good papers still published in the interests of teachers and schools in the United States, there is little likelihood of monopoly becoming dangerous.

AN American lady has recently written a book entitled "Hold Up Your Heads, Girls!" The work treats, we believe, of many other subjects besides that suggested by a literal adherence to its title. But the title itself is good. The drill for boys and calisthenics for girls are among the excellent modern innovations. To say nothing about the close connection between an habitually erect posture and physical health and beauty, which it is to be hoped every teacher now fully appreciates, there is, we verily believe, a closer connection between holding up the head and the development of character than is usually supposed. The boy or girl who is trained to an erect carriage and a correct gait can hardly contract lounging and idle habits. The habit of holding up the head and looking straight before one fosters self-respect, self-reliance, and directness of purpose. It is almost physically, not to say morally, impossible for the man or woman who holds up the head, and looks you fairly in the eyes, to be guilty of habitual falsehood or meanness of any description. Such a carriage and manner are the natural expression of conscious rectitude and straightforwardness of purpose. But the physical expressions themselves, when cultivated and made habitual, react more or less strongly upon the mental and moral nature. Teachers, don't neglect the training of the bodies as well as the minds of your pupils, and be sure to teach both boys and girls to hold up their heads!

MR. WILLIAM BURNS, M.C.P., F.L.S., who was the author of the series of Drawing papers which appeared last year in the JOURNAL, and who is an Honor Graduate of South Kensington Art School, has been giving a course of lectures on Drawing in Stratford Collegiate Institute. In view of the fact that the examinations for which these lectures are intended mainly as a preparation will not take place till April, 1887, and that it is very desirable that those who have attended the lectures should have, during the interval, some means of practising and perfecting the knowledge gained, Mr. Burns makes the following proposal. He will prepare a series of ten question papers on the subject-matter of the lectures, which papers will be published in the CANADA SCHOOL JOURNAL. Those who wish to keep up their knowledge of Drawing, so as to be ready for the examinations, are invited to prepare answers to the questions and forward them by mail direct to Mr. Burns, who will examine them, note errors, explain difficulties, and return to the sender. The charge for the series will be one dollar, payable

to Mr. Burns, on receipt of the first corrected paper of answers. The first set of questions will probably appear in our next issue.

THE New York *School Journal* proposes a scheme for grading the salaries of teachers throughout the State. Recognizing the fact that the prices now paid are often the result of a process of bargaining between the teacher and the trustee, which is rather derogatory to the dignity of both, it suggests that the evil might be removed by adopting a fixed scale of payment proportioned to the average attendance of pupils, and offers tentatively a table of salaries, ranging from \$3000 for a school with an average attendance of 3,000, down to \$200 for one with an average attendance of 15. There is something in the proposal which strikes one unpleasantly at first, but this may be the result of prejudice. There would be, we suppose, nothing more unprofessional in teachers agreeing upon such a scale than in physicians adopting a schedule of rates for visits to patients. There are, of course, serious theoretical objections to all cast-iron regulations, which tend to bind down the workers in any trade or calling to one dead level. The tendency must be to destroy individuality and discourage excellence by taking away one of the natural incentives to ambition. Still in the mechanical trades the system seems to be the best yet found available. The same may possibly prove true in the teaching profession. What would seem worthier of the great interests involved would be for each School Board to have a recognized scale of salaries for its teachers, the highest the district can afford. Of course, the districts offering the best inducements would get their choice of candidates. But this, other things being equal, is as it should be. There are certainly other considerations besides the number of pupils in a school which should have weight in determining the rate of remuneration. This is one of the subjects which demands the best attention of the Ontario Teachers' Union, when formed.

THERE is no worse abused word in the modern educational vocabulary than "practical." A practical education is, of course, an education that fits its possessor for practical life. But what is the "practical" in life? Is it simply the bread-and-butter, or the dollar-and-cent side of it? Is not enjoyment as much a part of practical life as work? Are not our duties to others, as individuals and as "the state," as practical as those we owe to our larders and bank accounts? Surely, in relation to the highest life, to life in its most intensely real aspects, the ability to "gather the siller" is but one of many endowments no less truly practical. By all means, let the education given to the young be practical, but let us enlarge our ideas of the word and recognize its fulness of meaning. Let no education be called practical which fails to take account of heart and conscience as well as brain.

IN the course of an "Address to the Teachers of Minnesota, U. S.," Mr. Edward Thring, of Uppingham, England, author of "Thring's Theory and Practice of Teaching," deals the following vigorous blows at the KNOWLEDGE-IDOL: