

vice, crime and misery? Can a prohibitory law be so wisely framed and so well enforced as to afford the best possible means of minimizing the terrible evils which are the outcome of the traffic? These are the two great questions, the first a question of fact about which there is not much room for difference of opinion; the second a question of practical politics which affords much ground for argument, and perhaps experiment.

The School.

The teacher who would rule his school well must first learn to rule his own spirit. This is often a most difficult task where there is so much to excite nervous irritation, but it is the indispensable condition of all true governing power.

One of the chief difficulties in school government arises from the almost universal feeling that these is a diversity of interest, a kind of chronic antagonism between teacher and pupil; that it is the right of the one to make and enforce arbitrary laws, and equally the right of the other to evade or transgress them, so far as he can with impunity. The highest type of government in family, School or State, is realized only in proportion as each becomes a law unto himself.

A contemporary, replying to a request for hints to aid in suppressing whispering in an ungraded County School, replies—

"Give your pupils plenty of interesting work to do; good books to read and study, plenty of writing in the way of descriptions of objects which they are led by you to observe; give them leaves, plants and animals to draw or paint (painting is best at first); give them a great many practical problems to perform; take hold and study with your pupils."

To this good advice we should be inclined to add, try to get on the right side of your pupils, or rather to get their judgments and consciences enlisted on your side. Get them to feel that the school is theirs as well as yours; that disorder reflects discredit upon them as well as upon you; that you and they are co-workers. This can be done to some extent by putting the matter properly before them, and appealing to their good sense and good feeling. A few kind, confidential, words in private will often go far with the leading spirits. Let no teacher think this a weak way to rule. The law which takes hold of the conscience and the affections is the highest kind of law. It is the great law of love.

Here is a golden thought for teachers from the *Ohio Educational Monthly*—

"To bring ourselves near to the hearts of children, we must go to them by entering into *their world*. They cannot come to us by entering into ours. They have no experience of it and cannot understand it. But we have had experience of theirs, and can enter into it if we choose; and in that way we bring ourselves very near to them. But the sympathy which we thus express with children, in order to be effectual, must be sincere and genuine, and not pretended.

John B. Peaslee, Ph. D., Superintendent of Schools in Cincinnati, Ohio, in an article in the *N. Y. School Journal*, says most truly and suggestively:—

"In my opinion, a boy who leaves at the end of a common school course with a love of reading good books, is better prepared for a life of honor and influence than one who passes through a high-school course without that love; and he who has an ordinary high-school education combined with a taste for good reading is better equipped for the duties of life than the graduate of the best college or university in the country without such taste."

One of the most helpful and hopeful educational movements of the day is the formation of Teachers Reading Circles. Many teachers, it is to be feared, scarcely read at all; many others read superficially, and at hap-hazard. Amidst the overwhelming out-pour of books and periodicals it is often a most difficult thing to know what to read. Reading Circles under judicious management, enable teachers to become mutually helpful in choosing courses as well as by comparing notes. It is not necessary that the circles should be large or able to meet often. Excellent results, possibly the best, may be reached by correspondence. We may return to the subject of reading circles.

J. R. Miller, Esq., I. P. S., Goderich, has, we learn, successfully passed the law examinations, and been admitted as a solicitor. We tender him our congratulations on this fresh proof of his talent and industry as a student. The feat of reading up for these examinations, while at the same time efficiently performing the duties of an inspector, is one for which not many would have the courage and perseverance. We hope the day will come when it will be no longer an object of ambition for a Canadian public school teacher, or inspector, to make his way over even to the bar, but none the less we are bound now to admit that Inspector Miller has achieved a success and to give him our best wishes accordingly.

The playground often affords one of the best fields for the teacher who is in earnest in wishing to develop high moral character in his pupils. The boy or girl—it is sometimes said, we hope unjustly, that girls are more liable to the fault than boys—who cheats or prevaricates, or loses temper at play, is strengthening a dishonest tendency which may soon grow into a life-long habit. On the other hand the child who can play an exciting and closely contested game in perfect good temper, scorning to cheat, and frankly admitting defeat, may be relied on in any position of trust. We doubt if there is any more important moral training field than the play ground, or any better place for studying the character of pupils.

Some of our American exchanges are advocating the monthly payment of teachers. How many of our Canadian Boards have adopted this fair and business like method? All ought surely to do so, as far as possible. If it is inconvenient some times for the Boards to raise the funds it must often be ten fold more inconvenient for the teacher to wait month after month for his well-earned salary. We know no other profes-