

on the modern side of the secondary or grammar schools, which are planted in all the considerable towns, and which are often the recipients of large private endowments. Sir Charles Dilke in his "Greater Britain," predicts that a few centuries hence English will be the universal language. Perhaps this vaticination is overbold; but a modest prophet may at least suggest as a high probability that, in the year 2001, Norway will have become bilingual, and that English will be as commonly spoken there as in Wales or in the Highlands. Education, it appears, from what has been said above, is well attended to in the western half of the Scandinavian peninsula. Even into its most mountainous and sparsely peopled regions the schoolmaster penetrates. In these regions he itinerates, teaching in rotation for a week or two at a time during the winter and spring at each of several farms or hamlets. I do not suppose that English is taught by these itinerant instructors of youth; but a little English is picked up by their ex-pupils (turned post-boys) from tourists, a little more by ghillies, or their Norwegian analogues, from sportsmen who have spent long summers in their company; more still by farmers returned from lengthened sojourns in the American backwoods or prairies. Thus English speech is slowly but surely making its way even into the remotest corners of Norway.

The woman question, in the matter of the equalization of salaries, has scored another triumph in the city of Brooklyn, N. Y. Miss H. N. Morris has fought the battle and succeeded. The pay of principals of full-grade grammar schools in that city had been fixed by the School Board at \$2,700 per year, but when Miss Morris by sheer force of fitness was elected to the position of principal, the Board were willing to accept her services but demurred at the price,—because "she was a woman"; because "a good male teacher was a little better than a good female teacher"; because, — the old array of arguments had to be got over. Strangely, even in Brooklyn, so near the parish of the Rev. Morgan Dix, all were not satisfied with these arguments. They reasoned that "either Miss Morris is, or is not, a capable and efficient principal. If not, why retain her?—if capable, why not so pay her?" But to attempt to fill these school-committeemen with this radical logic seemed almost as futile as filling the sieve of the Danaides. The maidens of to-day, however, were more successful than those of old. On November 16th, after six years of asking, the Board voted to pay Miss Morris the full principal's salary of \$2,700. Thus a woman once more gains a well-earned victory, establishing another precedent for the payment of equal salaries for identically equal work, irrespective of sex. In a city where thirty-nine out of forty principals are men, even the most conservative may well rest assured that a woman is not liable to be elected to the position unless her exceptional merits compel her.—*Exchange*.

To Acadia College, Wolfville, N. B., belongs the honor of being the first college in the Dominion of Canada to appoint a Professor of "The Principles and Practice of Education." This is eminently a progressive action. It is one of the most important steps in the interest of general education that has been taken in Canada for many years. There is an importance attached to the movement which deserves more than a passing notice. It may at first sight be supposed that a Chair of "The Principles and Practice of Education" makes simply a provision which applies only to those students who are preparing to be teachers. This is a great mistake. It is true teachers will receive special benefits, but the discussions of a Professor of Education should take a wider range than the consideration of methods of teaching and school organization and management. This is but one of the factors which enter into the problem of educators. The family, the social, and the civil circle perform their several parts in the development of human character. And each must be taken into full account in any well devised educational scheme. A chair of the principles and practice of education must therefore include these as well as methods of teaching and school management. In short, it must include the discussion of all the educational forces that are operative in moulding the individual man, and in moulding society, and also the nature of the organizations and appliances necessary to make these forces productive of the highest good.—*N. Y. School Journal*.

The Eau Claire (Wis.) Kindergarten Association has just completed a fine building for kindergarten purposes, at an expense of \$5000. Miss J. L. Jones is the supervisor of the enterprise.

Some years ago, in one of the model schools of Pennsylvania, text-books were banished from the class-rooms, and oral instruction substituted. Dr. Schaeffer thus sums up the results: "Pupils,

parents, and teachers were delighted with the result. After a time the promotions lifted the pupils taught in this way into classes of the Normal department. At first they seemed by far the brightest in the class, so quick were they in catching the point of every explanation. But, after the lapse of some weeks, reports came that this boy and that girl were not keeping up with the class, and the fact that they had been model-school pupils caused no little surprise. On close investigation, it was found that the system of oral instruction had developed the perceptive powers, but not the power of independent preparation of lessons; that the plodding boys from the ungraded county schools were taking the lead by reason of the superior will-power which they had developed." The conclusion is, that "when instruction is made interesting for the purpose of saving a pupil the necessity of application to his books, it results in a kind of intellectual weakness which prevents concentration upon subjects that are not attractive."

One of the clearest evidences of the increasing favor with which co-education is received is found in the failure of so many female academies. A contemporary says it all came a dozen or more in Ohio and Indiana, where the appointments and accommodations were very complete, but have ceased to exist, and their buildings have been converted into hotels, asylums, or factories. There was a rage twenty, thirty, and forty years ago to build high schools and colleges for young ladies, but lately very new enterprise in those States aims at co-education.—*New England Journal of Education*.

The Brooklyn Board of Education has at last passed a resolution directing all principals of schools to receive colored children on an equality with white. Heretofore the practice has been that in the sparsely-settled wards where colored schools could not be sustained, and the colored children were only, say, half-a-dozen among a hundred white, they were admitted; but that in densely-peopled wards where the proportion of colored children was large, and schools especially for them had been provided, they were limited to those schools. It has become apparent, however, that the teaching of the colored schools is inferior; and hence in justice to those colored citizens who desire that their children shall receive the best instruction, the color line has everywhere been broken down.

The Legislature of the State of California, at its twenty-fifth session, commencing on the first Monday after the first day of January, A. D. eighteen hundred and eighty-three, two-thirds of all the members elected to each of the two Houses of said Legislature voting in favor thereof, hereby propose that section seven of article nine of the Constitution of the State of California be amended so as to read as follows:

SECTION 7. The Governor, Superintendent of Public Instruction, and the Principals of the State Normal Schools shall constitute the State Board of Education, and shall compile or cause to be compiled and adopt a uniform series of text-books for use in the common schools throughout the State. The State Board may cause such text-books when adopted to be printed and published by the Superintendent of State Printing at the State Printing Office, and when so printed and published, to be distributed and sold at the cost price of printing, publishing, and distributing the same. The text-books so adopted shall continue in use not less than four years, and said State Board shall perform such other duties as may be prescribed by law. The Legislature shall provide for a Board of Education in each county in the State. The County Superintendents and the County Boards of Education shall have control of the examination of teachers and the granting of teachers' certificates within their respective jurisdictions.—*The Pacific School Journal*.

The Hon. John Quincy Adams, in the school report for 1880-'81, thus gives the result of Col. Parker's superintendency: "For five years the town had the benefit of his faithful, intelligent, and enthusiastic services. In those years he transformed our public schools. He found them machines, he left them living organizations; drill gave way to growth, and the weary prison became a pleasure-house. He breathed life, growth, and happiness into our school rooms. Year by year as the change went on the gradual process of transition was reported to the town, and year by year the town by great majorities approved the work and sustained its author. The committee have never doubted that he wrought a great gain to education among us, and that our schools have been vastly benefited by the methods he introduced, the organization he effected, and the enthusiasm he instilled."

How many teachers ever show or tell their pupils how to study? This is very important. Weeks and months are often wasted even by older pupils, because they do not have a definite idea of, or a systematic plan for, studying.—*N. E. Journal of Education*.