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THE CANADA SCHOOL JOURNAL.

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It is announced that chairs of political economy in Yale and Williams Colleges have recently been filled by the appointment of protectionist professors. One of these professors in his inaugural address is said to have made a number of "points" in favor of protection to native industry. It is rather belittling to professional dignity that appointments to chairs of philosophy should be made on the ground of the special creed of the candidate on a particular point, rather than on the broad and high ground of his knowledge and ability. No man who stands committed beforehand to a theory or dogma can come to the study and teaching of his subject in the true and scientific spirit. It will be a bad day for liberal culture when the chairs of philosophy in the universities are filled by advocates and partisans.

The New York *Christian Union* makes a strong plea in favor of the proposed national aid to education in the Southern States, on the ground that it is an act not of benevolence, but of justice—not a charity, but a debt. The negro population at the South, it insists, is a national burden, and it would be most unjust to leave it to be wholly borne by those who happen to live where that population is centred. The North

helped to bring the slaves into the country, to legalize slavery in the Constitution, and to extend slavery and fasten it upon the nation. The North did nothing to get rid of slavery until compelled to act in self-defence; it then emancipated the slaves instantly by proclamation, and afterwards enfranchised the freedmen. The North cannot, therefore, now turn round and coolly say to the South, "These ignorant people are your people, and you may take care of them." All of which seems fair and cogent reasoning. Might it not have added, "The North emancipated the slaves in self-defence, and is now bound to educate them in self-defence"?

A correspondent of the *Citizen*, of Boston, U.S., holds that "teaching in civics should begin on the day when the child enters school." It may, perhaps, be necessary to premise that the new word "civics" is used to denote the science of citizenship. The school certainly fails in one of its highest duties if the whole course and influence of its training do not tend to fit the future men and women to become good citizens, whatever may be thought as to the desirability of adding a new science, under the name of civics, to the already overgrown curriculum of the Public School.

The lady teachers of Toronto can see no good reason why there should be so wide a discrepancy between the salaries of male and female teachers when both are doing the same work, and they have been telling the Trustees so with some effect. An improvement has been made in the scale so far as the female teachers are concerned, while that for male teachers remains unchanged, notwithstanding they also put in a claim for increase. The Finance Committee have agreed upon a scheme fixing the rate of women's remuneration upon the basis of \$300 the first year, and an annual increase of \$24 until a maximum of \$636 is reached after fifteen years of service.

The letter of "A Country School Teacher" in our last issue should cause the cheeks of trustees, parents, and inspector, in the place in which such a state of affairs can exist, to glow and tingle with shame. A school-room, 20x30, so full of smoke, that three broken window-panes cannot give it passage out of doors, children obliged to wear cloaks, teacher going home with aching eyes, etc. What a picture! And all this within fifty miles of Toronto! Where is the inspector who can permit such an outrage on the teacher, the children, and the public? Are there any more such in Ontario? Our correspondent says such institutions are by no means marvels in some parts of the country. Show them up, teachers, and put the guilty parties to shame!

A good deal of discussion has been had in England on the subject of over-pressure in schools, but recent statements go to show that the educational system of Norway and Sweden