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## The Educational Journal.

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## Editorial Notes.

THE *Victoria Warder* says that there is considerable trouble in some school sections over the questions, "Who should light school fires?" and "Should the teacher be paid to do it?" We can only say that it must be a strange Board of Trustees who can, at this time of the Century, either think it any part of the teacher's duty to do such work, or wish anybody to do it without fair remuneration.

THAT was a good idea of the Wentworth Teachers' Association to appoint a reporter to give an account of the proceedings to the press. Why might not every Association do the same, and have a condensed report sent promptly to the EDUCATIONAL JOURNAL? The aim of these Associations is mutual help. By publishing the best points made by the contributors of papers, methods, etc., the area of help is extended so as to embrace all the readers of the JOURNAL.

THE Universities of Ontario seem to be rapidly enlarging their faculties, and extending the sphere of their operations. The University of Toronto has added two important chairs within a short time. Queen's has recently made some very important and promising additions to her staff. And now Victoria welcomes two new professors in the persons of Mr. A. J. Bell, Ph. D., Associate Professor of Classics, and Mr. J. Petch, M.A., Associate Professor of French and Italian. These gentlemen are regarded as highly qualified for their respective duties.

THE opening of Clark University, at Worcester, Mass., a week or two since was an event of considerable educational interest. An exchange says:

"Clark University, like Johns Hopkins University, is intended to be a university in reality, and not one in name merely; that is to say, it is a collection of advanced professional and scientific schools, admission to which is restricted to those who have taken an ordinary college degree, or have done an equivalent amount of work, and are so prepared for advanced instruction. The career of this institution will be watched with great interest."

"RIDA TAYLOR," writing to one of the Toronto dailies, makes a good point. Referring to the fact that while many trustees say, "we have female teachers because we prefer them," many others say, in effect, "we have female teachers because they are cheaper," she adds:

"Is it not a lasting disgrace? We may thank our brothers for doing justice to our ability, but we have not done them justice. May it not be said of many of them that they are leaving the noblest profession on earth because it does not pay? Can they not charge us with entering the teaching ranks, selling our services for a trifle, and so bringing the profession into disrepute and the salaries to nothing, minus board? No wonder they leave it! No wonder our services are valued at what is paid for them! Let us pray that we may be rewarded hereafter, for we don't get much now."

THE little illustrated school journal, *School Work and Play*, recently issued by the Grip Printing and Publishing Company, was admired by all who saw it, teachers and children alike. Twelve copies were issued, each containing eight pages; and as back numbers can be supplied, the whole make a very pretty, fully illustrated, and entertaining book of 96 pages, interesting to both old and young. This book, bound in neat paper covers, will be sold at 10 cents, postage paid; and as it will serve very nicely for a Christmas publication, the attention of teachers and others is called to the fact that it can now be supplied. Send orders to this office, and get the books by return mail.

A "HIGH SCHOOL TEACHER" writes to one of the Toronto dailies, deprecating the enforcement of a recent regulation, No. 60, issued by the Department of Education. We have not seen the regulation in question, but the effect of it is, as described, to render ineligible for positions as specialists in Collegiate Institutes, "first, all except graduates; second, all who have not ten years' experience prior to July, 1889; third, all who had not prepared candidates for senior matriculation with first-class honors." Exception is taken to the regulation on its merits, and to the fact that it is retroactive. In regard to the latter it is asked: "If this principle in legislation be admitted, what guarantee have teachers who are now qualified that they will not be disqualified to-morrow?" There is force in the argument suggested, though we are not sure that it cannot be satisfactorily answered. But the wisdom of laying down a hard and fast rule, demanding ten years' experience as a qualification, is certainly open to question. Many a teacher with two years' experience is incomparably superior to many another with ten. One effect of the regulation must be to restrict within very narrow limits; the field of choice open to managers of Collegiate Institutes. Evidently the "dead line of 50" is not intended to apply in the teaching profession.