

for \$25 or \$50 a year less, why Mr. Z. is the man, and Mr. X. may shift for himself.

Another form of advertisement, worthy the attention of philanthropic ratepayers and educational political economists, is the following :

TEACHER WANTED. — As Mathematical Master in a High School. Must be a University Graduate. A gold medallist preferred. Salary \$600 per annum.

Generous souls ! Why the first year's salary would almost pay for the medal. One instinctively looks for a codicil to such an insertion wherein it is stated that the applicant for academical milk and honey will be expected, in addition to his onerous and multifarious duties in the class-room, to supervise the washing or answer calls at the front door. But one more specimen of style in the art of trustee pettifogging and I have done :

THREE FEMALE TEACHERS wanted immediately for — Public Schools. Second or third class certificates. Salary \$200 per annum.

Think of it. Ye "good old English gentlemen, who live at home at ease," \$200 per annum for a human being. A white slave, in the guise of a female teacher. A being who will be expected, perhaps, to wear some description of clothing, and comport herself, probably like a Christian, possibly like a lady. Well, there, we know that young girls—and of course none but young girls would snap at such munificent offers—can live upon grasshoppers' legs and butterflies' wings, and make themselves look becoming with a yard of muslin and a rosebud. And well for them that they can, poor creatures. Shame ! shame ! that the want of a piece of bread should necessitate culture struggling itself heart-sore for the pittance of a housemaid, and handicap men (?) in the practice of such despicable meanness towards their fellow-men ! But I see, Mr. Goodfellow, that the clock is about to "strike the hour for retiring" to our respective duties, and doubtless I have said enough, so I wish you good morning.

DEFECTS IN EDUCATION.

BY REV. GEO. M. MILLIGAN, B.A., MINISTER OLD ST. ANDREW'S, TORONTO.

DISADVANTAGES adhere more or less to all circumstances. Plenty and poverty, refinement and rudeness, civilization and barbarism, have their dangers to be watched and shunned. Our educational advancement has been great, but it, like other boons, brings in its train dangers against which we must guard. It is these we desire at present to consider. Let it be remarked that the educational evils we notice attach to no particular educational system in this or other countries. They grow out of the educational organizations characteristic of our time and adhere more

or less to them all. The causes—some necessary, others not so—of these evils are the classification of pupils gathered in large numbers in educational institutions, the uniformity in curricula consequent upon such an arrangement, and the demand for educational results that can be tabulated so as to secure pecuniary or other marks of outward success.

It cannot be too strongly urged that the chief aim in a liberal education is not the imparting of a certain amount of knowledge to the pupils, but the training of their minds to keen discrimination and energetic and sus-