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## Editorial Notes.

THE number of pupils receiving instruction in temperance and hygiene in the Public Schools of Ontario has increased from 33,926, in 1882, to 191,406 in 1894.

IN 1894 the number of kindergartens in Ontario was 90, with 184 teachers. They were attended by 9,340 pupils under six years of age.

IN 1894, the total school population of Ontario was 593,840. Out of this the total number registered at school was 480,979, while the average attendance was only 268,334.

ATTENTION is directed to the dates on which the various examinations begin, viz.: Specialists' (non-professional), May 1st; School of Pedagogy, May 26th; Normal School, June 9th; High School Entrance and Public School Leaving, July 2nd; High School, Form I., July 7th; High School, Form II., and Commercial Specialists', July 9th; High School, Forms III. and IV., July 11th.

THE highest salary paid to a Public School teacher in 1867 was \$1,350; in 1894, \$1,500. The average for the Province in the former year was \$346; in the latter year, \$421. But the average for the year preceding the last named, 1893, was slightly larger, viz., \$423, while in 1887 it had been \$425. There is reason to fear that the statistics for 1895, and especially

those for 1896, may show a much more serious decline.

UNDER the amended School Act, the moral responsibilities cast upon the teacher are more strictly defined. The teacher is required "to inculcate, by precept and example, respect for religion and the principles of Christian morality, and the highest regard for truth, justice, love of country, humanity, benevolence, sobriety, industry, frugality, purity, temperance, and all other virtues." He or she is also—a most salutary provision—given power to suspend any pupil guilty of "persistent truancy, violent opposition to authority, habitual and wilful neglect of duty, the use of profane or improper language, or conduct injurious to the moral tone of the school, and to notify the parent or guardian of the pupil and the trustees of such suspension."

"Two teachers," says the *New York School Journal*, "may have each a half hundred boys and girls of all ages. Each has the same amount of knowledge as far as an examination can disclose it, but one does a work a thousandfold nobler than the other. One addresses the spiritual side of the pupils, the other leaves it untouched. It may be that this is done unconsciously; it may be that he is as needy for the money stipend as the other; but the fact remains that he has touched springs of motive wholly left alone by the other." This is admirably said. It would be a grand thing for the future of the schools and of the country if every teacher could be led to test the value of his or her own work by the springs of motive that are daily being touched, the impressions that are being made and left upon the spiritual side of each of the pupils.

WE have much satisfaction in calling attention to the new franchise offered to subscribers in this number. Not only, as Principal McIntosh says, should Parkman's works be in every school library in should be read by every teacher in the Province and in the Dominion; they Canada who would make himself or herself thoroughly competent to be the teach-

er, philosopher, and guide of young Canadians. There is, perhaps, no other study which informs the mind, enlarges the intelligence, and supplies material for thought and instruction, in the same degree as history; and there is certainly no history which should have greater interest for Canadian readers than that so felicitously dealt with in Parkman's volumes. We feel that The Educational Journal Publishing Company is rendering a real service to its subscribers by putting this most valuable work within their reach, at a greatly reduced price, and on easy terms of payment. We do not think such an opportunity has before been offered in connection with this work, and it is doubtful whether such an offer will again be made in a long time. The value of the other offer will also be readily appreciated. The reduction in price for a standard history of dates is very liberal.

IN some shape or other the idea pervades a great deal of what is said and written in advocacy of higher education, that it is something which is, in its very nature, intended for clever young men and women, and not for the commonplace; that it is a waste of time and money, and tutorial and professorial energy, when it is attempted to put dull boys and girls through college or university. Parents are encouraged to fit their bright sons for college, and chided for seeking the same advantage for the dull ones. Now, from the highest point of view, are not such an idea and such a practice worthy of all condemnation? If the true use of education is to cultivate and develop the powers of the child, thereby increasing his sources of enjoyment, as well as his capacity for service, does not the duller boy or girl need all the aid that can be given by a course of thorough culture, even more than the brighter one? What moral right has a parent to refuse to the child which has greatest need of all the advantages of a full course of study, the boon which he is ready to bestow upon another to whom he fancies Nature has been more generous? It seems to us that parents are sometimes not only reprehensibly partial, but even deplorably cruel, in this matter.