

Young children differ relatively in their mode of growth, and when older they grow very differently according to race, climate, nationality. From measurements of over 30,000 children, W. E. Porter shows that precocious children are heavier and dull children lighter than the mean child of the same age, thus establishing a physical basis of precocity and dullness.—*Prof. G. Stanley Hall, in the Forum for December.*

Against stupidity the gods themselves are powerless.—*Schiller.*

Remember this: they that will not be counselled cannot be helped.—*Benjamin Franklin.*

To be happy at home is the ultimate result of all ambition; the end to which every enterprise and labour tends, and of which every desire prompts the prosecution.—*Dr. Johnson.*

EDUCATION IN CANADA.

THE wise men of the East went to Toronto recently to learn what they could of Ontario's educational methods. And the wise men of Toronto answered them according to all that was in their heart; there was no question that they answered them not. They went away well filled both in body and mind to use the knowledge they had learned for the benefit of the State of New York. It is a rule with the educational authorities of that State to keep informed to the very last point as to the working of their own educational methods and of those of others. There is scarce anything to be learned from self contemplation which the education of our day does not know. The study is, however, chiefly subjective—a study of the plough and the threshing machine and the farmer, rather than of the soil and its fruits. If we find a well-trained farmer who knows everything we could teach him, and the best of tools, equal to those at the last World's Fair, do we go away and assure ourselves that agriculture is prosperous without looking with, at least, equal care at the soil and its fruits? Agricultural experts would not do this, because soil is easily inspected and its

fruits easily compared, but educational experts seem a little inclined to leave Hamlet out of the play. The proof of the pudding is in the eating of it, and the proof of an educational system is the condition of the people of the country in which it exists. We are satisfied that if Ontario has not the most perfect educational system in the world, it has, at least, the most complete one. It is a wonderfully complicated machine, all of whose parts work automatically into each other. Every teacher must be pulled through a given hole before he can be allowed to teach in that favoured land. His natural adaptation may be of the highest, his education that of the British universities, but if he has not been pulled through that hole—the pedagogic course of the Province—he may not teach. If he has been pulled through he may, he must teach, and that with almost no principle of natural selection to prove whether he has any natural fitness or not. The great thing in the profitable manufacture of machines is that all the parts of one machine be alike and interchangeable with those of another. Too big is as bad as too small. What is wanted is that each shall drop into