

## Notes and Comments.

WOODSTOCK COLLEGIATE INSTITUTE was formally opened by the Hon. G. W. Ross on Monday, January 31st, 1887.

*The Canada School Journal* at the commencement of this year took a new form. Its contents are now divided under the following heads:—Editorials, contributors' department, special articles, examination news, teachers' associations, literary notes, papers, practical department, notes and literary reviews, etc. It is edited and published by J. E. Wells, M. A.

"A GREAT many people have been misled by the use of such terms as the 'Ross Bible,' the 'Mutilated Bible,' and have actually supposed that the Bible had been revised by some one, and certain important passages left out. There is no 'Ross Bible.' There is no 'Mutilated Bible.' There is a volume of Scripture Lessons for the use of Schools. The selections in this volume were made by men who love and reverence the Bible, and whom nothing could induce to mutilate or dishonour the Holy Scriptures."—*Guardian*.

UNSCIENTIFIC people have been inclined to laugh at the suggestion of turning the power of Niagara Falls into electric force, but exactly this thing is in operation in Italy, at the falls of Teverone. Two dynamos of 100-horse power each, all run by the falls, and to light the city of Tivoli. Others are being fitted up, and it is proposed to illuminate Rome, sixteen miles away, with the force obtained. Only think of it, excavations and canals under the house of Mæcenas himself, and the ruins of Rome exhibited by electric light.—*The Chautauquan*.

THE spectacle of Dr. Oliver Wendell Holmes, the Rev. Minot J. Savage, Thomas Bailey Aldrich, the Mayor of Boston, and many other distinguished men, at a mind-reading exhibition in a Boston hotel not long ago, may mean either two things. It may be that renewed popular interest in certain unexplained phenomena is to result in some investigations and unexpected explanations, or it may mean that all of these worthy gentlemen, keeping one another well in countenance by the strength of numbers, indulged in an unprecedented and astonishing frolic. It looks as though Mr. Bishop's professional mind-reading is 'sincere': its scientific genuineness is yet to be proved.—*Education*.

THE *Week* very properly takes Mr. Sam. Jones, to task for his aspersions on the character of Canadian colleges thus:—"Mr. Sam Jones seems inclined to spice his evangelical discourses with a little scandal. How much does he know about the interior of Canadian Colleges, and what business has he to be creating a rhetorical

sensation by scattering vague suspicions broadcast over the character of these institutions? The religious platform is very much like other platforms, and bears very much the same relation to justice, soberness, and truth. Mr. Jones protests that his partner, Mr. Sam Smali, is a perfectly reclaimed debauchee. We take Mr. Jones's word for it; but we are disposed to think that the reclaimed debauchee had better be a hearer than a teacher in the Church. Such, we imagine, would be the practical decision of any congregation which had to choose a pastor. 'I have heard some things (about the Colleges) which if told to you would make your eyes stick out so that they could be cut off with a knife.' Is it not remarkable that there should be educated people who can be caught by such strokes of religious genius as this?"

THE public school teachers of Ontario are, as a class, an influential body. They are popular, well-educated men and women, careful and pains-taking, endowed with zeal and energy in promoting the great cause of education, having a fellow-feeling and sympathy with each other; with a proper estimate of the dignity of their profession, and desirability that it shall never be disgraced by word or deeds of theirs. It is not surprising, in such a large and influential body, many of its members rise to positions of prominent honour in Ontario. The Minister of Education at one of the high schools, in a speech last month, said:—"The Ontario Assembly contained, perhaps, more teachers in proportion to its members than any other legislative body in the world, and men on both sides of the House were willing and able to aid and improve the educational system." In my own experience I have known public-school teachers become leading statesmen, eminent divines, celebrated lawyers, and distinguished physicians. There is no reasonable limit to the position to which they may aspire, and within their reach for the true advancement and government of their country, for although they may not, like persons in the neighbouring republic, aspire to become Presidents, we have a proof that one of their co-workers holds one of the most prominent and important positions in the country, as Minister of Education.—*S. Passmore May, M. D., in The Schoolmaster (London, Eng.)*.

THE *Critic* argues thus on behalf of school boards composed of an equal number of men and women:—"Moreover, it would seem desirable not only that there should be some women in this Board of Overseers, but that the number of them should be equal to that of the men; for it is very certain that in the educational profession as well as in every other industrial occupation, women have not at present a fair and equal chance. The value of work to an employer depends

upon the character of the work itself, and not upon the hand that performs it. Yet for the very same kind of labour, indistinguishable in the product whether done by men or by women, it is universally taken for granted throughout the industrial world, that the women shall be paid at a rate very far inferior to that awarded to men. This is another of the remnants of the traditional injustice to which woman has been subjected ever since she carried the pack of her savage master in his wanderings through the primeval forests. When woman shall have an equal voice in dispensing the rewards of labour, this inequality will disappear; and there is no field of effort in which it ought sooner to disappear than in the work of education. Therefore it is that there ought not merely to be some female members in the Board of Education of this city, but enough members to see that this wrong is righted; and hence we most fervently hope that our future chief magistrates will follow the commendable example of our worthy retiring Mayor, until the sexes shall be impartially represented in our governing educational Board."

THERE is a good deal of talk just now, and very foolish talk, for the most part, about over-education. Whatever may be wrong in our system of education, we may be quite sure that there is not too much education, though we may not give the right kind to the right people, it being so much easier and more convenient at the moment, to make one huge uniform machine to grind away at every one without distinction. But we are not getting too much knowledge; and this fact comes out very clearly from the evidence contained in one of the Blue Books issued by the Royal Commission on the depression of trade. It appears that the Germans, for instance, have driven us out of several markets, because their merchants employ clerks and agents who write and speak the language of the country, while our men of business and their servants do not. In other cases, the Germans and the Americans, not to mention others, set themselves to study the foreign markets, and to discover what their real needs are and how they can be satisfied. Enterprise like this is impossible without education, and here we are distanced again. At point after point we fail to hold our own, and orders consequently go to the foreigner instead of coming to us. Some English firms, no doubt, are better prepared for the struggle, but then they have to contend against the prejudice created by their less intelligent fellow-countrymen. Once we were able to control the world in commerce, but now the conditions of life have changed, and if we wish to keep even our present position, we shall have to learn that we have minds and how to use them. Nothing but that will save us from ruin.—*Sunday Magazine*.