

liable to a civil action, or might be summoned before the magistrates and fined for an assault, or in a flagrant case an indictment might be prepared.

"The liability of the School Board, or of the individual members thereof, would entirely depend upon facts which I have not before me."

### A JOURNALISTIC JANUS.

"A stranger who would form his opinion of our Public and High Schools from Dr. McLellan's report would conclude that the representations we make of the excellence of our school system are as delusive as was our educational exhibit at the Centennial Exhibition."—*Educational Monthly*, Sept., p. 358.

"It may safely be said that there never was a time in our Canadian annals when interest in educational progress was keener and more universal. Unhappily, while this is the case, it would be difficult to point to a time when our educational affairs would less bear looking into. Neither the machinery nor the system commends itself to favour."—*Ibid.*, p. 361.

These superb sentences remind one of the Irishman who declared that he lit with one of his legs on both sides of the fence,—or of Gower's apostrophe to Janus:—

"Rehearse the reason why thou hast such odds,  
Of facing both ways more than all the gods."

Applying the editor's own philosophy we might quote his own explanation: "So jaundiced are his views that" . . . eh . . . "he must surely have been out of health when he wrote." But now, free from "the irritations of mud-scow journalism," to which he served a goodly apprenticeship, let us wish him better health and cleaner work. *Bon voyage*, grand captain of the little mud-scow!

### CO-EDUCATION OF THE SEXES.

The United States Bureau of Education has, we learn from *Science*, published a circular of information, containing the results of an inquiry into the effects of co-educating the sexes in 340 cities and large towns of the Union. Of these, 321 practise co-education throughout the Public School course, 17 co-educate for part of the course, and 2 separate the sexes entirely. A careful analysis of the reasons adduced for co-education enables the editor to formulate them as follows:—Co-education of the sexes is preferred where practised, because it is (1) *natural*, following the usual structure of the family and society; (2) *customary*, or in harmony with the habits and sentiments of every-day life and law; (3) *impartial*, affording to both sexes equal opportunities for culture; (4) *economical*, using school funds to the best advantage; (5) *convenient*, both to superintendent and teachers in assigning, grading, instruction, and discipline; and (6) *beneficial* to the minds, morals, habits, and development of the pupils. The pamphlet concludes by observing that "both the general instruction of girls and the common employment of women as public-school teachers depend, to a very great degree, on the prevalence of co-education, and that a general discontinuance of it would entail either much increased expense for additional buildings and teachers, or a withdrawal of educational privileges from the future women and mothers of the nation."

It is a remarkable anomaly in our provincial system of Normal School training that the sexes are rigidly separated. Male

students practise teaching with classes composed entirely of boys, and female students with classes of girls. Yet the moment they enter a school of their own they must teach mixed classes. Is it not time to consider whether on the present plan we are preparing them "for the duties of after life"? Is not this arrangement based on an old European prejudice, wholly alien to the spirit of modern education, and especially contradictory of Canadian public opinion and practice? The one or two schools in which co-education is not adopted will on examination give very little support to the system of separation.

### SCHOOL LIBRARIES.

A time there was when almost every school section in the older parts of this Province had a fairly good library. In most towns there is now a library in connection with the Mechanics' Institute; but in many places these libraries are rather poor affairs. Not one of them contains many of the books needed by a progressive teacher. Every Public School should have a gradually increasing stock of books, especially of these two kinds: (a) Those suitable for boys and girls; (b) Professional and reference books for the teachers. A very small amount of enterprise and self-help would give every teacher command of some of the more expensive books, which are seldom found on his private shelves. By way of encouragement we mention a case within our own knowledge of a teacher who went to a small town where no library existed. In eighteen months this teacher left over two hundred and fifty dollars worth of rare and well chosen books behind him in the school. Where there is a will the way will soon open up. The public only needs to see a little enthusiasm to join in heartily with a live teacher. Every school should begin to make its own collection of good books. However small the beginning, it should be made, and pupils and parents should be earnestly encouraged to assist in the good work. If a whole township would unite—what would follow?

At Leipsic, Germany, the library of the Comenius Institution loans books to teachers and educational writers. The free use of books is given to residents of Leipsic for four weeks. The library is open on Wednesdays and Saturdays from 2 to 4 p.m., but closed during the vacations of the Leipsic schools. For the protection of the library, applicants who are not personally known to the librarians have to make use of references. Orders sent by postal-card are honored after receiving an official stamp. The expense of transportation is borne by the reader.

### PANICS AGAIN.

We have repeatedly warned teachers and school trustees to be on their guard against panics in large schools. One day last month such a disaster very nearly happened in the Wellesley street school in this city. On the 15th ult. six hundred children rushed headlong down-stairs in the school at Waterbury, Connecticut. Many were badly trampled, some received broken bones and internal injuries. The strictest military discipline should be enforced in marching in or out. A drum or a piano to mark the time is an immense advantage.