

cation. This would be unjust and an interference with the private rights of citizenship. Every parent is, and should be, primarily responsible for the proper education of his children. As a corollary to this proposition, he must have the right to choose his own mode of educating them. If he does not approve the public school he must be at liberty, either alone or in conjunction with others like-minded, to found and support a private school for the use of those who prefer it.

THE Embro *Courier*, a few weeks since, contained a suggestive letter from Dr. G. W. A. Ross, on Section 35 of the Regulations of the Education Department. That section aims at preventing the spread of contagious diseases through the medium of the schools. Dr. Ross lays great stress upon the moral as well as legal obligation resting upon teachers and trustees to enforce this regulation, which provides that no pupil who is affected with or exposed to any contagious disease, shall be permitted to attend school until he produces the certificate of a medical man that all danger from his mingling with the other pupils, or from his exposure to the disease, has passed away. Dr. Ross gives the substance of certain dialogues which had taken place between himself and parents, in which it became his duty to correct such prevalent ideas as that carbolic acid or chloride of lime will keep scarlet fever and measles away, and to impress upon his interlocutors the fact that the average township school house is one of the best places in the world for contracting such diseases.

AN advertisement for a teacher for one of the Wellington school sections, a little while ago, brought, it is said, no fewer than one hundred and twenty-one applications. On this a contemporary observes:—

"This number does not represent the entire army of teachers who are looking for scholars. It only represents those who saw the advertisement or who would be willing to accept the place in that locality. The schoolmasters' ranks are clearly overcrowded—a remark that holds good of other professions. What is to be the end of all this?"

There is no doubt considerable truth and force in this view of the case, but the apparent significance of such facts would be greatly modified if it could be known just how many applicants were already in situations and were simply trying to better their salaries or their localities. Perhaps nine-tenths of the whole. The facts, thus modified, would signify simply that a great many teachers are dissatisfied with their positions and salaries, especially the latter. They have too good reason.

THE faculty of Cornell University have raised the standard of admission so as to require a proficiency of 70 per cent. instead of 60 as heretofore. In Harvard the standard has been raised from 40 to 50 per cent. One of our edu-

cational exchanges thinks these standards very low, and points to the 75, 80, 85 and 90 per cent. required in some other institutions. The discussion seems to us useless, and almost absurd. Every teacher and student knows that very little information can be gained by such a comparison of standards. Everything depends upon the kind of questions set, and the mode of marking adopted. Thirty per cent., under some examiners, denotes a higher grade of attainment than fifty or sixty per cent. under others. We once were associated with a teacher who was scandalized at the idea of pupils being passed on percentages of from 30 upwards, and who talked eloquently of 90 to 100 per cent. to which she had been accustomed in other schools. And yet under the system pursued that teacher's pupils came out with no higher averages than those of others.

THE question is just now being discussed in certain educational circles in Toronto, whether lady teachers should, in any case, be held eligible for appointment to the principalship of large schools. The particular case in point is, we believe, that of a lady teacher who has given excellent satisfaction as the head of a school which has hitherto had one or two assistant teachers, but is now being enlarged so as to require several. To our own mind there is no room for discussion. The question should be regarded as one of capacity and efficiency, not of sex. The fact that a teacher, whether male or female, has proved efficient in the smaller sphere is the best possible argument in favor of promotion. To decide, as it is said the Toronto School Board did by vote on a previous occasion, that a woman, because a woman, may not be appointed to the highest position, is to discourage effort, and do injustice to a moiety of faithful workers in the city schools. The prejudice is too weak and hoary to survive. Women have again and again proved themselves capable of managing the most difficult schools, quite as well as men. The question is, we repeat, wholly one of mental and moral qualifications.

A WORSE than useless discussion has been going on in some of the city papers with reference to the comparative merits of male and female teachers. Statistics have been paraded to show that in certain cases, judged by the test of success at examinations, ladies have proved themselves by far more efficient than their male competitors. *Per contra*, "A Principal" sends to one of the papers a somewhat lengthy array of alleged facts, suggesting the inference that women teachers are as a class lamentably stupid and worthless, and that some male teachers have accomplished wonderful results with their pupils. Can anything be more absurd? Is there any one who does not know that some male teachers are immeasurably superior to most female teachers, and that some female teachers are immeasurably superior to most male teachers? The question is one of brains,

education, energy, tact, and enthusiasm. The fairly endowed teacher, male or female, who faithfully cultivates and develops these qualities is sure of true success. Without a fair share of the native qualities and the acquired culture neither male nor female is fit to be a teacher. There is plenty of room for both in the upper ranks of the profession.

### *Educational Thought.*

THOSE who educate a man have always been and always will be the real masters. How important that these teachers should be largely cultured, widely read, deep moral souls.

DID the Almighty, holding in His right hand *Truth*, and in His left *Search after Truth*, deign to tender me the one I might prefer,—in all humility but without hesitation, I should request *Search after Truth*.—*Lessing*.

LET only the wisest teach; and if he who teaches would not be replaced, let him, even while teaching, ever remain a pupil—nay, let him as a pupil ever surpass himself as teacher, that so each day the old may be replaced by the new in his own person.

NOT scholarship but manhood\* is the object of true education. Not creditable examinations, but a genuine love of work. Not a perfunctory perfection in the performance of duty, but an enthusiastic relish for difficult tasks. A trained zeal, a controlled abandonment in the harness, must come first. All the rest will follow.—*Normal Exponent*.

WE become better *only* by our own acts; we also become worse *only* by our own acts. Punishment does not make us better, *only as it may put us in the way of making ourselves better*. Punish a child and you do him an injury, unless you cause him to exercise his voluntary will in efforts towards becoming better. Children have been pushed down to the lowest depths of crime by punishment; they have also been pushed up to the clear heights of truth, not by punishment, so much as by some sudden impulse that gave them new views of life and duty. If you do punish, look carefully to your own state of mind, and very carefully also to the state of the mind of the one punished.—*N. Y. School Journal*.

IN two hours an animalcule reaches its full development, in two months an insect, in two years a fish, in from three to six years a horse, in twenty-one years the human body; but the human mind? Never. The higher we go in the scale of being, kind Nature allows us the longer time to make the most of what we have. It is never too late, therefore, to begin an education. The time may have come when it is no longer possible to become a *scholar*; but to be educated is a different thing, and a much grander thing. Scholars are often the least educated of men, and some of the most educated of men have never been scholars. Be a scholar if you can, but if it is not now possible, it is still open to most to possess that which is infinitely greater, the educated mind.—*Drummond*.

THE question—Is truth, or is the mental exercise in the pursuit of truth the superior end?—is perhaps the most curious problem in the whole compass of philosophy. At first sight it seems absurd to doubt that truth is more valuable than its pursuit; for is not this to say that the end is less important than the means?—and on this superficial view is the prevalent misapprehension founded. A slight consideration will, however, expose the fallacy. Knowledge is either practical or speculative. In practical knowledge it is evident that truth is not the ultimate end; for in that case, knowledge is, *ex hypothesi*, for the sake of application. In speculative knowledge, on the other hand, there may, indeed, seem greater difficulty; but further reflection will prove that speculative truth is only pursued and is only held of value for the sake of intellectual activity.—*Sir William Hamilton*.