

cases, is given at the high schools. It is not merely unjust to those who make no use of those schools; but it is frequently injurious to those who are induced to make use of them when they might be better employed in manual labour.—*The Week*.

THE GOLDEN RULE AND THRIFT ARE NEEDED.—A Select Committee, appointed by the House of Lords to investigate "Sweating," has just published its final report and says. "The real amelioration of conditions must be due to an increased sense of responsibility in the employer and improved habits in the employed."

SCHOLARSHIPS.—But the initial endowments to enable boys, and girls too, to get themselves into the running, I think are excellent. The benefit that has been produced by them in Scotland has been enormous, and they seem to me to be almost in the nature of an unmixed good. And very small endowments produce wonderfully large results.—*William Ewart Gladstone*.

IT WOULD.—It is stated that in order to encourage a higher standard of education in the schools the council of Lennox and Addington will give \$5 to every teacher for each successful candidate at the primary and high school examinations. Is this a wise step? Will it not promote cramming? Cannot some better plan be devised? Would it not be better to increase by 25 or 50 per cent. the salaries of teachers, and in that way by securing greater efficiency and permanency of occupation raise much higher the standard of education.—*The Canadian Post*.

FREE GROWTH.—Indeed, in considering an ideal curriculum for girls it is important to consider a very serious danger which may supervene. It

is, that individuality, calm thought, and natural development may be wholly crushed, and rendered impossible. In the slow evolution of the female character, as we have it now, has been developed a strong capacity for easily taking impressions from the environment. To teachers such a faculty is pleasant, and simplifies their work, and thus they are apt to ignore the necessity for allowing natural and individual traits to have their chance. In the old days, a girl of ability had an opportunity of thinking and growing by herself, and thus the eminent women of the past came to be what they were. It has been noticed that so far remarkably little real genius has shown itself among girls educated on the new system; in literature, more particularly when the conditions of this age are favourable, the deficiency is distinct. In every girl's life some time should be left for free growth. A year abroad, or in the country, or of quiet life at home after leaving school, to ripen the results of earlier training, is something, but even during school life we should leave room for Wordsworth's ideal education, at all events metaphorically, if not literally:

Then Nature said . . .
This child I to myself will take,
She shall be mine, and I will make
A lady of my own.

—*Sara A. Burstall, B.A., in Education* (London).

POLITICAL CONTROL OF EDUCATION.—It is no matter of astonishment to those who have protested against political management in education to find their fears as to the results being justified so early, but neither is it a subject upon which one can feel any satisfaction at having been proved a true prophet. The results to the schools are likely to prove too serious for that.—*The Manitoba Free Press*.