

see promise of the abolition of Separate Schools.

An abuse and in formation an error they deserve nothing better than abolition and since it is now as much deserved as ever it will be, let them now be abolished.

Milton says "error is but opinion in waking." We hope this may now through Separate Schools be proven. They are an error. Let us hope they signify such a wakening of opinion in Ontario, as will blot them even from the archives of the Province. Let us hope they signify greater and more real liberalism for the future, since

they are harbingers of this great flood of awakening opinion. Let us hope they signify, in their identity assumed at the death, the placing of all the children of Ontario and all the people of Ontario on a fair and equal footing, giving all an equal start in the race of life, and fettering no man and no class with the support of an institution fertile only in promise, fruitful only of discord, and beneficial only to a foreign despotism.

Yours, etc.

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EDITORIAL NOTES

WE take this opportunity of thanking the friends of this magazine for the interest they have shown in its prosperity, and hope that they will continue to exert themselves on its behalf till the CANADA EDUCATIONAL MONTHLY be found in every school in Canada. Specimen copies sent on application.

WE have always thought that the private schools for young ladies in our province did not receive their due recognition for the valuable part done by them in the educational work of the country. Mrs. Sylvanus Reed has an article in *Scribner* for October, setting forth the aims and responsibilities of these schools. We specially commend the article to our readers, the first part of which appears in this number of THE MONTHLY.

CARDINAL NEWMAN'S ESTIMATE OF TEACHING.—He says: "I have ever joined together faith and knowledge, and considered engagements in educational work a special pastoral office. When I was public tutor of my college at Oxford, I maintained, even fiercely,

that my employment was distinctly pastoral. I considered that, by the statutes of the University, a tutor's profession was of a religious nature. I never would allow that, in teaching the classics, I was absolved from carrying on, by means of them, in the minds of my pupils an ethical training. I considered a college tutor to have the care of souls, and before I accepted the office I wrote down a private memorandum that, supposing I could not carry out this view of it, the question would arise whether I could continue to hold it. To this principle I have been faithful throughout my life. It has been my defence to myself, since my ordination to the priesthood, for not having given myself to parochial duties, and for having allowed myself a wide range of secular reading and thought, and of literary work."

The able and accomplished teacher valued teaching for the opportunity it gave him for doing spiritual work. Important as it is to be the guide in leading others to acquire knowledge, still comparatively speaking, it is only to be a hewer of wood and drawer of