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Editor.

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Editorial Notes.

It will be gratifying not only to certificated teachers but to all friends of education in Ontario to learn that the number both of permits and of extensions of Third Class Certificates is rapidly decreasing. Permits have declined as follows: 1883, 578; 1885, 409; 1887, 126; 1889, 71; while the number of temporary certificates has fallen from 310 in 1885 to 87 in 1889. This means better teachers, better salaries, better educational work in every respect.

FROM a return touching the Superannuation Fund, laid before the Legislature the other day by the Provincial Secretary, it appears that there are at present 857 teachers on the superannuated list, that 501 still subscribe to the Fund, that 6,354 have withdrawn the portion of their subscriptions allowed them under the law, and that no less than 4,035 have ceased subscribing without applying for the refund to which they are entitled. This last fact is somewhat surprising, as the teachers of Ontario are not generally supposed to be so liberally paid that they can afford to make the consolidated revenue fund of the Province a present of even a small portion of their earnings.

ACCORDING to the Calcutta correspondent of the *London Times*, there are in all in British India only 131,709 schools, attended by 3,554,257 pupils. These are large figures, but, relatively to the vast population of the Indian Empire, they show that an immense work has yet to be done before the masses of India can be made intelligent citizens. Only about eleven per cent., or one in nine of the total school population, are, it appears, receiving even the rudiments of education. Or, as a city paper puts it, "India has a population about 120 times as great as that of Ontario, but the number of pupils attending its schools is only about seven times as great as in Ontario." No doubt the percentage of the school-goers will rapidly increase.

A REPORT upon "Bi-Lingual Teaching in Great Britain, the United States and Canada," has been presented to the Legislature. The evidence in favor of bi lingual teaching, that is, of teaching the native language of the pupil as well as the language of the country, is very strong. Much of the report deals with the question of teaching Welsh in the Welsh schools, and shows that the tendency is to increase instead of diminishing the attention paid to the teaching of Welsh. We have no

doubt that it would be highly inexpedient and unwise to attempt, as some have proposed, to instruct French children in English without using their own language as the medium of instruction. Experience proves what a little reflection would suggest, that there would be great danger that the children so taught would learn to use English words without any clear idea of their meanings, and thus have the appearance of knowing the language, without the reality.

OUR thanks are due to Dr. Baldwin for a copy of the pamphlet containing his Inaugural Address, as Professor of Logic and Metaphysics in the University of Toronto. The address, which we read with much pleasure, as reported in the papers at the time of its delivery, is an able and admirable one. In these days when so much is being said, and not always wisely said, of the importance of the study of Psychology to members of the teaching profession, a judicious and scholarly treatment of Philosophy in its "Relation to Life and Education," cannot fail to be of service to many. We shall take an early opportunity of gathering up for the benefit of our readers some of the useful teachings and hints this valuable address contains for them. In the meantime, many of them will no doubt wisely prefer to procure a copy and study it for themselves.

ACCORDING to the official returns, nearly thirty per cent. of the children of school age in Quebec do not attend school. To remedy this state of things *Le Canadien* and other journals recommend that the school fees should be done away with and education made gratuitous. It would cost the Province about \$200,000 a year to do this, but *Le Canadien* thinks that sum might easily be saved in some other branch of the public service. Even if it could not be so saved, the outlay would be one of the most economical and profitable in the long run, that could be made. It is a pity that so strong a prejudice exists amongst the clergy of the sister Province against anything looking in the direction of free schools and universal, compulsory education. We hesitate to accept the assertion of the *Toronto Mail* that "Quebec is the darkest spot on the intellectual map of North America," but if three out of ten of the children of school age do not attend the schools, and are not otherwise educated, no other result can be expected. Free schools, better schools and compulsory attendance would soon give a wonderful impulse to the intellectual life of Quebec.