

but its acquisition begins so early and is so thorough that it may be assimilated to the instructive emotions.

Speaking of large schools and of small, Mr. Quick says the moral atmosphere of the first is, as a rule, by far the more wholesome, and quotes two or three writers in support of his opinion. One of these says, "Fifty boys will be more easily leavened by the wickedness of five than five hundred by fifty" (*Educational Reformers*, pp. 72, 288). However the last opinion may be, there is moral power in mere numbers. Other things being equal, pupils are more chastened, and have a better knowledge of their relations to the world, in large schools with many teachers than in small schools with few teachers. Personal power counts for a great deal in education, but it does not count for everything.

Now public schools, by the very law and condition of their life, are admirably adapted to inculcate the virtues of silence, attention, obedience and respect for authority. This adaptation is particularly prominent in the schools of large towns and of cities. Influences that often make no end of trouble in the district schools of the country, and sometimes in academical and collegiate schools, are here almost unfelt. A large system of schools and large schools, are proof against these influences by their very size and strength. They are too large and too well grounded to be shaken by small disturbances. Sometimes a district school is disturbed, and even

disorganized by one or two pupils and their families; sometimes an institution of higher learning is much shaken by a small number of pupils or patrons; but a well-ordered system of public schools is superior to such forces. The teacher, and even the superintendent, may be annoyed; but the pupil and patron soon learns that he can make small impression upon authority and discipline. An ice-cake "bobs" up and down, but an ice-field moves on quietly and almost resistlessly. You jump on a saw-log in a Wisconsin creek, and cause it to roll and perhaps careen; you jump on a Mississippi raft, and do not produce a tremor. I am not, indeed, saying that these schools are, or ought to be, superior to public discussion and criticism; but only this—that they are, in the main, superior to the individual wiles and wilfulness of individual pupils and patrons. Thus, the very size and strength of a school, and still more of a system of schools, become moral powers.

If it be said that there is another side to this question, that the very strength of public schools sometimes prevents accommodations of discipline to individual cases, and that the very immunity of teachers and superintendents sometimes makes them unsympathetic and arbitrary, I hasten to grant that this is *sometimes* true; but notwithstanding, our public schools, particularly in the present condition of American society, are indispensable instruments of moral discipline. —*Journal of Education, Boston.*

WE see by the *St. Thomas Times* that there is a difficulty among the secondary schools of the county over the division of the County Grant. The Principal of the Collegiate In-

stitute, *St. Thomas*, states that the Institute has been unfairly treated by the County Council, in not giving its proper share of the grant to the school in the city of *St. Thomas*.