

## EDUCATIONAL.

In England, pauperism and crime cost five times as much as education; but in Sweden, education costs five times as much as pauperism and crime. Let us emulate Sweden and not England.—*Am. Journal of Education.*

Woman's sphere in educational work enlarges rapidly. Pennsylvania has several serving as directors; about twenty act as county superintendents in Iowa and Illinois. A larger number of women are fitting themselves for teachers than men. More than two-thirds of the students of our State Normal School are females. But the interests of education are safe in the hands of woman.

The new constitution precludes the possibility of the legislature using the school fund of the State, or any part of it, for other purposes. Art. 8, sec. 9, says, alluding to school funds, "and such funds, with the interest and income thereof, are hereby solemnly pledged for the purposes, for which they are granted and set apart, and shall not be transferred to other funds for other uses." The wisdom of this prohibition in the constitution will be at once seen, and, under the protection of the constitution the school funds will remain inviolate. The short sighted action of the legislature of '75, in appropriating part of the school fund for other purposes, can not be emulated by the present, even if it so desired.

"Professors, who talk of their microscopes, and discourse upon the rhinoceros, should cultivate an acquaintance with the dictionary."—*Educational Weekly.*

A bill is now before the legislature, to abolish the office of County Superintendent. It is obvious to all that defects exist in the present system, but it is a question whether anything better can be substituted. Ex Supt. McKenzie says: "For the year ending April first, 1876, the office of County Superintendent cost the State \$20,838, or little more than \$347 per coun-

ty." He further says on the question—"In some counties it may be expensive, but that should not cause the destruction of the very right arm of our school system if the abuse can be corrected."

School directors are becoming alive to the importance of securing the services of experienced teachers. Many have seen the folly of hiring teachers who possess but little or no qualification for educating the young, simply because they could be engaged for low wages. Those on whom devolves the responsibility of hiring, require a higher grade of scholarship than they usually did. It is true, scholarship is no evidence that a school will be successfully taught, but a deficient scholarship precludes the possibility of satisfactory teaching.

We observe and deprecate the stand taken by some of the school districts in this State, in regard to wages of teachers. In some districts it is the aim and practice of the directors to hire teachers who will work for the least salary, regardless of experience and qualifications. The lamentable consequence is the employment, in too many instances, of men and women incapacitated, by lack of mental acquirements, to train the young. We believe however, that this shortsightedness is on the decrease, and the experience, which those who have control of the education of our youth, have had with the "poor pay system" is fast prompting them to broader views and sounder policy.

Some educators advocate, with considerable display of wisdom, the permanent employ of teachers in our common schools. The continual change of teachers certainly works more or less injury to a school. When a teacher is suitable in every respect, his position should be a lasting one. If permanency of occupation were insured to those teaching, and good salaries, many persons eminently fitted for the school room, both by inclination and talent, would be induced to devote their time to teaching.