

been made in New York city which illustrates this. In 1875 a Compulsory Education Law was enacted. Notwithstanding the strenuous efforts of mission churches and societies, specially organized to deal with vicious children, the number of juvenile delinquents arrested had steadily increased from year to year. In the period from 1870 to 1875 6,105 such arrests were made, being 1,221 per year. When the compulsory law came into effect twelve truant officers were employed, and there was an immediate increase in the average attendance of the public schools, and a decrease in the number of arrests. The average number during the past five years has been 868—last year only 717. This, taking the increase of the population of the city into account, is reckoned to show a decrease in juvenile crime of 36 per cent. It is stated that "a single agent has last year, by direct arrest of Italian truants, and by his moral influence in inducing others of them to go to school, without arrest, added 1,100 to the attendance in that class of children alone." It is not pretended that there has been a *rigorous* enforcement of the Compulsory Education Law. If so enforced, as with the above happy experience of its effects it probably will be, juvenile crime would be reduced to a minimum.

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MR. A. K. ISBISTER, M.A., LL.B.

THE *Globe and Mail*, in editorial paragraphs, have recently chronicled the death, in London, England, on the 28th of May last, of Mr. Alex. Kennedy Isbister, a native and old-time resident of Red River settlement, and a gentleman who had for many years taken a lively interest in the colonization of the North-West. But neither of our contemporaries makes any reference to the

fact that the deceased gentleman was an able and industrious writer of text-books in Classics and Mathematics, and that he had spent a lifetime in educational work. Mr. Isbister held the position of Dean of the College of Preceptors, Bloomsbury, London, and for twenty years was the editor of the *Educational Times*, the organ of the college, and the most scholarly of the educational journals of Britain. The deceased was born, we believe, near Selkirk, Manitoba, in 1823, and received his education in Scotland, graduating at Edinburgh University and taking an LL.B. at the University of London. For some time he filled the Headmastership of the Stationers' Company's Grammar School, London, a position which, though it imposed upon Mr. Isbister arduous and responsible duties, left him leisure to write a long list of important text-books which have been largely introduced into English schools. For many years his familiarity with the affairs of our North-West enabled him to be of much service to the English Colonial Office, in connection with the negotiations which resulted in the emancipation of the Red River territory and the great North-West from the rule of the Hudson Bay Company and their transfer to the Dominion. Mr. Isbister's death is a serious loss to education in England, and it deprives the College of Preceptors of an able and active officer, and this country of a true and hearty friend. The College of Manitoba, we believe, has also reason to mourn Mr. Isbister's death, for he was a good friend and benefactor of that thriving institution, and took a hearty interest in the educational progress of the North-West.

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[The above, though in type for several months, has been hitherto crowded out of our columns.—ED. C. E. M.]

THE HEROIC TREATMENT.—Until more teachers know what teaching is and what books are for, it would be better to omit rules and definitions from these books and thereby throw teachers on their own resources. At any rate we would then have better teachers, because we *must* have them; definitions would be evolved intelligently and

when needed, and rules would be taught and learned as laws, not as directions. Let the old delusion that knowledge is power, a counterfeit that has passed current so long that it is now looked upon as genuine, die a quick death. Mind that knowledge *may* be power, and only when it is of the proper kind and obtained in the proper way.—*Ex.*