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THE PLEASURABLE IN SCHOOL-WORK.

BY THE EDITOR.

"I am aware I may here be reminded of the necessity of rendering instruction agreeable to youth, and of Tasso's infusion of honey into the medicine of the child; but an age in which children are taught the driest of doctrines by the insinuating method of instructive games has little reason to dread the consequences of study being rendered too serious or severe. The history of England is now reduced to a game of cards, the problems of mathematics to puzzles and riddles, and the doctrines of arithmetic may, we are assured, be sufficiently acquired by spending a few hours a week at a new and complicated edition of the Royal Game of the Goose. There wants but one step further, and the Creed and the Ten Commandments may be taught in the same manner, without the necessity of the grave face, deliberate tone of recital and devout attention, hitherto exacted from the well-governed childhood of this realm. It may in the meantime be subject of serious consideration whether those who are accustomed only to acquire instruction through the medium of amusement may not be brought to reject that which approaches under the aspect of study; whether those who learn history by the cards may not be led to prefer the means to the end; and whether, were we to teach religion in the way of sport, our pupils may not thereby be induced to make sport of religion."

There are few English readers who do not recognise in Sir Walter Scott, from whose writings the above extract is taken, one of their best schoolmasters. He it was who first taught many of us to take an interest in what we read, when we had once discovered that reading books was more than a mere pastime. As was said of him once, when a few of the literary politicians and teachers of a neighbouring province were making of his *Marmion* the fulcrum for their game of see-saw and faction outcry, the morality of the glorious Scotsman is as pure as the burn that