

ject introduced into our school curriculum," is often the cry of the newspapers when something even better in the same line has been in use for years. The enthusiasm with which the introduction into Montreal of the Swedish method of physical culture has been heralded induces Miss Peebles, one of Montreal's best educators, to offer a few remarks in defence of the system of gymnastics which has been followed with such signal success for many years past. "Far be it from me, says Miss Peebles, "to decry the Swedish system or to deprecate its introduction into our midst, but, valuable as it may be, I desire to draw attention to the fact that we in Montreal have had the privilege for many years of receiving instruction under a system which it would be difficult to surpass. I refer to the series of exercises compiled and inculcated by the late Miss Barnjum, and at present carried on by her successor, Miss Hamilton, and by others of Miss Barnjum's former pupils in various schools in Montreal. The method with which we are familiar combines, it seems to me, all the features claimed by the Swedish system--rest, relaxation, progressive exercises, tending to the harmonious development of the whole body, adapted for all ages, the inculcation of hygienic principles as to dress, cleanliness etc., and, what is of great benefit, the reason and aim of each exercise is taught simultaneously with the exercise itself. New methods and fresh ideas are necessary and should be welcomed by all interested in any department of education, but let us with common sense and good judgment recognize the beneficial elements in the new, at the same time admitting that our own long-tried, efficient and familiar system is still worthy of our loyal support.

"I feel convinced that when one compares the two methods in gymnastics, namely, the one which has been taught in Montreal and that which is in vogue in Sweden, the candid admission will be made that both are excellent, and that as far as physical education is concerned the method which has been followed in the past in Montreal will suffer in no way by comparison with that of any other country."

It is a significant sign of the times noticed, as we have done month by month, the very large measure of support given by public speakers of weight to our contention that technical education is the narrowing coping-stone built on the sound foundation of a general secondary education. In too many cases the harm is already done, and well-meant efforts are made by well-meaning people to turn out scientific experts at the age of sixteen. The Lord President of the Council combatted this view at Sheffield. Sir Andrew Noble was no less emphatic in his address delivered to students at the Central Technical College. To him at least business men and "hard-headed" men of science will listen, if they will not give ear to the professional expert. Sir Andrew spoke of the necessity of a sound general education before special work was attacked. In words that almost sound like an echo of our own he went on to say that "in nine cases out of ten any knowledge acquired by a boy before he was sixteen could have but a slight intrinsic value. Up to that age it was not what he learnt that they had to look at, but how he learnt; it was habits of discipline, of mental application, of power in attacking a subject, that were valuable." In other words, up to the age of sixteen a boy learns how to learn.