

able career is before the London High School, and that with extended accommodation and improved facilities for teaching, a corresponding advance will be made in the quantity and quality of the work done, and that the advantages to the community may be fully commensurate with the expectations of the promoters, with the additional expenditure which has already been incurred, and with whatever may be the increase in sustaining it in efficiency in the future. Mr. Cronyn's name must stand imperishably connected with the securing of this beautiful building—a valuable addition to the public institutions of the city—and we have no doubt that the sense of right and justice which ultimately shapes the people's verdict will ascribe to Mr. Cronyn, and those who acted with him, that honor and credit to which they are entitled for their disinterested efforts on behalf of the city and the cause of education.

Equally considerate and active has he been in promoting the cause of Public School education among the people. He has taken a leading part in everything that can add to the comfort and promote the progress of the scholars, and at the same time advance the interests and happiness of the teachers. By the removal of the High School to its new quarters, the class-room accommodation has been greatly extended, and a superior classification obtained. The interest he took in the encouragement of education may be seen in the fact that during the time he held the office of Chairman of the Board of Education, he presented annually prize books in every class, to be competed for by the scholars; in this respect showing himself "a worthy son of a worthy sire."

We cannot, we believe, better finish this brief sketch of Mr. Cronyn's public career than by appending a few sentences calculated to show how much the subject of our notice resembles his father in the deep interest he takes in matters affecting education. The Right Reverend Benjamin Cronyn, D.D., late Bishop of Huron, was born in Kilkenny in 1802, educated in Trinity College, Dublin, obtained his degree in 1822, and during his course took a distinguished position in classics and mathematics. He was prizeman in divinity in 1824, obtained his D.D. in 1855, became Rector in St. Paul's, London, in 1832, and was consecrated First Bishop of Huron, in 1857. From his settlement in this section of country he took a deep and abiding interest in all matters in connection with education. He and his old and steady friends, the Rev. Messrs. Brough and Flood, were, with his Honor Judge Elliott, the principal members of the Board of Examiners for the County of Middlesex for many years. He was also the Chairman of the Board of Grammar School Trustees for nearly a quarter of a century, and even after he had assumed the onerous duties of Bishop of this extensive Diocese he consented, on the elevation of the late Mr. Justice Wilson to the Bench, to act as Local Superintendent—an office which he held until the change of the law in 1871—a change which was introduced only a short time before his death. During the whole period in which he held this office, he generously gave the salary attached to the place to be employed by the Board in the purchase of prize books for the encouragement of the pupils, and the promotion of education in the city. It will thus be seen that in character the father and son much resemble each other, especially in their devotion to the public good their activity in promoting every useful improvement, their unselfishness in the service they had rendered the community, and in the deep interest both, in their time, have taken in the work of general education. Of the one we can only say now—"Peace to his ashes;" and of the other, express the hope that his country may yet hear of his labours and influence in a wider sphere of action.

## Gleanings.

### PRIMARY WORK IN SCHOOLS.

BY J. J. BALDWIN.

Pestalozzi is credited with the discovery of childhood. Every successful primary teacher makes the same discovery. As a result, our primary schools are becoming models of interest, and their means and methods are adapted to child nature. As flowers unfold amid sunshine and showers, so beautifully do children develop under genial influences.

*I. School work should give pleasure.*—As motion is in the line of the least resistance, so education is in the line of the greatest pleasure. Not painful, but pleasurable, are the processes of development. The discovery of this pervading principle is working

an educational revolution such as the world has never before known.

The old education was painful and repulsive. Studies were considered beneficial in the proportion that they were distasteful. The new education inspires voluntary and glad effort. Adaptation and interest are cardinal. The old education consisted largely of unmeaning task work, which tended to discourage and repress. The new education leads the pupil to discover and apply, and thus fills him with boundless enthusiasm.

*II. Play is an educational process.*—It is the wild spontaneity of child activity. Properly directed, the child plays up to work. To thus direct play is the mission of the kindergarten. This can be done largely in every family and every primary school. The play songs cultivate a love of music. The construction blocks lay a foundation for inventive drawing. The exercise plays develop strength and grace. The mother and the teacher who understand childhood will need no hints. There is a boundless field from which to choose.

*III. Hand Culture.*—The child is incapable of abstract study. He deals with the concrete. (Ideas are developed through action. Results are worked out.)

1. *Reading.*—The object is examined. The name is spoken and placed on the board. The pupils find the word on the cards, print it on the board, write it on their slates. Words are combined and read. Lessons are written or printed on board and slates. Words are spelled and sentences written. Pictures are drawn. Objects are collected and brought to class. Constant activity and endless change characterize preparation and recitation. Hand work leads up to mind work. The pupils read well because they understand what they read.

2. *Drawing and Penmanship.*—The fact that every child loves to make pictures indicates a great educational law. Drawing educates the hand, develops taste, aids in the acquisition of knowledge, and is of great practical value. It keeps pupils interested and busy.

3. *Arithmetic.*—With small sticks, the numeral frame, weights, measures, etc., each pupil performs the operation. The board and slate are used without limit. The children are delighted because they can do as well as understand the work.

4. *Geography.*—With a board and some clay and sand, the continents, the divisions of land and water, etc., are constructed. Maps are drawn on slates and board. The globe and outline maps are made to do good service. The divisions of land and water are all made on the playground. A solid geographical foundation is laid in actual experience.

5. *Other branches* equally engage the hand. Indeed, hand exercise is the secret of success in primary school work. The little ones are overflowing with activity. Let this activity be so directed as to keep them interested and busy. At the same time let it be so directed as to lead to knowledge and culture.

*IV. Voice Culture.*—Speech and song are divine. All children delight in vocal effort. The teacher so manages as to make the vocal exercises educational. The child becomes an excellent reader, a charming conversationalist, a sweet singer. The teacher takes lessons from the children while at play, and trains them to be equally natural and eloquent in the school-room. Every lesson is full of meaning and full of action. Kindergarten has taught us invaluable lessons, true to nature.

*V. Body Culture.*—Play, spontaneous activity, prepares for work—determined activity. Play is the best exercise for children, yet calisthenics are indispensable. (1.) These exercises educate the body, give the children better command of the body. (2.) They are hygienic. By fostering a good circulation of the blood they make the brain a better instrument for mental effort. (3.) They promote order by working off the restless activity of childhood. (4.) They tend to fit for citizenship. Pupils learn to act in concert, and thus prepare for the rhythm of society. They learn exact and prompt obedience to rightful authority, and are thus prepared for citizenship.

These exercises need to be frequent and varied, calling into activity every muscle. They must be adapted to the strength of the pupils, and must be so managed as to delight the children.

*VI. Action and Culture.*—The following great educational principles pervade all primary work:

1. All education is self-education.
2. Personal and persistent effort is the condition of growth.
3. Child culture consists largely in well-directed physical activities.
4. The chief office of the teacher is to stimulate and direct child effort.