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In a paper recently read before the Teachers' Guild, Brighton, England, by Evelyn Chapman, the following excellent paragraph is found. It will bear a second reading:

"Surely work which draws out and exercises energy, perseverance, order, accuracy, and the habit of attention, cannot be said to fail in influencing the mental faculties; and that it should do so by cultivating the *practical* side of the intelligence, leading the pupils to rely on themselves, to exercise foresight, to be constantly putting two and two together, is specially needed in these days of excessive examinations, when so many of us are suffering from the adoption of ready-made opinions, and the swallowing whole, in greater or smaller boluses, the results of other men's labours."

As all roads in the Roman empire terminated in Rome, so now all education questions point towards the examination. To the average member of our State legislature the examination is omnipotent. "Has she passed the examination?" is the end of all questioning. Teachers have been exceedingly patient under the burden they have been obliged to carry. Uncomplainingly they have prepared and submitted, not only to one examination, but to many annually repeated.

The very worst feature about a teacher's examination is that it is like Mexican money, which is not current outside of Mexican borders. One district officer often will not honour his neighbour's license, and no State in the Union is legally bound to respect the State certi-

cate of another State. All this is done under the plea of thoroughness; but it is more than thoroughness. It is injustice and tyranny. An ignoramus can examine but it takes a wise head to answer all the questions he can exhume. If every examiner was obliged by law to answer all the questions he asks before a competent committee of his peers, with ten other questions added, equally hard, we should have fewer puzzles, and more sense in some counties. — *New York School Journal*.

THE following is the conclusion of the argument of the Toronto branch of the Endowment Association which has petitioned for the establishment of a school of practical science at Kingston in connection with Queen's:

"Kingston, however, admittedly possesses a combination of claims that could not occur in the case of more than one or two other cities in the Province, and in these only after the lapse of a good many years. A university is not the growth of a night. Money alone will not make a university. The fact of universities having been chartered and established in various towns and cities in Canada, and having come to nothing after years of struggle, shows this. Only when a university has rooted itself in a congenial soil, and sent out a large number of graduates who are proud of it, is its future assured; and, even if a university should succeed in striking its roots deep and sending them out in every direction, it may not be in a centre where a school of practical science is specially called for. But, whenever these conditions unite, we have shown that the Legislature should establish such a school, unless indeed the position be taken that the development of all institutions of higher learning should be left to private beneficence. There is much to be said for such a position; only, if taken, it is out of the question that the Legislature should enter into the competition. It should supplement, not supplant. It may wisely encourage and stimulate private liberality, and fix the conditions of its encouragement. To at-

tempt to rival, supersede or crush private liberality would be as unjust as unwise; and to take the position that nothing shall be done for the locality that has done most for itself is impossible."

"I SHOULD like to see standard English authors" says Matthew Arnold in the *Pall Mall Gazette*, "joined to the standard authors of Greek and Latin literature who have to be taken up for a pass, or for honours, at the universities. I should be sorry to see a separate school, with degrees and honours, for the modern language as such, although it is desirable that the professors and teachers of those languages should give certificates of fitness to teach them. I would add no literature except that of our own country to the classical literature taken up for the degree, whether with or without honours in Arts. These seem to me to be elementary propositions, when one is laying down what is desirable in respect to the university degree in Arts. The omission of the mother tongue and its literature in school and university instruction is peculiar, so far as I know, to England. You do a good work in urging us to repair that omission. But I will not conceal from you that I have no confidence in those who at the universities regulate studies, degrees, and honours. To regulate these matters great experience of the world, steadiness, simplicity, breadth of view are desirable; I do not see how those who actually regulate them can well have these qualifications; I am sure that in what they have done in the last forty years they have not shown them. Restlessness, a disposition to try experiments and to multiply studies and schools, are what they have shown, and what they will probably continue to show; and this, though personally many of them may be very able and distinguished men. I fear, therefore, that while you are seeking an object altogether good—the completing of the old and great degree in arts—you may obtain something which will not only not be that but will be a positive hindrance to it."