

experts, though it is by no means an unimportant one. What boys and girls, especially city boys and girls need is a training that will develop the growth and symmetry of body, and strength of muscle, as well as grace of movement.

APROPOS to a very important point in Mr. Haultain's letter to the *Week*, we should like to know what was the fate of the candidates who were guilty of such murderous abuse of the Queen's English. Surely they could not be permitted to pass. Yet the discrepancy between the percentage of the "plucked," and that of those who, unless we misapprehend Mr. Haultain's statements, were unable to write or spell with any approach to tolerable correctness, shows that the majority of the offenders must have, by some means, got through. We supposed one of the chief duties of the examiners was to stop all such candidates on the threshold, and send them back for better preparation. Surely all will agree that no one who cannot write respectable English, no matter what his or her qualifications in other respects, should be eligible either for a non-professional teacher's certificate, or for matriculation. Have not examiners the remedy in their own hands?

WE agree with some of our contemporaries that the school hours are too long, and could be shortened with advantage to the intellectual vigor, as well as the bodily health of the children, especially those of tender age. Might not some help be found in this direction for the overcrowding of the class-rooms which is becoming so serious a problem in many sections? Would not both teacher and scholars do more and better work, and do it with greater ease and satisfaction, could the school-day for the children be shortened one-third, or even one-half, and the work be so arranged that the pupils would attend in relays, instead of *en masse*, as at present. The half-time system does not seem to have worked well where it has been introduced in England, but the relentless demands of "the code" may have been chiefly in fault. We are pretty sure that in some such system will yet be found the remedy for many acknowledged evils that are now perplexing school managers.

MR. S. H. PRESTON writes us as follows:—

"In your last issue an article appeared on the formation of the Ontario Teachers' Normal Music Association, which conveys a very misleading impression of the meeting and the teachers who attended. As director of the Summer School I can assure you that nearly all in attendance had taught vocal music in schools previous to the meeting, that the majority were teachers of many years' experience, that a larger number had studied and taught the Tonic-sol-fa system, and that all present at that meeting endorsed the Holt system. Total number 120. Kindly correct, in justice to the teachers and oblige."

We cheerfully give place and prominence to the above, and leave it to speak for itself. The report in our last issue was compiled from

those of the Toronto dailies during the convention. We confess that on examination, the passage referred to seems to have indications of mental bias. The JOURNAL has no prejudice in favor of, or against either system, and, we are sorry to add, no musical knowledge or skill, to render its opinions on the question, if it had them, of any value.

THE following paragraph we clipped, we think, from "Notes on Language," in *The Beacon*:

Under the head of "Facts" the *Journal of Education* of September 1st, page 119, publishes this paragraph: "I had rather probably came from *I would rather* through the abbreviation *I'd rather*. 'I would rather be' is good English, but, of course, 'I had rather be' is not,—just as 'I would be' is good English, while 'I had be' is not." This reasoning is not necessarily valid, because the *would* in "I would be" is clearly an auxiliary verb only, while the *had* in "I had rather be" is yet to be proved such. The guess that "I had rather" may have come from "I would rather" is neither new nor happy; nor is the prejudice of teachers against the classical phrase "I had rather." The phrase *I had rather* was discussed in the *Beacon* of February 19th and June 18th, when it was shown to have been used by the great masters of English ever since the time of Chaucer. It was shown also to have been discussed by Matzner, who wrote the best grammar of English, and by the New English Dictionary (page 833, 2nd col.), according to which the phrase "I had better" used to be "me were better."

Dr U. J. Rolfe suggests that the idiom *I had rather* may have grown out of the use of *have* in the sense of "be obliged."

THE Rev. Dr. Middlemiss, of Elora, in a moderate and courteous article in the *Presbyterian Review*, controverts the positions taken in our issue of Sept. 1st, on the subject of compulsory religious teaching in schools. We should be disposed to question very seriously the assumption that the great majority, perhaps ninety five per cent. of our people are "at one, to an extent that some will regard as surprising, in their views of Scripture, their common Christianity, including little less than the whole teaching of the Presbyterian catechism." We fear this is an extremely rose-colored picture. And yet Dr. Middlemiss frankly admits that his whole contention rests upon this assumption, insomuch that aside from it he has not a word to say in favor of the view he is advocating. Waiving that point, the arguments adduced by Dr. Middlemiss are met, we think, in our article in the JOURNAL of Sept. 15. In fact, it seems to us that a sufficient answer is furnished in the following sentence from Dr. Middlemiss' own article. "The *State* is simply the people—in our case, the Christian people—acting in their civil capacity, and bound to act as Christians in that capacity as in every other." It is precisely because we regard the *State* as the people acting in their *civil* capacity, that we think *religious* teaching is outside of and above its sphere. To act as a Christian is not necessarily to engage in religious instruction, irrespective of time and place.

Educational Thought.

AN algebra cannot teach! Something behind it does that work. What is that something? The teacher, the *living teacher*! Nothing can be substituted for her. And what does this person do? Teach algebra? No. She teaches herself and nothing but herself. The mere memorizing of a fact from the text-book does not educate, but the way that fact is studied and appropriated educates. A Greek grammar, full of all manner of dry details and technicalities, may be so *taught* as to incite in the learners the highest love for truth, manliness, and virtue. A Greek grammar may become the very handmaid of religion. There is no manliness, virtue, or religion in a grammar, but there may be in the teacher who teaches it. That which carries force with it is *behind* the book; it is in the loving, earnest, truth-loving teacher herself.—*School Journal*.

WHAT do you learn from "Paradise Lost?" Nothing at all. What do you learn from a cookery book? Something new, something that you did not know before, in every paragraph. But would you therefore put the wretched cookery book on a higher level of estimation than the divine poem? What you owe to Milton is not any *knowledge*, of which a million separate items are but a million of advancing steps on the same earthly level; what you owe is *power*, that is, exercise and expansion to your own latent capacity of sympathy with the infinite, where every pulse and each separate influx is a step upward—a step ascending as upon a Jacob's ladder from earth to mysterious altitudes above the earth. All the steps of knowledge, from first to last, carry you further on the same plane, but could never raise you one foot above your ancient level of earth; whereas the very *first* step in power is a flight, is an ascending into another element where earth is forgotten.—*De Quincey*.

THE reading-teacher must not neglect grammatical drill, which is one of the most important of all educational instrumentalities, and the basis of the study of language. It has been overdone in the past, and has often fallen into the hands of pedagogical Philistines. No less than twenty-eight parts of speech, twelve tenses, and twelve modes, etc., have been distinguished in school-books. When the deeper meaning of the Bible was thought to lurk mysteriously in the sentence-structure, a good grammarian was proverbially a good theologian, and even now there are pedagogues who assume that there is something wrong in an author if his idioms, which from their very nature are anti-grammatical, cannot be brought under the ready-made formula and "parsed." But nothing yet known makes its place good in teaching to talk and write correctly, and with its neglect in our schools an increasing number of candidates for admission to college are deficient in practical knowledge of their own tongue. What is needed is, of course, not prosody but syntax, and enough parsing and analysis to develop a "sentence sense."—*G. Stanley Hall*, in "How to Teach Reading."

THERE is a great stir in the region of physical science at this moment, and it is, in my judgment, likely to take a chief and foremost place in the field of intellectual activity. After the severity with which science was for so many ages treated by literature, I cannot wonder that science now retaliates, now mightily exalts herself, and thrusts literature down in the lower place. I only have to say on the relative claims of science and literature what the great Dr. Arnold said: "If one might wish for impossibilities, I might then wish that my children might be well versed in physical science, but in due subordination to the fulness and freshness of their knowledge on moral subjects. This however I believe cannot be; wherefore rather than have it the principal thing in my son's mind, I would gladly have him think that the sun went round the earth, and that the stars were so many spangles set in the bright blue firmament." I am glad to think that one may know something of these matters, and yet not believe that the sun goes round the earth. But of the two, I, for one, am not prepared to accept the rather enormous pretensions that are nowadays sometimes made for physical science as the be-all and end-all of education.—*John Morley*.