

A Leader Gone.

In the death of Theodore Harding Rand, Canada has lost one of its foremost educational leaders—a gifted man, of earnest purpose, strong convictions, sterling Christian character, generous impulses, and possessed of a warm, loving heart. A man of affairs in the educational and literary world, he yet found time for the companionship of those who knew him well and who valued the rare intellectual and social gifts with which he was endowed. His strength of purpose when he had once adopted a line of action frequently provoked opposition in his early and middle life. His strong mind and rugged determination could not endure vacillation or temporizing. But, while he retained those rugged qualities in mature age, they were mellowed by a clearer vision of life, by his common-sense and sagacious instincts, and especially by the ardent affection of those who, attracted by his strong personality, became devotedly attached to him as each year brought added riches of mind and heart to him they delighted to call friend.

It is unnecessary here to speak of Dr. Rand's educational and literary work. The pages of the *REVIEW* have furnished that record. He frequently contributed to its columns; and his warm friendship and steady encouragement were always an inspiration to us, especially during the earlier years of the *REVIEW*'s existence.

We tender our heartfelt sympathy to Mrs. Rand—the wife who watched with such jealous care the slender thread which for so many years wavered between life and death. Her's is a grief that may find consolation in duty faithfully done and nobly sustained.

"School Reform."

An article in the *Atlantic Monthly* for May on "School Reform," from the pen of Hugo Münsterberg, Professor of Psychology in Harvard, has attracted much attention in educational circles. The writer opens with a reference to the earnest but tiresome discussions in teachers' meetings on elective studies, and on the value to the teacher of child study, psychology and the theory of education. To give point and force to his subsequent arguments, he gives a most interesting account of his own education. He entered the gymnasium at the age of nine, after having been prepared in a private school. At fifteen he and his classmates would have passed with credit the entrance examination into Harvard. Three years later he was ready for the university. When leaving the gymnasium at the age of eighteen he was in scholarship the equal of the honor graduates of twenty-one of our best colleges.

But this was only a part of his work during these years of preparation. He spent three hours a day in the fresh air, walking and playing, swimming and skating. He practised one hour a day on the violoncello, wrote novels, attended clubs, played classical dramas with his companions, read original papers on art and literature, attended a debating society and private theatricals, made excursions into the country, took dancing lessons and was devoted to social duties. In addition to all this he pursued various hobbies,—botany for three years, electrical experiments for three years, Islamism and Arabic for some time, and then ethnology, all to be eventually abandoned for psychology. He intends by this recital to show that the course of study, by which the German student is as well prepared at eighteen to enter the university as the American student is at twenty-one to enter upon post-graduate work, cannot be over-crowded. He also points out that he was not allowed to omit or slight any part of his course for the sake of outside studies, in which for the time being he took especial delight. In his course there were no elective studies, such as some educationists favor.

He asserts that the German student is, in his studies, at least three years ahead of the American student. He tells us in what consists the superiority of the German school, which enables it, without over-burdening the student, to produce such results. 1. It makes no concession to individual likings or preferences. Specialization is deferred as long as possible. 2. The teachers know their subjects thoroughly and enthusiastically. Their enthusiasm is not damped by any questionings about educational values or theories. 3. Parents reinforce in their children a respect for the school, and fill the home atmosphere with belief in the duties of school life. The home and the school work in alliance.

Professor Münsterberg, although himself a psychologist, is unable to see that psychology has contributed anything to help the teacher. He says: "I have always found psychology silent as a sphinx when I came to her with the question of what we ought to do in the walks of practical life; . . . when I came to her about the good and the bad, seeking advice and help, she never vouchsafed me a word."

He considers that the characteristic tendency of the present day towards elective studies is most dangerous. The desire to adjust school work too soon to the final purposes of the individual in practical life defeats its own purpose; for it produces only a dwarfed specialist unfit for the large background of work which is common to all members of the social community. Besides, "who is able to say what a boy of twelve will need for his special life-work?" Where the elective system prevails,