

intelligent men in nearly all parts of the Province, and of all shades of political and religious opinions, that our schools have attained to a degree of efficiency and usefulness for which they have never yet received credit. It is within the memory of men still young, that throughout wide tracts of country, few persons could be found, except perhaps the Missionary or the Schoolmasters, that were able to compose a decent letter, or draw out the most ordinary document in writing. Now let one go into almost any district where a school has been in operation for a very few years, and it will be found that the occupation of the Missionary and the Schoolmaster, as amanuenses, is all but gone. I make these statements as they have been made to me, not with a view indeed to disparage the past, but rather in the earnest hope that as we have thus improved upon the past, we may likewise be able to improve no less upon the present. Instead of contenting ourselves with having got above and beyond the standard, necessarily a low one, of a past age, or with a flattering comparison, not hard to find, with neighbours no better than ourselves, let us rather set up an ideal standard of perfection, and never cease from our efforts till our achievements shall at least equal our capabilities."

Short School Time, with Military or Naval Drill : in connection especially with the Subject of an Efficient Militia System.

(Concluded).

Mistaken views of Education.—I cannot, however, refrain from alluding, in passing, to the very narrow and mistaken view which many persons take of education. Physical education they wholly ignore, and of intellectual education they take a very one-sided view. With them intellectual education means nothing more than imparting to the child a certain amount of knowledge, and they gauge the value of education by the quantity of information acquired in a given time. Whereas the aim and object of education should be, as the word itself might teach us, to secure the healthy growth and development of the whole man—of all his powers and faculties, physical, moral, and intellectual. The value even of the intellectual training which a boy receives at school or college is not to be tested solely or chiefly by the amount of knowledge he has acquired, the number of dates or facts he may have learned, but rather by the mental discipline he has undergone, the mental power and force he has acquired, the intellectual tastes and habits he has formed; not by the information he has stored up, but by his thirst for information, his power of grasping facts, his faculty of judging rightly; not, in fact, by what he has done, but what he has the power and the will to do; not by what he is *in esse*, but what he is *in posse*. The mistake to which I have referred, as to the objects of education, has led to the "cramping" or forcing system which is the bane of modern education. We insist that everybody shall know everything. As one of our most delightful modern Essayists writes:—"We may in sober seriousness apply to the present age the remark which Sedgewick Smith, in the fulness of his wisdom and his fun, applied to the master of the Pantologies at Cambridge—'Science is our forte; omniscience is our foible.' The advocates for this universal knowledge forget that the mind, as Montaigne says, must be *foraged* rather than *furnished*—*fed* rather than *filled*. They forget that of the mental pabulum which we are forced to take at school, none is of any real use to us, but that portion (and it is generally a very homoeopathic portion of the whole) which we can digest and assimilate and make to all intents and purposes our own. All the rest is useless, or rather it is worse than useless, because it tends to impair the tone and vigour of the mental faculties; just as an excess of bodily food weakens the digestive organs and impairs the physical health generally.

Second remedy for the Evil.—The second remedy for the evils of the present school system is to be found in a proper course of physical training for the pupil, including in that training (for boys) regular instruction in military or naval drill, or both.

It is almost needless to say that no system of physical education should supersede that voluntary physical training, those manly outdoor games which are the delight and glory of the school-boy: cricket, football, prisoner's base, and all such field-games, are, in many respects, the very best possible physical training that a boy can have. But there are many schools where such games cannot possibly be resorted to, and what shall we do with these? Establish a system of gymnastics for them. I am quite willing to admit that

when it is impossible to procure other exercises, gymnastics may be used advantageously for boys and girls, but I think there is a tendency now-a-days to overrate the value of artificial gymnastic exercises, and to mistake muscular strength for health; and on this point I may quote the words of a recent able writer on physiology:

"Gymnastics certainly encourage the development, and increase the power of certain muscles, and those who exercise their muscles in this way will be so far stronger than others. But it does not follow that such persons are healthier than those who take ordinary exercise. It is a remark as old as the time of Hippocrates, that men who practise gymnastics are in a dangerous state of health. They may increase the power of their muscular system, but, if they do so, it is at the expense of the rest of the body, and it was remarked of old, that the athletes and others, who practised gymnastic exercises, were subject to violent disorders, and seldom long-lived.

"It is difficult to prevent boys from taking too much exercise. During the period of growth great fatigue injures the general health. But even when gymnastic exercises are so managed as to avoid this inconvenience, and when they succeed in imparting to the boy an extraordinary degree of muscular development, I am perfectly convinced that the natural adjustment of the functions is thus prevented, for however well fitted the frame of youth may be for feats of agility, nature has not adapted it for strength, the attainment of which she defers until the period of growth is passed; and, consequently, her plans are deranged, when muscular strength is artificially and prematurely obtained."

But admitting, as I am ready to do, that gymnastics under proper regulations, may be made useful for the bodily training of youth, for teaching boys the proper use of their hands and limbs generally, a matter of no slight importance; yet it would be found costly and difficult to introduce systematized gymnastics into the schools of the poorer classes; but, further, and this is a more important consideration, their usefulness would terminate in the physical benefits derived from them. Their intellectual and moral effects would be nil.

To occupy a portion of the time taken from book-instruction, Mr. Chadwick therefore advocates the introduction of regular military or naval drill, as affording, under every aspect, the best kind of physical training for the scholars.

Evidence in favour of the plan suggested.—The paper which was submitted by Mr. Chadwick to the commissioners contains the evidence of a number of intelligent witnesses, principally school-teachers and military men, most of whom speak as to the results produced in schools, where the half-time system, accompanied by military and naval drill, had actually been tried. That evidence Mr. Chadwick triumphantly appeals to as establishing conclusively the great value of military drill, whether regarded with reference to, 1st, The present welfare of the individual pupil, or, 2nd, The interests of the nation.

As to the first head he holds that the evidence shews that the new system is attended with the following sanitary, moral, and economical benefits to the individual pupil. We quote Mr. Chadwick's words.—

"1. *Sanitary*—That the drill is good (and for defective constitutions requisite) for correction of congenial bodily defects and taints, with which the young of a very large proportion of our population, especially the young of the poorer town populations, are affected; and that for these purposes the climbing of masts, and other operations of the naval drill, and swimming, are valuable additions to the gymnastic exercises of the military drill, and when properly taught are greatly liked by boys.

"2. *Moral*—That the systematized drill gives an early initiation to all that is implied in the term discipline, viz., duty, order, obedience to command, self-restraint, punctuality, and patience.

"3. *Economical*—That it is proved, when properly conducted by supplying the joints, rendering the action prompt as well as easy, by giving promptitude in concurrent and punctual action with others, to add, at a trifling expense, to the efficiency and productive value of the pupils as laborers or as foremen in after life."

Mental gain.—As to mental gain, Mr. Chadwick clearly brings out this point. "A boy," he says, "who has acquired the same amount of knowledge in one half the time of another boy, must have obtained a proportionately superior habit of mental activity." And this is found practically to be the case: the employers of labor giving the preference to "short-timers" as against "long-timers" wherever they can make the choice.

Interest of the nation in the matter.—On the second chief topic, as regards the interest of the nation: Mr. Chadwick argues that the general introduction of the drill is called for, and will be of the same use as was of old the parochial training (1) to the use of the bow, he

1. It is perhaps not generally known that up to the end of the fifteenth century, and even later, archery formed part of the ordinary education of