

### "KEEPING IN."

The moral and physical evil of "keeping in" has been brought before the London School Board, the most important in England, together with the cause which leads, or rather forces, teachers to resort to it against their better judgment, the excessive and indiscriminate use of the "payment by results" system. It needs little reflection to see the evil of "keeping in"—the strain on the nervous system both of teacher and scholar, the conversion of the school into a hateful prison, the promotion of truantism, the ill-feeling sure to result between parents and teacher. But "keeping in" is the natural result when every scholar who fails to pass the examination represents a loss of nine shillings to the school grant, a loss sure to affect the teacher's pocket, and worse, his reputation. A horrible illustration of this is given in the following, which we extract from the *Schoolmaster*:

"I declare positively that when one of my backward boys died of bronchitis a few weeks back, I felt a measure of relief, for his death would make one 'failure' the less."

### THE SCHOOL BY LAW INVIOLEABLE.

An esteemed correspondent sends us the following:

"In spite of all the salutary advice given to ratepayers about disturbing a public school while under its authority, the practice still grows common. In the Township of Draper a teacher often resorted to the mild punishment of detaining scholars after hours. His school was interrupted by a man holding the titles J.P., Trustee, etc.; but these titles could not save him. He was summoned before the Stipendiary Magistrate in Bracebridge, accused of coming into the school at 4.30 p.m., and taking away one of the delinquent pupils, and was made to pay a fine of \$3 and costs."

We do not approve of "keeping in;" but as this matter is left at the teacher's discretion, the school trustee in question was clearly in the wrong. The school hours are the property of the nation. For any man, whatever his social position, to appropriate a part of them by interfering with the teacher in his work, is a gross invasion of the people's rights, which is punishable by law. It would be well if a trustee convicted before any court of a violation of law in school matters, should then and there vacate his office.

### CANADIAN ART.

We cannot but regret the degrading effect likely to be produced by the class of cheap illustrated papers known as "comic," with a dismal misapplication of that much-abused phrase. It is not only the degraded literary type of the Jack Harkaway and Dime Burglar class of juvenile literature, of which we wrote in our November issue, but it is the ugly, fatuous, leering grimness of the illustrations. Surely it were wise to furnish our school-rooms with a few cheap statuettes and outline drawings representing the higher ideal of art. In the above we distinctly exempt the *Illustrated Canadian* and *Grip*. The former ought to be taken in by every public school; and if the same thing were done with our comic contemporary, the scholars would have the advantage of a most amusing comment on current events, and wit which is always pure and never irreligious or malicious, and a type of art of which the country has reason to be proud.

—The article on Education, by Oscar Browning, in the current edition of the *Encyclopædia Britannica* is well worth reading. Compared with preceding articles on the same subject, particularly with the elder Mill's celebrated essay which held its ground through several of the earlier editions, it serves to show the progress which has been made towards realizing the theories and even the dreams of educational reformers; while in some respects the author's own views are in advance, if not of modern thought, yet certainly of modern fact. The conclusion which he reaches is, "that in spite of the great advances which have been made of late years, the science of education is still far in advance of the art. Schoolmasters are still spending their best energies in teaching subjects which have been universally condemned by educational reformers for the past two hundred years. The education of every public school is a farrago of rules, principles and customs derived from every age of teaching, from the most modern to the most remote. It is plain that the science and art of teaching will never be established on a firm basis until it is organized on the model of the sister art of medicine. We must pursue the patient methods of induction by which other sciences have reached the stature of maturity; we must reach some means of registering and tabulating results; we must write a phraseology and nomenclature which will enable results to be accurately recorded; we must place education in its proper place among the sciences of observation. A philosopher who should succeed in doing this would be venerated by future ages as the creator of the art of teaching." This, though obviously an extreme putting of the case, nevertheless furnishes food for thought. The article is valuable for its epitome of the literature of education. The author affirms that Henry Barnard's *Journal of Education* (25 vols.) is by far the most valuable work in our language on the history of education.

—The *Contemporary* has a good article written from the British tradesman's point of view, which complains that no complete knowledge of a trade is attainable, in consequence of the decay of the old apprentice system, and the specializing of every department of each trade in consequence of the division of labor caused by extended use of machinery. The British tradesmen are superseded by "foreigners," especially Americans. He looks for a remedy in the introduction of drawing and industrial training in the Public Schools. Just the policy urged in the Education Department by the last CANADA SCHOOL JOURNAL. A curious, and not very creditable fact connected with the *Contemporary's* article, is that it seems to have been in great part borrowed or taken, "'convey' the wise it call," by the writer of an article, "Education is a Hindrance to Manual Occupation," in the *Popular Science Monthly*. That respectable journal need not, surely, illustrate the popular view of evolution, by adopting the predatory habits of some of the lower animals!

—The *Montreal Spectator* of Nov. 6 endorses Mr. Goldwin Smith's criticism in the current *Bystander*, on the Undue Multiplication of Universities in Ontario, which has now six degree