

tomary in all schools." Would said Headmaster and his staff be surprised to learn that there are very many of the best and most efficient schools in Canada and the United States—we know not how it may be in England—in which corporal punishment is unknown, and the use of the cane would be considered as beneath the dignity of any master, and derogatory to the best interests of the school? We learn, for instance, on good authority that Mr. Colles, the newly appointed Inspector for East Kent, in all the five and one half years during which he was Headmaster of the Chatham Model School, never once resorted to corporal punishment and yet that the order and discipline in his classes were excellent.

The *New England Journal of Education* devotes a column to the discussion of the question "Does education make people lazy?" One of the results reached is the broad principle that "Education,—that is, intelligence, the cultivation of the mind,—lifts any class of workmen to higher grades of labor and to better wages." This is undoubtedly true, and the point is well taken. The charge of laziness is generally brought by those who find that they cannot employ the brain and muscle of intelligent labourers at four or five dollars per week and keep them in the same position year after year as they would like to do. The schools are surely to be praised not blamed, if they lift men to higher grades of work and better remuneration. But there is, nevertheless, another side to the shield, at which our contemporary does not look. The tendency of young men and women to quit the farm house and the workshop of the country and flock to the counter and the office in the city has much of evil in it. It is the source of much poverty, suffering and sin. Teachers cannot too assiduously uphold the dignity of manual labour—not the brainless, unending drudgery of by-gone days, but the intelligent, brain-directed work of the farm and the mechanics' shops of to-day. Labour saving machinery and scientific appliances are robbing manual labour of its chief terrors. It may be well to educate our children as a means of lifting them to higher grades of employment. But it is infinitely better to teach them that a cultivated mind is the birthright of every man and woman, a birthright which will fit them to ennoble any toil however humble and put them into possession of sources of the highest enjoyment, independence and usefulness, of which no-kind of toil and no reverses of fortune can ever despoil them. Free education is an end in itself, not a mere means to an end. Yet, even from the most "practical" point of view there is much pith in the reply made by Dr. McCosh to a gentleman who, at the close of a public address on Education, asked if it was not true that a large number of persons were unable to obtain employment because their education and sensibilities were above the wants of the society in which they live? The Dr. naively replied that he did not know of any case where education had *hurt anybody*.

HOLIDAY NUMBERS OF THE SCHOOL JOURNAL.

Rest and recreation are now the order of the day in the educational world. Teachers and other subscribers will be glad of a change all along the line. "The School Journal" enters heartily into the holiday spirit, and wishes the members of the profession the fullest enjoyment

of the vacation. Feeling assured that they will be wisely indisposed to keep up their professional studies closely during the vacation, we propose for the months of July and August to issue the "Journal" on alternate weeks, and to give to these vacation numbers as much as possible of a holiday character. Our next number will appear on July 16th. We shall be glad to receive communications of a sprightly, holiday style.

SCHOOL PRIZES.

A glance at the columns of the newspapers of the last week or two shows how universal the customs of keeping records of standing and awarding prizes for proficiency have become in our educational institutions from the public school upward. We are not of the number who object to reward-giving on principle. On the contrary, we believe that judiciously managed and kept within proper limits the method is in accord with the soundest principles of both philosophy and morality. Neither child nor adult will work without motive. Love of approbation and desire to excel are in their own sphere, legitimate motives. The susceptibilities to which they appeal are deeply implanted in the child-nature. Who shall say that they are not so implanted for good and wise purposes?

In regard to character, few will class such motives among the highest. But they surely take a moral rank far above the abject physical dread which was too often the main reliance of the average teacher but a generation or two back, as it is, we fear, of too many a wielder of the birch even yet. Contrast the array of "bodily tremblers," whom many of us have seen in the old-time school-rooms, poring stupidly over their dog-eared books, in an almost chronic mood of either nervous terror or dogged resentment, with the sparkling sea of animated, happy faces, which often greets the eye in a modern school-room. The contrast carries with it its own argument. Looking on this picture and on that who can doubt that the change marks a great moral as well as intellectual advance?

But what are the proper limits within which such motives should be appealed to? We should answer, Those limits are undoubtedly reached whenever higher and more potent motives become available. Such motives are a sense of duty, of responsibility for the use and cultivation of God-given faculties; and the love of knowledge both for its own sake, and as a power for good. We confess we do not care to see grown men and women carrying off books and gold and silver trinkets from the colleges and universities. They ought to have got beyond the stage of such secondary rewards. If they have made the best use of their time and talents they have but done what was right. They have simply consulted their own best interests. There seems something incongruous, not to say puerile, in a metal badge as the recognition or the reward of a well cultivated mind. Something may perhaps be said in favour of bur-saries and scholarships as a means to an end, though even these are open to serious if not fatal objections.

But there is one special danger attending the giving of standings and prizes in the schools to which we wish to direct the earnest attention of teachers and others interested. It is more or less customary to make up the daily records partly from the