

By an oversight we omitted to note in our last that the fourth annual meeting of the Modern Language Association of Ontario was to be held in the buildings of the Education Department, on the 26th and 27th ult. The Association will be in session as we go to press. We wish it a successful meeting.

THE first end of all education is to fit its possessor for the more faithful and effective discharge of every duty of life of whatever kind. The second is to raise him to a higher plane in his aims, pleasures and enjoyments. The man or the woman whose executive powers, fully developed and trained, are employed in some good and productive life-work, and whose motives, feelings, tastes, and habits, are all lofty and refined, is the peer of any other man or woman in the universe. In the presence of such a patent of true nobility, all the artificial distinctions of society are petty and ignoble. Let the teacher not forget to impress this great truth on the minds and hearts he is moulding.

Not only teachers of history, but all who are in any way interested in the study of history, among our readers, will do well to read the racy article on Biographical History in this number by Mr. B. F. Bolton, Ottawa. We dare say all will not agree with some of the views so forcibly presented, but it can hardly be denied that there is, to say the least, a good deal in them. Mr. Bolton wields a free lance, and may rather ruthlessly spear some of our historical idols. But the main point he makes in regard to the study of history is worthy of attention. Biography is not necessarily history. That which is best worth attention in every age is the very thing which is too often relegated to the background or altogether omitted—those industrial movements and conditions, those phases of the life and thought of the common people, and those subtle relations of effect to cause, which escape our notice while our gaze is fixed upon two or three prominent figures in the foreground.

THE jubilee of Queen's University, a week or two since, was a very interesting event. It will no doubt infuse new energy into an institution which has of late years shown abundant evidence of vigor. Queen's is one of several colleges in Canada which have had an infancy of struggle and a youth of feebleness, but are now developing into the strength of a self-reliant manhood. The storms which shook the saplings but caused them to strike their roots more deeply, and so had much to do with giving firmness and stability to the growing trees. Queen's is especially fortunate in having at its head a man of exceptional versatility and energy. Principal Grant's personal force has done much to secure the rapid growth which has marked its later years. We are of the number of those who think it all the better for higher education in Canada, that its students are not all to be cast in the same mould. We therefore heartily congratulate

Queen's and its Principal on the grand success already attained, and hope that that success may be continued and enlarged, as it bids fair to be, in all the future.

Two of Her Majesty's judges sitting as a Divisional Court, have decided that according to the law of England it is not criminal, that is, it is lawful for a master to punish a pupil by caning him on the hand. The question came up on appeal from the decision of a magistrate who had pronounced caning on the hand improper, as being "necessarily attended with risk of serious injury to the hand." Thirty years ago caning on the hand was so much the common form of punishment in English schools that, as the *Educational Times* says, "any one who in good faith questioned the propriety of this mode of correcting the faults of youth, would be set down as an amiable *dilettante*, whose mind had taken on an unhealthy habit of *a priori* quibbling." Great progress has been made in England within these thirty years. "The cane has ceased to be an indispensable emblem of authority" in the schools. "Corporal punishment," says the influential journal above quoted, "has not only been dispensed with in many of our schools, but where it has been retained, it is for cases in which all other resources have proved ineffective."

THE *Educational Times* (Eng.) does not view with entire satisfaction the "development of foot-ball into quite a national amusement," and its growing substitution at Oxford and Cambridge, during the colder part of the year, for the older and finer exercise of rowing. Foot-ball is, it thinks, "far better for boys than for men—for school than for college. At the best it is rough, and the roughness of men is worse than the roughness of boys." Our contemporary fails, it seems to us, to take into view the very important point that physical development is a necessity for all, and that foot ball is much more available for the many than rowing. Every thoughtful reader must agree with the *Times* in lamenting the growth of professionalism in foot-ball.

"The professional in cricket," says the *Times*, "from the nature of the game, and the kind of practice required for it, may be fairly said to be a necessity. But we have never been able to see his value in rowing; and we regret exceedingly that still another pastime should be turned into a money-getting pursuit. The money element in games seems to us to spoil all their spontaneity and generous spirit, and to turn a free and manly desire to excel into a calculating trade. The spirit of which we complain has already invaded our schools—where, heaven help us! there is pot-hunting and scholarship-hunting enough already."

This professionalism in amusements is also one of the most powerful stimulants of the evil spirit of gambling, which is working so banefully on both sides of the Atlantic. We hope Canadian teachers of all grades will set their faces like a flint against whatever tends in that direction.

Educational Thought.

HEAVEN is not reached by a single bound :
But we build the ladder by which we rise,
From the lowly earth to the vaulted skies,
And we mount to its summit round by round.

I count these things to be grandly true,
That a noble deed is a step towards God ;
Lifting the soul from the common sod
To a purer and a broader view.

We rise by the things that are under our feet,
By what we have mastered in greed and gain,
By the pride deposed and the passion slain,
And the vanquished ill we hourly meet.

We hope, we resolve, we aspire, we trust,
When the morning calls to life and light ;
But our hearts grow weary, and ere the night
Our lives are trailing in the sordid dust.

Wings for the angels, but feet for the men ;
We must borrow the wings to find the way ;
We may hope and resolve, and aspire and pray,
But our feet must rise, or we fall again.

Only in dreams is the ladder thrown
From the weary earth to the sapphire wall ;
But the dreams depart, and the visions fall ;
And the sleeper awakes on his pillow of stone.

"CHILDREN possess an unestimated sensibility to whatever is deep or high, in imagination or feeling." Over this the teacher can ponder long and profitably. There is a profound meaning in those few words. A child's life is not composed of school lessons. It is not a piece of white paper either; nor is it a block of marble that may be chiseled into a form to suit this or that one.—*N. Y. School Journal.*

IN some homes, and in some school-rooms, there is too much open warfare against evil. Much mention, much tirade, much punishment, simply emphasizes its existence. What is often in the thought becomes in the course of time an act. It is a law of our being. The impressive mind of a child, compelled to receive constant images of one sin or another as it is inveighed against by mother or teacher, becomes so clouded with images of sin that he fails to perceive good for himself, but simple does the evil presented to him. It is not a matter of marvel, but a logical sequence, that the more he is talked with about his fault, and the more he is punished, the worse he becomes. He can scarcely help it.—*Miss A. H. Young, in Ohio Educational Monthly.*

THE spirit of the primary school should be a spirit of love. What sunshine is to the garden, love is to the school-room. Lichens will grow on rock and stunted oaks are found in high latitudes; some hardy flowers may bloom even in the snow. But luxuriance of vegetation, rich fruits, and golden harvests are the products of warmer climates. That which is noblest, sweetest, best in child-life is evoked by sympathy, gentleness, patience. The primary school needs a summer climate. It is only as we enter into closest relationship with the child-heart that we reach and move that delicate yet mighty engine, the child's will. Whom the child loves, he obeys. Fear degrades, paralyzes, dwarfs; love ennobles, quickens, makes grand. The child that loves truth, beauty, goodness, strives for them, and by the striving becomes good and beautiful and true. Let love reign.—*Morgan.*

THE power to think for one's self has too little standing in the schools; and we do not insist enough upon the appreciation of the worth of the school work. Too often we try to wheedle our children into knowledge. We disguise the name of work, mask thought, and invent schemes for making education easy and pleasant. We give fanciful names to branches of study, make play with object lessons, and illustrate all things. To make education amusing, an easy road without toil, is to train up a race of men and women who will shun what is displeasing to them. But there is no substitute for hard work in school if we are to have a properly trained people; we must teach the value of work and overcome the indifference of children to ignorance.—*The Century.*