

"Keeping-In."

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

Dear Sir,—I would be glad to say a few words with reference to a paragraph which appeared in your November number if you will allow it. This paragraph recommended keeping children in before the opening of school, rather than after school, for the purpose of correcting failures in written work.

If it becomes the custom of the school to make up for such failures before the schools open in the morning, the pupils will soon discover a method of prevention. They will not be scrupulous to arrive fifteen minutes before the opening hour. They will be more careful to arrive at barely the hour, or, safer, a few minutes late. This method would tend to develop in pupils the habit of being unpunctual, a tendency in pupils which is very difficult for the teacher to overcome. If the pupil has not attempted the work, let him be retained after school. If the exercise is not done, through no fault on the pupil's part, but rather from ignorance how to do it, or if done, but not correctly, the correction ought to be made during school hours. Then the pupils would not be afraid to arrive early at school.

JANET W. SUTHERLAND.

Balmoral Mills, N. B., November, 1908.

[Very often time will not permit of corrections being made during school hours, and if pupils have an opportunity to look over the work at home, they will be able to make the corrections there or at the schoolroom before the next day's work begins. In the paragraph referred to by our correspondent, "keeping children in" was not used, the idea being to do away with this as much as possible by suggesting that failures are best overcome when teacher and pupils are less worried and fatigued than at the close of a day in school. If there is a good understanding between teacher and pupils, and the rule is inflexible that all failures in written work shall be made up, subject, of course, to the pupil's knowing how to do it, there should be no attempted evasion of a plain duty.—EDITOR.]

The time is coming, we are told, when household work will be done by business firms organized for the purpose. Trained persons in the employ of these firms will do all branches of house work as required, as trained nurses now care for the sick.

Culture the Product of Efficient Teaching.

TO THE EDITOR OF THE EDUCATIONAL REVIEW:

Dear Sir,—It is of first importance in a discussion to have our terms clearly defined. Are all your correspondents agreed upon a definition of "culture?" It may be useful to call to mind what has been said by some great men as to what culture is, what use it is to the world, and how it may best be attained.

The most famous definition of the word is that given by Matthew Arnold nearly forty years ago, and it should be remembered, in connection with this discussion, that Arnold was not only a great poet and critic, but also an authority on education. The son of the great teacher, Dr. Arnold, of Rugby, he served for more than thirty years as an inspector of schools, and three times was sent abroad to study and report on the schools of France, Germany and Italy. He says:

Culture is a pursuit of our total perfection by means of getting to know, on all the matters which most concern us, *the best which has been thought and said in the world*; and through this knowledge, turning a stream of fresh and free thoughts upon our stock notions and habits.

It (culture) seeks to do away with classes; to make the best that has been thought and known in the world current everywhere. * * * This is the *social idea*; and the men of culture are the true apostles of equality. The great men of culture are those who have had a passion for diffusing, for making prevail, for carrying from one end of society to the other, the best knowledge, the best ideas of their time.

Matthew Arnold, apparently, believed neither that "culture is a product only of efficient teaching, whatever the subject-matter may be," nor that "the few who are educated are to live on a plane of exclusive and isolated culture."

Still more definitely speaks the late N. S. Shaler, professor of geology in Harvard University, dean of the Lawrence Scientific School, a man not to be suspected of looking unfavourably on scientific studies, or their practical application:

The key to education is in developing the altruistic powers. We must train the mind to go out of itself, and stay out of the self as far as possible. This habit of projecting the mind beyond the inner realm can only be attained by taking the strongly inherited forms of sympathy, those that are most easily awakened, and through their exercise developing the general capacity for outgoing. The sympathy with the fellow being and the power to adore the Infinite thus become the first objects of our education. With these sympathies aroused, we may