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THE New York *School Journal* well says:—"Those who oppose the introduction of acts of worship in our public schools are frequently accused of being enemies of religion. This charge is unjust. A Christian man may not wish to open his business house with devotional worship; neither may a school teacher think best to commence the daily sessions of his school with prayer and reading of the Scriptures. It may be said that there is a great difference between a business house and a school house. It is true that there is, but it is also true that a business man does far more for the cause of religion by his life than by his acts of worship, and a teacher far more influences her pupils by what she is and says than by her formal acts of religious devotions."

LORD CARNARVON distributed, a short time ago, the annual prizes at the Christ church, Battersea, middle class schools. He addressed the students and referred to the educational facilities of the present day as compared with the times when those who were now parents were themselves being educated. He wished that to this education could be added a training in some handicraft, such as was received by every member of the German Royal Family. Such training was not only useful in itself, but it taught the student to appreciate the various indus-

tries, and fitted him to play his part in a world of industries. His lordship urged the lads to cultivate music, and especially commented upon the value of foreign languages to a people like the English; he urged them to maintain and to perfect this knowledge. He pressed upon them the advantages which the living in towns offered for those who could acquire knowledge—advantages which the country people altogether lacked—for dealing with the subject of their choice of a means whereby they could become earners. He said he must say something on this subject which might not be very palatable to many—there were too many of the clerk class at the present day, and many of those who had fallen into the ranks of life as clerks would have done far better for themselves and for the country if they had enlisted in mechanical trades. He assured his hearers that in the greater England across the seas the qualities which were most successful were those of strong limbs, clever hands, and intelligent brains, and the training for these in the proper manner would make the young Englishman worthy of the land of his birth. He did not undervalue reading and writing, and, while he regretted that John Milton's complaint as to the lack of pronunciation was still largely applicable to public speakers and preachers, who failed to render themselves clearly to their hearers, he urged that no one could take too much pains with writing which they expected others to read.

DR. S. PASSMORE MAY contributed recently to the London *Schoolmaster*, an interesting article on "Free Education in the Province of Ontario." We quote his concluding remarks:—

"It is true that it [our public school system] causes a kind of levelling process, as the children of the poor man sit side by side and compete with the children of the rich man. It might be considered in some countries as partially breaking up the distinctions of class, but we find that it teaches self-respect, and all classes learn to know and respect each other.

"The result of our education is that we have individual security, public peace, and that freedom of action consistent with rational liberty in a country which is rapidly increasing in wealth and prosperity.

"Although far removed from the splendour of royalty and the influence of a Court, we train our children to be law-abiding. We are loyal subjects of our Queen, and we love and venerate our mother country; not from antiquated prejudice, nor reluctantly tolerated from a sense of duty; but, on the contrary, it is cherished in our affections, and supported by the free will of a people whose love of order has been strengthened as their knowledge has increased, who value that Government which so ably affords security to life and property, and whose laws ensure the actual enjoyment of all that deserves to be dignified with the name of freedom.

"In conclusion, I may state that the free public school system of Ontario is generally acknowledged to be equal to any in the world. It has been imitated by other countries, including some of the neighbouring States, and, at least one colony in Australia. And in addition to this grand scheme for primary education, there are provisions for secondary and higher education, which are essentially free; and the poor man's son, provided he has talent and energy, receives free education from the public school to the university.

"With a population less than 2,000,000, we have upwards of 5,000 public schools, nearly 200 classical schools, colleges and universities, and 150 mechanics' institutes and art schools, where adults can obtain a practical knowledge of subjects connected with their various trades and employments.

"As stated in the public press, the goods exhibited in the Canadian section of the Exhibition show great advancement in the various manufactures; the workmanship is excellent, the designs are good, and there is an ingenuity in construction, which can only be attributed to the practical education of the people."