

and replaced, perhaps after a considerable interval, by successors of the same kind, as is too often the case in Canada and the United States, Scotland has had for generations, teachers of the type of "Domsie," whose character has been so lovingly sketched by Ian Maclaren. (2) Far from having any of the dread of "overlapping," which seems to exist in our education department, boys in the great majority of parish schools, can be prepared for the universities, without the necessity of going away from home to a High School. Scotland is thus more democratic in spirit than Ontario. For it costs about as much for a boy to leave home and attend a High School, as it costs him, when grown up, to attend the University, and this cost dooms great numbers of clever boys to the limits of the "three R's." Our poor boys have thus less chance of getting a university education than Scottish boys of the same class. Not

only so, but the Scottish boys can also take all the time that is needed to get up Latin, Greek, and mathematics, instead of "cramming," for matriculation, by one or two years' attendance at a distant High School. (3) The old idea, that religious instruction was an essential part of education, still holds the field in Scotland. I am glad to know that the Kingston School Board is impressed with the same true idea, and that it is now taking full advantage of the liberty which the law allows in this regard. That is the best way of finding out whether or what amendment to the present law is required. The amendment which seems to me most required is to strike out the clause forbidding "note or comment." If the teacher cannot be trusted to ask or answer a question or give an explanation why should he be trusted to read a lesson from the Bible, or trusted with teaching from any book?

EDUCATIONAL REFORM.

DR. WM. T. HARRIS.

CAREFUL students of the history of education have noticed the fact that its reforms swing from extreme to extreme. At one time it will become the fashion to lay great stress on the training of the will. Schools will accordingly become places where children are submitted to semi-mechanical processes of discipline to the neglect of individual insight and ability to think. Gradually the pendulum will swing to the other extreme, and discipline will be neglected for the intellectual self-activity of the pupils.

At first view it is astonishing to see this incompatibility between will

training and intellectual development. Any one would suppose that the better the school as regards obedience to rule, the formation of correct habits and the subordination of selfish inclinations to the good of the institution, the better would be the intellectual progress. "Intellectual development must be based on moral character." It does not seem possible that there can be such a mistake as over-education in the direction of morality and good behavior.

And yet it has always happened that schools managed by pronounced disciplinarians become more or less mechanical in their methods of in-