

the healthy child normally delights as much in the exercise of the mental as in that of the physical powers. The thought-compelling exercise, provided it is neither so easy as to be uninteresting, nor so difficult as to be discouraging, is just what will delight him. By the way, will not other teachers follow "Jasaw's" good example, and describe, for the benefit of fellow-teachers, some of their successful methods?

"Just as duellists, sometimes, make simultaneously the fatal opposing thrusts, and the blood of the two men flows and mingles on the clashing blades, and two men die, each by the other's hand, so two youths, though only in wanton sport, or friendly social debauchery, help to spill each other's blood and sap the very purity and strength out of each other's life. In plain English, we can put our hands upon a dozen fellow-students, to-day, who have helped each other down."

The above, from the *Acadia Athenæum*, not only contains a terrible indictment against the individuals referred to, but enunciates a sad truth which every student would do well to ponder. The man or woman, the boy or girl, who does injury to the character of another, making him or her a worse man or woman, even though it be without malice aforethought, commits a terrible crime, and incurs a fearful responsibility.

We are glad to chronicle the appointment of two ladies to seats on the Board of the new West Toronto High School, that is to be. The innovation will, we believe, prove to be wise and salutary. Educated women have done and are doing excellent service on school boards in England and the United States. To say nothing of many other weighty considerations, the fact that a large proportion of both teachers and pupils in the public and high schools are of the female sex, is of itself a sufficient reason why that sex should be represented on the managing boards. Their keener perceptions, and, in many respects, nicer sense of justice and propriety, as well as their better opportunities for acquiring knowledge of school methods in their relation to home work, and to the conduct and character of the children, are so many additional reasons why women should form a part of every school board.

TEN boys, ranging in age from eight to twelve years, were recently before the Toronto Police Court on each of two successive days, charged with such offences as burglary, larceny, trespass, etc. This deplorable fact led Col. Denison, the Police Magistrate, to say forcefully:—

"The reason for all this trouble with these boys is that no playgrounds are provided for them. They have no way of amusing themselves; they cannot play at all; they cannot do anything, therefore they turn their attention to stealing and other crimes."

This is but a variation of the old lesson about Satan and idle hands. The failure to provide suitable playgrounds for children in the cities is as unwise as it is cruel. It would be vastly cheaper, to say nothing of higher considerations,

to provide playgrounds, than to support police, magistrates, prisons, penitentiaries, and houses of correction for the criminals manufactured through the want of them.

PROF. TYNDALL, in the course of a lecture delivered a few years ago at the Birbeck Institution, on "My Schools and Schoolmasters," referring to his own experience as a teacher in Queenwood College, Hampshire, said:—

"At Queenwood I learned, by practical experience, that two factors went to the formation of a teacher. In regard to knowledge he must, of course, be master of his work. But knowledge is not all. There may be knowledge without power—the ability to inform without the ability to stimulate. Both go together in the true teacher. A power of character must underlie and enforce the work of the intellect. There are men who can so rouse and energize their pupils—so call forth their strength and the pleasure of its exercise—as to make the hardest work agreeable. Without this power it is questionable whether the teacher can ever really enjoy his vocation; with it I do not know a higher, nobler, more blessed calling than that of the man who, scorning the 'cramming' so prevalent in our day, converts the knowledge he imparts into a lever to lift, exercise, and strengthen the growing mind committed to his care."

Those are golden words. Every teacher may profitably ponder them, and ask himself to what extent he possesses that "power of character," and what he is doing daily to cultivate it.

THE *New York Nation* has a paragraph wondering at and deprecating the difficulty which the Sophomore Class at Columbia College have had in giving up the custom of burying, or "triumphing over," Legendre. "Hostility to a text-book or to a subject of study, finding expression in public demonstrations of joy at getting rid of it, is so distinctly a childish or school-boy feeling that one would naturally expect that a young man on entering a university would be rather ashamed of it, as of a love of marbles, or pegtops, or hoops. But it has survived at Columbia to this day, in spite of the growth of the college in numbers and the rise of the standard of age." This year first a steambot excursion, with a "burial" at sea, and then a torchlight procession through the streets, were projected. In reference to the latter the *Nation* says:—

"We wonder whether the youths who are to take part in it, who are presumably from eighteen to nineteen years old, and have in most cases the advantage of coming from homes of more or less cultivation, have ever considered what must be the effect on the rest on the community, and especially on the youths who cannot go to college, of seeing a whole sophomore class parading publicly by way of expressing their detestation of study."

The custom has not much save its boyishness to recommend it, but we fancy most outsiders know enough of college boys to know that it is not really detestation of the study, but rather fondness for any kind of a lark to break the monotony of college life, which is the prevailing motive in such demonstrations.

## Educational Thought.

"WERE the schoolmaster as noisy as a politician, or as visible as an orator, or as charming as an artist in a studio; the public would hasten to crown with laurels at least all those great in this calling; but they live and die in a world where those who lay the mighty foundations of a cathedral are forgotten, compared with those who carve its columns or design its colored glass."—*Prof. David Swing.*

THE end of education:—To think; to reason; to feel nobly; to see the relations of things; to put the ages together in their grand progress; to trace causes; to prophesy results; to discern the sources of power; to find true beginnings instead of unknowable causes; to perceive the moral as governing the intellectual, and both as dominating the material; to discern the lines along which humanity is moving, and distinguish them from the eddies of the day.—*T. T. Munger in the Century.*

"THE tremendous unity of the pine absorbs and molds the life of a race. The pine shadows rest upon a nation. The northern people century after century lived under one or other of the two great powers of the pine and the sea, both infinite. They dwelt amidst the forest or they wandered on the waves, and saw no need of any other horizon. Still the dark green trees or the dark green waters jagged the dawn with their fringe or their foam, and whatever elements of imagination or of warrior strength or of domestic justice were brought down by the Norwegian or the Goth against the dissoluteness or degradation of the south of Europe, were taught them under the green roofs and wild penitentialia of the pine."

If there were no such things as industrial pursuits, a system of education which does nothing for the faculties of observation, which trains neither the eye nor the hand, and is compatible with utter ignorance of the commonest natural truths, might still be reasonably regarded as strangely imperfect. And when we consider that the instruction and training which are lacking are exactly those which are of most importance for the great mass of our population, the fault becomes almost a crime, the more that there is no practical difficulty in making good these defects. There really is no reason why drawing should not be universally taught, and it is an admirable training for both eye and hand. Artists are born, not made; but everybody may be taught to draw elevations, plans, and sections; and pots and pans are as good, indeed better, models for this purpose than the Apollo Belvidere. The plant is not expensive; and there is this excellent quality about drawing of the kind indicated, that it can be tested almost as easily and severely as arithmetic. Such drawings are either right or wrong, and if they are wrong the pupil can be made to see that they are wrong. From the industrial point of view, drawing has the further merit that there is hardly any trade in which the power of drawing is not of daily and hourly utility. In the next place, no good reason, except want of capable teachers, can be assigned why elementary notions of science should not be an element in general instruction. In this case, again, no experience or elaborate apparatus is necessary. The commonest things—a candle, a boy's squirt, a piece of chalk—in the hands of a teacher who knows his business may be made the starting-points whence children may be led into this region of science as far as their capacity permits, with efficient exercise of their observational and reasoning powers on the road. If object-lessons prove trivial failures, it is not the fault of object-lessons, but that of the teacher, who has not found out how much the power of teaching a little depends on knowing a great deal, and that thoroughly; and that he has not made that discovery is not the fault of the teachers, but of the detestable system of training them which is widely prevalent.—*Prof. Huxley in Popular Science Monthly.*

THE total school population, between the ages of six and fourteen years, of the United States, as per last year's report, was 10,928,943. The total number of teachers was 323,066, of whom, so far as the sexes were separated in the returns, there were 104,249 male teachers and 191,439 females.