

THE JOURNAL OF EDUCATION.

QUEBEC, SEPTEMBER, 1874.

It is with sorrow that we announce the decease of Mr. Paul Delaney, Assistant Editor of this Journal, which took place in Montreal on Friday the 25th Ult.

Mr. Delaney was born and educated in Ireland, where he devoted the earlier years of his manhood to educational pursuits and distinguished himself as an energetic and successful teacher of youth. Some time prior to the establishment of the *Journal of Education* for Lower Canada, he came out to this country and was selected as one of the staff of the Jacques Cartier Normal School. In this capacity he discharged the important duties assigned to him in a way to gain the approbation of his seniors and superiors, as well as the respect of his colleagues, and the affection of all his pupils. When the Local Government was established, in the year 1867, Mr. Delaney was appointed to the post of Clerk of English Correspondence in the Ministry of Public Instruction, the Educational Department having been now removed to Quebec and converted into a branch of the Civil Service of the Province.

With this appointment was associated that of Assistant Editor of the *Journal of Education*.

It is due to Mr. Delaney's memory to state, that, while he attended laboriously and assiduously to all the duties which devolved upon him in connection with the Journal, he never lost sight of the importance of the Teacher's avocations, and availed himself of every opportunity that presented itself of furthering the professional and personal interests of the instructors of youth. He was a judicious co-operator in rendering the publication useful and interesting to those for whose more especial advantage, it was established, and it will be difficult to find a successor to him equally experienced and skilful in making selections of articles from the numerous sources to which recourse is had in preparing each number of the Journal.

Mr. Delaney was an amiable and kind hearted man, and the Department of Public Instruction has lost, by his death, a faithful servant. He was a widower, about forty years of age, and leaves one child, a daughter, to mourn his loss.

The Chevalier De Zaba's Method of facilitating the Practical Study of General History and Literature.

We propose, in the next issue of the Journal, to furnish our readers with some account of the new system—new, at least, so far as Canada is concerned—of cultivating the study of History which has been introduced in several other countries by Count Zaba. He has recently visited Canada, en route for Chili and Peru at the invitation of their Governments, having spent the last two years in Brazil, when, we are informed, the Emperor and the higher authorities detained him for the purpose of co-operating in their efforts to improve their system of public instruction. While on his way through a part of the United States he made a short stay at Boston, where his Method excited much interest and was adopted by the public Schools of that City. The Court has been in communication with the Minister and Department of Public Instruction for this Province with a view to the introduction of his method here. Both at Quebec and Montreal explanatory lectures and illustrations have been given by him, and a very favourable impression respecting the value of his improvement on former methods has been created, and notices of the subject have appeared from time to time in the press of the two cities in the past few weeks.

MISCELLANY.

Waste of Health and Strength in the Young.—Let me ask you, ladies, with all courtesy, but with all earnestness—Are you aware that more human beings are killed in England every year by unnecessary and preventable diseases than were killed at Waterloo or at Sadowa? Are you aware that the great majority of those victims are children? Are you aware that the diseases which carry them off are for the most part such as ought to be specially under the control of the women who love them, pet them, educate them, and would in many cases, if need be, lay down their lives for them? Are you aware, again, of the vast amount of disease which, so both wise mothers and wise doctors assure me, is engendered in the sleeping-room from simple ignorance of the laws of ventilation, and in the school-room likewise, from simple ignorance of the laws of physiology? from an ignorance of which I shall mention no other case here save one—that too often from ignorance of signs of approaching disease, a child is punished for what is called idleness, listlessness, willfulness, sulkiness; and punished, too, in the unwise way—by an increase of tasks and confinement to the house, thus overtasking still more a brain already overtasked, and depressing still more, by robbing it of oxygen and of exercise, a system already depressed? Are you aware, I ask again, of all this? I speak earnestly upon this point, because I speak with experience. As a single instance: a medical man, a friend of mine, passing by his own school-room, heard one of his own little girls screaming and crying, and went in. The governess, an excellent woman, but wholly ignorant of the laws of physiology, complained that the child had of late become obstinate, and would not learn; and that therefore she must punish her by keeping her in-doors over the unlearned lessons. The father, who knew that the child was usually a very good one, looked at her carefully for a little while; sent her out of the school-room; and then said, "That child must open a book for a month": "Had I not acted so," he said to me, "I should have had that child dead of brain-disease within the year."

Now, in the face of such facts as these, is it too much to ask of mothers, sisters, aunts, nurses, governesses—all who may be occupied in the care of children, especially of girls—that they should study thrift of human health and human life, by studying somewhat the laws of life and health? There are books—I may say a whole literature of books—written by scientific doctors on these matters, which are, in my mind, far more important to the school-room than half the trashy accomplishments, so called, which are expected to be known by governesses. But are they bought? Are they even to be bought from most country booksellers? Ah, for a little knowledge of the laws to the neglect of which is owing so much fearful disease, which, if it does not produce immediate death, too often leaves the constitution impaired for years to come! Ah, the waste of health and strength in the young; the waste, too, of anxiety and misery in those who love and tend them! How much of it might be saved by a little rational education in those laws of Nature which are the will of God about the welfare of our bodies, and which, therefore, we are as much bound to know and to obey, as we are bound to know and obey the spiritual laws whereon depends the welfare of our souls!—*"Health and Education," by Charles Kingsley.*

Physical culture.—Let me now make a few remarks on the vulgar, but by no means always wisely managed process of eating and drinking. Abernethy was wont to say that the two great killing powers in the world are Stuff and Fret. Of these the former certainly has nothing to do with the premature death of Scottish students; they die rather of eating too little than of eating too much. Of course it is necessary, in the first place, that you should have something to eat, and in the second place that what you eat should be substantial and nourishing. With regard to the details of this matter you must consult the doctor; but I believe it is universally agreed that the plainest food is often the best; and for the highest cerebral and sanguineous purposes, long experience has proved that there is nothing better than oatmeal and good pottage. For as the poet says—

"Burdily chieils and clever hizzies
Are bred in sic a way as this is."

Supposing, however, that the supply of good nourishment is