

economy, therefore, not to speak of philanthropy, it would be a wise thing to build more industrial training schools, and save some of the money now spent on prisons and reformatories.

The recognition of physical culture as a part of a complete education appears also to be gradually shaping itself into a fact. It will be many years before education will fully recognize the importance of this matter. But the establishment of excellent gymnasiums and departments of physical culture in many of our colleges is an indication of the drift of thought on this subject. The great revival of athletic sports in recent years has so forced the matter upon the attention of teachers that they have been led to revise their old theory that sports were interlopers to be barely tolerated at best, and to be discouraged whenever possible. The very reverse is really

true. Physical exercise is by right as much a part of a complete education as intellectual exercise, and for a large number of the pupils in our public schools is quite as necessary. It seems strange, therefore, that up to the present time so little has been done to encourage or guide the pupils in this important element of training.

While it may be said that these new educational ideas are coming to the front, it is too soon to say how they shall be practically realized. They may be so incorporated into the public school system as to become an integral part of it, although there are serious difficulties in the way of this. It is more likely that industrial and physical culture schools will at first spring up as experiments; and when it is seen that they are wanted, there will be no difficulty in finding the means to support them.—*The Independent.*

ECHOES FROM THE CLASS-ROOM.

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III.—SPECIALTIES AND SPECIALISTS.

SOME one has said that an educated man should know something of everything and everything of something. The teacher of the future, the youth or maiden about to embrace pedagogy as a possible life-calling, would do well to examine the foregoing sentiment and lay it thoroughly to heart. Certainly, they that have not had a very extended lease of life, or enjoyed exceptional advantages in education, can hardly be expected to have attained to a universal useful knowledge, much less to have acquired the "everything of something"; but they should be on the road, progressing thitherward,

ever nearing the goal. I say all this advisedly in the face of cavillers at so-called "smattering"; in the face of Elia's cruel taunt: "The modern schoolmaster is expected to know a little of everything because his pupil is required not to be entirely ignorant of anything. He must be superficially, if I may so say, omniscient." The smatterer, let me say, is a power in society, if his smattering be but backed by common sense, and by one reserve force, his *pièce de résistance*, his intimate knowledge of some one educational or professional means; I care not what that means be, mental or manual. We are all smatterers on this earth; the very best and the very worst. For what