

"In the course of a series of articles on scholastic hygiene, now being published in the *Gesundheit*, Professor Reclam advocates the arrangement, where practicable, of a skating-rink in connection with schools. The mental advantages derived from this exercise are, he asserts, more numerous than might generally be supposed, inasmuch as it involves rapidity of thought and presence of mind in keeping clear of collisions, thus partaking of the element tending to form the character which are also claimed by German authorities for gymnastic exercises as carried out in their *Turnvereine*. Amongst the physical advantages of rinking he enumerates the more noble and graceful carriage of the body which is induced by the maintenance of equilibrium, and the greater uniformity which it establishes in the distribution of the blood through the various portions of the body, this process being, it is remarked, specially desirable during the interval which separates the morning's tasks from those of the afternoon. It is also asserted that roller-skating is an excellent remedy for the excessive flow of blood to the head, which so often manifests itself in weakly yet diligent pupils by bleeding of the nose. Dr. Reclam considers that pupils of ten years of age and upwards may be freely allowed to participate in this exercise."

The above extract, from *The School Guardian*, contains an idea worth considering. In this country the girls of most schools get very little out-door exercise during the winter months, beyond that obtained by walking to and returning from school. In our high schools they often carry a dry and indigestible lunch which aggravates the evil, and the consequence is that many of the best students among them are frequently on the sick list. Boys turn out for foot-ball, snow-shoeing, &c., but the girls are prisoners from December to March, or later. It seems to us that with a little preparation in the summer, every school ground might have a small out-door rink for the girls where no covered sheds have been provided for their accommodation. In summer the girls enjoy out-door games, and it is rather hard that they should be "wooded in," as Sitting Bull expressed it when confined in Fort Walsh, for so many months in winter.

This and the preceding issue of the JOURNAL contain the questions set for promotion in several counties, where the inspectors and teachers are, as they should be, desirous of securing a fair classification of the pupils in the public schools. To teachers, these papers must be valuable, as they show the work done in other schools, and give them new ideas on the formation of questions. Every experienced teacher often feels at a loss for such aid; his mind at times is not in a constructive mood—to him, especially, selections from other sources prove a boon. The young teacher, having little practice in the art of questioning, cannot fail to derive benefit from the experience of his associates in school-work. Pupils may be urged to additional effort by placing questions from other counties before them for solution. *On these grounds alone, the present number of the JOURNAL is well worth the cost for the entire year.*

While the necessity of questions for examination purposes is admitted, there is reason to fear sufficient stress is not laid on methods of answering. Frequently, the writing is exceedingly bad, neither care nor neatness being apparent on the answer papers. The pupil expects anything he gives in reply to a question should be of some value. His teacher, careless in

training, favors the utmost leniency in making answers; thus the examiners, if strict, may find themselves at variance with current opinion. We believe writing is not well taught in the majority of schools; further, it receives little attention during the training of the teachers for professional certificates. This induces the idea it is a minor subject; besides, not a few think it a mark of scholarship to write badly. All teachers should be able to write tolerably well, and to answer questions neatly and logically on paper. The public schools should lay the foundation of a good system of movement and formation of letters, the high schools should develop it, and make their students ready and accurate in penmanship.

At a recent dinner, in New York, of the Alumni Association of Princeton College, Dr. Porter, President of Yale College, bore the following emphatic testimony to the dependence of all true university work on thorough-going preliminary education:

Dr. McCosh proposes very wisely to expand the undergraduate instruction into a school of philosophy, as I understand him, for graduates and under-graduates both desiring in this way to connect, so far as is practicable, philosophical instruction with college instruction, as the way shall open for this further development of such a branch or such a school of instruction and study. It seems to me this is a legitimate way for the colleges of America to expand into universities. At all events, I wish to give my testimony, as I feel bound to do on all occasions, that there can be no universities either in the capital or in the country which are not founded on a thorough-going preliminary education. There are no such universities in Germany. The united testimony from all the representatives of the leading universities of the leading educational interests in Germany, particularly in the Empire, as to this fact, is to this effect—that the university cannot stand except the gymnasial interest is sustained, and the most distinct expression has been given to alarm and fear lest a relaxation in the gymnasial instruction should sap and destroy the foundations of university culture. Neither in New York nor in Baltimore, nor in Cambridge, nor at Cornell, nor at Ann Arbor, can there be university instruction unless there are minds trained to the capacity to receive it, and unless young men are disciplined to the reception of what may be called lectures on the higher departments of knowledge. We rejoice that Columbia College has awakened to the possibility and the hope that it may become a great national university in New York. We hope it may. We hope also that the attention of the community may be called to the expression, in what may be called the proclamation or programme for its operations, that the rural universities of England are going into the shade in comparison with the influence of certain leading lectures in London. As though any London lectureships, or any organization of London lectureships, could compare with those mighty instruments of power which never were so strong, never were so well furnished, never so splendid in the variety of the equipments of the men who teach, never so wakeful in the ardor and eagerness of the men who hear, as the so-called rural universities of Oxford and Cambridge! The time may come, and we hope it may come, when the great university of New York, which is to be, shall shine forth in its glory, and when that time comes, we hope that the rural universities of Princeton and New Haven and Cambridge shall send fit men, with minds prepared and matured to receive the higher instruction that shall be communicated from these metropolitan chairs. In this we would rejoice, and we will endeavor to do our part to prepare men for these advanced opportunities, and for the fame which shall accrue to the universities which shall give them.