

every imaginable direction, while twisting his face to give expression to the words of the author, it would very likely suggest the propriety of appointing a commission *de lunatico inquirendo*. Alas! the hours that have been wasted in training the twelve-year-old child to properly deliver the masterpieces in thought and oratory of Pitt, O'Connell, Webster, Clay, and Calhoun—when it is apparent to every thoughtful person that this same child will have to wait a score of years before he will have sufficient mental development to grasp the conception of these great men.

Thomas Jefferson said, when contemplating the institution of slavery, that he trembled for his country when he reflected that "God is just!" I, too, tremble for my country when I reflect that *that justice still lives*, and is the pursuer of all faithless husbandmen in the vineyards of the world who bring "nothing but leaves" to the Master's harvest, and with sinful prodigality fling away the precious hours of our youth on the barren wastes of fruitless theories and idle speculations.

Supt. GEO. J. LUCKEY, of Pittsburg.

PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS.*

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The reasons given by the Minister of Education and his advisers for the proposed regulations touching this question are substantially the following:

1. No untrained Public School teacher can any longer obtain even a third-class certificate, and the almost universally-accepted principle involved in this law applies to the work of High School teachers, as well as to that of Public School teachers.

2. The character of the teaching in many of our High Schools is such that, in the interests of secondary education, a course of preparatory training should be absolutely required of all high school teachers.

We have herein recognized the general principle which underlies all Normal School training, and certain facts urged in support of a measure intended to give practical effect to this principle.

The reports of the High School Inspectors for 1880-1, in referring to this subject, perfectly agree, both as to the general principle above stated and the alleged character of the teaching in our High Schools. The Inspectors, for example, agree in such statements as these:

"Teachers *naturally gifted* (i.e., who need no training) are found only now and then in a generation. Therefore, as a rule, training is necessary."

"A university degree is no guarantee of ability to teach."

"The elements of true manhood are developed only by the personal contact and influence of the *true teacher* upon the scholar."

"Public School teachers now receive their training and ideas from the teachers in High Schools. The latter should therefore be trained for their work."

"Young teachers are sure to follow hurtful methods, and become good only after a succession of experiments and failures."

"The supply of skilled teaching in the High Schools of Ontario is not equal to the demand."

"There are many who, from lack of training, are unable to do work of a really high character."

"Misdirected energy, faulty discipline, empirical, capricious, and changeful methods, waste of time, neglect of foundation work, hazy and pointless and inconsequential presentation of subject-

matter—may be specified as among the most prominent faults in those who have not made the art of teaching a distinct study."

The Inspectors, in accordance with the principle referred to, and in view of the facts cited, urge upon the Minister the necessity of at once providing the means whereby an improved state of things may be brought about. The Minister admits the force of these representations, their suggestions meet his approval, and, after due consideration, he takes steps to give them practical effect. The first definite proposal is to utilize Upper Canada College for the purposes of a Model High School. This idea is apparently abandoned, and, instead, it is proposed to establish at the Education Department, Toronto, a course of lectures on professional subjects, for first-class teachers and High School masters. A Regulation is framed accordingly, and in July, 1882, is approved by Order in Council. This Regulation, however, is subsequently suspended, the reasons for which have not yet been officially stated.

The question evidently has not reached a definite settlement; and hence it may not be deemed inappropriate for us to discuss it, and if it be thought advisable, formulate our views thereon.

Before expressing an opinion myself, or leaving the question with you for discussion, it may be well to notice some of the objections urged against the Regulation. For convenience they may be classified as follows:

I. Objections offered professedly in the interests of those who are usually appointed assistant masters in High Schools; for example:

(a) "This Regulation would prove a serious obstacle to many deserving young men, and prevent their ever taking a university degree. Many of these work their way through college by teaching in High Schools for a year or two; and it would unreasonably interfere with their course to require them to spend the additional time necessary to take a special course at the Education Department or Normal School."

(b) "It would be rather lowering to university graduates to have to attend a Normal School after going through college, and to take up a course intended for Public School teachers."

II. Objections which in effect condemn Normal School methods as essentially defective:

(a) "The training which is proposed would not be materially beneficial. Necessarily formal and mechanical, the course would tend to produce a *dead uniformity* in our High School teaching."

(b) "It will also fail to furnish these young men with that inspiration for their work which they can receive by associating with their college professors. In the latter case 'the contact of mind with mind' will supply both a knowledge of the subject to be taught, and that superior inspiration which will qualify them to impart the knowledge to others."

(c) "These young men do not really require such a course, for they have already been associated not only with college professors, but previously with High School masters, whose methods they have observed."

(d) "Some of our best High School masters never attended a Formal School."

(e) "If a High School is furnished with a first-rate teacher as head master, there need be very little importance attached to the skilled requirements of his assistants."

III. Objections which arise evidently from a fear lest graduates and undergraduates of denominational colleges may be required to attend lectures on certain subjects in Toronto University.

Now if it can be shown that objections of either class are valid, the proposal of the Minister could not and ought not to be favorably received. If the real interests of High School masters are to be sacrificed; if the principles commonly supposed to underlie nor-

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