O. N. C. CHRISTMAS MAGAZINE,

expressed through the editors of their Christmas Magazine, that our good wishes for a Merry Christmas and a Happy New Year may follow them on their departure and that their lives may be attended with success, so that in after years they may look back at the pleasant associations contracted here and with the poet exclaim:

"Now wiser grown in years,

I find youth's dreams are but the flitterings Of those strong wings whereon the soul shall soar

In after time to win a starry throne."

ON the evening of the first of October the formal opening of the Ontario Normal College took place. Dr. Ross, Minister of Education, in a most happy speech referred to the ceremony as the celebration of the marriage of the School of Pedagogy and the Hamilton Collegiate Institute. As it is the custom for the bride to change her name at the day of the wedding, we no longer speak of the "School of Pedagogy," but use the nuptial designation "Normal College."

That there should be a professional training for the teachers of our primary schools has been a settled question for some fifty years, and we have no hesitation in saying that after the Ontario Normal College has been fairly tested the people of our province will unite in declaring that professional training for teachers of the secondary schools cannot be over-estimated. In order that any training school may be efficient it must deal with education from a practical as well as from a theoretical point of view. These two features receive due attention in our Normal College.

It must be gratifying to those who have been instrumental in framing

the curriculum for this College to read the comments on it by eminent educationists of other countries. For example, Dr. Dewey, Head Professor of Philosophy in the University of Chicago, says: "I do not think there is an institution in this country where the principle of instruction in the values and methods of the various subjects of the curriculum, carried on by experts, is so well organized as in that plan. The Province of Ontario is very fortunate in having provision of such a high order made for professional study." Also Dr. Laurie, Professor of the Institutes and History of Education in the University of Edinburgh, a recognized authority on educational topics, has expressed himself concerning it in similar glowing terms.

_

а

i

I

iı

tl

ir

e

C

c

ie

ar

na

Of

Μ

B.

Pr

Vi

B.,

B.,

Re

B.,

FOR a long time there has been a felt need in the Public Schools for a text-book to treat the subject of Arithmetic in a strict line with the true idea of number, viz. : as measurement-a process, that is, by which the mind makes a vague whole of quantity definite. We are pleased to be able to ascribe to our worthy Principal, Dr. McLellan, the honor of supplying this great need. His " Public School Arithmetic" has been reviewed by Dr. Dewey as follows : "I have looked over the 'Public School Arithmetic' with great pleasure. Naturally I am pleased with the extent to which it bases the treatment of fundamental operations of fractions and ratio upon the idea of measure, and of numbers as units of measurement. In addition I may say that I am particularly struck with the fact that the pupils' attention is definitely called to some special