

There is a growing desire on the part of young men and women engaged in teaching in these provinces to qualify themselves for higher work by taking an advanced course at an academy or a college. This is a laudable ambition and should be encouraged in every possible way. But intelligent school boards are not slow to appreciate the fact that something more than scholarship, even though it embraces special as well as general knowledge, is required for the teacher. There must be professional knowledge and there must be skill in teaching. A person may have rich stores of knowledge, both general and special, he may understand the philosophy of education and know well the processes of mind,—even then the question will be more insistently put: "Can he teach? Can he impart his knowledge so as to broaden his pupils' horizon, train their wills, strengthen their characters, arouse in them high resolves, and give them the desire to lead noble lives?" The ability to satisfy examiners at the close of a school term, to maintain a certain discipline, or to mystify parents, too often passes for ability to teach. True teaching must take account of the aim of education, and put itself in close sympathy with the pupil and his environment. The "born" teacher does this by instinct; but there are few of them. Hence the need of giving all who would teach the technical ability to do it. And to do it they must not be content with a knowledge of the subjects to be taught: they must be given the opportunity to observe good teaching, be guided patiently into good methods, and demonstrate their ability to teach before being intrusted with the coveted certificate.

These thoughts are the outcome of a day spent in the Teachers' College of Columbia University. It was a fine, clear morning; and before I went within the college walls I took a view from the commanding site on which the university is placed,—certainly something to inspire the beholder and give him a respect for the large-hearted generosity of the founders of this institution. Below me stretched the Hudson river, soon lost to sight among the hills to the north, while to the south and west lay the broad expanse of Greater New York amid the activity and enterprise of which was garnered that wealth which produced this noble pile of buildings, dedicated to learning. Within the college the day's work was just beginning. The dean, Dr. Russell, and his secretary, Mr. W. H. Nichols, put me under many obligations for their explanations and the time given to me.

As I looked in at the practice schools, giving but a short time to each, I was impressed with the simplicity and effectiveness of the teaching, as well as its practical

character, and the purpose kept constantly in view—to form character and train in thinking and doing. In a manual training class for grades five and six, boys, the only tools found in the scholars' hands were a knife, pair of compasses, square, and a lead pencil—costing in all about sixty-five cents. It required a teacher of no ordinary skill and patience to train the eyes and hands of these beginners; but it was done effectively, to judge by the attention they gave to the work and the results they were able to show of their handiwork. In another room instruction was given to a class of girls in sewing, of the same grades. There was the same working spirit manifest and the same earnest attention to details. These were the lowest grades in which manual training was begun, and excellent results were obtained, showing that work of this character may be profitably pursued by very young scholars. In addition to the manual dexterity thus acquired, it was an agreeable relaxation, and relieved the monotony that is likely to arise from too close application to purely mental studies.

In the cooking school, children of a higher grade were being initiated into the mysteries of preparing a dinner of six courses for six persons at the moderate cost of one dollar for the whole.

In another room there was a class undergoing physical drill—learning how to walk. If one will stand for half an hour near a public promenade and watch a crowd of pedestrians he will see how few have been taught the useful art of walking. In these days of the bicycle there is danger that walking shall become a lost art and degenerate into loose, aimless shuffling about, with no regard for an upright posture or elastic, vigorous motion. As I looked at that crowd of fifty students, learning how to use their arms, legs and bodies in walking, I thought what a useful accomplishment it is to know how to walk.

I shall not here describe visits to other rooms of the practice schools where the ordinary branches were pursued. It is sufficient to say that every study seemed to be pursued on the same plan—a thorough mastery of what was attempted and every step an illustration of what constitutes good teaching. G. U. H.

The demands of the average private school are high, but what is needed everywhere is not higher standards for the teachers, but larger salaries. The salaries paid in many of the private schools are not fair when measured by the demands on the teachers. Parents, when looking for schools for their children, would do well to find out what salaries are paid to subordinates. If these salaries are below the average paid in this profession, the parent has at once the measure of value of that school. *The greatest extravagance in education is a cheap teacher—Outlook.*