

been even better. Think of a programme with the name of the first minister of the Crown for Canada upon it, and that the name of Sir John Macdonald, and joined with his the names of Mr. Mundella from England and Prof. Meiklejohn from Scotland. The intention was that such should be the programme; but, "Man proposes and God disposes."

Many expressions of kindly feeling and of appreciative co-operation were heard on all sides during the convention, which we do not at all believe were mere conventionalities but the genuine expressions of friends assembled together for a noble cause in the bonds of goodfellowship, "Peace and good will towards men."

METHOD INSTRUCTION.

SOME of our leading school men appear to be falling into a very narrow notion of what they are pleased to call "Method Instruction for Teachers," when they declare that "it is impossible to teach methods through lecturing, or in any other way than by work with the class." Many of the managers of our State Institutes have virtually banished public addresses and make the entire session a series of lessons with even experienced teachers treated as pupils. We are not disposed to question the value of "the practice department," especially in the normal school, and think it may be wisely employed in the Institute. And we have as little faith as anybody in the old time style of prosy lecturing, which is neither good pedagogy nor good literature, but the droning of the common place pedagogue before a long-suffering audience. But, after all, the crying need of the mass of American teachers is

not the possession of one more clever method of teaching the three "Rs," or the rehearsal of some new device for school organization or discipline. It is a larger and more profound conception of child nature, a broader and higher sense of personal responsibility, a wider view of every topic and its relations to other subjects of study and to the whole range of human culture and character. Especially does the average teacher need to realize the true relation of the school to other American institutions and its function in American life. One rousing lecture, by a competent speaker, may so awaken, inspire, and reconstruct a teacher that, henceforth, every detail of his school work takes on a noble significance. The Institute worker who shuts up his audience to a series of method lessons becomes, virtually, the head and front of the assembly, imposing his own theories of education on his class in a way so subtle that no protest nor criticism is possible. He treats men and women, already supposed to know something, as children, instead of meeting them on the broad ground of a band of associates labouring for mutual improvement. And, in so doing, he only nourishes and intensifies that pedantry of method which is becoming the dry rot in so many schools of high pretensions. Every successful Institute should have at least one lecture every day which shall be a thorough ventilation; flinging open all doors and windows and reminding the assembled teachers that, above all things, the people demand that they shall be men and women competent to train American children and youth for the duties and opportunities of our new American life.—*Education.*