

"The system pursued in Doctor Strachan's School at Cornwall and afterwards at York, exhibited features that would have gratified the more advanced Educationists of the present day. In that system the practical and the useful were by no means sacrificed to the ornamental and theoretical, or the merely conventional. Things were regarded as well as words . . . In regard to Things,—the science of Common Objects—we doubt if, in the most complete of our modern Schools, there was ever awakened among Pupils a greater interest, or intelligence in relation to such matters. Doctor Strachan's manner of study in these subjects was this: each Lad was required to prepare a set of questions to be put by himself to his fellows in the Class. If a reply was not forthcoming, and the information (or reply) furnished by the questioner was judged correct, the latter 'went up' and took the place of the other in the class. This process, besides being instructive and stimulating to the Pupils, possessed the advantage of being, as too often proved, highly amusing and diverting to the Teacher."

Doctor Strachan thus refers to his early efforts as a Teacher. He said: "I was induced to turn my thoughts to the discovery of a sure, and, at the same time, expeditious method of teaching Arithmetic.* This object I accomplished with a much greater degree of success than I dared to promise myself. I divided my Pupils into separate Classes according to their progress. The Pupils in each class had one, or more, sums to produce every day, neatly wrought out upon their Slates,—the work was carefully examined by myself, after which I blotted it out, and the Sums were again wrought by the Pupil under my eye. The one whom I happened to pitch upon first was asked to give, with an audible voice, the Rules and reasons for every step in the process, and, as he proceeded, the rest of the Class silently worked along with him, figure by figure, but ready to correct him if he blundered, so that they might get his place. As soon as this Pupil had finished, the work was again blotted out and another Pupil was called upon to work out the question aloud, as before, while the rest of the class again proceeded along with him in silence, and so on, around the whole class. By this method the principles of the lesson were fixed in the mind; and he must have been a very dull Boy indeed who did not understand every question thoroughly before he left it.

The Right Reverend Bishop Fuller, in referring to the Reverend Doctor Strachan as a Teacher, said that:—"He had a remarkable talent for interesting Boys in their work, and, by taking a deep interest in it himself, he led then on to do the same. He was very original in many of his plans for promoting the good of his School. Among others, was one of making the Boys question one another on certain parts of their Lessons. This made them quick at seizing on the leading points of the Lesson, ready at shaping questions, and deeply interested in the questions and answers. Doctor Strachan also took as deep an interest in them as did the Boys, and thus their plan of questions and answers, while it was in its personal character of great service to the Boys, it tended strongly to bind Master and Scholars together."

The Right Reverend Doctor Fuller thus further refers to a special characteristic of Bishop Strachan in dealing with his Pupils:—

"The Bishop had a great faculty for not only attaching his Scholars to him personally, but also for inducing them to apply themselves assiduously to their Studies. He told me that he made it a rule during the time he kept

*In 1908, Doctor Strachan prepared and published a Text-Book on Arithmetic. Its Title Page was as follows: "A Concise Introduction to Practical Arithmetic for the use of Schools." 214 pages. See page 45 of the First Volume of the Documentary History of Education in Upper Canada.