

nection between the methods and management he practised and the psychology he learned at the training schools, or who turned to his psychology for assistance in his pedagogical difficulties. The heresy therefore settled into a conviction in my mind that measured by the cost of the time and effort involved, the value of the gallop through this abstruse subject during the short training terms has been enormously overrated. The subject could, doubtless, be made more useful by sparing some of the time now devoted by intending teachers to the memorizing of foreign words in their academic course and devoting it to the study of the ele-

reading. I should have liked room to name four instead of two in the above list. The two named are easy reading; Adams' short work is really entertaining.

J. DEARNESS.

PRACTICAL ENGLISH AND MANNERS.

Under the heading, "A Word of Kindly Criticism of Public School Work in Ontario," President Mills, Ontario Agricultural College, writes: "I have always placed a high estimate upon the work of our public schools, and I have been in close touch with it for the last



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ments of mental science by the proper method. To be able to state clearly in one language what a thing is is better than to learn its name in three or four tongues. Psychology, like botany or physics, is a science; mere book-psychology is about as useful as mere book-botany. An hour's reading in the former subject usually requires several hours' reflection, introspection and observation for its assimilation. I believe, however, that a few well-chosen, studiously perused books on mental science offer to the teacher in actual service an excellent course of post-graduate professional

study. Two lines along which, in my opinion, improvement can and should be made are practical English and manners. The crudeness and incorrectness of the conversational English of Canadian boys—boys who have passed the High School entrance examination—surprises and annoys educated people. 'I'm getting along *pretty good*,' 'What *will* we do now?' 'it's *me*,' 'them books,' 'let him and *I* go,' 'he's *laying* on the lounge,' are samples of expressions heard daily. I am sure that teachers, if they set about it in the right way, can do much to improve the English of the conversa-