

Physical Drill.

Nearly all the pupils spend 80 or 90 minutes a week in formal physical exercises. They are first examined by medical inspectors so that the special physical defects of each one may be remedied. The older boys have a thorough course of military training

Courses of Study.

The relative values of the various subjects in their courses of study differ greatly from those in ours. Very much more time is given to English—for example, on an average, over two hours a day to English, and only 44 minutes to arithmetic. They believe with A. S. Draper, Commissioner of Education for New York State, that the backbone of our elementary work should be the English language.

The power of expression is so well developed that the pupils talk easily, clearly, fluently. Very little time is spent on formal grammar. It is believed that facility in the use of good English is gained through imitation, memory and practice, and not through technical "make-believe" grammar. It takes some time, however, for teachers who have fed on grammar to learn definitely that it is poor food for language development.

In the study of English literature and other subjects most directly related to the pupils' environment, they very properly expect to find all that is necessary for the highest forms of culture. They emphasize the value of knowledge subjects, such as history, geography and nature study. They make the course in arithmetic shorter and more practical by eliminating all the useless, antiquated topics.

In nearly all the schools which I have visited, English literature seemed to be the subject in which they wished most to exhibit the attainments of their pupils.

In the high schools of Victoria I met two well-known Nova Scotians—Mr. A. J. Pineo, teacher of science, and Mr. F. Andrews, ex-M. P. P., at one time principal in one of our Halifax schools. His lesson for the day was on the geography of the British West India Islands—one of the most interesting and thought-inspiring lessons to which I ever listened. In teaching, an hour of inspiration is of more value than a week of monotonous drill.

The estimated population of the Dominion of New Zealand is a little over a million.

The Training of Canadian Teachers.

The need of a commissioner of education for Canada is keenly felt when one reads such an article as that by Mr. H. P. Dole in the *EDUCATIONAL REVIEW* for December. With commendable zeal he has endeavoured to gather information with regard to the professional training of teachers in the various provinces of Canada, and he must be thanked for having attempted to put into concise and pleasing form the information that came to his hand. Yet there is evidence that in more than one instance he has misinterpreted the statements in the printed matter which formed the basis of his report. No doubt he did quite as well as any other person would have done who had to speak, in a measure, from second-hand knowledge. There are two points in particular to which exception must be taken. In one case he appears to err in his statement of fact or interpretation, and in the other he appears to err in his theory.

Mr. Dole set out with the idea of reducing his information to a table of statistics. He admits that he gave up in despair when it came to tabulating the statistics from two of the provinces. He would have done well to disregard the table altogether, since there is so little in common in the systems of the various provinces that it is impossible, without misinterpreting the situation, to represent the facts in a table, no matter how carefully planned. Really a table of statistics is in these days about as meaningless as a parliamentary budget. Mr. Dole's table is particularly open to objection, because the terms used have not similar meaning in the various provinces. Any inferences drawn from his figures are certain to be misleading.

A good illustration of faulty generalization from badly-classified facts is found in the following paragraph:

It will thus be seen that the strongest feature of the Canadian system is the amount of time devoted to methods. A moment's reflection on this point, coupled with the fact that the training in psychology as a basis of method and in history of education as a determinant of present-day methods, convinces us that this unequal distribution is pedagogically unsound, and must result in superficial, and hence, inadequately trained teachers.

But there is more in this paragraph than bad generalization. It assumes what few normal teachers would grant, namely: that a teacher who is teaching methods is not teaching psychology, logic or history of education at the same time. As a matter of fact, a good teacher of methods continu-