

Good Teaching.

Dr. Sinclair, dean of the school for teachers, Macdonald College, at the recent closing for vacation of that institution, gave the following noteworthy instance of the results of good teaching:

There is a class of little children in Macdonald College Day School, who last September knew nothing about reading or writing, not even a single letter. To-day they all read and enjoy children's stories, containing long and difficult words, and can spell and write fairly well. This means that they have learned in one year what often takes two, three or even four years to accomplish. They have made similar progress in other studies, and have taken additional subjects, such as nature study and color work, not usually taken in unprogressive schools. They are in good health and have enjoyed their year's work. Similar examples of rapid and easy advancement can be found in the best schools of Montreal and other parts of the province. This is a statement which can be tested by any layman, and if any one will come to Macdonald College we shall be quite glad to furnish the proof at any time.

Now I submit that is a fact of no small significance that a child under the charge of one teacher will make three times the progress that he will under another and with less effort and greater enjoyment than the poorly taught pupil. It is necessary to pay but one year's salary to the teacher, instead of three years, and on the other hand—and this is of far greater importance—two years of the child's life have been saved. The moment that the public realize this truth the problem of how to secure such teaching becomes a vital one. But such teaching cannot be done by an untrained teacher, nor by one who is poorly trained, nor by one who possesses no natural aptitude for the work, nor by one under unhygienic conditions. The only solution of the problem consists in furnishing an adequate supply of well trained teachers and seeing that they are placed in the schools under satisfactory conditions and with living salaries.

For one thing we can realize and remember that all good education is education in goodness; all right training is training in doing right. If a boy is shifty, cowardly, evasive, superficial in demonstrating a problem, he is preparing for shiftiness, cowardice, evasion and superficiality in commerce, politics or religion. His attitude toward the problem is part of his attitude toward life. So in language, a slovenly and befogged nature manifests itself in a slovenly and foggy method of study, and a bad method tends to make a bad man. In the most elementary study of science, loyalty to fact, patient investigation, candor and modesty, willingness to be corrected by the larger knowledge of coming years—these things are taught at the outset of the work, and these things are the warp and woof of honorable character.

N. B. Provincial Educational Institute.

Meeting in the High School hall, St. John, June 28-30.

Ideal weather prevailed, except during the first day.

The attendance of more than 600 teachers distanced all previous records.

Promptness, harmony and despatch characterized the work of every session.

The liberal recesses between sessions gave the members time to look about.

Seaside and Rockwood Parks and the Natural History Society Museum were favorite recreation places.

"Ladies, please take your hats off!" was a request cheerfully complied with which added to the comfort of the audience.

Frequent vigorous requests made to the teachers to remain during the sessions were generally observed.

In his opening address Chief Superintendent Carter made a feeling allusion to the retirement of Dr. Inch, and the recent death of Dr. W. P. Dole.

He thought that in the long summer vacation of eight or nine weeks we had reached the limit. It may be advisable to start vacation schools in this province and to lengthen the school day to six hours.

Referring to the Teachers' Pension Act, he regretted there was no disability clause and suggested that possibly two per cent. of teachers' salaries might form the nucleus of a fund for this purpose to be supplemented by an equal amount from the government.

The report that pupil-teachers would have to spend two years at Normal School instead of one was entirely unauthorized; there would be no change at present. He advocated three years at college instead of four; and spoke of the advantages of the system of physical training and the nature study course.

Professor Frank Harrison with the aid of a class of boys and girls from Miss C. M. Robinson's school gave a fine illustration of musical training; and Miss Eleanor Robinson read a well planned paper on the teaching of composition in the high school, the usefulness of which was greatly appreciated.

A largely attended evening meeting was held in the Opera House and addressed by several