EHERAN

re Nationalist s to Reach

DEFENDERS

bel army. Thinking e unprepared for a besmen rushed the d a fierce fight folwere repulsed but ir attack, bringing ates of the city to aid the Royalist posiagain repulsed, but successful, and they akhoff garder

Foreigners. avy fighting ughout the dity, the nalist army have the foreign legations no danger. Heavy thrown about the le st protection afford-

of the city and the of the Shah is the drawal of the conby the ruler when he e. This constitu-, 1907, was never to its fullest intent hen he withdrew it ve been assembling arching slowly to-Yesterday mornthe city, and are way to the palace take control of the Turkey which rethrow of Sultan V., the present Sul-

July 14.—(Later.) ere are in danger by the leaders of the

flown above the bar-Shah's palace, and planations from the n legations. n asked why the flag barricade, and the permitted it to be

sheltered behind the el leaders declared ere trying to cause which cial to the Shah

ds of Turkey. In England, who have

and subject to urally supports the Turkey which have proper, have set fire sire for Grecian inen hated with pas-

war with Turkey

s declared their inkey, during the reed positively that not. They announcnd demand that they

Crete and the goven two fires. If it disorder. If it did vernment must ans-

NGED IN DNTON PRISON

red He rden in Self-

g in the corridor of

es before the doc-

at the execution.

the utmost un-

shed to deliver be-

ence. a., July 14.-Proe to the last and d Deputy Warden penitentiary in R. Barrett was

> in the matter of learning. "Shall we the first grade he would start by enaim at discipline, outlook or manhood?" inquired the professor, or shall we ask laid stress on the proper teaching of the students to choose for themselves phonics. The teacher should tell the

SECTIONAL MEETINGS OF THE TEACHERS

Educational Matters Were Discussed Under Various Departments of Work at Sessions Held Yesterday Afternoon.

German gymnasium.

in the world.

desired it.

do them good.

fossilize them.

the lack of training. The school

all depends upon his education."
He illustrated what he meant by in-

knew who left his business for a holi-

day, but enjoyed it so little that he re-

turned to his business because there

The section then adjourned until to-

der the chairmanship of Principal J. B.

paper and discussion the chairman

Principal Wallis read a very care-

larging the pupils' vocabulary, and he

ligence of children and couched in the

IN PUBLIC SCHOOLS

ELEMENTARY WORK

He said the training at the German

lish colleges was unexcelled anywhere

Either the American college would

would be surmounted by a university.

Dr. Pritchett said he was extremely

interested in the founding of the uni-

versities in these new provinces, and

Adam Shortt's Opinion.

potentialities within.

damentals. Modern history, economic (From Thursday's Daily.) and philosophy were needed. Higher The Dominion Educational Associaeducation, the professor claimed, was tion, at its yelsterday afternoon sesnot only power, but a quality, an out sion, divided into sections and held look, a certain body of vital knowledge. four meetings in different parts of the There would be universities and colcity. The elementary department as- leges in this country long before there sembled in Assembly hall; the higher would be higher education, educatinon department made the High school its gathering place; in the Pem-Dr. Pritchett's Views. Dr. Pritchett, of New York, who was berton gymnasium the inspection and training departments held its meeting, ted that it was true the American colwhile the industrial education departleges were going through a curious ment gathered in the manual training transformation. He also acknowledged tice in their own. He himself also had in touch with the outside industrial centre at the Central school. All secthat there was much in the smaller tions were able to continue their meetings throughout the afternoon, with the exception of that devoted to inspection and training. Neither of the genthe college and it was not improbable tlemen who were to give papers in that that the college would give place to division were present, so the meeting something corresponding with the

The convention of teachers is the most important educational gathering that has ever been held in Victoria. It has attracted instructors and those associated with educational institutions from all parts of Canada and some from the United States. University professors, provincial superintendents of education, high school teachers and public school teachers are all assembled together, getting inspiration.

The provincial superintendents turn to the gymnasium of Germany or develop into the college life of Engles which been trained from the start to be sure their sentence structure was correct it.

The provincial superintendents turn to the gymnasium of Germany or develop into the college life of Engles which been trained from the start to be sure their sentence structure was correct it. talking over methods, and receiving every hour of the day by their interourse new lessons to better fit them for the important task they have in hoped the people here would build shaping the public opinion of this counwisely, avoiding the faults of the Amtry These men and women are charged erican university and also of all others. with training the future citizens of Canada. The influence of the teacher has a lasting effect upon most of the boys and girls who attend the schools. To the honor of the profession it can definite decisions, but the discussion be said that few teachers fail to realize

was adjourned.

The convention is proving a grand success, and the teachers of British columbia are reaping rich benefits was simply an instrument for bringing from its meeting here. Eberything is forth moving like clock-work under the peopl who quarrelled most were presidency of Dr. Alex. Robinson, dealing with the richest field. superintendent of education, and J. L. Buchanan, the able secretary.

HIGHER EDUCATION SECTION CONVENES

Yesterday afternoon the higher edcation department of the convention met in the High school with the presdent of that section, A. E. Lang, in the chair. Prof. Lang delivered a short introductory address. He was followed by Prof. Milner of Toronto, who spoke on the subject "What is Specializan?" The address was a good one and deep interest was taken in it, as shown by the short speeches which followed. Dr. Milner said that there was always some doubt as to whether the young people who left the college had really the "higher education." It was in the field of higher education that there was most divergence among educationsits. He spoke highly of the ducationsits. He spoke highly of the not do them much harm, and it might at small college, which he said, often compared favorably with the larger

cognized that education was continued after the university career. At Toronpromise between professionalism and

At Oxford mathematics never flourished. In the courses power rather than knowledge was the aim. An Oxford first class was a higher guaranthe world. This was acquired by devotion to one of the great departments into their life work by an insignificent event. When this awakening had come and then study music or go to a saloon; it would influence his education.

versity education often felt the lack of stancing a business man whom he something which he fancied the others

The western academic man sneered

at some of the works of the old think- was no other way in which he could ers, as text books. At Oxford there enjoy himself. Mr. Stramberg. were no text books. The books were simply a base for argument which de-Mr. Stramberg of New Westminster, veloped the philosophic temperament. defined education as "power resting on habit." He believed in training the The speaker advised arranging the field of knowledge and confining sumoral, intellectual and physical so that dents to one of the courses. Subsidiary the men and women could grapple with the conditions of life. Work at the subjects were taken up only as they might be necessary. The great work-High school should be a struggle in ers, he said, had succumbed to a great order that it may bring out the latent

immediate interest which had led them When President Elliott advised people to read a five-foot shelf of books in order to get a liberal education, he was flying in the face of all the learned intitutions on the continent. Higher education he claimed was more than a mere training of the intellect.

Liberal Education. Any group of men studying together any subject were getting a real univer- the Assembly hall in the afternoon, un-

The American system was to study Wallis, Machray school, Winnipeg, who number of unrelated subjects. Still acted for Miss Jessie Ptolemy, Winnithere were cultured men coming from peg, president of the section. There the small colleges and also as a bi- was a large attendance both of deleproduct from the greater schools. Any gates and the public. During the first mpany of workers, if they were enhusiastic, were bound to be benefited, was relieved by Mr. King, of Kitscilano ut this could hardly be called higher school, Vancouver. education. Fine workers might be de-

was to criticise the work of the exist-

cult work. The crux of a great deal of the poor work in this and other studies in higher grades, he said, was to be found in the acceptance of slovenly work in the lower grades. In grade five composition would be introduced and, in view of many children leaving off school there, the writing of simple usiness letters, although personally he thought that a grade too soon. Throughout the pupils must be taught to be careful, to use good language and put their ideas in proper form and or-Miss Hurlbatt, Montreal, asked to

what extent the speaker would allow J. Smith, Vernon, B. C., asked Princi-

of arousing the critical faculty.

Principal Wallis, in reply, said that brains. In the higher grades stories poned until to-morrow were used as a basis for written compositions, the pupils being asked to retell these in their own words. To Mr. Smith he said one method of developcalled upon by the president, admit- the pupils read each other's work. A it in his place. college which was to be admired. There and in newspapers and advertisements made in the United States to reform poor English.

Examination Papers.

J. R. Brown, Kelowna, B. C., asked Principal Wallis how he managed about the working of examination papers. Principal Wallis replied that he took note of some of the more striking erinstitutions excelled even the English olleges, but the social life of the Engrors, and pointed them out in future turn to the gymnasium of Germany or

was a great help to the teachers. A teacher said he took glaring errors he found in examination papers, the sentence on the board, pointed out the faults and having the children rewrite this afterwards correctly. He asked what place Principal Wallis gave to analysis in composition work.

Adam Shortt thought it a good thing to stir up this matter. It was not to be expected that they could arrive at would keep their minds flexible. It was not possible to provide an educational tuation he reminded the association Soloan, was also absent, but his place tivities of modern life in all its phases any kind. And yet it is felt that one And yet it is all important that the that except for the full point there was was taken by A. C. Stewart. After the —intellectual, social and economic, This system for a country, for that was imno absolute uniformity of usage.

The chairman, apropos of the stress who quarrelled most were those laid on the mechanics of composition, There were people whom it was no use to send to the university. The four years at that institution would be He expressed a desire to hear from Dr. of no use to them. The specialists we' Greenwood, superintendent of the tion of the High School Teacher.' should smother them. A great many ject.

American specialists could not retire because they had nothing to retire to. If they did they would die. They knew only one thing. This man could have a liberal of the could be the could be co Dr. Greenwood, of Kansas City, told the association that the plan followed in the Kansas City schools, which was having good results, was rather differnot be spared but the man of liberal ent from the somewhat chaotic system education benefited from all of these. in force generally in the various states. All the types would be produced in the They encouraged the children to write new provinces but they wanted more well in plain English, not to indulge opportunity for culture for those who in "fine" writing, but to write enough, to use not too many words nor yet too "The salvation of the country lies not in the colleges, but in the ordinary high schools," he said. There was a where it stands for the most and does fatal lack of accuracy in the fundation where it stands for the most and does its own work, and to follow but a few mentals. Canadians wrote and spoke rules as to punctuation and capitalizatherefore, fitting that in the profession slipshod English. This resulted from

It was not necessary to arrive at hard and fast conclusions, for that would the great disparity between the sexes demand the skilled teacher is all imin the teaching profession. Prince Ed-portant. Fine buildings, spiendid equipward Island has more than half, as ment, well-defined systems and courses dents in that country who were getting the best kind of education. There were itoba more than three times and Al-skilled teacher. many students, however, who were berta more than twice as many. Figchildren of uneducated parents, and ures are not available for British Cothis influence was too strong.

He defined education as the ability to have reactions in the brain. He detailed than men, women being the cheaper are complicated system. While possessing

spare time. "A man may work all day velopment of the country. There was no doubt of the place of said. Men and women should work to- the high school teacher must cona's gift for cadet corps and physical ty. This feature of the case should at education was mentioned. There need once be recognized both by the institu-

Dr. Robinson, Miss Williams, principal of the Girls' Central school; W. P. couver schools; Rev. T. W. Gladstone and Dr. Greenwood, Kansas City, spoke in high terms of the paper. Rev. Mr. Gladstone referred to the change in England from a system of military drill

John Kyle, superior of drawing in the veloped in this way in all lines, but the fully prepared paper on "English in life of the nation would not be broad- the Elementary School." He went very in the elementary schools, he said, were in the elementary schools, he said, were cussion or imagination. They would

the writing of words, and in grades the Winnipeg schools; Miss Mills, Van- ticularly to normal schools which in the methods of instruction presented in the several years in public and high school three and four proceeds to more diffi- couver; and Inspector J. L. Hughes, To-

> INDUSTRIAL PART IN EDUCATION

The manual training section opened this afternoon with President Dunnell in the chair, and a goodly number people interested in this branch of education present.

The president, after welcoming the delegates from other cities, spoke of the prejudice that existed among some teachers to manual training work, and pointed out means of rectifying matters. He also stated that in this province manual training was being talkpal Wallis to develop his ideas a little ed more and more in rural districts, further along the lines of the method ly to be opened.

The matter of forming an association children liked stories and a great deal of manual training teachers was touch-of information was stored away in their ed upon, but discussion of it was post-

Owing to his wife's illness Mr. Bennett of Regina, was unable to be present to give his paper, "Industrial Training for Teachers," and Mr. Noring the critical faculty was by having throp of Vancouver, was asked to read

person could find errors in another's The main central idea of this paper work where these would slip their no- was that teachers as a rule were not his pupils watch in the books they read world. He advocated teachers to take special courses during vacation or go was, however, very serious effort being for badly-constructed sentences and to farms, factories, etc., and so get into touch with the every-day life of the outside world.

Constructive Imagination. W. H. Binns of Victoria, followed with a paper entitled "The Develop-ment of Constructive Imagination in Our Woodwork Centres."

two-thirds off the work of marking pa- sational lessons, pupils could be brought

TRAINING SECTION OF TEACHERS' WORK

Yesterday the section of the conven-Principal Wallis replied that it was a very debatable question whether grammar should be taught in connection with composition. He did not think it necessary. In regard to punction was also absent but his place to nandy grade is to have a teacher of any grade is to have a teacher of any grade is to have a teacher of any grade is to have a proper view of the relation of any subject on the curriculum, then he must ize that one year is all too short to a satisfactory way. An ideal scheme fortunate in not have a broad view of intellectual life in general and have an intelligent appreciation of the great movements and activities of modern life in all its phases.

The teachers in the training schools teacher is the most difficult to solve in a satisfactory way. An ideal scheme cover the necessary way of intellectual life in general and have an intelligent appreciation of the great movements and activities of modern life in all its phases are viewed for the professional training of the professional training of the professional training of the converted to have a satisfactory way. An ideal scheme cover the necessary way of the relation of any subject on the curriculum, then he must ize that one year is all too short to general and have an intelligent appreciation of the great movements and activities of modern life in all its phases.

stress was placed on composition as developing the inner life of the child.

Little, principal of the London looking at life in that narrow way students in six months and some even which the teacher is all too apt to fall in a year can scarcely acquire the education of the child.

Successful of Ontario's collegiates, sent into. a paper on "The Professional Preparaseful and he did not see why they schools of Kansas City, on this sub- paper, which was taken as read, was

High School Teacher.

This is an age in which special preparation for life work is demanded of every one. In the professions of law and medicine this has long been recognized and now the rapid extension of trade and technical schools point to the increased demand for skilled mechanics and heads in all departments of commercial and manufacturing activity. lege must take up the work of prepartion which it so long carried on. It is, Miss Ethel Hurlbatt, warden of the professions from the standpoint of na-

The high school curriculum has in re be specially fitted to teach some portion of it with more than ordinary work in life; boys benefitted by the the curriculum, and the school or colwomen would be found were those of cated problem as the training of teach-

foster the military spirit, but they public and profession itself that is only would be effective in building up life too ready to criticise the work and pro-Argue, city superintendent of the Van- or less tentative way. The local or ture rooms of the university. Our con-

to physical training and warned the Canadian teachers to be careful lest the military system of education was forced upon them. Another thing on which he put weight was the showing of children how to play games.

Icatures of the situation.

In whi and must be years and that was too long. Young a quite separate unit as regards its teachers in three years fall into defect teachers in three years fall into defect teachers in three years fall into defect tieve methods and habits in teaching to which there is considerable diversity of opinion in the United States is this:

Who is in charge of one or two departments of opinion in the United States is this:

Who is in charge of one or two departments of opinion in the United States is this:

Who are the work of the public school teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of a public school teachers in three years fall into defect the work of a purpose. The work of the public school teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of a quite separate unit as regards its teachers in three years fall into defect the work of the public sends in the work of the years and that was too long. Young the work of the public sends in the work of the years and that was too long. The work of the public sends in the work of the years and that was too long. The work of the years and that was too long. The work of the years and that was too long. The wo any, should exist between training and purpose. The work of teaching is schools and other so-called higher in-Vancouver schools, read a paper on the stitutions of learning—colleges or uni- agriculture. But it is no more the this as it may, the principle of having The broader academic training would be a stitution of learning would be a stitution of learning training training would be a stitution of learning training training would be a stitution of learning training tr adaptation of nature to design in the versities. By some it is maintained part of a training than of a law or medelementary school. By the aid of a blackboard and crayons he explained blackboard and crayons he explained bits system of correlating nature study to the development of the drawing lesson. Young children the factor would not be accounted by the feathing of Eng. The work of teacher-training for successful experience, provided more-this was a critical hour in the west lish, from the lowest grade up. In the work of teacher-training for successful experience, provided more-this was a critical hour in the work of teacher-training for successful experience, provided more-this was a critical hour in the work of teacher-training for successful experience, provided more-this was a critical hour in the work of teacher-training for successful experience, provided more-this was a critical hour in the work of teacher-training for successful experience, provided more-this was a critical hour in the work of teacher-training for lish the one which as over, that the other of the interior is the following that the other of the interior is the other of the inte imate the teacher in an eminent degree; growing success. rather draw with a brush and colors than with the pencil, and they loved decoration. Mr. Kyle showed how simdecoration. Mr. Kyle showed how simply children stories, the fairy tale and folk-lore story being a very suitable form.

decoration. Mr. Kyle showed how simply children could be led into a knowledge of nature through the drawing will be storied to the upniversity.

decoration. Mr. Kyle showed how simply children could be led into a knowledge of nature through the drawing will be the upniversity. Such a policy is not where the teacher-in-training will be the upniversity.

United States train teachers for public

the great universities of the United at greater length in the high school the profession will thus be helped along States rather than any of our own-it The public school teacher with the and those who are sure to be failures casts discredit on the spirit of the pros- highest grade of certificate and exper- may be eliminated as soon as possible pective teacher himself. The profession should be animated with lofty ideals of able and is able to handle this work should be concerned. service and self-sacrifice, but the quite satisfactorily. But he should It is also the duty of the faculty of a martyr attitude is scarcely an elevating have public school experience of at training school to see that those who one for the profession itself to assume. Seclusion is detrimental to the best interests of the teacher and a fencingin process is the one to be avoided. certificate in the first instance from the normal school and his professional aside to follow some other vocation, age and of educational theories which course at the faculty of education could and it is gratifying to know that by saw the wide divergence between the be lightened, as it actually is now in the present faculties at Toronto and methods of the university lecture-room, the case of those who have had certain Queen's, this is actually being done. It with whose failings graduates are only experience in teaching. Three years at is just possible that a teacher-in-traintoo familiar, and the methods proper least and in most cases four years is ing might not, in the judgment of the The main idea of this paper was that to public and high school teaching. But the average difference in age between faculty, be adapted for the grade of the average difference in age between to much of a stere- it was also limited by the narrow the- university graduates and graduates of teaching he was working for, and yet exercises, but he never named the pulpils. The system of having the childen read each other's composition took dren read each other read each other's composition took teaching as distinguished from wide and varied academic scholarship. The higher professional training of teachers ceive their professional training at the into their proper sphere. is in its incipiency in this country and it is to be hoped that the educational character. Of course the same arguauthorities of the different provinces ment would not hold in the case of will be free from this worn-out doctrine those who have, after attendance at tice school. This should be, if possible in determining the principles under which they shall establish faculties for on a second class school certificate and for a special school thoroughly equipped f

the higher training of teachers. It will have in the meantime passed the senior nection with this consists of observascarcely be denied by any one that if a teacher of any grade is to have a The teachers in the training schools of the professional training of the

by just narrow or enlarged, views of

The same difference might be noted

a university course for a large majority is that it would increase the attend-of the teachers in our high schools. Is that it would increase the attend-ance at the already over-crowded nor-actual experience. Such a course is manifestly necessary mal schools and largely decrease the for those who are going to teach the attendance at the university training with a minimum of training should go special and so-called higher branches. schools-faculties of education-which out and occupy important positions In the case then of the graduates we are capable of handling more than the responsibility. Every precaution should may dismiss this theory as unworthy number of graduates who offer them- be taken by regulation that immature of consideration, refuted by the exper-lence and conscience of graduate teach-is at present a matter of expediency possible harm may be done during the ers themselves. But in any case the and economy. The transition of a pu-period of trial. They should be under theory seems a very narrow one. Apart pil from a public school to a high school wise, sympathetic principal who will

from the reflection on the working-is a gradual one. Many of the subjects render all possible assistance. Those spirit of the university—and that of of the public school course are pursued who are likely to prove successful in

was taken by A. C. Stewart. After the situation was explained the section adis absolutely necessary if a teacher is this purpose of those who are entering dent teachers are to look upon as ideal journed and repaired to other divisions to be saved from laying too much stress upon the teaching profession. It is should be of the highest character. The of the convention. We can all recall in our experience prehend the meaning of what the lec-men in high positions in education turer is saying or of what he has read concrete situation before him the workwhose work has been marred and in books dealing with educational sys- ing out of the principles which have whose usefulness has been contracted tems and principles, and psychology.

educational values as a college educa-tion would have saved them from. The connected with teacher-training. It is the same person. Hence the great neuniversity graduate may obtain this this: Is it possible for the best profeswide outlook during his university
course, the non-graduate should get it,
teacher has had any real teaching exbodies. if not before, then in the purely theoretical part of his professional training, entire professional training precede all teachers-in-training must be limited if that the best teacher of the higher there actual experience? It matters not whethere the whole course is covered in a year, that the best teacher of the higher there actual experience? It matters not whethere who the whole course is covered in a year. Considerable observation should prefew, to use the right word or words and to put each word in the sentence passed away and the school and colthe higher grades. In the first case the school. In Ontario the model school failure may not attempts at teaching.

Great care should be exercised so that school. In Ontario the model school failure may not attend the first effort. teacher has a more thorough knowl- which gave the public school teacher This would have a most discouraging therefore, fitting that in the profession of the growth and development of the mind from the child up to young man- done away with and the students go crude work. Few parents are willing ply equipped people with the instruments of education. If they obtained this grounding the university would not do them much harm, and it might do them good,

Miss Edilei Huribatt, warden of the professions from the standpoint of national pro influence of the woman teacher in ele-mentary education. She pointed out in education, and to satisfy the public the great disparity between the sexes demand the skilled teacher is all im-in the teaching profession. Prince Ed-portant. Fine buildings, splendid equip-thorough education of those who carry Prof. De Witt.

Prof. De Witt.

Prof. De Witt.

Prof. De Witt, of Toronto, said he half as many women as men, New Brunswick are of great value but the teacher is had lived in the United States for ten years, and he found a great many structure of the profit of the problem has more than half as ment, well-defined systems and courses on the work in the training schools.

On the work in the training schools.

On the work in the training schools.

On the other hand, whatever value the university life and atmosphere may be seen times as many. Nova the soul of that unity of, which these other hand, whatever value the university life and atmosphere may be successed. The principle of training teachers was going on.

The difficulties of the problem here suggested throw light on what I said the university life and atmosphere may be can infer to be true, that the stu-public school teachers. One reason for seven times, Ontario four times, Man- can be no true success apart from the emic course we must admit that these dent who takes a course in a normal giving the prospective teacher actual are and must be different from the life school, with an actual teaching experion continuous experience after a short and atmosphere of the training school. ence of a year or two behind him, has professional training course was this. ures are not available for British Columbia and Saskatchewan. The tenpansion and is now broad and complex.

But it is a mistake to regard these as an altogether different and higher aplumbia and Saskatchewan. The tenpansion and is now broad and complex. to have reactions in the brain. He de-fined a liberal education as one that ticle, so to speak, and men finding votion to one of the great departments of the course. Men were sometimes led of the course. Men were sometimes led of the course. Men were sometimes led of the course of that the high school cannot and, to ful-, farmer would think of going to such a test and I would not minimize the value There was no doubt of the place of thom of it with more than ordinary women in school work, Miss Hurlbatt skill. The processional training of that thorough academic-training which a wise critic teacher may make experience on the farm? Or what difsaid. Men and women should work together there as in every other line of
work in life; boys benefitted by the
the curriculum, and the school or colquire. The work of the high school such a college have for a young man months' steady practice under the close care and influence of men and women, lege that undertakes this work has a must be supplemented by academic brought up on a farm and one who had and expert supervision of a good pringirls benefitted by the influence and great variety of human material to deal work in the normal schools in the sub- no such experience? Such a policy in cipal, while the teacher is free from care of women and men. Two lines of school work in which the influence of handle and correlate. Such a complipublic school course is something more very valuable to say the least. It is method is involved in these spasmodic school hygiene and physical education, ers does not admit of a solution that In the latter connection Lord Strath- has scientific or mathematical certaintent the methods of instruction that that experience confirmed as far as it vast improvement on methods in many education was mentioned. There need be no fear that the cadet corps would be no fear that the cadet corps wh necessary that graduates should be with a clearer insight into all the op-specially trained in methods of present-erations of his calling.

physical education was not suited to the working-out of this problem the modifying factors are the young.

which they propose handling in the model schools were infitiated, they were thigh schools without professional training of any sort. very numerous. It must be solved by the hope that the influence of the the educational authorities in a more training school will be felt in the lecschools, and this has been advanced as cism. It does not necessarily hold that provincial situation must be taken into clusions now are that while the trainaccount. Existing institutions must be ing school for the highest grade of in many cases the organization was deused, modified and extended to help solve the general problem. We shall to itself and teachers-in-training afconsider first some of the outstanding features of the situation.

One of the main questions connected with the university, still it will and must be a quite separate unit as regards its teaching spirit; that the distraction incident to such university life is opposed
the sign-posts and shows the dangerdoubtedly the only logical one to adopt
are granted only interince the factors and that permanent certificates
doubtedly the only logical one to adopt
are granted, after at least two years' far as possible and necessary should be certificate is then twenty-one years of Three great difficulties presented themselves. There was really a great waste of energy in a great university. The first duty of men in a new country in the aroused in them.

The paper was discussed by Miss J.

purposes and ideals as the future to engage the student's whole attenprobable success of the candidate in the actual work of the school. A teaching—the highest academic standard reing institutions and to choose the fun- best English. In grade two commences A. Cameron, supervisor of drawing in should be observed has reference par- is that he may be able to profit by the er with a most successful experience of

lecture room. Imitation does not cease work wrote on the examination of the schools and the lower grades of high with childhood and the college lecturer general and special courses in the Onschools and we must bear in mind that or professor may be of the greatest tario faculty of education. He gave in our own country high school teachers are of two classes, graduates and clear methods of instruction. The innon-graduates, and that to be exact we fluence of Geore Paxton Young, of ment, relying on his experience as his must consider the cases of these two blessed memory, has in this regard best instructor in these subjects. So separately. Surely, however, gone with his students into school, law- it was and he passed well. But he exwe are right in assuming that the advocates of this theory do not in any house throughout the whole Dominion. good foundation, that many students, way desire to under-estimate the value Reverting now to the case of the non- who had no experience whatever but of a university course for any teacher. graduate who may obtain a certificate had taken careful notes on lectures and Whatever arguments may be advanced against teachers living and moving in the university atmosphere during their that he should receive his initial trainprofessional training, these can in no ing in a normal school. The strong arpossible and very probable that some way affect the fact of the necessity of gument against such a policy at present of those who obtained high marks will

There remains to be considered in said the work done in the model pracbeen enunciated in the lecture. It We are brought now face to face with | will not be possible to an extent for the

this is a mistake. No student can go The teachers in charge would thus be

one who has had no such experience. pressure of hard study on a stiff course for examination, and that, too, under years ago in our own country and character. A military system of duct of these institutions. All should ing the particular subject or subjects It has been stated that when county graduates were turned loose into the

1. The professional training of high