

tell on the thoroughness and efficiency of the teaching in the lower divisions, just as certainly as the thoroughness and efficiency of the teaching in the high school would receive a severe blow by the abolition of that uniform test which has in ten years raised them on the shoulders of their former selves to their present flourishing condition.

On the other hand, high school boards should perceive the absolute necessity of making the lower form of their school practically as free as the classes of the public school. The fee should be only nominal; while those who are preparing for teachers' certificates or for entering the universities may reasonably be required to pay more than at present. Students of the latter classes look solely at the efficiency of the school; a difference of five or ten dollars does not cost them a moment's consideration. High school boards might also do much service to the cause of national education by taking particular pains to dispel the popular illusion that every pupil is compelled to study foreign languages, by providing for their junior classes teachers who have seen service in public school work, and by taking an active interest in the work of the public schools. Public school inspectors, coming as they do in contact with both boards, can do very much to promote that co-operation which is essential to the harmony of our system, a system conceived throughout in a liberal spirit worthy of a great and free nation.

In large cities, the higher classes of the public schools can be maintained efficiently, and in villages and townships they may be maintained as a necessity, though in the latter case, as we have frequently pointed out, it would be a great gain to establish a proper division of labor by grading the schools of a township and sending all the pupils of the fifth and sixth classes to one or two schools. It is the glory of our school system not only that it places education within the reach of every child, but also that it is sufficiently flexible to adapt itself to the wants of the new township and to those of the crowded city. It only remains for the local authorities to carry out its provisions in their true spirit and all discords will soon cease. We must learn to economise our forces for the great work of this generation, and not waste them on useless friction.

#### REPORTS OF CASES.

It is well-known that most members of the medical profession keep a book in which they note down remarkable points of interesting cases that occur in their practice. The medical journals regularly contain numerous reports of noteworthy operations, successful treatment of diseases, etc. Medical literature is full of reports of actual cases that have come under the personal observation of the writers. Thus, also, in law, proceedings are regularly reported. The consequence is that these professions have an accumulating body of experience which is available for every member of the profession for all time to come. Now, it is the power of accumulating common experience, and appropriating the results of the past for further progress, that distinguishes civilization from barbarism.

How does the teaching profession stand in this respect? Are the young teachers of to-day benefitting by the mistakes of the preceding generation? Are their advantages in this respect equal to those of the young doctor or the freshly called barrister? Our normal and model schools are doing a great work in the way of general direction and training, but they can not do everything. The concluding chapter in "Abbott's Teacher," for example, does for the young teacher something that no set lectures on methods can do.

Inspector Brown, of Peterboro', cast a seed thought at the recent closing exercises of the Toronto normal school, when he expressed regret that he had not during his thirty years' teaching experience kept a careful record of his pupils' careers; and urged on his hearers this idea, which has more than once been broached in these columns. We shall be glad to publish in our practical department a short statement of such cases as are likely to be instructive to the profession generally. Theory holds its proper place in education, ideals are sometimes thoroughly inspiring, but, after all, as Carlyle says, "The grand school-master is practice." Who will take the first step towards providing a treasury of experience in Canadian school teaching? Whoever makes such reports will be greatly benefited by the observation and reflection necessary to produce them.

#### THE MINISTER OF EDUCATION.

Mr. G. M. Adam, and the little clique of which he is the mouth-piece, foreshadowed their programme some six months before the provincial elections. An attack on the Education Department was declared to "form one of the first elements in the common campaign." By way of introduction, the *Educational Monthly* devoted its attention to Mr. Crooks in its own peculiar way—"he has no command of the resources of a great man,"—"compounded of capriciousness and political partisanship,"—"dominated by his official importance,"—"wanting in sensitiveness and apprehension,"—"his political partisanship is a public scandal,"—"his wordy flatulence is only equalled by his pretentious ignorance,"—"a record of weakness and vacillation." These and many other choice shafts were let fly at the doomed Minister.

But notwithstanding the ukase of G. M. Adam & Co., Mr. Crooks is Minister of Education for another term. We heartily congratulate the Hon. gentleman on his re-election, which shows that the common sense of the people still appreciates the severe labor he has done in the public service. It is very gratifying to be able to record Mr. Crooks' recovery from his recent illness.

#### OUR EDUCATORS.

It has been often stated that we have just reason to be proud of our admirable school system in this Province, and, if this be true, we have reason to be proud of the men who have made it what it is.

Considering that our school system is only some fifty years old, we have had, and we now have, in proportion to our popu-