

Manley's view is likely to occur to an outsider and that his interpretation is neither forced nor sophistical.

Had the writer remained for the debate he would have heard what we consider good healthful interjections from the back of the hall. The students were exactly in proper trim for enlivening the proceedings by their attention to the speakers, and this we honestly believe to be in every way beneficial. It affords an exceptionally valuable training to the debater, whom it neither offends nor disconcerts but rather encourages; and it prevents any possible feeling of *ennui* on the part of the audience. We think a proper mean was observed, and hope this mean will not be departed from to go either to the excess or to the defect. This fact will be felt, if we mistake not, by our guests as well as by ourselves. Of some other stages in the proceedings, however, this much cannot be securely affirmed. The President's address was delivered when many people were still entering the hall, which effectually precluded those in the remote half of the hall from hearing; but this need not have prevented us from permitting our guests in front from enjoying a really superior inaugural. Much the same could be said touching Mr. Brown's essay. It is quite possible that we did unintentionally give offence to some of the ladies, and it would probably be well to avoid the recurrence of such a deplorable event in the future. For the students themselves who were honored by ladies' company and still came late we have not a great deal of sympathy, but for the sake of others and of the ladies themselves we are forced to protest.

Let us therefore retain the good features of our merriment but try and restrain our hilarity when it approaches boisterousness, and shows the very appearance of being even in the least degree less gentlemanly than is consistent with our enviable position as inmates of the very halls where culture herself is supposed to dwell in form almost divine.

On several occasions lately we have been hampered by our inability to refer to back numbers of our paper. We wish accordingly to appeal to the sympathy of our old subscribers who may have issues of earlier years which they would not seriously object to parting with to aid us in completing a fyle. Any numbers forwarded to the office will be very gratefully received.

#### A LAMENT.

It was in the mild month of September  
That down by the dim lake we stroll'd,  
When the sun burn'd above like an ember,  
And the maples were crimson and gold,  
And the waters were purple and gold.  
Ah, clearly I still can remember  
How he sought his young heart to unfold,  
'Neath the leaves of that lurid September,  
In the tale of deep love that he told.

But now by the dim lake there lieth  
No garland of leaves on the shore,  
No zephyr her symphony sigheth,  
But the wind sweeps with pitiless roar,  
And the wave sweeps with ponderous roar;  
While the maple, uncomforted, crieth  
And wringeth her hands on the shore,  
For her roots wrap the grave where he lieth  
With the tale he may tell never more—  
With the tale that nor liveth nor dieth  
Till he rise from that wild, wintry shore.

JAS. A. TUCKER.

#### TECHNICAL EDUCATION OF HIGH SCHOOL TEACHERS.

In view of the various changes which have during the past four years been introduced into the training of our High School teachers, a consideration of the aims and efficiency of the system may not be ill-timed. The teaching profession claims a larger number of our graduates than any other profession, and bids fair to rank at the head of the professions owing to the importance of the work it accomplishes. To argue that teachers require a technical education would seem needless but for the widespread belief that knowledge is all that is necessary to make a teacher. True, the ordinary graduate is better fitted without a technical education to teach than to practise law. To the fact that a graduate has acquired in his course the instrument with which he practises his profession as a teacher must be attributed the common opinion that he needs no further training. A moment's consideration, however, will show the absurdity of this view. A graduate is provided with knowledge which is the instrument of education, but he is not acquainted with the methods of using it nor with human mind, which is the subject of education. Let us take an analogous case. We would have no hesitancy in saying that a chemist who understands thoroughly the composition and mixing of drugs which are the instruments of medicine, should not be allowed to practice medicine until he had acquired a knowledge of the method of using them and a knowledge of the human body which is the subject of medicine. Why then should we wish a man similarly equipped for teaching to attempt to train the mind.

The efficiency of our School of Pedagogy must then be judged by the measure of success attending the efforts of its teachers to furnish students with a knowledge of methods and applied Psychology. To estimate the results by the efficiency of its graduates is, however, not a good test. The comparative efficiency of its graduates may show simply that it is a good detective agency for discovering those who by reason of their education and nature are teachers, and it must be confessed that a consideration of the methods employed in the school tempts one to take this view of it.

The opinion of the students themselves ought not to be an unfair test, were it not for the fact that when once a student has graduated from the school his opinion regarding it changes. The result is that while the students, with the exception of those holding first-class certificates grade C, are almost unanimous in their condemnation of the system employed, the teachers throughout the Province are almost as unanimous in favor of the school. But it is not improbable that teachers, seeing that it acts as a bar to the profession and that it tends to keep the number of teachers limited, are in favor of it or some other system of training which will achieve the same results, while those in attendance who are not prejudiced in this way find it inadequate to give them the training they require. Judged by this standard the school is by no means a success.

The changes which have from time to time been introduced indicate a consciousness on the part of the Educational authorities that their system is by no means perfect, and leads us to suspect that the present system is also inefficient, especially since many of the changes in no way contribute to the efficiency of the school. Many objectionable features have been removed as well as many excellent ones; the attempt to teach writing was worse than useless, while the elimination from the curriculum of gymnastic training in a good city gymnasium is much to be regretted.

In one instance more is attempted to be taught than could reasonably be expected of such a school. I refer to the system of requiring plans of lessons to be handed to the lecturers and the practice of requiring students to teach each other with a view to judge of their ability to teach, and to furnish opportunity for improving them in this respect. Failure to do either of these two things well sim-