

These are some of his equipments, but not all. I trust that along with them the true end of his training is not lost, the power has been put in him of acquiring new knowledge. His eye and hand and mind have been taught to work together, not to pile up truths in his memory that others have hewn out of the rough, but to pick up their untouched or discarded blocks, and by his own 'prentice hand discover what is hidden, to use his mind, his eye and his hand in observing the visible world around him and in judging according to evidence.

Now, I flatter myself I have sketched quite a delightful young person, and one whom you are all glad to know, and you all know him, for is he not the product of our common school system? i. e., the ideal product? If not, where lies the fault? In the course? Assuredly not, for it has everything down in black and white that I have mapped out, and a good deal more. Does the course then demand too much? You would be loath to think so, after accepting it unreservedly for so many years. You would be throwing a grave reflection on your judgment. Are our boys and girls not of the make up to digest this food? You reject that. Again, our teachers themselves are the product, and presumably the best product of this course, for it all leads up to the teaching syllabus. This increases our perplexity. Where then is the difficulty? It must be in the teaching; these good appliances must be misused. In what other way can we explain it, if our ideal is not to be found, or if so rare as to be a museum curio? My own opinion is that the teacher in the mass must be blameable, but he has not to bear all the blame; the heaviest part of that rests on the system that calls an unskilled workman to perform skilled labor; that puts into the hands of the raw apprentice the costly tools and delicate material that should fall to the lot of the master workman, and, worst of all, leaves it there. But the workman must serve his apprenticeship! True. He must make mistakes! True, again. We are forced to employ this unskilled labor! But the terrible truth is that the apprentice takes possession of the shop, and although he remain an apprentice all his days, he stays there. Even after a normal school training, he is but an apprentice, his manner of approaching his work a little more confident, his tools a little brighter, but perhaps not more skilfully handled when he comes to use them from under the eyes of his master.

And I am here to testify that in scores of hamlets in Cumberland and Colchester, when those polished tools, that went so smoothly through the carefully prepared material at Truro struck against the rough knots of the raw material that they were thrown aside with the

terrible disappointment of failure, often never to be resumed.

The trouble then is, that the apprentice does not go on "from more to more," mainly because his training ends so soon. Where is this after help to come from? There is the rub. I have my own opinion about it, but that is another matter.

I may be allowed a word of explanation here. I took the liberty of changing the title announced for my paper. It should be not *the*, but *my* ideal product of the common school course. The ideal product of my idea of a course might present more striking peculiarities. I do not want its shoulders to be burdened by more than it has to bear.

For the Review.]

Teachers' Conventions.

YORK COUNTY, N. B.

York County Institute for 1895, which met in Frederickton 19th and 20th December, is now a thing of the past. Still it lives, let us hope, in the memory of the many members, and may it bear the fruit of increased enthusiasm and improved methods during 1896.

Was it a successful institute? That depends upon the idea one holds in regard to what makes success. Is it numbers? We had an enrolment of one hundred and twenty-two, the largest on record. Is it the regular attendance of the members? This year showed a marked improvement along this line. Is it the attention of these members? Never did we notice such earnest and eager listeners. Is it taking part in the discussions? If so, here we failed. The reason for this may have been that the papers were so exhaustive in treatment and so carefully prepared, that they needed no additions, and no faults could be found. The closing session was the most lively. The subject under discussion was grammar. All seemed to agree that the formal teaching of this subject was imperative. An impromptu lesson given by a very enthusiastic teacher enlivened affairs considerably, and doubtless gave to some, new ideas concerning manner and method. Unfortunately, the darkness fell upon our talk and we had to adjourn, although several felt that much might and should have been said to emphasize the necessity of teaching formal grammar. Many privately expressed regret that attention had not been called to the slighting remarks concerning the study of syntax and analysis that sometimes creep into the "Notes on English" in the EDUCATIONAL REVIEW. Perhaps these remarks have more influence, and the suggestions may be carried further by inexperienced teachers than the writer intends. Perhaps, sometime, he will explain how we