

THE clever paper by Miss Noble on "Second Book Geography," in our Special Article Department in this number, will well repay perusal. It occupies more space than we usually give to one article in a single issue, for we know that the great majority of our readers prefer short articles, and are, perhaps, more likely to read them carefully when given in brief instalments. We make an exception in this case, partly because of the practical interest of the article and partly because we are specially anxious to give our readers in next number the valuable paper read by Mr. Seath before the Modern Language Association the other day. Mr. Seath's subject is "The Relation of Modern Languages to Culture in Ontario." The nature of the subject, the well-known ability of the writer and the relation in which Mr. Seath stands to the educational system of the Province, will all combine to make his paper one of special interest to our readers.

A TEACHER in an Arkansas school writes to an educational journal that what he calls the "University Plan" of teaching has been adopted in his school with gratifying results. The main feature of the plan is that each study is taught throughout all the grades by a single teacher. The ordinary method in graded schools in Canada, as well as in the States, is to have each teacher engaged mainly or wholly with the work of a single grade. The other plan has many advantages. Amongst others it enables each teacher to become an expert in the teaching of a special subject. It enables him also to utilize the knowledge once gained of the dispositions and characteristics of individual pupils. Yet it cannot be denied that the other plan has also its advantages. The change of teacher has often a stimulating effect upon a pupil, and his comprehension of the subject may be improved by contact with the different method and mental habit of another teacher. Perhaps a judicious admixture of the two systems will produce the best results.

HAS not the time about come when we should have a department of Pedagogy in our Provincial University? A good deal was said some time since in favor of the appointment of a Professor of the Science of Teaching, but we have heard nothing concerning it of late. It should not be hard to convince the University authorities that the profession of teaching is at least as closely related to the welfare of the State as that of law or medicine, and should have as full recognition. The following extract from a recent address by President Adams, of Cornell University, on the Teaching of Pedagogy in the Colleges and Universities, puts the argument in a nutshell:

"The importance of education reveals and determines the importance of the teacher's function. If it be true that there is no interest of the community that is more universal and far-reaching, then it must also be true that there is no vocation that has more to do with the real welfare of the people. If there is any pursuit upon the character of which the future of society, in any exceptional measure depends, it is

fit that those by whom the character of that profession is determined should be exceptionally well-prepared for their work. It follows, as a necessary consequence, that the teacher should be trained with special thoroughness for his vocation."

THE following circular, which has been sent to Local Judges, School Inspectors and Head Masters of High and Model Schools, explains itself:

TORONTO INDUSTRIAL SCHOOL ASSOCIATION.  
Secretary's Office,  
Toronto, Jan. 5th, 1889.

Dear Sir,

I am instructed by the Industrial School Board to inform you that although more than enough applications have been received from the City of Toronto to fill the new Cottage, it has been decided to reserve, for six weeks, twenty places for lads from the other municipalities of the Province. Already boys from the Counties of Oxford, Ontario, Bruce, Peterboro' and York, have been in attendance, and in all cases the Municipal Councils have, readily and willingly, discharged the \$2 per week necessary for their support. It is hoped that you will see that no lad in your locality who ought to be sent to the School is deprived of the advantage of attendance.

Yours respectfully,

W. H. HUSTON,  
Hon. Secretary.

Forms of applications will be sent if requested.

We know no philanthropic institution which seems to us wiser in its methods and aims, or more worthy of being patronized and liberally supported than this. No doubt the vacancies will be quickly filled.

"COMMON School Culture," a little book by Mrs. LeRow, an American lady, adds another powerful note to the chorus of condemnation of the forcing and cramming processes which are still all too common in the public schools. Mrs. LeRow gives a large number of answers sent in by children at written examinations, similar to the famous collection published in "English as She is Taught," which Mark Twain reviewed so effectively. What a chaos of confusion must exist in the mind of the child who can pen such answers as the following from Mrs. LeRow's collection:

"Doxology, dropsy in the head."

"Evangelist, one who speaks from his stomach."

"A conjunction is your very much surprised at something."

"A interjection is throwing words in a sentence o dear is interjection because you can't pass it with anything."

"The serfs of Russia is little animals all white except the tips of their tails which is black."

"Cromwell owed his elevation to his ascent to greatness, and because he was often in the senate and in the field of domestic retirement."

We are not disposed to lay too much stress upon absurd mistakes in the use of words, such as even well-taught children will often make, but one cannot read such examples as the above without being convinced that the children have been trying to learn by rote words and sentences of the meaning of which they had no intelligent idea.

## Educational Thought.

"THE rich need education, the middle class need it, and the poor require it, so that all may know that this nation was not built up by any one class, that it is not depending on one class, and that it will not be ruled by a class. The people must be taught what their political rights are. They must be taught that boodlers and bribers are traitors. They must be taught to watch the politician after his election as well as before it. They must be taught that the lands of the nation belong to the people of the nation, and not to thieves who were smart enough to steal them. They must be taught that the rule of the corporation should come beneath the rule of the people.—E. V. Powderley.

A FALLACY is very common among primary teachers that the moral welfare of the children will take care for itself. They reason thus: When the child gets older he will know better what is right, and will behave properly. Two questions arise: How is he to know what is better? And, knowing better, can you assure yourself that he will do better? My experience goes to show that the idle, troublesome boy or girl at six is idle and troublesome at twelve; the disobedient child at six is disobedient at twelve; the dishonest boy or girl at six is the same at a later age, unless the matter of persistent moral training enters impressively into the early school life.—Miss E. M. Reed.

"YOUR great object should be to make yourselves more worthy and others more happy. How much might we not add to the brightness and happiness of our lives if we would only take a little more trouble; and yet, while people will often slave for mere money, they really do not seem as if they cared to be happy. As Wordsworth says:—'The world is too much with us; late and soon, Getting and spending we lay waste our powers.'

Yes; but what world? The world is very much what we ourselves make it for ourselves. A higher authority than Wordsworth has prayed for us, not that we should be taken out of the world, but that we should be preserved from the evil. Art, and science, and literature, with religion, help to raise man, tend not to take us out of the world, but to preserve us from the evil."—Sir John Lubbock.

No scheme of education, however comprehensive and elaborate, can be of value unless animated by the warm human sympathy of the teacher. It is the teacher who takes the bare outlines and with tenderness and earnestness makes them effective. Children must be first appealed to through the heart—when their regard is won the battle is fought. When the regard—the love of his pupil—belongs to the teacher, the vexed problems of discipline are solved. The children will do right not for the sake of doing right, not through fear, but simply because by so doing they please the teacher. His approval and pleased smile is the reward. It takes a wonderful feeling of humanity, a deep sympathy and patience in a man to effect this condition. Some women have these conditions in unusual degree, while in others—both men and women—they are totally lacking. Such should never teach; they can only offer dry husks and stagnant waters.—Central School Journal.

HIS (Rev. Edward Thring's) theories, which he knew how to urge with an epigrammatic weight that never failed to carry conviction, and his practice, were standing protests against all the fallacies of education as it has been, and as it must be, more or less, until schoolmasters in general are allowed by public opinion to make practice agree with theory as it did at Uppingham. His main principle was simple enough—that every boy is good for something, and that education means to help him to find out what he is good for and to make the very best of him, without making the capacity of one boy the standard of another. The principle sounds almost too obvious for statement. And yet to put it into consistent practice would be to sweep away the very last relic of cram, to change test by examination out of all recognition, and to transform a public school from a place for polishing exceptionally clever boys into one for making the best of every boy individually, whatever might be the quantity or the quality of his brains.—London Globe.