

teaching, the study of the principles and practice of their art." The familiar lecture style adopted renders the book easy and pleasant to read; the clearness and the strong common sense that everywhere pervade its pages give it impressiveness and tonic effect; the kindly spirit and profound sympathy of the writer are felt in every sentence; and the general effect must necessarily be to kindle professional zeal and awaken the student's intelligence to study deeply the problems of education as they present themselves from day to day in the actual life of the schoolroom. The most experienced educationists will find a freshness and vigor of thought in these lectures that carry with them a lively stimulus to the thought of the reader. The doctrines and opinions advanced are not hampered by some pet theory of education; they are not shrouded in clouds of words; there are few traces of favorite hobbies; the outlook is clear, intelligent, wide reaching; and the statements are positive, categorical, definite, so that, whether true or false, we have them distinctly before us in clear-cut outline. There is everywhere the ring of sincerity and honest conviction, and whether we agree or disagree with the writer, we can never doubt that he really believes what he says, that he has earnestly labored "to make the work of honest learning and of noble teaching simpler, more effective, and more delightful," and that he has on the whole been faithful to the great leading ideas that ought to underlie all teaching. The wide range of topics brought under view is also a great recommendation to a course of university lectures, and well adapted to cure that narrowness and provincialism of thought which too often belong to teachers who are perhaps good scholars in certain technical subjects.

Well, after acknowledging these great excellencies and doing respectful homage to the ability of Mr. Fitch, we maintain most emphatically that the book is not well adapted to the purpose for which it has been authorized in Ontario, namely, the professional training of second-class teachers. That was not the original aim of the book, and, unless we are seriously in error, Mr. Fitch himself would prescribe a very different course for the elementary reading of young teachers. The primary teacher is expected to enter the schoolroom with at least one well-tryed method of teaching each subject on the programme, just as the young doctor is expected to leave college with an approved method of treating any common disease likely to turn up in ordinary practice. Now, what *Posology* and *Materia Medica* are to the young doctor, *Methods of Teaching* are to the young schoolmaster. They prevent the mistakes of inexperience, they enable the young professional to practise his art with average ability from the outset of his career, they put him in possession of much that would require waste of time and power for him to acquire by his own experiments, and they guard his patrons from the results of his inexperience. He may afterwards arrive at better methods, he may by a deeper insight into the scientific principles of his art improve on all that he learned during his apprenticeship. But at the outset he must have some methods based on the knowledge and experience of his teachers. And is not this merely saying in other words that the young teacher should first of all master a manual of methods—short, clear, embracing those subjects, and those only, which he will require to teach from the first day he takes charge of a school? Now the book we are considering "is not, and does not profess to be, a manual of method." There are in it many valuable suggestions of good methods, many fertile hints, and much that would lead talented young teachers, full of energy and ambition, to arrive at sound methods. But the average young student will not derive from these lectures the clearly defined plans of beginning and conducting his everyday lessons that he ought to have when he takes possession of a life certificate to practise his profession.—Y. D. X.

Educational Notes and News.

Mr. A. W. Jones, Principal of the South Ward School, Peterboro', has resigned.

The Bruce County Council, at its last meeting, decided to have county promotion examinations.

Mr. Ventrice, formerly of Kincardine High School, is the assistant in Vienna High School.

The average attendance of pupils at Whitby Collegiate Institute is 135; The attendance at Oshawa High School is 150.

Miss Kate Cameron, of Belmont, is teaching No. 5, Bayham, in place of Miss L. Cousin, who is attending the Ottawa Normal.

The trustees of the Springheld Public Schools have decided to enlarge the teaching staff in the school by engaging a third teacher.

Mr. Pickard, teacher S. S. No. 6, Greenock, was successful in passing one of his pupils for a Third Class certificate last examination.

London desires a Normal School, and a deputation waited on the Minister of Education to urge their claims. They went home disappointed.

The London School Board has got into "hot water" by the appointment of a teacher of elocution at a salary of \$1,000.—*St. Thomas Journal*.

The schools in the district under the inspection of Mr. Stewart, I. P. S., Pilot Mound, Manitoba, have increased from twenty-three to upwards of sixty.

Miss Annie Bowes, of Pinkerton, who has been a very successful teacher in Bruce County, and previously at Leamington, is attending the Normal School, Toronto.

ERRATUM.—In our note on Woodstock High School, page 58 of last issue, instead of "The previous Head Master, D. H. Hunter, B.A.," &c., read "The present Head Master."

Miss ALGAR, teacher in the North Dresden Public School, punished a boy by the name of Thomas Teeper. The day following she was before Squire Chapple, and paid a fine for abusing a school child.

The teacher who reads no educational journals will soon be unknown. Those with so little enterprise and so little love for their vocation as not to read educational matters, will soon be counted out.—*Polytechnic Student*.

The London School Board have decided to dispense with the teacher of elocution. A motion to charge \$2.50 a quarter for tuition at the Collegiate Institute, which is greatly overcrowded, was referred to a committee.

It is reported that Ridgetown High School has been elevated to the standing of a Collegiate Institute. If so, it reflects the highest credit on Geo. A. Chase, M.A., Head Master, and his staff of assistants. We wish the institution continued prosperity.

The Woodstock High School has added another teacher to its staff in the person of T. H. Lennox, B.A., of Grimsby, who will enter upon his duties about the middle of the month. Mr. Lennox comes here highly recommended.—*Sentinel Review*.

Peterboro' has declined to continue the grant of \$750 to its Collegiate Institute, and the Board of Education have decided to charge county pupils a fee of \$15 and \$10 for the first and second terms of the year, to go into force on the first of March.—*Canadian Statesman*.

Mr. A. W. Aytoun Finlay, B.A., formerly Head Master of Chatham High School, and now of London, has entered suit against the Chatham High School Board for \$800, being the amount claimed by him for salary up to September, 1886, from the date his dismissal took place.

The Strathroy Collegiate Institute Board have an engagement with Mr. Ambrose D. Guerre, B.A., of Stratford, as mathematical master, at a salary of \$700 a year, under a stipulation, however, that it will be increased to \$1,000 next January if he fulfils the expectations of the Board.—*Free Press*.

About eighty of the Public School teachers of Toronto are attending a class of instruction in the Tonic Sol-Fa system of vocal music, under the tuition of Mr. A. T. Cringan, graduate of the Tonic Sol-Fa College, England. They are making speedy progress, and evince the greatest interest in the method.

The Hon. G. W. Ross, as Minister of Education, receives a salary of \$4,000. The salary of Dr. J. G. Hodgins, Deputy Minister