

MODEL SCHOOL INSPECTION.

We have frequently received complaints from Inspectors in past years respecting the way in which the work was divided among them after the Government decided not to appoint a special officer for that duty. The arrangements for the present year are likely to give satisfaction. The efficiency of Inspector Carlyle in his official visits to the Model Schools in the vicinity of this city is favorably commented upon. Dr. McDermaid and Inspector Brown are also impressing masters and students by their energy and practical skill. The bulk of the work will, for the present year at least, be undertaken by G. W. Ross, LL.B., whose popularity and general acceptance have always made his visits red-letter days in the school calendar. His broad sympathy with teachers and students, his wide experience, and intensely practical turn secure valuable results at schools and conventions alike.

A SERIOUS CHARGE.

In the *Globe* of October 5th we find a rather extravagant article on "Reading Aloud." The writer says:—

"Anything more sluggish, humdrum, monotonous, and unintelligent than the average reading aloud in this Canada of ours . . . could not well be imagined, and no wonder."

He then proceeds to make teachers wholly responsible for the exaggerated case he has conjured up in his own imagination. To show how very little this great oracle knows of the schools of Ontario as they stand to-day, take these sentences:—

"If the pupils stumble through in any fashion with the 'single redeeming feature of not very abominably mispronouncing any of the words it is often all that is either expected or asked for; while these scholars get but few indications of what might be called good reading, for the simple yet all-sufficient reason that the teachers are themselves anything but adepts in the exercise. We venture to affirm that there are hundreds—we shall not say thousands—of our teachers who never once showed their pupils how a sentence ought to be read with propriety and effect. The lesson is 'heard,' and each scholar is allowed to stagger through as he best may, too often in a helpless, limping monotone that has 'neither force, vitality, nor intelligence about it.'"

"We venture to affirm" that nearly the whole of this sweeping indictment against the teachers is false so far as concerns the Province of Ontario. We challenge the *Globe* to produce one hundred teachers in the whole Province "who never once showed their pupils, etc." Bah! "we venture to affirm" that this wiseacre has not spent two hours inside a Public School since 1870, and knows nothing of the way in which reading is actually taught. He has evidently no conception of the silent revolution in methods which the County Model Schools are effecting. He describes a style of teaching which was, perhaps, common a quarter of a century ago, when he himself was a boy.

There are many reasons to give for the prevalence of inferior reading, as:—(a) The small value attached to it at the departmental examinations and at the various university ex-

aminations. (b) The extensive requirements in other subjects to which these public examinations attach a three times greater value. (c) The difficulty and unsuitable character of the Readers that have been used for the last fifteen years. We should delight to hear this wise editor "reading aloud, with any measure of intelligence and propriety" any one of a hundred lessons we could select from the Third or the Fourth Books of the series just abolished. (d) Natural inaptitude of children, lack of voice and ear. Not more than half a dozen in an average hundred pupils could ever become finished readers, simply for the same reason that nine music pupils out of every ten never could be trained to play or sing with power and expression. (e) Natural inaptitude for the same reasons of many teachers, e. g. We remember a highly accomplished scholar who was also a most successful teacher who could not vary his voice more than two tones, and an honored and useful pastor who never could perceive the distinction between *aye* and *hay*. (f) Bad methods and in some few cases "hearing" instead of teaching. This latter certainly bears a very small proportion compared with several of the preceding, as (a), (b) or (c), and it is only by ignorantly distorting the actual facts that these remarkable affirmations in the *Globe* could ever be made.

We add one more reason which will probably stun the aforesaid editor: (g) Over-teaching, too much time spent in explanation and in model reading, and too little time given to "hearing" and drilling the pupils.

THE SCIENCE OF EDUCATION.

At a meeting of the College of Preceptors at London J. J. Beuzemaker, B.A., ably discussed the present and the future of the science of education. He summed up the parts of the science most essential and of most practical use to the teacher as follows:—

(a) **PSYCHOLOGY**, as related to education, including the laws of Association and their relation to Memory, Reason, and Imagination; the development and the character of the Feelings and the Emotions; and the interdependence of Mind and Body as exemplified in Volition.

(b) **ETHICS**—The ethical problems and their special application to the formation of the character of the young.

In these two branches he would exclude all questions relating to Metaphysics and Ontology, such as Nominalism and Realism, Idealism, the nature of Being and of a First Cause, etc.

(c) **PHYSIOLOGY AND HYGIENICS**—A fair knowledge from a good hand-book, giving special attention to the fundamental truths on ventilation, light, air, soil, exercise, and food.

(d) **THE HISTORY OF EDUCATION**, which is not at present easily accessible in a compact form. He demands a subdivision of this subject into: (1) A history of all the subjects taught in an ordinary school curriculum. We want the history of Reading, Writing, Arithmetic, Geography, Latin, etc. (2) Schools and their organizations. (3) Biographies of the great practical educational reformers, like Comenius, Wolf, Sturm,