

given is, BEWARE. Kindergarten is a popular word, and many unscrupulous persons are attempting to make a living on the strength of it. A recent article in *Scribner's Monthly* says: "There are several difficulties which the promoters of Kindergarten work have to contend with. Everywhere there are people who pretend to have Kindergartens, without even knowing what a Kindergarten is. Quacks, both German and American, seek to make money out of the popularity of the name." There is only one German lady in America who has successfully conducted a training class for Kindergarten teachers. Mrs. Kraus Boelte, 9 West 28th Street, New York, conducts a genuine Kindergarten, and any Canadian ladies who desire to be instructed properly in the system cannot elsewhere in America receive so good a training. Sham Kindergarten is worse than none. There is no institution in Canada which is recognized by the Froebel society as competent to train Kindergarten teachers. Teachers and their friends will do well to be on their guard, lest some persons mislead them by pretending to be what they really are not. It is to be hoped that ere long Kindergarten may be introduced into the Provincial Model Schools by thoroughly competent ladies.

TEACHERS' CONVENTION.

The eighteenth annual Convention of the friends of education in Ontario was a very successful one. The attendance was larger than usual, and a great deal of practical work was done. The great question of the Convention was undoubtedly teacher training—how to add to the efficiency of the County Model School system. The educational progress of the future depends to a very large extent on the thoroughness of the professional training of teachers. It is of great importance too that this training be correct at the commencement of the teacher's course. Perhaps the best suggestion made in reference to the Model Schools was, that a regular Inspector should be appointed to take charge of them. The present system of having the work of examination done by the members of the Central Committee is only a temporary arrangement, it is to be hoped. No one of them can become familiar with the work as a whole at present.

While it is well to devote especial attention to the preparatory professional training of Third-class teachers, there is a great danger of neglecting to give sufficient care to the thorough professional training of First-class teachers. If County Model Schools are to be successful in the highest sense, men must be specially trained to conduct them. In the matter of higher professional teaching America is behind England, and England far below Germany. "Higher Professional Training for Teachers" would form a good subject for the Convention of 1879.

Contributions and Correspondence.

SUPERANNUATED TEACHERS' FUND.

To the Editor of the Canada School Journal:

SIR,—Whether, without Dr. Ryerson, Teachers would have got pensions is more than I know; but one thing I do know, they have long ago seen their folly in opposing him in his efforts to so-

cure for them pensions in their years of disability. The opposition did not rise, as some think, from want of forethought on the part of teachers, but simply from their want of intention to remain in an avocation in which they had failed to realize the ease, honor and emolument that had attracted them into it. The difficulty in getting a respectable certificate, the difficulty in getting a situation, and the still greater one of holding it, together with the unhealthfulness of teaching, all co-operate to make the business undesirable; and, unless some inducement had been held out by way of pension, schools would be enquired after by men who would be but little acquisition to scholars. But pensions are just. No class of literary men are, even now, so poorly paid as teachers are. Ministers, for a weekly sermon an hour long, get \$1,000 a year; but teachers, for 30 hours a week, barely get half the sum. And then there is the difference in social standing. Teachers, such as I did, 30 years ago, taught for \$10 a month and boarded around, and under three months engagement; they saved nothing and spent their best days in the worst times; the people then were just as willing to pay more as the people are now, but they were unable to do so, and the pension we get now is but the just arrears; yet we thank the Government for its recognition of the justice.

J. IRELAND, Fergus.

THE TEACHING OF ENGLISH GRAMMAR.

The article on Current Mistakes in Teaching Grammar, sent by Mr. C. P. Mason as a contribution to the CANADA SCHOOL JOURNAL, was published in *The Educational Times* in England. Its publication led to the following correspondence:

To the Editor of the *Educational Times*:

SIR,—I have read with attention the elaborate paper on "Current Mistakes in Teaching English Grammar," by Mr. C. P. Mason, which appeared in a recent number of the *Educational Times*, and I ask your permission to make a few observations upon it. Let me at once confess that I am one of the tribe of "writers of Grammars" who have excited the displeasure of this gentleman, who does me the honor to quote a definition from a little book of mine, with the addition of one of his usual complimentary epithets; although, as definitions pass current from book to book, it is just possible some other author of a "two-penny dreadful" may be the real culprit. Be that as it may, the questions raised in the paper are sufficiently important in themselves to deserve careful consideration; and as I entirely dissent from Mr. Mason's views, I readily accept his challenge to the "tussle" to which he so courteously invited his audience (of whom I was, unfortunately, not one) when his paper was read.

The discovery which Mr. Mason has made is too important to be given in any other than his own words. It appears that hitherto "the writers of Grammars which are most commonly used have not been able to grasp the not very recondite truth, that words are not identical with what they stand for—that the noun 'book,' for instance, is not the article made up of printed leaves fastened together, which we buy at the bookseller's; and that, when we buy one of these articles, we do not purchase a part of speech." I need not stay to inquire whether this gentleman seriously believes that there are many writers on Grammar who do not know the difference between a noun and a book, as I should probably be met by the rejoinder, "If they write as if they did not, *tant pis pour eux*; they are none the less 'illogical,' 'absurd,' 'stupid,' 'childish blunderers,' &c., &c., &c. But what if it is Mr. Mason himself who has blundered,—what if it is not Professor Bain "who cannot see," nor Dr. Abbott who is "inadvertent" (happy Dr. Abbott, to get off so easily!), but their critic, who, mistaking the true province of grammar and the proper function of the grammarian, has simply misconceived the whole matter?

Let us see how the case really stands. Taking Mr. Mason's own illustration of the "red rose," we are all agreed that the word "rose" is a noun, and the word "red" is an adjective. As the controversy hinges on the use of this adjective and its relation to the noun, it is important that we should have a clear conception, at the outset, of the real office of the adjective as a part of speech. I shall give, in preference to my own, the well-known definition of Mr. Mill, quoted in several Grammars, as it bears directly on the illustration under notice, and his name carries an authority which even Mr. Mason will not dispute:

"As nouns substantive are the marks of ideas or sensations,