

a due and deep sense of the grave responsibilities that will devolve upon him as a teacher—the highest position which a man can fill here below.

Then further, the writer states that the course of study in the Ontario Normal College is in many respects inadequate to the ends in view. And the desideratum here he says is a detailed study of the history of education, etc. A man does not need to be a philosopher to see through the absurdity of this contention. The purpose of this institution is not to offer a course in the history of education to the exclusion of other subjects, but to prepare men and women for the actual work of teaching. Now Mr. Black says a graduate from the Ontario Normal College should know something of the people's high schools of Denmark; the desirability and feasibility of medical and dental inspection of schools; the nature and function of ambulatory methods, etc., etc. Surely this is a case of *reductio ad absurdum*. If this theoretical knowledge were so valuable the greater part could be obtained from the educational magazines of the day. But is all this stuff of such importance that time should be taken up with it at the Normal College? And in the name of wonder, we ask has it any direct bearing on the work of teaching? We do not think so. It would be of no more value to the teacher than it would be to the physician to know the history of the pharmaceutical art from the time of Hippocrates down to the present day.

And to acquire all this theoretical knowledge he suggests the extension of the term from one to three years. I must confess that it is a severe strain on a man's temper to read anything like this. I am aware that on this question he may have some respectable authority on his side, at least with regard to the extension of the Normal School term; but in the case of the Normal College, the students of which have a much higher standard of

scholarship than those at the Normal Schools, many of them being university graduates, the idea of extending the already long term is absurd and unreasonable. Of what advantage would all the theoretical knowledge that might be acquired in a longer term be to a teacher, if he lacked the experience? With just as much reason might we say that a theoretical knowledge of anatomy would be a guarantee that a man was capable of performing a surgical operation; or a knowledge of the art of war, as learned at Aldershot, qualify a general to conduct a campaign in South Africa. In teaching as in other callings, no amount of theoretical knowledge, whether it be the history of education, psychology, or the generalizations of pedagogy, will give an adequate knowledge of the art, which in this as in everything else, comes largely by "doing."

Again, Mr. Black urges as a reason for the extension of the present term, that of all the arts and sciences teaching is the most difficult. Without discussing the truth of the assertion, we know this much is certain, that success in this vocation depends more on natural endowment than in most others. Granted that teaching is a most difficult art to master, the teacher's preparation for his work is not limited to the one year he may spend at a training school, but his whole life at school, college and university has been a preparation therefor; and if that factor which admittedly counts for most in a teacher's qualifications—not the formal knowledge he may possess, but what he is—his character as a man—has not had a wholesome and symmetrical development during his previous school and collegiate life, it is not likely to undergo any great transformation in the time he may spend at the Normal College. And further, the chief part of the teacher's work—or that part of it which must ever occupy the greater part of his time, is the imparting of knowledge;