

Canadians ought to profit by the lessons of the Centennial, and cease to be contented with what they are doing in educational matters, until they are fully abreast with other nations. We are fully up with the times in the matter of school furniture and apparatus, thanks to the care of the Education Department since it was founded. We are not up with either America or Europe in the professional training of teachers—that is, in the higher departments of the work. In the last JOURNAL, it was stated that the Normal Schools in the United States taught Psychology, and that a movement was on foot to establish an educational chair in certain universities. This has already been accomplished in Great Britain, in some of the universities, as well as in the teacher-training institutions. But this does not satisfy British teachers. They wish to advance still another step. At a late meeting of the Council of the College of Preceptors, a memorial to the Senate of the University of London, for the institution of Professional Examinations of Teachers, and the granting of Educational Degrees, was adopted. The following quotation from it will serve to show to a certain extent where we stand relatively on the question in Canada:

“One of the recognized wants of the present day is some means of distinguishing between the qualified and unqualified educator, especially among the middle classes. The Council are of opinion that the institution of a distinctive Educational Degree would not only go a long way towards supplying this want, but assist in securing an object of scarcely less importance—the recognition of the claims of Education to rank on a par with the other learned professions, to which it is in no way inferior, either in the knowledge necessary for its successful pursuit, or in importance to the community. The Council are aware of the objection which has been sometimes brought against such a proposal, that the Science of Education is too restricted in its extent, and too special in its character, to afford a sufficient basis for an academical degree. But this objection appears to them rather to arise from the limited views of those who make it than to rest upon any foundation of fact. Their own experience, extending over more than a quarter of a century, in the examination of teachers for their diplomas (the scheme of which I enclose), has led them to a different conclusion, and has satisfied them that the range of knowledge and independent reflection that might fairly be included in an examination for an Educational Degree is quite equal to that required for degrees in Medicine and Law; while the amount of intellectual effort required for a mastery of the subjects coming within its scope is certainly not inferior. The Council are confirmed in this view by the great and increasing interest which is now felt in the whole subject of Training and Examination of Teachers for our secondary and higher schools, and they are glad to observe that this interest is extending to some of our leading Universities, which are taking practical steps to provide Teachers with better means of studying their profession, and of obtaining such guarantees as the public requires, and the teachers themselves desire, of their fitness for their responsible duties. Special professional Chairs, with courses of Lectures on the “History, Science, and Art of Education,” have been founded within the last two years in the Universities of Edinburgh and St. Andrew’s, and a Memorial from this College and from the Conference of Head Masters of First Grade Schools is now under the consideration of the Universities of Oxford and Cambridge, with the view of establishing similar Chairs at those ancient and time-honored seats of learning. The logical and necessary corollary of those and other movements with the same object elsewhere, is the institution of a Degree in Education, which will gather to and give unity and consistency to various independent lines of preparatory study, and at the same time, by giving it an academical stamp, impart a new aspect to the Teacher’s calling, and endow it with fresh claims to public recognition and respect.

“The Council venture to hope that a question bearing so directly on the improvement of general education will not be without interest to the Senate of the University of London, which has led the way in so many valuable educational reforms; and it will give

the Council sincere pleasure if the experience they have acquired in the conduct of similar examinations can in any way aid in securing an object of such importance to the profession they represent.”

THE NEW SCHOOL INSPECTORS IN WELLINGTON.—Amongst the many improvements in our Educational system during the past ten years, none has contributed so much to its present high state of perfection as the appointment of Public School Inspectors. With but few exceptions, they have been men of high scholarly attainments as well as eminent practical educationalists. The two recently appointed in Wellington will not detract from the high standing of their profession.

MR. GEO. A. SOMERVILLE.—Mr. Somerville was formerly a pupil of the St. Mary’s High School, under the able management of Mr. Tytler, now Head Master of the Guelph High School. During the two years of his attendance at that School he carried off several of the Mathematical prizes. He entered the Normal School in 1871, and greatly distinguished himself both in Mathematics and Natural Science, obtaining a thorough practical knowledge of the latter subject in the Laboratory. At the final examination by the Central Committee he obtained First-class A. standing highest in his year. He was soon afterwards appointed first assistant in the Whitby High School. While there he prepared himself for matriculating in the Toronto University, in which he obtained a general proficiency scholarship, and, at the same time, the first scholarship in Mathematics. He shortly afterwards accepted the more lucrative situation of Mathematical Master in the Guelph High School, with his former master, Mr. Tytler. While ably discharging the onerous duties of that position he prepared himself for the first year’s examination in the University, and obtained the second Mathematical scholarship, with a high standing in other subjects. We cannot but sympathise with the Guelph High School in the loss which it has sustained, but we heartily congratulate the County on the gain. The Schools under Mr. Somerville’s superintendence will soon be distinguished for good scholarship and good management.

MR. D. P. CLAPP, B.A.—Mr. Clapp has been appointed Inspector of the North Riding. His career has shown him to possess in an eminent degree the qualities necessary to render him a most efficient Inspector. Mr. Clapp, when only thirteen years of age, carried off the Ontario College Scholarship—his competitors being all the pupils attending the public schools of Prince Edward County. After two years spent in the Ontario College he went to the Normal School, where he obtained a First B. certificate, and shortly afterwards was one of the few who obtained a First A. He afterwards entered Queen’s College and won the Mowat Scholarship, and in his second year carried off the Cataraqui Scholarship. He graduated in Toronto University in 1877, taking First-class honors, and since has been employed as High School teacher in Stratford. He has always been successful in his profession. He