

of service, say twenty-five or thirty years, as this might afford a temptation to teachers who had outlived their usefulness to continue in the profession. He thought in all cases there should be a difference great enough between the salary and the pension to afford no temptation to withdraw from the service for the sake of the pension. While the latter should still be large enough to afford an inducement to teachers to remain in the profession long enough to enjoy it. He shewed that civil servants were a more permanent body than teachers, because the latter are continually migrating into other walks of life, thus making the profession a mere stepping-stone. But he was reminded that this was a fault it should be the aim of a good system of superannuation to remove. He finally asked the deputation to consider the matter, and if they could suggest a scheme that they thought would be successful, he would submit it to the Accountant of the Department, and also give it his own consideration.

His attention was again directed to permits, and he was pointedly asked if he thought they would soon be done away with. He said he thought they would, and reiterated that he was most careful in granting them. He again assured the deputation that before a permit was granted the case passed under his own personal observation; and he had also directed the Deputy to examine carefully the merits of each case before submitting it to him. Mr. McAllister then asked him if the deputation was to understand that Public School Masters were to have no recognition in the reorganization of the Central Committee and its body of sub-examiners. He replied, that for the latter body he wanted men that would do a great deal of work well for a very little pay. Mr. Spence assured him that Public School Masters were accustomed to do this. Mr. McAllister urged the desirability of having the large body of Public School teachers represented at least on the body of sub-examiners; and pointed out that there could be no valid objection to this, seeing that very few were employed in preparing scholars for the Intermediate Examination, and they could therefore not be in

danger of reading the papers of their own scholars. Mr. Crooks admitted this, and remarked incidentally that he wished to discourage Intermediate work in the public schools, as it tended to withdraw the teachers' attention from the more important work of elementary training. He promised to give this matter further consideration. The Deputation then withdrew.

NORMAL SCHOOLS.

THE following admirable remarks of the late Dr. Sears concerning the proper functions of a Normal School are well worth quoting:—

"Next go with me to the Normal School, which is a State institution. It is provided for by the Legislature, and managed, as to its external affairs, by a board of education. Its peculiar work is in charge of a Principal, who is a specialist in the art of teaching. It is his to teach not only the practice of his art, but the science on which it is founded. We may find him employed in his most difficult work, giving the philosophy and methods of primary instruction.

"To shew what high qualifications it requires, and how few succeed in it, he gives an outline of the psychology of the juvenile mind, and discourses in detail upon its dominant faculties; its delicate organism, weaknesses, and peril; its active, but one-sided and partial curiosity; its tastes and aversions; its vivacity or lethargy, and the restraints or incitements it needs; its various passions and biases to good or evil; its impulsiveness and changeableness; its lively imagination, and active but feeble intellect. Or you may find him discoursing on didactics; teaching how to unfold a subject from its elementary principles, proceeding by slow and regular gradations; how to awaken interest; how to adapt instruction to capacity, or previous attainments; how to adjust the proportions of instruction and study to each other; how far to indulge or repress mental peculiarities."

Dr. Sears, in making this sketch, no doubt