

of teaching writing in Toronto; but in Ottawa we are told writing is taught "from headlines, oral instruction, and blackboard." Now, this is very meagre information, and until we know what teaching is done on the blackboard, we can see no difference between the teaching of writing in the Model School and that in any ungraded school in one of our back townships.

The method of teaching grammar in the Toronto Model School is somewhat similar to the plan pursued in arithmetic. Further, we are told, "The different parts of this subject are discussed in the following order:—1st, the sentence and its definition; 2nd, the parts of the sentence; 3rd, the parts of speech; 4th, the inflections," etc.

Oral composition is taught in both institutions; in the Toronto one by requiring answers to be given in complete sentences and by correcting mistakes. In written composition scholars are supplied with elliptical sentences to be filled in; are required to write a summary of a previous reading lesson, we presume with the heads of the lesson first arranged by themselves, or supplied to them by the teacher; to write sentences of a certain kind; to introduce grammatical equivalents, to paraphrase, to write original compositions, etc.

In teaching geography, "thoroughness and exactness are secured by frequent drill. No lessons are assigned to be prepared in books until the part assigned has been carefully taught [explained (?)] in the class." Definitions are taught by means of object lessons and pictorial illustrations; mathematical geography by means of globes and diagrams; and physical geography by conversational lessons.

In the Toronto Model School, history is taught in conversational lessons, *without text-books*.

We have now laid before our readers the points most worthy of notice in the methods of teaching the most important subjects in our Provincial Model Schools. It remains for us to make a few general remarks. It is noteworthy that the Ottawa Model School, so far as we can gather from its meagre

details, appears to be conducted in many respects upon a different plan from that adopted in the Toronto institution. One important point of divergence is in the use of text-books. Mr. Crooks, in that portion of his Report devoted to "Suggestions and Recommendations," which by the way is not the least valuable part of it, says with apparent complacency in speaking of these schools: "For the three lower classes we find here no lessons at home, and a satisfactory condition of each school, without any corporal punishment whatever," p. 242. Now, evidently he was thinking of the Model School adjoining his own offices when he wrote this, for in the Ottawa Model School Report we read, on page 86, that the subjects prepared after school hours are: reading, spelling, English grammar, geography and history; and that they are prescribed to be prepared by the First, Second, and Third Divisions. This statement is quite explicit, but if there were any doubt, it is at once removed by a foot-note, which says:—"Ages of pupils who prepare lessons after school hours vary from ten to seventeen years." Now, here is a very important difference in two schools that are intended to supply models of good teaching to the country; and we have the anomaly of two sets of teachers being periodically sent forth who have been taught in these institutions to practise quite opposite methods of work.

This is not all the evil. Other teachers, knowing of this difference, will be inclined to discard the example that each sets, and to do that which is right in their own eyes; and who can blame them? Certainly not the Minister of Education. While we disapprove strongly of a slavish use of text-books, we are far from thinking that they should be thrown aside. There are some subjects in our Public School course which cannot be taught without them—History, for example. To teach children history by conversational lessons, is like trying to allay their hunger with the odours from a pastry-cook's shop. Besides, in the absence of a text-book, what guarantee have we that the attention of pupils will be directed to the