

to the progress which has been recently made in the movement for promoting the training of teachers for upper and middle class schools. The lectures given by Professor Payne for the College of Preceptors, has led to the delivery of lectures on the same subject both at the North London Collegiate School for Girls, by Mr. Garvey, L.L. B., (1) the South London College for Ladies, by Mr. C. A. Lake; while Professor Payne was last spring invited to give four lectures in Edinburgh on the subject of education as a profession. The Northern (Scotland) Counties Association of Teachers has presented a memorial to the Educational Institute of Scotland, in which they suggest that professional training in the theory and practice of education should be provided in connection with our Universities.

More than two years ago this subject was taken up by the College of Preceptors. In March, 1871, a deputation from the College called the attention of Mr. Forster, Vice-President of the Committee of Council on Education, to the want of any means of professional instruction for schoolmasters and teachers engaged in schools for secondary education, and proposed the establishment of a training College for London, with a Chair for Education in each of our principal Universities. The project did not then meet with much encouragement from the Government, owing mainly to the transitional state of educational legislation at the time, but was not allowed to drop out of sight. At the Conference of Head-Masters, held at Highgate, the question formed the subject of a resolution; and the College of Preceptors called a General Conference of Teachers shortly afterwards, the result of which was the institution by the College itself, of a Professorship of Education, the first established in this country, and a Training Course of Lectures and Lessons for Teachers, which is now in full operation, and attended by a large and increasing number of students.

The thin edge of the wedge is thus introduced, and there is every reason to hope that future progress is safe, provided the question is kept well to the front. Nothing, indeed, can be more anomalous than the present condition of things. Does teaching, like reading and writing, according to Dogberry, come by nature? If not, why should teachers alone of all men not be trained in the principles and practice of their profession? There are Training Colleges for elementary and primary teachers, whose professional skill is assured as well as their acquirements; and yet a young man of twenty is taken from the Universities, and set down to teach, when all that can be known of his fitness for the task is the fact of his having taken a College degree. He teaches by no rules save those gathered from his own school recollections, and the experimental methods due to his own inventive zeal. The least that can be said of this absence of method is that it necessarily involves a waste of power before the best scholar learns how to direct his energies. But there is a third class of teachers to be considered, intermediate between the University graduate and the national schoolmaster—the Assistant Master in our Grammar and Middle Class Schools. What guarantee of fitness can the Principal of a private school—one of that large class whose lower classes must necessarily be taught by non-graduates have of his Assistants? He wants but a slender stock of acquirements; those of any decently educated person will be sufficient for his purpose. He engages his Assistant, puts into his hands the text-books which are his tools, and he asks for nothing but an average amount of skill in using them. Not to speak of the many other points which

the very mention of a Secondary Training College raises, there is this one most crying want to meet—that those who, whether from choice or from necessity, look to the scholastic profession as a livelihood, have no means whatever open to them in this country, by which their knowledge and teaching power may be cultivated and improved by a special preparation for their responsible duties. It is not enough that years bring experience, that the principal should superintend, that the numerous examinations themselves teach in time the art of teaching; men are wanted who know their work and can drop into it at once, with whom a lesson in history, geography, or arithmetic means an hour spent in effective work on some well-known and approved plan. The children gain, because they know the methods of work for their various subjects; and the masters gain, because their work falls into an easy groove. It may be objected that teaching by method may lead to red tape, subjection to rule, and pedantic enforcement of minute points. This would be a real danger but for one thing. It is essential that teaching should be intelligent, and its methods, therefore, capable of development. The Professor of Education would supply principles of teaching by which a careless teacher may be rendered effective, and an intelligent teacher may economise his power.

OFFICIAL NOTICES.



Ministry of Public Instruction.

APPOINTMENTS.

The Lieutenant-Governor,—by an Order in Council, dated the 26th ult.,—was pleased to appoint the following

SCHOOL COMMISSIONERS.

Ste. Helène, Co. Kamouraska :—M^r. Pierre Laplante and Joseph Sirois to replace M^r. Joseph Morin and Sifroid Moreau. Quebec (Catholic) City : The Revd. Mr. J. E. Maguire, to replace the Revd. Mr. J. Neville, removed from the City.

The Lieutenant-Governor,—by an Order in Council, dated the 27th ult.,—was pleased to appoint the following :—

SCHOOL COMMISSIONER.

St. Raymond, Co. Portneuf :—M. Moyse Paquet to replace M. Pierre Robitaille.

SCHOOL TRUSTEE.

Rawdon, Co. Montcalm :—The Revd. M. George Plamondon to replace the Revd. M. P. A. Laporte.

DIPLOMAS GRANTED BY BOARDS OF EXAMINERS.

GASPÉ.

Session of November 4, 1873.

ELEMENTARY SCHOOL DIPLOMA (E) :—Miss Ellen Adams.

P. VIBERT, Sec'y.

MONTREAL (CATHOLIC).

Session of November 4 & 5, 1873.

MODEL SCHOOL, *First Class* (F) :—Miss Zelia Martin, Messrs. Nectaire Galipeau, Orphire Payment and Edouard Piette.

Second Class (F) :—M. Misael Côté ;

ELEMENTARY SCHOOL DIPLOMA, *First Class* (F) :—Mlles. Adriane Bertrand, Valerie Bonin, Olympe Brien, Emma Chabot, Eléonore Chabot, Cecile Charland, Virginie Chèvrefils, Justine Demers, Dina Jeannotte, Lysia Laurières, Zelia Martin, Maria Perrault,

(1) We shall commence the reproduction of these lectures in our next issue of the "Journal of Education."