

tunity for the efficient practical training of the future teacher.

"4. An Educational Library, Museum, and Reading-Room with a full collection of all works on education and of all educational apparatus and appliances, similar to the Educational Department in Kensington Museum.

"The Association being also of opinion that the initiative in this work, so important to the profession, *should be taken by the teachers themselves*, beg therefore to suggest to the Institute that they should appoint a committee to agitate the subject, and raise subscriptions from teachers in all parts of the country, to endow a Chair of Education in one of our Universities. They are convinced that this could be easily done within a short time, if prosecuted, with the vigour that the importance of the subject demands; and they are sure that such practical action on the part of the profession, showing such determination in teachers to help themselves before asking external aid, would be the best means of evoking that aid which will be necessary for the establishment of such Chairs in all our Universities.

"The Association think that the importance of the subject cannot be over-estimated, and have every confidence that it will command the best efforts of the Institute and of the whole profession.

"Inverness, 7th June, 1873."

Even if this special project be not successful, it will do much to hasten the establishment, by other agency, of such professorships in one or more of the chief Scottish Universities, which have at hand the advantage of a suitable number and variety of scholars. In Mr. Jolly's report this subject is effectively treated, and I doubt not that to him in a great measure is due the origination of the memorial from the North.

The National Society for the Improvement of the Education of Women proceeds with energy and some success, at least in London, where two schools have been established.

I feel it a duty in this place urgently to call attention to the recent suggestions and inventions of Liebreich, the eminent oculist in London. Struck with the increase of short sightedness and other defects of vision in Germany, he has traced the evil in great part to the ill-constructed desks and benches used in schools, and to the neglect of teachers to enforce the right position of their pupils when they write or draw. To the same cause he refers the prevalence of distorted spines, especially in girls' schools. He has succeeded in devising desks and seats which secure the right position, and specimens of these are now on view in Norwich Drill Hall. M. Liebreich anticipates that the very extension of schooling now in progress in Great Britain will, without due precautions, have the same evil results as have been observed in Germany.

Teachers as School Inspectors.

It is to me no small gratification to observe that teachers are, at last, beginning to assert their claims to the office of School Inspectors. To me I confess it has long been a marvel, not merely that so few practical teachers have hitherto been selected for this duty, but rather that persons of any other class should be selected at all. I mean no disrespect to the many intelligent inspectors who have managed to equip themselves for this work by experience gained after their appointment; but I do not hesitate to say that to appoint as inspectors of primary schools young men fresh from college, who have never, it may be, entered a primary school in their lives, and to require them to report on the teaching of men greatly their superiors in practical experience as in age, and it may be even in knowledge, if not in what is called scholarship, is a monstrous injustice and absurdity.

An inspector is an *episcopos* or overseer. What would our working clergy say, if their bishops were in every case young men who had just taken their B. A. degree, and never held even a curacy? This supposition is not so absurd as the case with which I am now dealing. Instead of laying down thirty-five years of age as the maximum beyond which no one is to be appointed, I would make that the minimum age, if there is to be any limitation of age whatever. An inspectorship ought in every case to be the reward of faithful and successful labour in the teaching of primary schools. Men so qualified would, from the outset, command the respect and confidence of their fellows, while the hope of such promotion would give a needful and healthy stimulus to the whole body of teachers throughout the land. But teachers are not gentlemen forsooth. Whose fault is that, if the fact be so? The poor curate in the Church may be, and commonly is, a gentleman, because he holds an office which is respected, and which entitles him to associate on equal terms with the highest. Give to teachers a similar position, with similar chances and prospects of advancement. Respect their office, and they will respect themselves, and deserve the respect of others. But our State-rulers in education, who divided their attention between the cattle plague and the school plague, seem to think it possible to improve schools without improving the condition of the teacher; and the Government only reflects the popular ignorance, apathy, and perversity in this matter. In a recent exhibition of the Royal Academy, I observed a picture of a school examination. An elderly man, a teacher, stands with a look of despair in his face, while a youthful clergyman, seated with his hat on, questions one of the pupils, and seemingly puzzles and bewilders him. This is a true picture, which holds the mirror up to fact, if not to nature. We pride ourselves on being a practical, people, and are thankful that we are not as these volatile Frenchmen—these dreamy Germans. Yet in education our arrangements are in important respects the very acme of unreason. In primary schools we appoint as inspectors of teachers young men who are not even novices in teaching, thus dooming the working teacher to a perpetual inferiority and humiliation; and in our secondary schools, where a man has earned renown as a schoolmaster, we make him a bishop, and remove him altogether out of the profession, as if it were no longer worthy of such a man. Teaching is probably the only profession in which (pardon the bull) the only promotion attainable is out of it.

There are other points of which I would gladly speak were it possible, such as the greater attention now paid in schools to drawing, which, as I think, ought to be taught as universally and as carefully as writing, and to music—vocal music—which again ought to be as universally taught as reading aloud. Besides their other uses, both are parts of that general æsthetic culture which will yet do much to enliven and adorn the homes of even the poor. On this subject I would earnestly refer you all to the most admirable report of Mr. Jolly, already cited.

Mind and Brain.

I must now conclude by the briefest reference to one matter of which the educational importance ought to strike us all. M. Paul Broca (says the *Lancet*), in a paper read before the *Société d'Anthropologie de Paris* publishes a series of researches he made some years ago upon the relative sizes of the heads of the *infirmiers* and of the *internés* of the Bicêtre. He gives a series of comparative measurements, which he contrasts with those obtained some years ago by Parchappe; and he believes he has demonstrated that, on the one hand, the cultivation of the mind and intellectual work augment the size of the