

his inability to sketch some simple draught. In all trades it is of great utility, and a teacher who can rapidly sketch off an outline picture on the blackboard is worth at least one-third more for general school purposes than the teacher who has no such practical skill. If a boy begins to study Latin or algebra he gets very little value for the time spent unless he can carry on his studies for at least a year, but with drawing he gets full value for the time, even if he is compelled to break off his studies at the end of a single month. Looking simply at the utility of the subject, we heartily agree with the proposal to make it more or less obligatory in all our schools. To the teacher of junior classes it is absolutely an essential requirement. As a means of producing the refinement and culture at which all education aims, it is second to none of the studies on our programme. All that is needed is to secure for every teacher a good systematic course of elementary instruction, such as the Normal Schools and the School of Art now supply, and the rest will soon follow easily and naturally. In the meantime, if those who have not these advantages, would show a little private enterprise and provide themselves with Walter Smith's manuals, they might easily accomplish results that would astonish themselves and very materially assist to prepare their pupils for the practical duties of after life.

SECONDARY EDUCATION IN THE MARITIME PROVINCES.

It is known to most readers in the JOURNAL that for some years past considerable agitation has prevailed both in Nova Scotia and New Brunswick respecting the modes by which the interests of secondary education are fostered. The Reports of the Superintendents, Dr. Allison and Mr. Crocket, lead us to suppose that early legislation on the subject is probable in both Provinces. We think it will interest our readers to have placed before them the substance of the suggestions offered by the respective Superintendents.

Dr. Allison proposes for Nova Scotia as follows :

I. Let a special legislative grant be provided for all teachers of the Academic class (Grade A) employed in sections (other than those maintaining a Provincial Academy) which have a system of regularly graded Public Schools of at least three departments ; subject to the following conditions :

(1.) That this grant be paid only to teachers employed for at least one year continuously in the section.

(2.) That the teacher claiming this grant be in charge of the advanced department of the school.

(3.) That on an annual inspection and examination of the department by the Inspector in whose district it is situated, a required percentage of the registered pupils show a satisfactory knowledge of the subjects embraced in the first year of a prescribed course of High School studies.

(4.) That proper conditions for prosecuting advanced studies are provided by trustees.

II. Let provisions be made for a class of institutions to be known as PROVINCIAL ACADEMIES, the privilege of establishing which shall be open indiscriminately to the school sections of the Province, due security being taken that such establishment shall always involve a large amount of local effort, and be justified by existing educational circumstance. I would suggest the following conditions as necessary to guarantee High Schools of a bona fide character :—

(1.) The employment of at least two qualified professors or teachers exclusively engaged in Academic Instruction.

(2.) The certified attendance of a minimum number of pupils duly qualified according to a prescribed course of study. It should be the duty of the Superintendent of Education to hold an annual inspection and examination of these Academies, and the passing of a required percentage of the pupils should be essential to participation in Provincial funds.

(3.) Such an outfit of class room accommodation and scientific apparatus, as, in connection with a superior teaching staff, will adequately prepare pupils not only for college and entrance upon the professions, but as educated persons, for intelligent devotion to the varied interests which make up the common life of the people of Nova Scotia.

The general outlines of this plan having been established by legislation, the working out of subordinate details should be left to the Council of Public Instruction. That only communities able and willing to carry it into successful execution, should engage in the attempt to found such institutions, is a point which should be guarded with the greatest care.

For New Brunswick Superintendent Crocket suggests :

1. That the Grammar School Acts be repealed, and that the property held by the Grammar school trustees be transferred to the school trustees in the district in which it lies.

2. That the provision relating to the apportionment of the "superior allowance" be also repealed.

3. That the present apportionment for grammar schools and for superior allowance constitute a grant to be applied under regulations of the Board of Education to the following classes of schools, which boards of trustees should be empowered to establish with such limitations as are set forth :—

(a) *Superior Schools.* Superior schools may be established in each county on the following basis :—One superior school shall be allowed to each 6,000 inhabitants, and if the county after being divided by 6,000 leaves a remainder of 5,000 or over, another such school may be established.

(b) *County Grammar Schools.*—One grammar school may be established in a county, or in lieu thereof an additional superior school.

A grammar school should not be established in the same parish with a superior school.

(c) *Provincial Grammar Schools.*—One provincial grammar school may be established for each 64,000 inhabitants, and the boards of trustees of Chatham or Newcastle, Moncton, St. John, Fredericton, and St. Stephen should be empowered to establish the same in their respective districts.

MR. D. J. GOGGIN.

HEAD MASTER OF WINNIPEG NORMAL SCHOOL.

The numerous friends of this gentleman will be glad to hear of the appointment of such a thoroughly competent man to the highly responsible position of Head Master of the Winnipeg Normal School. Next to the establishment of the Normal Schools themselves, the appointment of the teachers who are to train our teachers is of prime importance. Scholarship is necessary, but scholarship alone can do very little to the purpose unless accompanied by special aptitude for teaching and special preparation for normal work. To place untrained teachers at the head of teachers' training schools is so absurd that it needs only to be stated to be ridiculed.

In securing Mr. Goggin, the Manitoba authorities have placed their young institution under the care of one of the most enthusiastic and thoroughly trained teachers that could be selected. He began his career as teacher in 1868, as master of a genuine old skull-cap log school house in the township of Cartwright, Durham County. In 1869 he was appointed to the school in the village of Williamsburgh, the largest school in the township. During 1870 he attended the Whitby High School, of which Professor Kirkia, now of