

### KINDERGARTEN.

"Attempts to treat the kindergarten as a separate institution, having aims and methods of its own, different from those which should prevail in other schools, have often in America and Germany proved unsuccessful. It is as an organic part of a complete scheme of juvenile instruction as a preliminary training of those faculties which have afterwards to be developed when the time arrives, that the kindergarten is most valuable." So says J. G. Fitch, one of the greatest educators of the last half of the nineteenth century. If some of our teachers would read, study and dream the life and thoughts of Fröbel during the leisure moments of their holiday communings with nature they would return to their classes new teachers. It would change for them the drudgery of the school room into their greatest delight. A true kindergarten is doing God's work in God's own way. A complete familiarity with Fröbel's Education of Man, Hailmann's Kindergarten Culture, Perer's First Years of Childhood, and Preyer's The Senses and The Will, would be as good as a normal school training. Let the right inspiration possess the teacher and defects of knowledge will soon be overcome.

### PRACTICE IN TEACHING.

Whereas, actual practice in teaching is of the first importance in securing the preparation necessary for a teacher;

And whereas, there arises great loss to the public from the appointment as teachers of those whose qualifications are almost wholly scholastic and theoretical;

Therefore resolved, that the supervisor of schools is instructed to have in view, in selecting substitutes, the possibility of their future appointment to positions as teachers, and he is authorized to endeavor to provide for those who are properly qualified such opportunities for observation and practice of teaching as may be found by him to be stimulating to the city schools and educative of those preparing to be teachers.

The above resolution of the Halifax School Board shows the trend of public opinion with regard to the requisites of a preparation for the teaching profession. A certain amount of scholarship is of course necessary—the more learning the better. A large amount of professional knowledge is desirable—that is, a knowledge of the end of education, and a knowledge of the child's nature, and of the means best calculated to secure the end. But an adequate apprenticeship is the absolutely essential prerequisite in preparing a teacher for his life work. The would-be lawyer must spend years in the office before he is allowed to practise his profession. The sailor must spend years before the mast before he receives a captain's certificate. The doctor must have a large amount of hospital practice, under skilled physicians, before he

is allowed to jeopardize the bodily health of his patients. Why should the unskilled teacher be allowed to make shipwreck of the lives of his unfortunate pupils, while acquiring at their expense the art of interpreting theories learned from books at a normal school, where the opportunities for the practice of teaching are meagre, and for organizing and managing *nil*.

A course in chemistry and physics would be very useful to a cook, but it is not what she most needs to enable her to make a loaf of good bread. A course in one of our normal schools may be very useful to our would-be teachers, but it is not what is most needed to enable them to teach good schools. Our normal schools lack the essential element—a system of apprenticeship at teaching. Germany, France and England require years of practice, under skilled teachers, before they license their teachers. Boston, Worcester, and many other American cities make provision for practice for those wishing to become skilled in the most practical of all professions. Halifax is asking for the same. Our normal schools are like a boat manned by a skilful oarsman who rows with one hand—the left hand of theory; the right hand of practice is wanting, and so the progress made is not commensurate with the expenditure of labor.

### 1851 — Exhibition Science Research Scholarships.

The scholarships are of the value of £150 a year, tenable if satisfactory work is done for two years in any university at home or abroad. Candidates for these scholarships must have spent three years in scientific study, and must be recognized by their teachers as being possessed of special qualifications for original scientific research. They must promise to devote themselves extensively to study and research in some branch of science, and to the promotion of the industrial progress of their country.

Amongst the fourteen successful candidates for 1894, we find one from Nova Scotia: Frederic James Alexander McKittrick, age 25, Dalhousie College and University, Halifax, Nova Scotia; proposes to attach himself to Cornell University, Ithaca, New York, and devote himself to electrical engineering.

The following is a statement of his qualifications: In 1890-1-2, won first class distinctions in practical chemistry, mathematics (waverly prize) and physics. In 1892-93, won Munro exhibition for mathematics, physics and chemistry; was allowed to enter special course in mathematics and mathematical physics. Won first class distinction and first place in dynamics, and second class distinction in practical physics: these being the only subjects in which students of