

through in the world, so far as young teachers are concerned, it is very deficient in the higher departments of professional work. We have tried to show that, unless first class teachers are more thoroughly instructed in the principles of psychology, they cannot in their turn intelligently train the teachers in the County Model Schools, and that those institutions cannot long be expected to perform their work in a satisfactory manner. The streams cannot be expected to rise above their fountains. First-class students really have less professional work, theoretical and practical, than second-class students in our Normal Schools. This ought not to be the case. They are better able to teach the pupils in the Model Schools, and their teaching would do less harm, than that of second-class students. It would also do themselves more good. When a man has had considerable experience himself, as is necessary in the case of first-class students, he is able intelligently to comprehend the criticisms made regarding his teaching by the teachers in the Model and Normal Schools.

We hold that the professional training should be distinct altogether from the non-professional for first-class teachers, as it now is in the case of second-class teachers, and that it should be extensive and thorough. When we remember the nature of the duties of Public School Inspectors and Masters of County Model Schools it will be acknowledged by all that they should be thoroughly conversant with the principles that underlie the science and art of education.

We gave in the January number of THE JOURNAL the professional course of the New Brunswick Normal School. We propose to give from time to time the outline of the work done in this department in Normal Schools in various countries, to show clearly where we stand relatively. It will not do to stand boasting about our admirable mechanical apparatus, while the whole world is outstripping us in the production of well-trained men and women. Machines are good so long as they are our servants and not our masters. We need highly educated intelligence to work our splendid machines.

Our School Law has been patched sufficiently on its purely legal side. It requires some attention on its educational side.

The following is a brief statement of the professional work done in the Normal Schools of Pennsylvania, from the pen of Dr. Edward Brooks:—

"The professional course is regarded as the peculiar and essential feature of the Normal School. It is the central idea of the institution, that around which everything else must revolve and from which it derives form and inspiration. To this course everything else is preparatory and subordinate. Learning to know elsewhere with the incidental observation of distinctive methods, the pupil enters this course to learn to teach. Knowledge acquired elsewhere is brought here and examined, not in the light of the student, but in the light of the teacher. The question is no longer, How shall I acquire? but, How shall I impart? Pupils enter this course to learn the laws and methods of culture and instruction, the relation of the different branches of study to the mind, and the method by which knowledge should be imparted and the mental faculties developed. It is the keystone of the arch which gives power and strength and completeness to the entire work.

The Professional course of the Normal School includes two distinct departments: the *Theory of Teaching* and the *Practice of Teaching*, or, as we may state in more modern phrase, the *Science of Teaching* and the *Art of Teaching*. The Science of Teaching, as determined by a correct view of education, embraces three things:

1. A knowledge of the powers of man and how to train them.
2. A knowledge of the branches of study and how to teach them.

3. A knowledge of the methods of organizing and managing a school.

A complete view of the Normal School course in the Science of Teaching is presented in the following outline:

Science of Teaching.	{	1. Methods of Culture.	{	1. Nature of Man.
				2. Nature of Culture.
	2. Methods of Instruction.	{	1. Nature of Knowledge.	
			2. Nature of Instruction.	
3. School Economy.			3. Teaching each Branch.	
			{	1. School Preparation.
				2. School Organization.
				3. School Employment.
				4. School Government.
				5. School Authorities.

This schedule presents an outline of a course of study in the Science of Teaching which occupies at least a year and a half in our Normal Schools. In my own school the subject of School Economy is taken up the latter half of the junior year, and the other two branches are begun at the beginning of the senior year, one running twenty six weeks, and the other occupying the entire year; besides this there is instruction in the first half of the junior year, continuing sometimes two and three years. The same is substantially true of all the schools in the State."

A SPECIMEN.

The following is an exact copy of the rules and regulations for the guidance of teachers, recently adopted by one of the school boards of a township of a neighboring state:

All Teachers are required to be in their respective school rooms and commence school by nine o'clock promptly and put in full time. No profane language will be allowed in or about the School room. Whispering in school is forbidden small children allowed some privileges.

The Teachers are required not to allow the scholars to do any thing that will expose or endanger their health.

Scholars are not allowed to scuffle or pull at Desks or commit any ruff or rude plays in the school room.

Teachers are required not to allow any of the school property to be disfigured or abused in any manner inside or out.

Teachers are not allowed to punish pupils with corporal punishment.

Resolved that any scholar who persists in disobeying the above rules shall when mild means fail be complained of to their parents by a written notice from the Teacher and for the third offence be sent home from school and for the fourth offence be expelled till they acknowledge his fault and promises to obey the rules.

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_____, Secretary.

Contributions and Correspondence.

THE POTENTIAL MOOD.

BY C. P. MASON, B.A., F.C.P., FELLOW OF UNIV. COLL. LONDON.

A good many worthy people have been much exercised of late years by the harsh treatment to which an old friend of theirs has been subjected. Their venerable acquaintance, the Potential Mood, has been kicked out of certain grammatical circles with various contumelious expressions. Some have even gone so far as to brand him as an impostor. Why this harsh treatment? they ask. Has he not as good a right to his position as his quondam neighbours? He may not be quite so big and strong as the Indicative, but is he not at least a match for the Subjunctive? And did not Lindley Murray countenance him?

Yes, he did; and the absurd superstition with which that writer's name has been regarded has been the main cause of this long respite this same Potential Mood has enjoyed. Indeed, so obstinate are grammatical prejudices, that I still despair of convincing those