

the adequate training of its own teachers." It was strongly urged that the most of the so-called practice obtained in a small model school was almost useless to the teachers, sometimes injurious, and absolutely ruinous to the unfortunate pupils, upon whom the practice is conducted.

The normal committee of the National Educational Association reported: The practice in teaching should be in the schools themselves, under circumstances like those which will attend the future work of the pupil-teachers. Prof. Payne, probably the ablest educationist in America, said: "The conditions under which this alleged training takes place, are so peculiar and unlike those under which real school work will be done, that harm is quite as likely to arise from it as good. The criticism which follows this practise teaching, is quite likely to be either empirical and worthless or hypocritical and pernicious."

It was shown that the teachers of Halifax who had no theoretical training at Truro stood higher than those who were trained there; but that as a class, those who had been carefully selected and practically trained at Mount St. Vincent stood higher than either—showing the advantage of practice under skilled supervision over theory without adequate practice.

Under these circumstances, it was considered wrong that the graduates of the academy should be compelled to incur the expense of leaving their homes when a much more practical training might be obtained in the city, including besides the apprenticeship over an extended period, psychology, the theory and history of education, method, and scientific laboratory practice, all in the Dalhousie College—drawing in the art school, Tonic Sol-fa, Sloyd and the Ling gymnastics from specialists.

A unanimous resolution was passed, endorsing this view, and expressing the opinion that the recognition by the Council of Public Instruction of such training wherever given, properly tested and found efficient, would be right and a benefit to education.

A class of twelve has been formed and is now in working operation.

### The Importance of Civics in the Public Schools.

Extracts from a paper by Miss Graham of Collingwood. Read before the Teachers' Convention at Amherst, November 15, 1894.

The subject of this paper being simply to call the attention of teachers to the necessity of giving our pupils such knowledge of their country as will make them better citizens of the twentieth century than their parents were in the nineteenth, the what to teach and how to teach it of civics can only be briefly referred to. The tracing of the word civic back to family gives, it seems to me, a hint as to where to begin. The children can be led to see what

government in a family means; the necessity for government.

We should not, however, attempt to teach the science of civil government while our schools are absolute monarchies. The teacher is but the head of a society called school, where each one is responsible for his or her share in making the whole an ideal body. When the children think of the school as ours, not exclusively the teacher's, they will the more readily think of the district, province and Dominion, as ours, not as the property of the few. It may be well to tell our pupils stories of the Iron Duke, of Nelson and of General Wolfe, but let us not neglect to hold in highest esteem, the men who in England and Canada have devoted and are to-day devoting their talents to the cause of good government, men who truly believe with Locke, that "the end of government is the good of mankind."

The school house, public roads, post-office, railways, public institutions, etc., afford subjects for many lessons. In this county there is now being built a hospital for harmless insane. Where is it? Why is it necessary? Who is building it? Who gave them authority? Where did the money come from? How much money did the county last year pay to the asylum of Halifax? Those are but a few of the questions that suggest themselves.

Teach the older pupils that in a few years they must share in the responsibilities of citizenship and while they may never be called upon to defend their country with the sword, their duty as citizens is imperative.

Let us not dismiss the question of teaching civics in our public schools with "Oh well, its all right for those who are interested in this particular subject to teach it, but I prefer botany or chemistry;" tastes differ, you know, for the duty of a public spirit is binding on all.

In a few weeks we shall listen to the bells ring out the present year, and as they "ring in the new," may they speak to us of progress both in our school subjects and methods. Let us resolve that during 1895, some progress will be made towards helping our pupils to become good, true citizens of "this Canada of ours!" Public spirit is not party spirit and we can teach civics; we can teach patriotism without teaching partyism just as truly as we can and do teach morality—without respect to creeds.

"Ring out the coldness of the times,  
The civic slander and the spite;  
Ring in the love of truth and right,  
Ring in the common love of good.

Ring out the darkness of the land,  
And ancient forms of party strife;  
Ring in the nobler forms of life  
With sweeter manners, purer laws."