

the monotony of its statistical departments, and the consideration of which may not be without its lessons. We refer to the opinions expressed by the Principals of the County Model Schools as to the common deficiencies of teachers in training and their suggestions with the view of securing greater efficiency in the future management of the schools under their control. Referring meantime to the former of these, we find the fifty Masters of the Model Schools recording their opinions of the lacking qualifications of the budding teacher, the sum of whose shortcomings may be reckoned up in the one word "veal." In detail, the characteristic deficiencies are labelled with more or less variety and picturesqueness, but the term we have used fairly expresses the present immature condition of their professional powers, though doubtless it is only that of a transitional period. One missing qualification, however, is commented upon by a third of the Masters, namely, "lack of energy," which, though itself a mark of immaturity, is to be noted as a defect in many teachers of even long service in the profession. How best to cure this may well engage the thoughts of both the Minister of Education and of the Inspectors. In times of active, unflagging thought like the present, when so much is expected of both the schools and the pupils, there is no place for the sluggish mood or the torpid intellect. Both are a crime against the age. Yet the remedy will not alone be found in preaching against listlessness and inactivity. Nor will the occasional visit of an energetic inspector avail, unless the teacher is made to take a pride in his work, and has the consciousness of having mastered it. Power can never be manifested in teaching unless there is mastery; and the secret of success is in thorough training. Half-education in the pupil is bad enough; in the teacher it is criminal. The best antidotes are study and sound training, with such stimulants as may be imparted by a zealous and efficient instructor, surcharged with the magnetism which a healthful and vigorous physical frame enables its possessor even unconsciously to exert. It

should, however, be borne in mind that there is a tendency, particularly in these County Model Schools, to attempt too much in the way of professional training, which neither the masters nor the students can satisfactorily grapple with. This of itself will but too readily dissipate energy, and introduce a fevered fussiness inimical to progress and fatal to good order and discipline. In the good work these Model Schools are doing it would be a pity if they should imperil their usefulness by any indiscretions either of over-zeal or of ignorance.

INSPECTORIAL. "FINE WRITING."

Is there is no means of repressing, in the interest of a chaste and sober diction, the pathos indulged in at intervals by Inspectors in their Reports to the Education Department of Ontario? "here is scarcely an annual Report issued by the Minister which is not disfigured by instances of high-falutin writing on the part of those whose official position should incite them to set better models of composition before their brethren in the profession. The latest specimen of this "tall writing" is to be found on page 124 of the Annual Report on Education for 1878, just issued by order of the Legislative Assembly of Ontario. It is only an "extract," and the sober mind will be grateful that there is fortunately no more of it, though how ruthlessly the metaphor may have been torn from its context who shall say? Here it is:

"There are many considerations, which enable me to state to you that the wave of progress flows onward to the maturity of perfection, gradually deepening and widening. I regret to have to state that the strength of this wave is greatly diminished, and its velocity retarded, as it strikes against the rocks of frequent change of teachers, irregularity of attendance of pupils, and erroneous conceptions of the nature of Education.

"In the whole course of School Legislation, there has been nothing calculated so well to augment, clarify, and beautify this wave as the Regulation requiring all teachers to be professionally trained, before they assume the momentous responsibility of educating youth.

"The *Intermediate Examination* is a grand tributary to the great Educational wave."