

are attached to proficiency in classics, it may be found that the study of them will be pursued with even more disinterestedness and not less enthusiasm than now.

In France, however, M. Victor de Laprade, a most staunch upholder of classical instruction, does not hesitate to say, in his *L'Education Homicide*, that if it were not for the enforcement of the bachelor's degree at the entrance to public service, all literary culture would be extinguished among the middle class, that parents and students are equally eager to suppress the studies themselves, and that many persons seek a diploma as an exemption from acquiring some instruction, as others wish for a decoration to save themselves the trouble of deserving it. (p. 75.)

Still I trust that though hereafter "classics" may less and less engross the time in any school, may be taught at a later period of life, and to a smaller number of our youth, whatever good they carry with them will not be less operative throughout society. If fewer be taught, more may learn; and if these begin later, they may learn all the more intelligently, and therefore thoroughly.

Commercial Instruction.

In this eminently commercial country it is at first sight not a little surprising that commercial instruction should rank so low. Doubtless it is not without some reason that the title "Commercial Academy" should suggest so much that is narrowing and depressing, and so little that is elevating or thought-inspiring, in education. Penmanship, arithmetic, especially the mercantile rules, and book-keeping, with a modicum of geography, have formed the staple of most of such academies—unworthy namesakes of the ancient Academe. To Dr. Yeats, of London, belongs in large measure the honour of having, in his own school at Peckham, as well as by his writings done much to redeem commercial instruction from this quite unnecessary, if hitherto just, reproach. In four volumes which he has lately published, he treats succinctly, but clearly, fully, and most attractively—first, the natural history of commerce, its raw materials; second, the technical history of commerce, or its processes of manufacture; third, the growth and vicissitudes of commerce; fourth and last, recent and existing commerce. To these volumes I must refer you for the development of his plan. But at a glance it is obvious that the subject thus treated ranges over a very wide and rich and varied field, including, as it does much of geology, botany, and zoology, physical and political geography, mechanics and chemistry and their applications, history, economies, and statistics. In the raw products of the earth, their characteristic, the artificial changes that they undergo, their geographical distribution, and their economic use—in the history of inventions and discoveries made in the arts, the story of the rise and growth of commerce, and the principles by which trade is and should be regulated, an intelligent and a well-trained teacher must find ample material for an education at once high and wide and deep, thoroughly practical and utilitarian in the best sense, yet fraught with moral lessons and intellectual stimulus. It is to be hoped that the five noble schools of the Edinburgh Merchants' Company with their 5000 pupils, will ere long lead the way in this direction, new to this country, though well known on the Continent.

Training of Teachers.

Another movement, the importance of which can hardly be overrated, is that for the systematic training of teachers in the science and art of their profession. This needs no advocacy from me. It suffices to call attention to the facts. The College of Preceptors, which has done so much to improve middle class education, has set the

example of appointing a professor of the theory and practice of education, and their choice of a professor has been alike judicious and fortunate. Mr. Joseph Payne is not only a successful teacher of long experience, but a man of varied attainment, of enlightened and liberal views, an enthusiast in the work, well able to hold the balance between what is old and what is new. It is gratifying to know that his class in London, which has passed through two sessions, has been largely attended, though it is to be desired that more male teachers should show by their presence that they appreciate the opportunity of instruction thus afforded. The Educational Institute of Scotland invited Mr. Payne last spring to give four lectures on "Education" in Edinburgh. These were fairly attended; and it ought not to be omitted that the Governors of the Merchants' Company Schools were wisely generous enough to present tickets to all their teachers, male and female, nearly 200 in number. In the energetically conducted North London College for Young Ladies, Mr. Garvey, LL. B., has of late been lecturing on the "Principles of Education," &c. Mr. C. H. Lake is about to lecture on the same subject in the South London College, also for ladies. Mr. Garvey I regret that I do not personally know; but Mr. Lake I know well, and respect highly for his thoughtful zeal and thoroughness. At the last meeting of the Educational Institute of Scotland, a memorial was presented from the Northern Counties Association of Teachers, and this well deserves to be read, and put on permanent record:—

"The Northern Counties Association of Teachers, being deeply impressed with the importance and necessity, in the future, of the training of all teachers in the Science and Art of Education, and of early efforts being made by the profession for that end, beg respectfully to direct the attention of the Educational Institute of Scotland to the subject.

"In the past, there has been no professional training for teachers as a class. The Normal Colleges have been taken advantage of only by a small proportion of the whole body of teachers. These Colleges have been provided and upheld by certain Churches, which deserves the best thanks of the profession and the country for their honourable efforts in this important and neglected field. Such training, however, has not been, and is not, commensurate with the needs of the profession, and has not been placed on a broad enough basis.

"The Association are unanimously of opinion that professional training in the theory and practice of teaching should be provided in connection with our Universities. This would provide training for all classes of teachers, and be of sufficient status and breadth to command the attendance of all. It would educate the professions, and amidst the same elements of higher learning and culture. It would be one of the best and surest means towards making what they ought to be, the education, status, influence, and emoluments of the teacher.

"Such professional University training, to be complete, should, in the opinion of the Association, include the following elements:—

"1. A Professor of Education, who would give a full course of lectures on the Science and Art of Teaching.

"2. A Training College, in which a staff of lecturers would give instruction in subjects that are not included in the University curriculum, but are necessary for the complete education of the teacher.

"3. A Practising School, with the very best appointments, class-rooms, furniture, and apparatus, under a competent head-master, with a full staff of assistants, in which the best practice of the art of teaching would be carried on, and in which would be afforded every oppor-