

fences, his safety is possible, but if old or shut off from escape he's "in for it." The aforesaid female is polite; she is doing her best to be polite and calm, though trembling in the attempt. She commences by cross-examining the teacher, but unfortunately forgets the sequence of logic and fact necessary to bring about a combination which (prepared beforehand) is to hopelessly entangle the teacher and cover him with the evidence of his own guilt. She fumbles with twitching fingers among the folds of her dress to find the lost thread of her arguments. Not finding it she becomes desperate, her thin film of etiquette evaporates; she stands as she was created, a silly and ill-tempered creature, totally unfit to be the custodian of an immortal soul (said immortal soul having, in the person of a youth named Edward, been reprimanded the day before for throwing a slate at a fellow-student in the primary department). She lifts her voice and utters her rhapsody in the treble clef, her vocabulary being somewhat limited, and rarely classic, she pours forth her billingsgate with vehement reiteration, she is in her element now and she revels in it; so with abuse and threats, she hurls her last volley at the devoted victim, and leaves *en route* for all the trustees, superintendents, and school boards in the country, who "will hear of this, sir, will hear of it, I say, before the blessed day is ended."

Comes the Hibernian visitor with the marks of his daily toil upon him, and his short, black pipe, which he endeavors to conceal in his horny hand, comes and says in his richest brogue, "I'll tell ye what ye'll do, young master. Ye'll take a good stout stick, d'ye hear me, and belt it into him. Shure and if ye don't do that same he'll have the best av ye; but in-dade, young master, I'll lather the bye meeself this night, plaze God, if I can lay me hands on him, and bedad! I'll get hould av him after he's in bed, d'ye hear, and good day to ye." And so he goes, and I picture a novel and exciting chamber scene, full of more horrors to one poor youth than even those that befell the luckless Desdemona at the hands of the Moor.

Comes the stolid German visitor. I hear his heavy boots on the stairs, and he salutes me in a loud, gruff voice, touching his hat in lumbering politeness. "I shust comed to say somedings about dot poy what is mine, dot Yacob. Well, dot poy comed to me lasdt night, und he say to me dot he was keeped in after dis school was oud, and all for nottings. For notting, I say. 'Vell,' he say, 'for nottings, but shust because I have not learned my lessons all day.' And did dot teacher keep you in for dot? I say. 'Yes, fadder,' he say. What is dot you say, Yacob? Did dot teacher keep n' poy in for dot? My good gracious, is dot so? Vell, ve will see about dot. Shust you go oud und got me dot horsehip. So Yacob, he bring me dot whip, und I say, Now, my son, I tink dot teacher did not right, und I will shust begin where he left off. So I gif him some lickings mif dot whip, und I tink he will not tell me some more stories about dot teacher pooty quick already. Hey? what you tink?"

PEDAGOGY AT THE UNIVERSITIES.

The Schoolmaster says: "The signs of the times are strangely misleading if they do not indicate a rapid approach to the days when the Universities will have a close connection with the certification of teachers. It is no new thing to insist upon the advantage of a university training for the young teacher. . . . that something more is desirable than is now provided by the training colleges for the great majority of the future teachers of the United Kingdom. To a certain extent, the training college students of Scotland are allowed to have the advantage of a university career. Teachers themselves are

alive to the necessity for such a double preparation, and frequently of late the strong desire has been publicly proclaimed. It is not mere scholarship alone that is wanted, nor the ability to take such degrees as those of London University. It is the self-measurement with the inevitable culture that comes from contact with those who are preparing for various walks in life. By widening a teacher's knowledge of men, especially of young men preparing for the professions, the general work of education must be improved."

The Scotsman has the following:—"Hitherto, the difficulty in the way of this has been that the requirements of the ordinary Arts' Degree are both wider and higher than are needed in cases of teachers who are to take charge of small schools in remote parts of the country; hence the expedient adopted of allowing only certain Normal students to take the University course. There is an obvious flaw in this argument. Schoolmasters, like ministers, who begin their career in small country parishes, hope, or ought to hope, to be promoted one day to important and lucrative posts in large towns. It is a mistake to educate any man for the beginning only of his life-work. If that were done in the case of clergymen or of physicians, these professions would very soon decline. But whatever force there is in the objection will most probably disappear when the Arts' curriculum in the Universities is remodelled, and the system of options introduced into it. Then there is no reason why the degree of M.A. should not be regarded in one of its aspects—as it was originally in its essential aspect—as an education degree. When the reform has been effected, every schoolmaster should be required to take the degree of M.A."

We condense the following from the *Wisconsin Journal of Education*.—"It is now nearly four years since this course of instruction (in Pedagogics) was begun. The chair of "the Science and Art of Teaching" was established (in the University of Michigan) June, 1879. The University had for years been supplying the higher positions in the public school service with teachers. As a rule these teachers assumed the responsibilities of important positions with no conscious preparation and it was conceived a duty owing to the State to furnish prospective teachers with an opportunity to learn at least the theory of teaching and of school management. There is no "Normal department" in the University of Michigan. There are merely courses of instruction in the science and art of teaching, just as there are in science and in mathematics. What is called a "Teacher's Diploma" is given under the following requirements: (1) The pupil must have taken at least the bachelor's degree; (2) must have taken a teacher's course in Latin, Greek, or in some other subject; and (3) must have taken at least one of the longer courses in the science and the art of teaching. But this diploma has no legal value whatever. It merely certifies to the accomplishment of certain work. It exempts from no examination. There has never been a thought of interfering, in the least degree, with the work of the State Normal School. As a matter of fact, there has not been the slightest effect injurious to the Normal School through the introduction