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The Canada School Journal

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CANADA SCHOOL JOURNAL HAS RECEIVED

*An Honorable Mention at Paris Exhibition, 1878.
Recommended by the Minister of Education for Ontario.
Recommended by the Council of Public Instruction, Quebec.
Recommended by Chief Superintendent of Education, New Brunswick.
Recommended by Chief Superintendent of Education, Nova Scotia.
Recommended by Chief Superintendent of Education, British Columbia.
Recommended by Chief Superintendent of Education, Manitoba.*

The Publishers frequently receive letters from their friends complaining of the non-receipt of the JOURNAL. In explanation they would state, as subscriptions are necessarily payable in advance, the mailing clerks have instructions to discontinue the paper when a subscription expires. The clerks are, of course, unable to make any distinction in a list containing names from all parts of the United States and Canada.

PRACTICAL TRAINING FOR TEACHERS.

Training of the successful kind is always an organic growth from within. In their proper sphere, external appliances, outward aids and stimuli can accomplish a good deal. But real training must be the result of *doing*. Careful imitation of good models cannot fail to be infinitely more serviceable in learning any profession, than barren theory divorced from practical application and living example.

The following paragraph from the *Illinois Schoolmaster* gives a glimpse of the suggestive methods pursued by an American educational pioneer and reformer in the training of young teachers. It describes a visit to the normal school under the charge of Colonel Parker, and will serve to carry on the line of thought suggested last month in our remarks on the Minister's report:—

"There was a general experience meeting with the Colonel as leader. Each young lady was called upon to state in what particular she judged herself to have failed in her reading lesson, and also in what respect she felt gratified. There was no grabbing for note-books. But with a surprising freedom from restraint, they arose and explained the situation as they felt it. The Colonel made suggestions as they occurred to him, and elicited many others from the class, trying to make them philosophise on their defeat or success. Every Wednesday these girls spend in visiting schools, going wherever they please, but bringing in the next day a written report of what they saw. They are not encouraged or allowed to criticise, but simply to observe, somewhat as Agassiz trained his pupils to observe the fish."

In several of the best county model schools methods of observation and induction like this have been practised, with the result of leading students to form their own judgments on sufficient evidence, and not of filling them with undigested scraps of opinions from external sources. Our normal methods

need to be revolutionized so as to give the practical element its proper recognition throughout every department. In the science department it now holds supreme sway. But in literature, education, and methods of teaching we are still, partially at least, under the bonds of abstract theory and blind rule. Time is too precious in this practical age to be frittered away on dry genealogies of words, soulless parsing, and mechanical analysis of sentences, to the utter neglect of literary beauty, poetic harmony, and majestic thought.

Herr Teufelsdröckh, in his remarks on the Hinterschlag Gymnasium, has the following:—

"Innumerable dead vocables . . . they crammed into us, and called it fostering the growth of mind. How can an inanimate mechanical gerund-grinder . . . foster the growth of anything; much more of mind, which grows, not like a vegetable, by having its roots littered with etymological compost, but like a spirit, by mysterious contact of spirit, thought kindling itself at the fire of living thought? How shall he give kindling, in whose own inward man there is no live coal, but all is burnt out to a dead grammatical cinder? . . . So it will ever be, till the hodman is discharged or reduced to hod-bearing, and an architect is hired, and on all hands fitly encouraged."

TORONTO COLLEGIATE INSTITUTE.

The city of Toronto should rank higher educationally than any other city or town in Ontario. Its commercial pre-eminence, and the fact that it is the capital of the Province, have naturally led to the centralization within its limits of many educational institutions of a provincial character in theology, arts, law and medicine. It is but reasonable to expect that the citizens of such a city would demand that the educational institutions over which the law gives them control should be of the highest possible character. The public and high schools of Toronto should keep pace with the advancement made throughout the world in educational matters. The public school board have during the past few years shown a most commendable desire to make the schools under their charge a credit to the city. They have erected commodious and comfortable school buildings, appointed an excellent staff of teachers, and adopted methods of teaching and training which are fully as good as the best practised in any part of England or the United States. It is a pity that the same praise cannot be given to the Collegiate Institute. Even here, however, much must be said in favor of the board. They have provided an expensive building, and appointed a superior staff of assistant teachers, and unlike many boards, they have left "the rector" untrammelled so far as the classification, course of study, and general arrangement of the school is concerned. Whatever is wrong in Toronto Collegiate Institute, there is only one man on whom to place the responsibility. Few men have such unlimited powers as its rector. Absolutism is only