

To get foreign-born children to speak good English is not so difficult as it is to teach children who have acquired incorrect speech to drop objectionable expression. What we learn in early childhood is hard to change. But the schools receive pupils at so early an age that, if a determined effort were made at the beginning of school life, a few years would produce great results in the desired direction.

How shall teachers grind out the old, grind in the new? Long ago Professor Adam S. Hill, of Harvard, published a book, in which he gave hundreds of incorrect expressions, taken mainly from compositions written by his students. He gives corrected forms with the incorrect. He has used this method of teaching for many years. There are teachers who urge that a child should never be allowed to see an incorrect form. If that be insisted on, children must never be permitted to write or to correct a composition, or to read the Lord's prayer, or many parts of the Bible, *e. g.*, John xii, 12 or 17, etc. Teachers, themselves having eyes, read, and having ears, hear, but do not understand. They may read correct English throughout their lives and yet not be conscious that their own language is faulty. They have not had their attention called to their errors—the danger signal has not been displayed over the thin ice. Among the remarks I overheard a teacher make while dogmatically declaring that no incorrect forms should be used before pupils, expressions came in close succession, "Take it off of," "We have got to," "Most everybody does." The speaker was in blissful innocence of either pleonasm or inaccuracy. Would teachers (or pupils) repeat such expressions if their attention were called to them? Surely these are not often found in good literature.

In 1902-03 there was a class of very bright boys in the Wells evening school. Many of them had been in the day schools for some years, and used the ordinary boy language. Nearly every evening their teacher wrote on the blackboard the incorrect expressions he heard them use, or those which he knew he used as a boy. At first he gave them a *choice* between a correct and an incorrect form, but soon gave them only incorrect forms. The boys corrected these errors both on paper and orally. At the end of one short term they made very few of the mistakes common in speaking; and I can testify that most of them use more than ordinarily good English now.

I believe that, if rigorous correction from the blackboard were carried on in every school in the country, a generation would give us the best English in the world. It would surely be worth the experiment of trying one school or class by one method, another by the other, and compare results.

The first of November has passed, and there is still no war between Holland and Venezuela, nor any sign of Venezuela yielding to the demands of Holland. Possibly the reported sailing of President Castro for Europe may have something to do with the situation.

The Professional Training of Canadian Teachers.

Abstract of a Thesis submitted in partial fulfilment of the requirements of the Degree of Master of Arts in Columbia University May, 1908.

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An effort is made in this article to concretely present the Canadian Normal School situation, together with the distinctive features of the various provincial educational systems.

Owing to the fact that very few of the normal schools in question issue catalogues (the best of which are remarkable for the omitted rather than for their published facts), it was found necessary to resort to the questionnaire method of securing data.

The hitherto unpublished data contained in the following pages is, then, a compilation of the replies received from principals of normal schools and inspectors of the public schools throughout Canada.

The features of the various educational systems of the Canadian provinces have been collected largely from the reports of the provincial boards of education, and those sections of the law relating to schools.

The educational systems of the nine provinces of Canada differ largely in detail, yet in the main they agree upon the following essential points:

First. Direct control of every phase of education from the elementary school to the state university by the legislatures of the various provinces.

Second. Provision for the payment of teachers' salaries, either in whole or in part, direct from the provincial treasury.

Third. Direct supervision of all public schools by inspectors appointed by the provincial board of education.

Fourth. Absolute uniformity in the texts prescribed for use throughout the province.

From the above it follows that teachers become practically civil servants, and hence are required to secure a license to teach by attending the provincial normal school; otherwise they cannot participate in the annual grant made to teachers from the provincial treasury.

Local conditions in the various provinces practically determine the differences to be found in the various provinces. Thus in Ontario, where a large and comparatively wealthy population appreciate the benefits of education, academic and professional