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The Canada School Journal.

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No. 75.

G. W. ROSS, LL.B., M.P.

The election of Mr. Ross to the presidency of the Ontario Teachers' Association seems a fitting opportunity to give a brief sketch of a gentleman whose name has had considerable prominence both in educational and political circles.

The subject of this notice was born in the County of Middlesex, Ont., Sept. 18th, 1841. He attended the rural school near his father's home, where he received, amid the usual associations of such schools in those days, sufficient elementary instruction to obtain a third-class county certificate, and entered

on the life of a teacher in 1857, at a salary of eighteen dollars a month!

In 1859 he obtained a second-class, and in 1866 a first-class certificate from the county board. After ten years of active work in the school-room, during which he was eminently successful in winning the confidence and esteem of his patrons by his thoroughness and enthusiasm, he entered the field of journalism by purchasing in 1867 the *Strathroy Age*. Subsequently he was for some time joint proprietor of the *Huron Expositor*, which has become one of the best local papers in Canada. In 1869, Mr. Ross attended the Normal School, then under the headmastership of Dr. Sangster, and in 1871 received a first-class Provincial certificate.

He was local superintendent of two townships, and, under the new school law of 1871, was appointed county inspector for East Lambton. He entered on the duties of this office with his usual energy. His zeal and ability were duly appreciated by the teachers of his district, and in 1875 they presented him with a massive gold watch and chain, accompanied with an address couched in the most complimentary terms. While inspector he established a Teachers' Association and founded a Teachers' Library in his division. On his retirement from the county inspectorship, the County Council presented him with an address expressing their high

appreciation of his successful labors. He still acts as inspector of the public schools in the Towns of Petrolea and Strathroy.

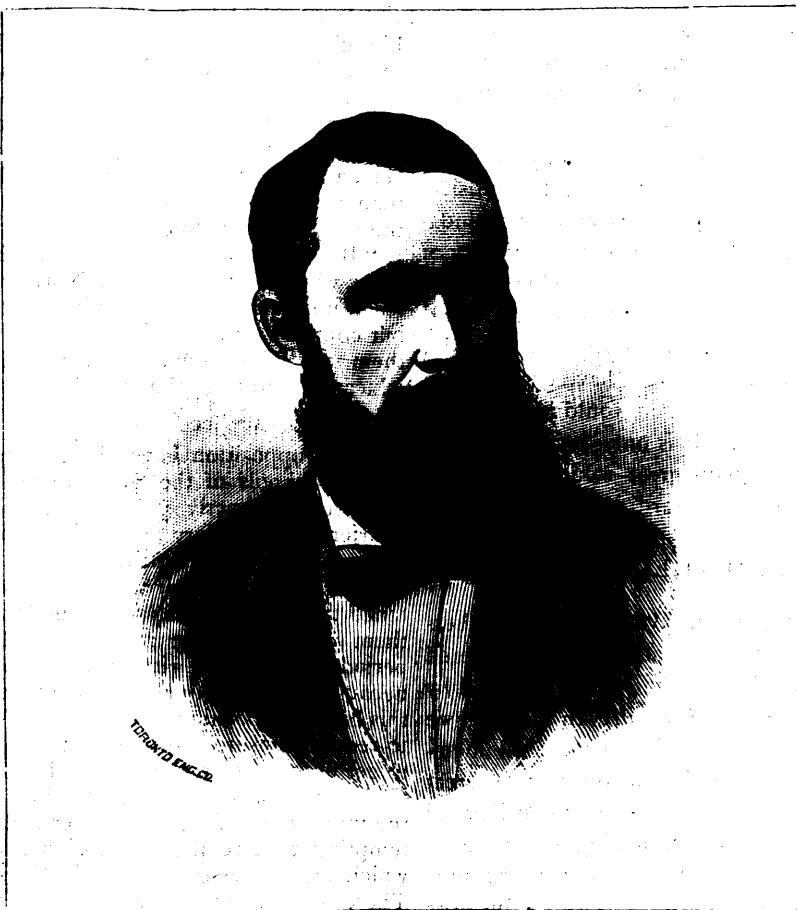
During those years when the establishment of additional Normal Schools was agitated in this Province and rival cities were clamoring for location of the proposed new schools within their limits, Mr. Ross took a leading part in the movement set on foot for the creation of County Model Schools, when it was found that the Government of the day hesitated to incur the outlay for additional Normal Schools. He devoted much time and attention to perfecting the new scheme of County Model Schools, and after their establishment, prepared the syllabus of

lectures, and was for a time appointed inspector of Model Schools. The excellent results that have followed are a sufficient indication of the wisdom of his counsels, and of the energy and skill with which the scheme was put into practical operation.

From 1876 to 1880 he was a member of the Central Committee, and was there a faithful advocate of the teachers' interests. He contended for the use of only one text-book on the same subject in the public schools, and was in favor of confining the Normal Schools to strictly professional work, leaving the academic or non-professional part of the students' training to the High Schools and Institutes.

From 1873 to 1876 Mr. Ross was connected with the *Ontario Teacher*, which he and Mr. McColl published at Strathroy. It was the first independent educational paper established in this Province, and was afterwards merged in the CANADA SCHOOL JOURNAL. During its publication it was a spirited and well-edited monthly, and enjoyed great popularity among teachers throughout the province.

Mr. Ross' career in the domain of politics is too well-known to need extended notice. In 1872 he was elected representative of West-Middlesex in the House of Commons, and has continued to represent this Riding without intermission, being



lected once by acclamation and twice after hard-fought contests. From the first he has been considered a ready debater, a lucid and incisive speaker, and has steadily risen in the ranks of his political party.

Mr. Ross' earnest advocacy of temperance forms a pleasing feature of his life-work. In 1879 he was elected Patriarch of the National Grand Division for North America, and presided over the deliberations of the Sons of Temperance for two years, at Washington and at Cincinnati. In all temperance legislation brought before the House of Commons Mr Ross has taken a prominent part.

In addition to the severe work already outlined, Mr. Ross has successfully prosecuted the study of law. In 1879 he matriculated at Albert University, entered a law office, and after passing the several examinations of the lower years, he wrote for the degree of LL.B., and passed successfully in the early part of the present year.

As a public speaker Mr. Ross has a remarkable faculty of grouping his facts and presenting his arguments in clear, logical order, in which we find the influence of his early training as a teacher. He is quick at repartee, possesses a retentive memory, and a contagious enthusiasm which frequently expresses itself in genuine eloquence. He has the ardor and impulsiveness of a Celt combined with much prudence and sound judgment. He is a living example of the power of continuity of purpose and indomitable will, when linked with intelligence and high motive. His life is instructive to every young man, and his example is worthy of imitation. It is necessary to add, however, that Mr. Ross' remarkable powers have enabled him to accomplish a multitude of labors which would have broken down a more delicate constitution. It is only just to add also that labors in the school-room equally great would have failed to receive equal honors and present reward.

NORMAL SCHOOLS AND THEIR DEFECTS.

On the 10th of July last the Pennsylvania State Teachers Association met at Williamsport. The attendance numbered four hundred and fifty, and we find all the names reported by counties in the *Pennsylvania School Journal*. In passing we call attention to this idea of making a full report of all members present. Many of the papers and addresses were of great interest. We give a short outline of the discussion on Normal Schools, partly for the purpose of entrenching the position taken by the JOURNAL long ago, and partly for the purpose of giving a glimpse of the views held by leading educators in the neighboring State. The subject was introduced by the reading of a paper by *Dr. A. M. Raub*, of Lock Haven Normal School. He first refers to a severe onslaught on the Normal Schools made in the House of Representatives a few months ago. It appears that the violent attack in the House almost endangered the usual government grant. One of the points urged in opposition to the Normal Schools was the fact that the graduates drift rapidly from teaching to other professions. To this *Dr. Raub* replies:—

"Now, I take it that if the work of our Normal schools is so well done that the students graduated can stand shoulder to

shoulder with college men in the great battle of intellectual and social progress, Pennsylvania has a system of schools of which she may well be proud. I do not deny that the graduates of our Normal schools drift into other professions. Why should they not? Does the great State of Pennsylvania buy all a young man's talent, and culture, and scholarship, and services, for the paltry sum of fifty dollars which she gives him when he graduates? You can't buy even a salable member of a political convention for that sum, much less a man whose moral character is above reproach. I say to every young man and woman, when you receive the fifty dollars upon graduation, and sign a contract to teach for two years in the common schools of the State, fulfil your contract to the letter; give for the time specified the best services of which you are capable; but when the two years' work has been done, you are free, and you owe not one penny to the State, nor would she be so mean as to claim services for which she has not given an equivalent. If you are appreciated and properly remunerated, teach on, for there is no more exalted position on earth than that of the true teacher; but no man is under obligations to put aside positions which will yield him sufficient income for the protection of himself and those dependent upon him in order that he may follow the starveling life of a seedy school-master, and accommodate himself to the penuriousness of a community which neither appreciates his services nor cares for his comfort. Away with this sentimental nonsense that because one has received assistance from the State, to the extent, all told, of less than a hundred dollars, he must therefore give his services to the State for a lifetime!

"But back of all this, is the truth that a large majority of those who graduate from the Normal schools of Pennsylvania teach not only the two years in accordance with their promise, but continue to teach for a much longer time, and many of them to-day hold some of the most important positions in the educational work of the State."

The paper proceeds:—

"The opposition have charged upon us also, first, that the Normal schools of the State do not furnish any considerable number of properly prepared teachers, while from another quarter comes the cry that we have too many of these institutions. Surely if one of the positions is right the other must be wrong; and I am sorry to say that we have calmly sat and listened to these charges without making any attempt to combat them with any effort at success. In one of the troublous periods of France, a witty Frenchman said, 'We are despised because we are on our knees. Suppose we get up.' Has not this been our position, my friends? We have been accustomed to receive censure and reproof too long; it is now time for us to get up and assert ourselves. If any educational institutions in the State have a right to stand on their feet and proclaim the importance of their work, certainly it is those which are attempting to give that professional instruction and training which are the essential qualifications of every good teacher. There is no reason why we should bow, and cringe, and apologize for either our existence or our work. I think I speak the honest truth, at least as I understand it, when I say that there is not an intelligent, honest opponent of professional training to-day, not an opponent who is not either ignorant of the work which Normal schools are designed to accomplish, or who has not a grievance which he dare not tell to the public."

Further on we find:—

"We have been severely censured for mismanagement because the indebtedness against our Normal schools is in the aggregate nearly a quarter of a million. This is not as formidable a matter as it at first sight appears. It must be remembered that the Normal school property of this State is worth a full million and a half, above one-half of which has been contributed

directly by the State, and in the second place that a large proportion of the present indebtedness has been created by the demand of the State that the buildings, supply of apparatus, and general professional outfit, must come up to a fixed standard. The school having but one hundred students is compelled to have as complete an outfit as the one with three times as many, even in the matter of faculty. Again, the competition with ten schools in the field has been considerably closer than with but three or four; as a consequence no young school has been able to make itself self-sustaining in the first few years of its existence.

"What we think the State of Pennsylvania ought to do, is to follow the lead of some of the more progressive sister States on this Normal school question in giving to every student preparing for the profession of teaching in good faith, free instruction. The amount needed to pay the current expenses incident to the matter of instruction would be but little greater than that now required for the usual appropriations. But even were it considerably more, why should not a great State like ours, with a free school system second to no other in the Union, be willing to strengthen this right arm of her public school system with the requisite appropriations if she can thereby add to the efficiency of her schools and promote the cause of education?"

The essayist then turns to the professional work done in the Normal schools:—

"No one claims that they should be wholly academic in character, for that would place them on the same educational plane as high schools and academies. The only question that can arise is this: Shall they be what is called strictly professional in character, or shall they mingle academic and professional instruction? The opponents of Normal schools have always held that these schools should be strictly professional, but back of this argument lies a grievance, and we shall have to exclude this class of persons from the discussions, being incompetent to decide on the question. Of the friends of the system not a few have claimed that the academical work of the school should be relegated to the high school and the academy. But even with these one important fact is either overlooked or forgotten; it is this, that teaching pupils in the ordinary high school or academy with the view of either imparting knowledge or securing discipline is a vastly different thing from teaching the same facts and principles to those who, as teachers, expect to impart this knowledge and training to others, and this truth must govern the teaching throughout all the departments of a Normal school. The academic work is thus modified, and becomes in itself both academic and professional.

"The Normal school professors and teachers that fail to appreciate this important fact are, to put it mildly, not prepared for their work. Possibly there are such teachers in every school; that, then, is a local defect. I am prepared to say that I doubt the efficiency of any Normal school that advertises to do professional work only; and I am willing to go further, and say that no Normal school ought to send out young men and women as graduates who have not been taken carefully over the ground which they are expected to cover in their ordinary school work, either as teachers or as superintendents. A knowledge of the branches which they expect to teach these young men and women must have. How shall that knowledge be acquired? The opponents of Normal academic instruction reply, 'In the high school.' Now, I have a great deal of faith in high schools, but I give it as our experience that graduates of even high schools, and we have had many of them, require at least a year of instruction to complete the Normal school course, and this is the academic work as well as the professional.

"If I were to make a criticism on this class of pupils, I should say that almost without exception we find them inclined to

memorize rather than think and reason for themselves, and we are compelled to reorganize entirely their mode of study. No class of students that ever come to our Normal schools understand even the ordinary common branches as teachers ought to understand them. We find many, of course, who are thoroughly versed in special text-books; but, as a rule, when they come to apply principles they are woefully deficient. There is not that breadth of culture, that ability to look on all sides of a question, which is a requisite in one who expects to teach. The scholastic instruction therefore which most students receive in schools not designed to prepare them for teaching does not answer, and academic instruction, modified as I have indicated, becomes a necessary part of Normal school work.

"It is an undisputed fact in the Normal school history of our State, as also in that of other States, that those who have received their preliminary training in the common school branches before entering the Normal school have always done their poorest work in the branches which they neglected to take in the Normal school itself; and this is simply a confirmation of the truth, that in general a teacher will teach as he was taught.

"Example is more powerful than precept, and in this the Normal school graduate is no exception to the general rule. Give him an example of your work, and he will impart his knowledge much as he acquires it; but give him the theory only, and you place a two-edged sword in his hand without imparting to him the practical skill to use it effectively.

"I am tempted to make just one other suggestion—every teaching student ought, before attempting to practise in the Model school, to spend several months in observing the work of first-class instructors. It will be well also to have him observe and criticise the work of those who are soon to be sent forth as graduates. It will do both parties good."

From the following our readers will draw their own conclusions:—

"The argument that the Normal schools of the State do not furnish any considerable number of teachers has some force, but the reason for this seeming defect lies not against the system so much as against the unwise financial policy of school boards, who often look not to professional qualifications and aptness to teach as the requisites in a teacher, but rather to the amount of his muscular development, directoral kinship, and a general cheapness of shoddy material sufficient in quantity to fill the chair on the platform. So long as school directors are selected because they have sons and daughters or nephews and nieces to be provided for in the school-room as teachers, so long the Normal schools will not be able to induce young men and women to prepare themselves for the professional part of the work of teaching. It will be a glorious day indeed when the Legislature shall enact such laws as will forbid this nepotism."

From the discussion on the paper we find that graduates of the Normal schools are liable to be re-examined by district superintendents. This practice was condemned. One speaker said:—

"I am grieved to find that one of the wealthiest commonwealths in the world should ask fees from those who are to render services that can never be fully remunerated. I cannot conceive of a successful system of education in which the Normal school is not paramount."

Dr. Wickersham, ex-State superintendent, remarked:—

"The Normal school is as deeply rooted in Pennsylvania as in any State of the Union; and unless great changes have taken place since I talked with the great educators of the west, they as well as we are still engaged in discussing questions of detail, for that is all that is at issue here, as the principle has long been settled. The fact that men in the Legislature

and out of it, who like to hear themselves talk, make the Normal school their occasion, and the frequent and sharp criticism sometimes heard on this floor, are not evidence of weakness, but of strength. The Normal schools are not perfect, and agitation of these questions of detail will and ought to continue; but the rock of their foundation is not shaken."

Dr. Highbee, State superintendent, said:—

"Perhaps the severest criticism of the Normal schools has come from myself—not because I am opposed to Normal instruction, for I have seen and felt the need of it for years; but as Dr. Wickersham has said, it is not the principle that is under discussion, but the details, and some of these questions of detail are highly important. There is such a thing as academic instruction—there is such a thing as Normal instruction—there is such a thing as combining them; but our Normal schools do not make the combination: that is my criticism. The study of psychology is important—the study of psychology as applied to teaching is needed in our Normal schools—but we teach it as we would in a university. What we want is the teaching of psychology as applied to the teacher's craft—and we will not rest satisfied until we get it. But the difficulty, of course, is that our material does not come to us in condition for Normal instruction—our pupils are poorly or improperly prepared, and must be stuffed and crammed year after year until they graduate as teachers. We cannot have Normal schools worthy of the name until the colleges, and high schools, shall send us pupils grounded in scholarship, and ready for the professional instruction that bears on teaching. God grant that our ten Normal schools may some day become such!—but we all know they are not such now. We must have teachers. Parents cannot do the work. The clergy cannot, and indeed the church is so divided in its confessions as to be unable to furnish any common confessional ground. Teachers the State must have. Where shall we find them? Shall we pick them up at random, and put them to a work so significant, and so far-reaching for good or for evil? While we pay large sums for the highest skill in analyzing oils and testing the quality of iron, shall we forget the greater necessity of skilfully-trained inspectors and promoters of the growth of mind and soul? We must have schools to give us trained teachers and superintendents, fully acquainted with the best methods of instruction, and with clear grasp of the philosophy of their work. Such schools are not for children, however, but for those whose attainments are already such as to enter upon this professional study with some consciousness of its particular import and responsibility. Such schools, therefore, should have for their professors the very best talent at hand. Colossal men are needed—men like Pestalozzi, Froebel, Rosenkrantz, Wickersham, and others—men not only of the very highest and broadest scholarship, but men of great professional experience. With infinite pleasure shall we hail the day, when with such professional schools for teachers, we may receive the graduates of our colleges and higher schools of learning, as do the schools of medicine and law. The time may come, yea, ought to come, when our most learned and experienced men will see the necessity of furnishing our common schools with such professional teachers as can be safely allowed to guide and inspire and control the civilization of the age."

REPORTS OF CASES.

In the intermediate and higher grades of the schools, a teacher writing, gives her experience as follows:—

"I have not yet been able to give a definite time for the independent study of temperance; but I introduce it in every class. In my physiology class, as the pupils study the different organs of the body, one of my standing questions is: 'What

would be the effect of alcohol or narcotics on that organ?' And the pupils, soon learning that this is a standing question, always read up on the subject, and come prepared with the answer. And I can testify that at the close of the term my examinations show that the diseased stomach, the paralysed nerves, the hardened brain, the hob-nailed liver of the drinker, is as much a physiological fact in the mind of my pupils as the circulation of the blood, or the office of the gastric juice.

"In my class in literature, I ask, in connection with each author's history: 'Did he use stimulants as a beverage?' and link their knowledge of physiology and alcohol with the history of the man. In geography, as we study the map of those wine-growing countries, Italy, France, and Portugal, and of Germany, the land of beer, I ask the pupils to read up and find whether these nations are temperate nations or not. We having procured for the use of our school a small 'temperance library' for reference.

"Even in my arithmetic classes, I am able, incidentally, to give a temperance lesson. Many of my original questions are made up of figures taken from 'Our Wasted Resources,' by Hargraves, and from other books, showing the loss and cost to the nation and citizen occasioned by the use of alcoholic drinks. For example, to my class in addition, I one morning gave the question: 'If the rent bill of Ireland, now so poverty stricken as to be on the point of revolution, is annually \$57,000,000, and her drink bill for the year 1880 was \$69,000,000, what is the sum total of these two bills?' And to my class in subtraction: 'If Ireland's drink bill is \$69,000,000, and her rent bill is \$57,000,000, what is the excess of the drink bill over the rent bill?'"

The following story was originally published in the *Massachusetts Teacher* for 1834. The lesson is still fresh, and so is the genial writer:—

"In one of the most populous cities of New England, some years since, a party of lads, all members of the same school, got up a grand sleigh ride. There were about twenty-five or thirty boys engaged in the frolic. The sleigh was a very large and splendid establishment, drawn by six grey horses. The afternoon was as beautiful as anybody could desire, and the merry group enjoyed themselves in the highest degree. It was a common custom of the school to which they belonged, and on previous occasions their teacher had accompanied them. Some engagement upon important business, however, occupying him, he was not at this time with them. It is quite likely, had it been otherwise, that the restraining influence of his presence would have prevented the scene which is the main feature of the present story.

"On the day following the ride, as he entered the school-room, he found his pupils grouped about the stove, and in high merriment, as they chatted about the fun and frolic of their excursion. He stopped awhile and listened; and, in answer to some inquiries which he made about the matter, one of the lads—a fine, frank, and manly boy, whose heart was in the right place, though his love of sport sometimes led him astray—volunteered to give a narrative of their trip and its various incidents. As he drew near the end of his story, he exclaimed: 'Oh, sir, there was one little circumstance which I had almost forgotten to tell you. Toward the latter part of the afternoon, as we were coming home, we saw, at some distance ahead of us, a queer-looking affair in the road. We could not exactly make out what it was. It seemed to be a sort of half-and-half monstrosity. As we approached it, it proved to be a rusty old sleigh, fastened behind a covered wagon, proceeding at a very slow rate, and taking up the whole road. Finding that the owner was not disposed to turn out, we determined on a volley of snowballs and a good hurrah. These were given with relish; and they produced the right effect; and a little more; for the

crazy machine turned out into the deep snow by the side of the road, and the skinny old pony started on a full trot. As we passed, some one who had the whip gave the old jilt of a horse a good crack, which made him run faster than he did before, I'll warrant. And so, with another volley of snowballs, pitched into the front of the wagon, and three times three cheers, we rushed by. With that, an *old fellow* in the wagon, who was buried up under an old hat and beneath a rusty cloak, and who dropped the reins, bawled out: 'Why do you frighten my horse?' 'Why don't you turn out, then?' says the driver. So we gave him three rousing cheers more; his horse was frightened again, and ran up against a loaded team, and, I believe, almost capsized the old creature; and so we left him."

"Well, boys," replied the instructor, "that is quite an incident. But take your seats; and, after our morning service is ended, I will take my turn and tell you a story, and all about a sleigh ride too."

Having finished the reading of a chapter in the Bible, and after all had joined in the Lord's Prayer, he commenced, as follows:—

"Yesterday afternoon, a very venerable and respectable old man, and a clergyman by profession, was on his way from Boston to Salem, to pass the residue of the winter at the house of his son. That he might be prepared for journeying, as he proposed to do in the spring, he took with him his light wagon, and for the winter his sleigh, which he fastened behind the wagon. He was, just as I have told you, very old and infirm; his temples were covered with thin locks, which the frosts of eighty years had whitened; his sight and hearing, too, were somewhat blunted by age, as yours will be, should you live to be as old. He was proceeding very slowly and quietly; for his horse was old and feeble, like his owner. His thoughts reverted to the scenes of his youth, when he had perilled his life in fighting for the liberties of his country; to the scenes of his manhood, when he had preached the gospel of his divine Master to the heathen of the remote wilderness; and to the scenes of riper years, when the hard hand of penury had lain heavily upon him. While thus occupied, almost forgetting himself in the multitude of his thoughts, he was suddenly disturbed, and even terrified, by loud hurrahs from behind, and by a furious pelting and clattering of balls of snow and ice upon the top of his wagon. In his trepidation, he dropped his reins; and, as his aged and feeble hands were quite benumbed with cold, he found it impossible to gather them up, and his horse began to run away.

"In the midst of the old man's trouble there rushed by him, with loud shouts, a large party of boys in a sleigh drawn by six horses. 'Turn out, turn out, old fellow!' 'Give us the road, old boy!' 'What'll you take for the pony, old daddy?' 'Go it, frozen nose!' 'What's the price of oats?' were the various cries that met his ears.

"'Pray, do not frighten my horse,' exclaimed the infirm driver.

"'Turn out, then! turn out!' was the answer, which was followed by repeated cracks and blows from the long whip of the 'grand sleigh,' with showers of snowballs, and three tremendous huzzahs from the boys who were in it.

"The terror of the old man and his horse was increased; and the latter ran away with him, to the imminent danger of his life. He contrived, however, after some exertion, to secure his reins, which had been out of his hands during the whole of the affray, and to stop his horse just in season to prevent his being dashed against a loaded team.

"As he approached Salem, he overtook a young man who was walking toward the same place, and whom he invited to ride. The young man alluded to the 'grand sleigh' which had just passed, which induced the old gentleman to inquire if he knew who the boys were. He replied that he did; that

they all belonged to one school, and were a set of wild fellows.

"'Aha!' exclaimed the former, with a hearty laugh (for his constant good nature had not been disturbed); 'do they, indeed? Why, their master is very well known to me. I am now going to his house, and I rather think I shall give him the benefit of this whole story.'

"A short distance brought him to his journey's end, the house of his son. His old horse was comfortably housed and fed, and he himself abundantly provided for. That son, boys, is your instructor; and that aged and infirm old man, that 'old fellow' and 'old boy' (who did not turn out for you, but would gladly have given you the whole road, had he heard your approach), that 'old boy,' and 'old daddy,' and 'frozen nose,' was Rev. Daniel Oliver, your master's father, now at my house, where he and I will gladly welcome any and all of you."

It is not easy to describe nor to imagine the effect produced by this new translation of the boy's own narrative. Some buried their heads behind their desks, some cried, some looked askant at each other, and many hastened down to the desk of the teacher with apologies, regrets, and acknowledgments without end. All were freely pardoned, but were cautioned that they should be more civil for the future to inoffensive travellers, and more respectful to the aged and infirm."

Years have passed by; the lads are men, though some have found an early grave; the "manly boy" is "in the deep bosom of the ocean buried." They who survive, should this story meet their eye, will easily recall its scenes, and throw their memories back to the school-house in "Federal street," Salem, and to their old friend and teacher, Henry K. Oliver.

Here is a concrete case. A lady in a city school had fifty-two pupils, and was of course ambitious to promote them; so she spent three months on the work of the grade, and the rest of the term on questions for examination. At the end of the year all but two or three passed a public examination in fine style, and the teacher was highly praised. Of course, a graded system is an advantage, but the sooner we open our eyes to the common abuses and defects the better.

Now that the great Methodist union has taken place, we shall probably see a consolidation of the denominational colleges. The problem of university consolidation has entered on another phase, and its further development will be watched with increasing interest. Union is strength in education as well as in religion.

In reference to our notices of the Minister's report in the June number, Inspector White thinks the statement that "about 56,500 of the 85,000 R. C. children in this province attend the public schools" may be misunderstood if left unqualified. He adds that about 30,000 of these 56,500 attend public schools where R. C. children form the greater part, often the whole number, of pupils.

In the editorial columns of this number we have endeavored to give our readers some glimpses of educational opinion outside our "proper patch of soil." They will not dislike an occasional excursion into the regions beyond where noble work is doing by fellow-laborers and worthy brethren.

The Upper Canada college question is again cropping up in various quarters. Public opinion, as far as can be judged, all tends in the same direction. The demand for its abolition was never more clearly voiced than at the present time.

Get your friends to subscribe for the "Canada School Journal."

Mathematical Department.

We find it necessary to devote all our space this month to dispose of the correspondence that has accumulated on our hands. It is a great encouragement to have such an army of friends, and we regret that our limits compel us to condense, curtail, or pass over much of what they send us. Nevertheless, we hope they will continue to write, and thus keep us fully acquainted with their particular wants. We aim at making this Department above all things useful to our subscribers, and our warmest sympathies go out to those who have not the advantage of teachers and professors to assist them. To our correspondents, one and all, we return hearty thanks and bid them cordial greeting.

In order that our shortcomings may not be placed on his shoulders, we beg to state that Mr. Baker's connection with this Department ceased with the February number of 1881. All correspondence should be addressed to THE MATHEMATICAL DEPARTMENT, and should be written only on one side of the paper, and should be kept separate from other communications.

L. J. CORNWALL, Beamsville, sends solution of No. 7, part 2, page 126, as already published, page 152. He wishes for the success of the JOURNAL, and would be thankful to receive a solution of the following:—Given base, vertical angle, and length of bisector of vertical angle, to construct the triangle. He will find the solution in Thompson's Euclid, Appendix Bk. III., Prop. X.

A. HAY, Barrie, also sent solution of No. 7, part 2, p. 126.

JANE SHUE, Sandwich East, sends a neat solution of No. 1, p. 150.

JOHN MOSER, South Tay, N.B., sends solutions to four problems on page 150.

MRS. G. C. WARBURTON, Toronto, sent full solutions to problems on page 78. Her results are: 36 men; 100.42; $x = \pm \frac{2}{3}$ or $\pm \frac{1}{3}$, $x = \sqrt{-\frac{a^2}{3}}$; $x = \frac{5}{3}$, $y = \frac{5}{3}$, $z = \frac{5}{3}$.

JOHN ANDERSON, Dixie, Ont., finds 1154.348 gals., U. S. wine measure, to be the amount of oil in cylinder mentioned on p. 152. We regret that the geometrical figure and the length of the solution preclude publication in this issue. Mr. Anderson makes 180 days and not 100 days the answer to No. 3, p. 150. We think Mr. Moser is correct with 100 days. Mr. A. also gets a smaller result than that we gave for No. 2, p. 150. Perhaps the discrepancy arises from the use of five-figure logarithms instead of higher tables with eleven. Will our friends investigate? Mr. A.'s result is:— $\$3984124349174311926605504587229357798, 137614'67$.

We took our answer from a mathematical journal.

ALEX. KERR, Wiarton, asks the price of a mortgage of \$650 due in 5 years, 3 months of which have expired, interest @ 7 per cent., payable yearly, so that the purchaser may make 9 per cent. on his investment. We assume that compound interest is meant, as is usual in such cases.

D. R. BOYLE, West Arichat, C.B., sent a solution of oil question on page 152:

Area of end of cylinder = 19.63495

“ part unfilled = 6.42428

Area of part filled = 13.21067

Giving 823.3 gals. of 277.274 cubic inches each, which is the same as Mr. Anderson's result.

We have to stop here to leave room for a veteran mathematician, whose appearance in our columns will be hailed with delight. The following explains itself:—

CAMBRIDGE, August 16th, 1883.

Mathematical Editor, CANADA SCHOOL JOURNAL:—

DEAR SIR,—I have just laid my hand on a paper on “Converse Propositions,” written by the late T. S. Davies, Esq., who held the second Mathematical chair at the Royal Military Academy at Woolwich. I always regarded him as the most eminent geometer of his time. It has occurred to me you might be able to make some use of this paper in your SCHOOL JOURNAL, which I observe takes notice of matters connected with elementary mathematics.

Yours most truly,

R. PORTS.

CONVERSE PROPOSITIONS.

There are many careless writers who deem it sufficient to prove one proposition and to assume thence the truth of its converse. Thus, if it had been proved that the angles at the base of an isosceles triangle are equal, they would assume without further proof, that if the angles at the base of a triangle be equal, the sides opposite to them were also equal. In the same way, but with more plausibility, they consider that i. 19 is the converse of i. 18 and needs no proof whatever. In a certain sense i. 17 is the converse of i. 12; and hence one or the other of these would be such writers be assumed as true, according to which was first admitted; and as i. 17 is admitted to be rigidly proved, they ought, for the sake of consistency, to make ar. 12 a corollary of i. 17 instead of keeping it in its present place.

Although Euclid does not always discuss the converse propositions, he certainly never assumes them as corollaries in the manner described. He does not enunciate them at all, except they be such as he requires in the ulterior part of his writings; and then he always gives them the form of distinct propositions with the requisite constructions and demonstrations, as the cases may demand. In modern research we require a much greater number of theorems and elementary problems than he did; and amongst these wants are the converses of some of his direct propositions, and indeed of much more complex ones.

With respect to problems, however, the converse is often of a totally different nature from the direct one; indeed, so much so that we can sometimes gain but little assistance from the one construction in devising the other. In theorems, on the other hand, the method *ex absurdo* will in general effect the purpose, if no direct method of proof should present itself to the mind. Still, wherever the direct proof can be obtained it is to be preferred; and the indirect only employed in cases where the other fails to suggest itself to the mind. In the propositions quoted (i. 5 & 6, i. 18 & 19) and several others in the first and third books, the *ex absurdo* method is employed; but in i. 48 it is evaded by drawing the triangle *ADC* on the other side of *AQ* from the triangle *ABC*. In the sixth book there are several instances of a theorem and its converse being joined in the same enunciation, and both proved in the direct manner; as for instance in 2, 3, A, 14, 15, 16, 17, 22, and 25, whilst 24 has its converse 26 proved *ex absurdo*.

When the number of conditions is small, the number of converses is also small. For instance, in i. 5 and i. 6 there is one condition only annexed to the triangle and there is but one converse of i. 5. It is the same in i. 18, 19 as long as we confine our comparison to one pair of angles in each triangle. It is however not the same again in comparing i. 39, 40 with i. 37, 38 respectively; for there are three conditions involved in the entire theorems—the equality of the bases, the equidistance of the parallels, and the equality of the triangle or parallelograms. Two cases are selected by Euclid in which two of these conditions necessarily lead to the third, as in 37 and 39 or in 38 and 40. But these are not all the converses; as it is obvious that with the same elements we may form these three others. Let us consider 37 and 39 as two of the connected propositions; the others are—(a) If two triangles have equal areas and be between the same parallels, they will be upon equal bases; (b) If two equal triangles have equal altitudes, their bases will be equal; (c) If two equal triangles have equal altitudes and lie on the same side of the line which joins their vertices, their bases will be in the same straight line parallel to that through the vertices.

Now of these three, the first (a) may be proved *ex absurdo* by means of 37; and the second (b) may be reduced to (a) by means of a subsidiary triangle; but the third (c) is not necessarily true—that is that it may be true or it may not. Innumerable triangles may fulfil the conditions without fulfilling the theorem. Thus—



Let *AB* be the vertices, *AP*, *BQ* the equal altitudes of the triangles *ACD* and *BEF*; describe semicircles about *A*, *B* with these equal altitudes as radii; draw tangents *OD*, *EF* at *P*, *Q*, and make them equal to one another (but not necessarily having *CP* = *QF* and hence *PD* = *QE*, nor even so that *C*, *D* shall be on different sides of *P*,

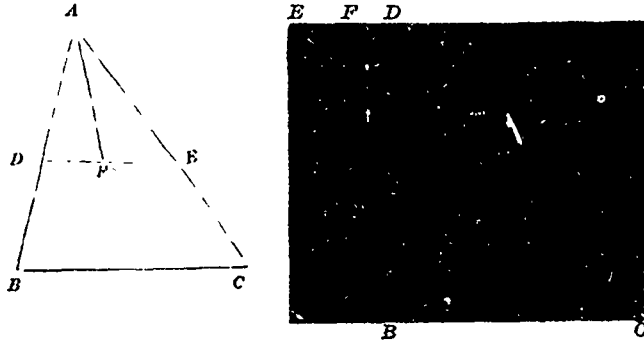
though E, F be so with respect to Q); and complete the triangles CAD, EBF . Then by (b) these are equal, since AP and BQ being perpendicular to CD, EF they are the altitudes. But the bases CD, EF are not in one line, except AP and BQ be parallel, which again can only be the case (retaining the common magnitude of the equal altitudes), when AP, BQ are perpendicular to the line AB .

This shows that the inference of the truth of the converse from a principal theorem is in one case unsound; and it follows, that if a single exception to such a rule of inference can be produced, there may be more (it would be easy to produce any number demanded), than one; and hence again that any specific inference of the kind which we may wish to draw may be of these erroneous ones. In all cases, therefore, where such a proposition is required, it must be itself actually proved prior to its adoption.

It may be remarked too, though somewhat casually, that when the converse theorem admits of direct demonstration, the process itself really becomes identical with the analysis of the primary theorem. The relation, however, between direct and indirect demonstrations in connection with analysis will be better seen when we come to that subject. We only give one or two examples here.

1. Take vi. 2 as a primary theorem, and one of its converses is given and proved. But there also arises this:

Let ABD be one line, and DE parallel to BC , but instead of taking AEC as one line, let $BA:BC::DA:DE$; then A, E, C , will be one line. It is true, indeed, that Euclid would not have proved it at this stage; but it is certain that if he had wanted it for any ulterior purpose, he would have enunciated and proved it after prop. 6, somewhat in this way perhaps:—



For if AC does not contain the point E let it cut DE in some other point F . Then line DE is parallel to BC the angle ADE is equal to ABC ; and since the sides about the equal angles are proportional, the triangles BAC, DAE are equiangular; and the angle DAE is equal to BAC —the less to the greater (or the greater to the less), which is absurd. The line AC cannot therefore but pass through E ; or A, E, C are in one line.

Or thus, perhaps:—
For if not, draw as before. Then since AFC is a straight line, we have— $AD:DF::AB:BC$ and $AD:DE::AB:BC$, wherefore $AD:DF::AD:DE$, or (v. 7) $DF=DE$, the greater to the less, &c.

2. Another theorem of great importance in geometrical demonstration, takes one part of the hypothesis (viz., three lines drawn through the same point) in exchange for some conclusion respecting lines so drawn. Now that three lines which are specified in the enunciation in dependence upon other conditions should be proved to meet in one point, is incapable of direct proof proceeding wholly from first principle. It has been supposed that this difficulty is overcome by the process of showing that two of them divide the third in the same ratio, but the difficulty is only transformed into another.

A given straight line can be divided in a given ratio, the segments being estimated in the same manner (a limitation always necessary) in more points than one.

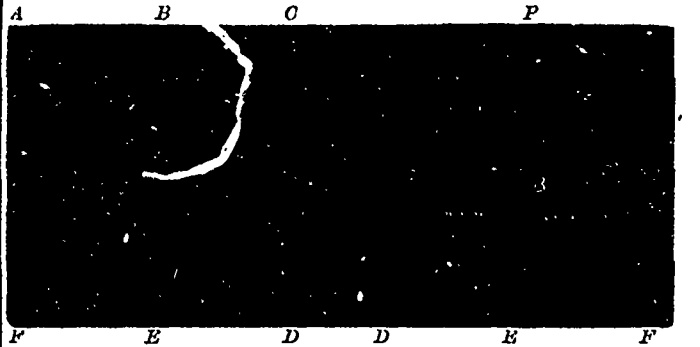
Let AB be the given line, and $AG:BK$ the given ratio. Place AG, BK parallel to one another and on opposite sides of AB ; draw GK cutting AB in D . Then



$AC:CB::AG:BK$ in the given ratio. There can hence be one point of section.

There can be no other; for if possible let also $AP:PB::AG:BK$. Wherefore also $AP:PB::AC:CB$; and hence $AP+PB:AP::AC+CB:CB$, or $AP+PB:AC+BC::AP:CB$. But the first term is equal to the second, each being equal to AB ; and hence the third to the fourth, or AP the greater equal to AC the less. Wherefore it cannot be divided, the homologous parts taken in the same manner in more points than one.

3. There is one case more of very frequent occurrence that must be noticed:—



If parallel lines, AC and FD , be divided in the same ratio, viz., $AB:BC::DE:EF$, the lines AD, BE, CF will pass through one point P . The same is true however many segments there be in these parallels. It is left for the student to prove.

In the same way, it may be shown that subject to the homologous limitation, the line can be divided externally in one point D in the given ratio $AG:BH$. Let the student prove it by assuming Q as another point.

As the character of these propositions will now be apparent, it will only be necessary to add one example of the direct proof of a converse proposition. It is the first of that remarkable series given in 1763 by Dr. Matthew Stewart under the modest title of *Propositiones Geometricæ, more veterum demonstratæ*; and is likewise made the first of those appropriated from that work (without acknowledgment) by Lawson in his *Dissertation on the Geometrical Analysis of the Antients*, 1774. The demonstration here employed was given in—in Leghorn's *Mathematical Repository*, vol. I. —, by Mr. Colin Campbell, and reprinted amongst other works of that eminent geometer at Liverpool, 1848, under the title of *Mathematical Lucubrations*. Dr. Stewart's is altogether different, and it was no part of Lawson's plan to give solutions.

Directly.—“If a right line AB be bisected in E , and two points C and D be taken in it, such that $AC:CB::AD:DB$, the rectangle DCE will be equal to the rectangle ACB .”

Conversely.—“If a right line AB be bisected in E and two points C and D be taken in it, such that the rectangles DCE, ACB be equal, then $AC:CB::AD:DB$.”



Directly—
Since $AC:CB::AD:DB$,
inv. $CB:CA::DB:AD$,
div. or comp. $2CE:AC::AB:AD$,
hence $CE:CA::BE:AD$,
perm. $CE:BE::AC:AD$,
inv. $BE:CE::AD:AC$,
comp. $CB:CE::DC:AC$,
wherefore rect. $DCE = \text{rect. } ACB$.

Conversely—(Same figure.)
Because rect. $DCE = \text{rect. } ACB$,
it will be $DC:AC::CB:CE$,
div. $AD:AC::EB:EC$,
perm. $AD:EB::AC:CE$,
or $AD:AB::AC:2CE$,
comp. or div. $AD:BD::AC:CB$,
that is $AC:CB::AD:DB$.

Instead of giving a series of theorems of this class, it is left to the tutor to select such as in his judgment are best adapted to his pupils. One thing, however, every tutor should insist upon—that whenever his pupil employs or quotes the converse of any specific theorem, he should require a proof to be given, direct or indirect as the case may admit.

Special Articles.

THE KINDERGARTEN.*

A Kindergarten is a training school for children, usually between the ages of three and seven years; the children do not stop at this age because they have gone through, or could go through, the system in that time, but because, at the age of seven, they are supposed to have matured sufficiently, physically and mentally, to begin to learn from books—so to the age of seven Kindergarten children are not taught to read or write. After the children attain the age of seven they spend a short time each day in learning to read and write, not in the Kindergarten however, for we have no books in the Kindergarten, except those the children make themselves.

They are sent out to another department, at first for half an hour each day, then the time is increased to an hour, an hour and a half, two hours, until they are out of the Kindergarten entirely, which should be about the age of ten.

But the benefits of the Kindergarten training do not stop here, but will follow them through life. Their minds have been trained to think logically, their physical nature so trained that the body is in perfect health and symmetry, and the moral nature trained in such a way that the child can lay hold on knowledge with an unprejudiced mind and will be able to distinguish to a great extent between right and wrong.

The Kindergarten recognizes the fact that a child is composed of three essential elements—body, soul, and mind; that each of these require special training, not separately, but all three together. In the true Kindergarten everything is arranged for the proper cultivation of this three-sided nature.

Before proceeding further I desire to set your minds at rest on this subject of reading, for I find that most persons are so anxious to know how, when, and where, reading and writing are taught in the Kindergarten, and when they find out the system does not include these two things they take no interest whatever in it, concluding in their haste that it is a useless waste of time, energy, and money.

The almost universal opinion seems to be that to learn to read and write are all that children require to learn in this world, that the earlier they are acquired the better, and that having accomplished these two things at least half the battle of life is won.

Says a prominent educator and great advocate of this system:—
"Reading is the rock on which most schools and methods founder. Learning to read, to get the names of things which they have never seen, does more to develop stupidity in children than any other single cause."

In the Kindergarten they are taught the alphabet of things before they learn the alphabet of literature.

The name Kindergarten is from two German words—*Kind*, child—*Garten*, garden,—a place where children are trained in a natural way, as we train plants in a garden.

That the child's soul, body, and mind are like the virgin soil, and to bring forth good, pleasant, and beautiful flowers and fruit only require the proper culture, which should not be forced like hothouse plants, but their moral, physical, and mental nature cultivated in a natural way.

"If we look at a well-kept garden we shall see how thoroughly every plant is supplied with the proper temperature, light, soil, and moisture, while everything, even to the smallest pebble, that may prevent growth and development is removed." Here we see how

all the necessary conditions for the growth and development of the plants are considered and carried out.

"From the garden we too may learn a lesson worthy of imitation in our dealings with children, as we think of how much greater value is the nurture of a human being than the growth of a plant."

To carry on a Kindergarten successfully three things are necessary. First and most important is a well-qualified and thoroughly trained Kindergarten teacher or teacher, a well-lighted, thoroughly ventilated, sunny room properly furnished, and all the material and appliances for the children to work with.

The furniture consists of low chairs, so that the children can rest their feet on the floor and thus sit in a natural position; the chairs are far enough apart so that the children will not crowd one another.

There are no desks but tables, the tops of which are marked in squares of one inch, forming a net-work over the whole surface, for the purpose of measuring the work, keeping it straight, and teaching the children to work on the square; the tables are of the proper height so that the children can sit and work with ease and comfort without straining the body.

The work of the Kindergarten is of two kinds, called Gifts and Occupations. The Gifts are mostly of wood, and the work with them can be taken apart and put together again; this material is left in the Kindergarten and given to the children from day to day, and neatly placed in the boxes by the children when they have done with it. The Occupations of the Kindergarten are of various kinds of material, but are mostly made of different kinds of colored paper; these forms are permanent, and all that the children make are their own to dispose of as they please.

Besides the Gifts and Occupations, a part of each day is devoted to calisthenic exercises of a very simple kind suited to the age of the children, the Kindergarten games, singing, story-telling, a short oral lesson in French or German, and drawing.

The time devoted to the Kindergarten is three hours in the morning, the time in which children are most active; they are not kept very long at one thing, as a frequent change of position and occupation is considered best for their physical and mental growth.

Froebel's idea was that instruction should be given in the most agreeable way possible, that learning should never be a task but a pleasure to the youngest child, that as soon as the physical and intellectual nature of the child are put forth he wants to learn and takes pleasure in learning. That the senses first awakened are sight and touch, and through these channels should the education begin, by learning color, form, and number—qualities that belong to all things in the universe—that children should learn the alphabet of things before they learn the alphabet of literature; the ABC of things consisting in their common properties of form, color, size, number, weight, sound, etc. So he studied children and their occupations, taking special care to note what they preferred to occupy themselves with, and wrought these things into an education, beginning with the primary form, the sphere or ball, which he called the First Gift. It consists of six soft balls made of wool. Three are of the primary colors, red, blue, and yellow. Three are of the secondary class, green, purple, and orange. By these he receives his first lessons in color, form, size, weight, and density. Being soft, without corners or edges, it is well adapted to be handled by the little hands in playing the games with one ball at a time, and the others are added one at a time as he is able to manipulate them.

The games are accompanied by a song in which all are expected to join; the ball is passed from one child to another, each making a nest of his hands to receive it, or it is held by the string and moved up and down, right and left, front and back, round and round—each movement has a song of its own; the ball is compared

* Read before the Lennox and Addington Teachers Association, by Miss Emma Robertson, Kindergarten teacher.

with other things of similar shape, color, and texture, both in the room and out of it.

So well adapted is this method of instruction to the child-nature that in teaching a little deaf and dumb girl color, I held the red ball beside a chair painted the same color. To show me that she understood my meaning she took the ball from my hand and held it beside another child's red stockings. Her face brightened with intelligence when she found we could understand each other.

The Second Gift consists of a ball, a cylinder, and a cube, made of wood. The wooden ball is compared with the wool ball and all their qualities of similarity and difference are brought out, then the cylinder and ball are compared, and the cube cylinder and ball are compared with a like result. The sphere is the embodiment of motion, the cube of rest, while the cylinder is their intermediate, possessing both qualities. Whether in rest or in motion the form of the ball remains unchanged, while the cube and cylinder change their form on the slightest motion or change of position. The rotatory motion of the cylinder reveals the fact that the sphere is contained in the cylinder, and the same motion of the cube shows that the cylinder is contained in the cube. The cube being the entire opposite of the sphere, and their connecting link the cylinder, their differences in form are brought perceptibly before the minds of the children, and they are thus early initiated into the philosophical principle of the difference of things, or things in relation to their opposites. On this philosophical principle is the Kindergarten system founded.

The Third Gift is a cube made of wood, two inches square, divided once in each direction, making eight cubes one inch square. These are packed in boxes which they exactly fit, the children being taught to place them exactly on the squares of the table, to remove the lid from under and raise the box without disturbing the blocks.

In the Second Gift the cube is dealt with as a whole. With this equal division the children become acquainted with the contrast of size, and the natural desire of children to see the inside of things and how they are made is satisfied. From this Gift they learn how to analyse and how to create new forms out of the cube, also to add, subtract, and divide.

The work of the Kindergarten is so arranged that its results are of the three following forms: first, Forms of Knowledge; second, Forms of Beauty; third, Forms of Life. The forms of Knowledge are the geometrical forms from which the forms of Life and Beauty are constructed. The cube and its mathematical divisions is one of the forms of Knowledge. We divide it right and left, making two halves, and it can be divided front and back and across with a like result. Then dividing each half again we have four quarters, the four quarters divided once we have eight eighths. The cube can be made up again by adding one block at a time; one block and one block are two blocks, two blocks and two blocks are four blocks, four blocks are two blocks are six blocks, six blocks and two blocks are eight blocks.

(To be continued.)

AVOID EXCESS OF MACHINERY.—You are always in danger, while trying to reduce your school to a good system, of introducing unnecessary appliances and exercises. Many times these are used by a whole neighborhood, and so pass as a matter of course. Though you may plead precedent or common usage, yet they are a hindrance. Sometimes you don't think of these, so an occasional investigation is desirable, that you may see the real demand for this or that custom or practice. That teacher who had so many signals that he had to teach them to his pupils as he did their lessons, had too many. All excess of form or appliance weakens force. Some machines are so large that they consume most of the power in friction, leaving but little to be used in execution. A school may do the same. All appliances must be held strictly as means, not ends. They are means to the great end, education, growth, development. Don't mistake means for ends.—*The Educationist.*

ENGLISH IN SCHOOLS.

[Continued from last month.]

As to the best way of teaching English literature, I may speak the more briefly on this, inasmuch as a good deal to this point has been, I hope not obscurely, implied in the remarks already made.

In the first place, I am clear that only a few of the very best and fittest authors should be used; and that these should be used long enough, and in large enough portions, for the pupils to get really at home with them, and for the grace and efficiency of them to become thoroughly steeped into the mind. Bacon tells us that "some books are to be tasted, others to be swallowed, and some few to be chewed and digested." Of course it is only the latter that I deem worthy to be used in school. And I lay special stress on the pupil's coming at an author in such a way, and staying with him so long, as to study him with honest love and delight. This is what sets and fixes the taste. And this is a thing that cannot be extemporized: the process necessarily takes considerable time. For wise men's thoughts are a presence to live in, to feed upon, and to grow into the likeness of. And the benefit of a right good book all depends upon this, that its virtues just *soak* into the mind, and there become a living generative force.

Do you say that this shuts off from pupils the spur and charm of novelty? Yes, that it does, else I would not urge it. What I want first of all is to shut off the flashy, fugitive charm of novelty, so as to secure the solid, enduring charm of truth and beauty; for these are what it does the soul good to be charmed with, and to tie up in the society of—the charm of a "concord that elevates and stills;" while the charm of novelty is but as "the crackling of thorns under a pot"—not the right music for soul-sweetening. "A thing of beauty is a joy for ever." And they know nothing of the genesis of human affections who has not learned that these thrive best in the society of old familiar faces. To be running and rambling over a great many books, tasting a "little here, a little there, and tying up with none, is good for nothing in school; nay, worse than nothing. Such a process of "unceasing change" is also a discipline of "perpetual emptiness." It is as if a man should turn free-lover, and take to himself a new wife every week; in which case I suppose he would soon become indifferent to them all, and conclude one woman to be just about as good as another. The household affections do not grow in that way. And the right method in the culture of the mind is to take a few choice books, and weave about them

the fix'd delights of house and home,
Friendships that will not break, and love that cannot roam.

Again: In teaching English literature, I think it is not best to proceed much, if at all, by recitations, but by what may be called exercises; the pupils reading the author under the direction, correction, and explanation of the teacher. The thing is to have the pupils, with the teacher's help and guidance, commune with the author while in class, and quietly drink in the sense and spirit of his workmanship. Such communing together of teacher and pupils with the mind of a good book cannot but be highly fruitful to them both. An interplay of fine sympathies and inspirations will soon spring up between them, and pleasant surprises of truth and good will be stealing over them. The process indeed can hardly fail to become a real sacrament of the heart between them; for they will here find how "one touch of nature makes the whole world kin."

Nor would I attempt to work into these exercises anything of grammar or rhetoric or philology, any further than this may be clearly needful or conducive to a full and fair understanding of the matter read. To use a standard author mainly as a theme or text

for carrying on studies in philology, is in my account just putting the cart before the horse. Here the end is, or should be, to make the pupils understand and relish what the author delivers; and whatever of philological exercise comes in should be held strictly subordinate to this.

With my classes in Shakespeare and Wordsworth, as also in Burke and Webster, I am never at all satisfied unless I see the pupils freely taking pleasure in the workmanship. For such delight in a good book is to me a sure token and proof that its virtue is striking in and going to the spot. Rather say, it is a pledge, nay, it is the very pulsation, of sympathy and vital magnetism between the mind within and the object without. And without this blessed infection beaming in the face and sparkling in the eyes, even the honest striving of duty on the pupil's part rather discourages me. So, unless I can get the pupils to be happy in such communion, I am unhappy myself; and this, I suppose, because it is naturally unpleasant to see people standing in the presence and repeating the words of that which is good, and tasting no sweetness therein. For "what is noble should be sweet;" and ought, if possible, to be bound up with none but pleasant associations; that so delight and love may hold the mind in perpetual communion with the springs of health and joy. And if I can plant in young minds a genuine relish for the authors I have named, then I feel tolerably confident that the devils now swarming about us in the shape of bad books will stand little chance with them; for I know right well that those authors have kept legions of such devils off from me.

From all which it follows, next, that in teaching English literature I would have nothing to do with any works in formal rhetoric, or with any general outlines, or any rapid and wide surveys, or any of the school reading-books now in use, which are made up of mere chips from a multitude of authors, and so can have little effect but to generate a rambling and desultory habit of mind. To illustrate my meaning, it may not be amiss to observe that some years ago I knew of a programme being set forth officially which embraced little bits from a whole rabble of American authors, most of them still living, but not a single sentence from Daniel Webster; who, it seems to me, is perhaps the only American author that ought to have been included in the list. The programme was drawn up for a course in English literature to be used in the public schools. Instead of such a miscellaneous collection of splinters, my thought was then, and is now, Give us a good large block of Webster; enough for at least two exercises a week through half a year. This would afford a fair chance of making the pupils really at home with one tall and genuine roll of intellectual manhood; which done, they would then have something to guide and prompt them into the society of other kindred rolls: whereas, with the plan proposed, there is no chance of getting them at home with any intellectual manhood at all; nay, rather, it is just the way to keep them without any intellectual home—a nomadic tribe of literary puddle-sippers.

As for the matter of rhetoric, all that can be of much use in this is, I think, best learned in the concrete, and by familiarizing the mind with standard models of excellence. For the right use of speech goes by habit, not by rule. And if people should happen to use their vernacular clearly and handsomely without knowing why, where is the harm of it? Is not that enough? What more do you want? If you would learn to write and speak the English tongue correctly, tastefully, persuasively, leave the rhetorics behind, and give your days and nights to the masters of English style. This will tend to keep you from all affection of "fine writing," than which literature has nothing more empty and rapid. Besides, it is only after the mind has grown largely and closely conversant with standard authors that studying rhetorical rules and forms can be of

much practical use, however it may do for showing off in recitation. And I am in doubt whether it were not better omitted even then: for such study, in so far as it is trusted in for forming a good style, can hardly work anything but damage in that respect; and this because it naturally sets one to imitating other men's verbal felicities, which is simply a pestilent vice of style. Therewithal the study is but too apt to possess the student, perhaps unconsciously, with the notion that men are to "laugh by precept only, and shed tears by rule;" a sort of laughter and tears from which I shall beg to be excused. On this point, my first, second, and third counsel is—

the live current quaff,
And let the groveller slip his stagnant pool,
In fear that else when Critics grave and cool
Have killed him, Scorn would write his epitaph.

Against the course I have been marking out, the objection is sometimes urged that it would cut pupils off from contemporary authors. It would do so indeed, and I like it the better for that. I have already implied that no literary workmanship, short of the best there is to be had ought to be drawn upon for use in school. For the natural alliance of taste and morals is much closer than most people suppose. In fact, taste is, in my account, a kind of intellectual conscience: downright, perfect honesty is the first principle of it; solidity its prime law; and all sorts of pretence, affectation, and sham are its aversion: so that it amounts to about the same thing as the perfect manliness which I find in Webster's style.

Now, for the due approval of excellence in literary art, a longer time than the individual life is commonly required. Of the popular writers now living, probably not one in five hundred will be heard of thirty years hence. I have myself outlived two generations of just such immortal writers—whole regiments of them. Of course there are fashions in literature, as in other things. These are apt to be bad enough at the best—bad enough anywhere; but the school is just the last place, except the church, where they ought to be encouraged. Be assured that, in the long run, it will not pay to have our children in school making acquaintance with the fashionable writers of the day. For, long before the pupils now in school reach maturity, another set of writers will be in popular vogue; their tenure to be equally transient in turn.

Unquestionably the right way in this matter is, to start the young with such authors as have been tested and approved by a large collective judgment. For it is not what pleases at first, but what pleases permanently, that the human mind cares to keep alive. What has thus withstood the wear of time carries solid proof of having strength and virtue in it. For example, poetry that has no holiness in it may be, for it often has been, vastly popular in its day; but it has and can have no lasting hold on the heart of man. True, there may be good books written in our day; I think there are: but there needs a longer trial than one generation to certify us of the fact, so as to warrant us in adopting an author for standard use. And that a new book seems to us good, may be in virtue of some superficial prepossession which a larger trial will utterly explode. We need better assurance than that.

It is indeed sometimes urged that, if the young be thus trained up with old authors, they will be in danger of falling behind the age. But it is not so. The surest way of coming at such a result is by pre-engaging them with the literary freaks and fashions and popularities of the day. To hold them aloof from such fitting popularities, to steep their minds in the efficacy of such books as have always been, and are likely to be, above the fashion of the day—this is the true course for setting them in advance of the time; and unless they be set in advance of it, they will certainly fail to keep abreast with it. For the wisdom that has had the long and short approval of the past, is most likely to be the wisdom of the future; and the way to keep pace with the age is by dwelling

with its wisdom, not with its folly. In fact, a taste for the shifting literary fashions and popularities of the hour springs from shallowness and leads to shallowness. And to knit your pupils up close with old standards is the best thing you can do for them, both mentally and morally.

And I confess I like to see the young growing enthusiastic over the treasured wisdom and eloquence of their forefathers. This is a natural and wholesome inspiration, and such as the soul can hardly drink in or catch without being lifted and expanded by it. Worth much for the knowledge it furthers, it is worth far more for the roushood it quickens. And I think none the worse of it, that it may do somewhat towards chastising down the miserable conceit now so rife amongst us, that light never really dawned upon the world till about that glorious time when our eyes were first opened, and we began to shed our wisdom abroad. To be sure, the atmosphere of the past now stands impeached as being a very dull and sleepy atmosphere: nevertheless I rather like it, and think I have often found much health and comfort in breathing it. Some old writer tells us that "no man having drunk old wine straightway desireth the new; for he saith the old is better." I am much of the same opinion. In short, old wine, old books, old friends, old songs, "the precious music of the heart," are the wine, the books, the friends, the songs for me!

Besides, we have quite enough of the present outside of the school; and one of our greatest needs at this very time is more of inspiration from the past. Living too much in the present is not good either for the mind or for the heart: its tendency is to steep the soul in the transient popularities of the hour, and to vulgarize the whole man. Not that the present age is worse than former ages; it may even be better as a whole: but what is bad or worthless in an age generally dies with the age: so that only the great and good of the past touches us; while of the present we are most touched by that which is little and mean. The shriekings and jabberings of an age's folly almost always drown, for the time being, the eloquence of its wisdom: but the eloquence lives and speaks after the jabberings have gone silent, God's air refusing to propagate them. So let our youth now and then breathe and listen an hour or two in the old intellectual fatherland, where all the foul noises have long since died away, leaving the pure music to sound up full and clear.

WHAT ACADIA COLLEGE IS DOING.

BY M. MACVICAR, PH. D., LL. D.

To Acadia College, Wolfville, N. B., belongs the honour of being the first college in the Dominion of Canada to appoint a Professor of "The Principles and Practice of Education." This is eminently a progressive action. It is one of the most important steps in the interest of general education that has been taken in Canada for many years. The authorities of Acadia College, in inaugurating the new departure, deserve the strongest commendation for their clear appreciation of a pressing demand of our times. The step taken, however, is in line with present progress in university education. The advanced universities of Germany, for many years, have ranked "Pedagogics" along with other departments of higher knowledge. More recently Chairs of Education have been founded in the Universities of London, Edinburgh, and Glasgow. A provision for similar work has also been made in the Universities of Cambridge and Oxford, through what is known as the "Teachers' Training Syndicate." The University of Michigan, some four years ago, established a Chair of "The Science and Art of Teaching," and other universities of the United States are moving in the same direction.

THE PROBLEM OF EDUCATION.

There is an importance attached to this movement which deserves more than a passing notice. It may at first sight be supposed that a Chair of "The Principles and Practice of Education" makes simply a provision which applies only to those students who are preparing to be teachers. This is a great mistake. It is true teachers will receive special benefits, but the discussions of a Professor of Education should take a wider range than the consideration of methods of teaching and school organization and management. This is but one of the factors which enter into the problem of education. The family, the social, and civil circle perform their several parts in the development of human character. And each must be taken into full account in any well-devised educational scheme. A Chair of the Principles and Practice of Education must therefore include these as well as methods of teaching and school management. In short, it must include the discussion of all the educational forces that are operative in moulding the individual man, and in moulding society, and also the nature of the organizations and appliances necessary to make these forces productive of the highest good.

Can there be any doubt of the importance of such a chair in a well-equipped university? Indeed, without such a chair, can the students of our universities receive the instruction and training which will fit them to be what they ought to be—the leaders in educational matters, whatever their profession or vocation? We have no sympathy with the utilitarian view of education, which demands that everything in the college that has not strict reference to some so-called practical end should be thrown out. There is such a thing as the symmetrical development of a man in power, habits, and knowledge independent of his peculiar profession or vocation, and it should be the work of our colleges to give such a development. This, and this only, deserves the name of a liberal education. Such an education provides not only for the growth of the man in body, intellect, and heart, but also for placing him in living and active relation to the world without, to men and things. In no way can this latter object be more effectually accomplished than by giving to our college students a full and clear insight into the principles and laws that underlie and shape all our educational processes, in the family, in society, in the public schools, and in the universities and colleges. In this way our lawyers, physicians, and business men, as well as ministers of the Gospel who pursue a university course, and who, because of this, should be pre-eminently fitted to lead in everything that pertains to the elevation of mankind, would be prepared rightly to appreciate and intelligently to second every wise effort to introduce and carry forward such reforms in educational methods of work as the peculiar conditions of our times demand. Say what we may, until our educated men and women are in some way induced to examine and understand the principles and laws of human development which must be regarded in all educational processes, teachers and educators can never have the hearty support and endorsement, pecuniary and otherwise, in their work which will enable them to introduce into our schools and colleges absolutely needed reforms.

NEED OF PROFESSIONAL STUDY.

In view of considerations like the foregoing, we regard with great pleasure the new departure in Acadia College. The authorities of the college are worthy of great credit for the action taken—an action which is fraught with special interest to all true friends of educational progress in Canada; an action also which, in a remarkable degree, is calculated to promote the highest interest of that noble band of men and women known as "the teachers of the Dominion." Let the men who are to occupy the positions of head and assistant

masters in our grammar and high schools and collegiate institutes be required, during their university course, to make a thorough study, under able professors, of the philosophy of education in all its phases, and the effect upon the rank and file of the profession will soon be felt. Subordinate teachers, who must necessarily come under the influence of such men, will be gradually raised to a higher plane of excellency both in knowledge and practice. It is not too much to say that at present the neglect of such professional study and training upon the part of graduates of our universities is a great hindrance to educational progress, and to the efficiency of our public schools. In not a few instances will it be found that teachers whose education fits them only for subordinate positions have studied with far more care the principles and laws of teaching and school organization and management than the head masters under whose direction they are working. Yea, more, they have not only studied these principles and laws more fully than their superiors, but the effect of their study is clearly seen in the excellency of their work. Such a condition of things, so far as it exists, cannot but be injurious to our schools. Head master should mean more than a name. It should certainly mean a man who has given such attention to professional studies as qualifies him to direct intelligently and in the best manner the work of the teachers in every department of the school under his charge. He should in professional knowledge, and ability to apply this knowledge in the instruction and management of his school, be at least the peer of the best of his subordinate teachers. When the noble example of Acadia College is followed by every university and college of the Dominion, we may hope to see men with such professional qualification occupy the head and subordinate masterships in all our higher schools.

The authorities of Acadia College are worthy of equally strong credit and commendation for the selection they have made of a man to fill the newly-established chair. No better man could be chosen than Dr. Rand. His training and experience are co-extensive with the duties he undertakes to perform in his new position. He graduated in the college with high standing, and was in after years honoured by his *Alma Mater* with the degree of D.C.L. He has performed in the most successful manner every kind of educational work to which he must call the attention of his students in his lectures. He first taught in Horton Academy, then in the Normal School of Nova Scotia. He was from 1864 to 1871 Chief Superintendent of Education of the Province of Nova Scotia. Since that time until he accepted his present position he was Chief Superintendent of Education in the Province of New Brunswick. From the nature of the work he has performed it is evident that he has had just the training and experience required to qualify him for the professorship to which he has been called. But we must add to this practical training the fact that he has made for many years the philosophy and practice of education the subject of profound study. We repeat it, a better man could not have been chosen for the new professorship. Dr. Rand carries into his new work not only those natural and acquired qualifications we have described, but also the irresistible power of strong common sense and Christian manhood.

The estimate in which Dr. Rand is held by those who have the fullest right to know him best is well expressed in the following extract from a paper published where he has resided and done his work for many years:—"We look upon the appointment of Dr. Rand as the pioneer professor, whose mind will first give direction to the new enterprise of his *Alma Mater*, as the happiest one that could possibly have been made. No man in Canada, now that Dr. Ryerson is gone, has studied so profoundly the whole theory and practice of education. In the most difficult work of inaugurating our free school system, to which for long years he has devoted his

time, thoughts, and energies to an extent that has made men wonder how he stood the enormous strain of work at times placed upon him, he has been compelled to grapple with every side—practical or theoretical—of the educational problem. The details of his management have at times been subjected to severe criticism, and we have ourselves more than once felt obliged to oppose his methods or views. But no critic ever found him unwilling to face the test of private or public discussion, and all who came in contact with him felt that they had to do with one who was a master of his chosen subject. Moreover, however men might at times criticise his ideas, we have yet to hear of any one who questioned his absolute, unqualified, and heartfelt devotion to the cause of education. It is the last point which, in our opinion, constitutes his highest claim, high though others may be, to the post which he is now called upon to fill. His heart will be in his work there, as it has been here in the difficult position he has had to occupy."—*Globe*.

SCHOOL-ROOM VENTILATION.—With the approach of cold weather every teacher should give close attention to the ventilation of their school-rooms. Thermometers are well, but in most instances the child in its seat, with no opportunity to change its position for half an hour at least, is the safest test of what should be the temperature of the room. Teachers can change position frequently. Better to risk the evils of impure air on a chilly day than prejudice the health of the children by admitting currents of cold air upon the heads and shoulders of pupils who are unable to change their position. Currents of air through open windows, from above or below, upon children confined to their seats should never be allowed. It is both wicked and cruel.—*American Teacher*.

WHY SOME TEACHERS FAIL.—They are easily discouraged. They do not try to improve. They fail to know what the world is doing. They fail to have new ideas. They read no educational papers or books. They follow the same method with each class. They attend no teachers' meetings. They complain too much. They do not study their lessons. They fail to practice what the educational papers tell them. They do not determine to be the best teachers in the place. They forget that the art of teaching is an art that requires study. They do not seek information by studying the methods of the best teachers.—*Lansing Republican*.

THE RECITATION of a primary class should not continue longer than from ten to twenty minutes. Short study and recitation periods, alternating with recreation, will characterize the daily programme of the wise teacher. Furnish children with plenty of hand-work, and change the work at the study-seats at short intervals, and they will not grow weary of school duties.

ENGLISH COMPOSITION.—Professor Huxely said in a recent lecture: "I have said before, I repeat it here, that if a man cannot get literary culture of the highest kind out of his Bible, and Chaucer and Shakespeare, and Milton, and Hobbes, and Bishop Berkeley, to mention only a few of our illustrious writers—I say if he cannot get it out of those writers, he cannot get it out of anything; and I would assuredly devote a very large portion of the time of every English child to the careful study of the models of English writing of such varied and wonderful kind as we possess, and what is still more important, and still more neglected, the habit of using that language with precision and with force and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language, the Germans study theirs; but Englishmen do not seem to think it worth their while."

THE END OF THE WORLD.—Of Theodore Parker and Emerson, Mr. Conway tells an amusing story which he calls allegorical, how "Once when Theodore Parker had just parted from Emerson on the road to Boston—the importance of which city in the plan of the universe they had discussed—a crazy Millerite encountered Parker and cried, 'Sir do you not know that to-night the world is coming to an end?' To which Parker replied, 'My good man, that doesn't concern me. I live in Boston.' The same fanatic presently announced the end of the world to Emerson, who replied, 'I am glad of it; man will get along better without it.'"

Write us some notes on educational matters and enclose them with your subscription.

Promotion Examinations.

ARITHMETIC.

SECOND TO THIRD CLASS.

1. Multiply the difference between 80013912 and nine hundred and ten thousand and forty-nine by 7094.
2. The remainder is 2021; the quotient, 76981; the dividend, 631140571490004; find the divisor.
3. Show, both by subtraction and division, that 798 can be taken 13 times from 10257. When two terms of a question in subtraction are given, how is the third found?
4. A tract of land cost \$6193785, the price per acre was the difference between \$150 and \$81; how many acres were in it?
5. What number added to the sum of all the numbers that exactly contain 9, between 1 and 100, will make a million?
6. Tell carefully your methods of proving questions in subtraction, multiplication, and long division. Write the sign of each and tell its name.
7. Divide the product of the largest two of the following by what the sum of the smallest two is less than one hundred thousand: 794869, 43987, 598, 704.

GEOGRAPHY.

THIRD TO FOURTH CLASS.

1. On what continents are Negroes, Indians, and Whites found in greatest numbers? Name the remaining continents and the oceans bordering on them.
2. Give a country in which tobacco grows abundantly, tea, oranges, sugar cane, pepper, rice, wheat, cotton, grapes, cocoanuts.
3. A boat sails close to Ontario from Point Edward to Montreal; state the counties passed, giving one railroad in each.
4. Name the cities of Ontario. Starting from London, visit each, telling the railroads passed over.
5. "Canada is rich in minerals." In what provinces are the following found: Gold, copper, lead, iron, silver, coal, petroleum, salt?
6. Why is Ontario the most important Province in the Dominion? Name the provinces and give the number of square miles and capital of each.
7. State the exact position of the following:
CAPES—Chidley, Sable, Flattery, Hurd, Gaspé, Horn, Race, Breton.
ISLANDS—Walpole, Anticosti, Bahama, Jamaica, Bermuda, Iceland, Christian, Navy.
TOWNS—Kincardine, Windsor, Ingersoll, Dundas, Brighton, Bradford, Madoc, Oshawa.
BAYS—Fundy, Fortune, Georgian, Quinte, Long Point, Rond Eau, Pigeon, Burlington.

ARITHMETIC.

THIRD TO FOURTH CLASS.

1. A bar of iron one perch long, $\frac{1}{2}$ yd. wide, and 16 inch. deep is melted and made into blocks, each $\frac{1}{27}$ of a cubic yard; how many were there?
2. How many square fields of the largest possible size can be made out of a tract of land 527 perches long and 403 wide? Find the number of square inches in one of them.
3. Thirty-five hundred pounds of sugar are bought at 8 cents per lb. avoirdupois, at what rate per lb. troy must it be sold so as to neither gain nor lose?

4. Two men 150 miles apart are walking in opposite directions at the rate of $4\frac{1}{2}$ and $3\frac{1}{2}$ mil. per hour respectively; suppose they walk 12 hrs. a day, in what time will they be 300 miles apart?

5. Find the smallest number that will exactly contain 3007, 3977, and 5917. Why cannot the highest common multiple of these three numbers be found?

6. If 5 be added to both terms of the fraction, $\frac{1}{2}$, find how much larger or smaller it has become. What operations can be performed on both terms of fraction without altering its rule?

7. Carefully make out the following:

- 4500 lbs. of coal at \$3 per ton.
- 196 " " wheat at \$1.19 per bushel.
- 3 oz. of gold at \$1.07 per dwt.

GRAMMAR.

THIRD TO FOURTH.

1. Give the past tense, present participle, and perfect participle of each of the following rules: swing, mow, grow, wind, rise, eat, dye, die, know, fly.

2. Name the moods. Compose a sentence to illustrate each.

3. With the objective plural of I, he, thou, she, we. Give sentences showing the different ways the nominative may be employed.

4. Correct these:

- Jim and me seen the bird that fled.
- Who done it, our town baker.
- I saw the nun that was there.

5. Parse italicized words:

- Here are the *children who* played truant.
- Jane's chickens are *all black*.
- The man *whom* you see shot a lion.
- John, you are the *boy* who said so.

6. Compose a notice offering one dollar reward for the recovery of a book you lost.

7. What is the difference in meaning between

- Have you seen Jane and Mary's birds?
- Have you seen Jane's and Mary's birds?

ENTRANCE TO HIGH SCHOOL.

1. Give the circumstances in connection with the founding of Osterbygd and Westerbygd. What is a colony?

2. How was Christianity introduced into Greenland. From words used in the lesson, infer what denomination sent the missionaries. Define missionaries.

3. What reasons for thinking Eric Rudd did not leave Iceland alone? Show the object he had in view in misrepresenting the fertility of Greenland.

4. Tell what you know about the destruction of the colonies.

5. Where is the ice formed that blockades the coast of Greenland? Are there any reasons for thinking the climate of Greenland was milder than it is now?

6. What inference is drawn by Scrusby from the finding of domestic implements?

7. Form six simple sentences with a different one of these words in each: exaggerated, designated, emigration, mystery, exodus, oblivious. Give the meanings of the words.

8. Under the following heads give an abstract of the lesson.

- 1. Settlements.
- 2. Progress.
- 3. Destruction.

Practical Department.

SUPPLEMENTARY READING.

All who are conversant with the leading educational topics of the day are doubtless familiar with the title of the paper which I have the honor to present for your consideration: it includes all school reading outside the regular text-books, and I propose to treat the subject under two general heads, viz: *Where should it be commenced?* and *What should it be?*

I am willing to concede that the present school Reader should have a place in the school-room for the purpose of aiding the child in obtaining knowledge of the orthography and use of words; but I am unwilling that it should monopolize his time and attention throughout his entire school course. I do not object to a child's supporting himself, while learning to walk, by chair, table, or wall; but I will not agree that he must continue this practice for months and years: and yet to my mind the practice of using a text-book in reading as a "help to read" throughout his entire school course is no more pernicious and paralyzing to his mental growth than the constant fetters of artificial aid would be to the free development of his physical organization if applied during all the term of his adolescent years. Millions of children leave school without ever having read a story of more than two pages in extent; in fact, every child does so unless his school training has been supplemented by home instruction.

Instead of inculcating a love for the best authors in history and fiction, by the course pursued in most schools we encourage and foster the baneful habit of scrap reading in our pupils to such an extent that vast numbers of them make the journey of life without ever having read a book.

In contemplating the mental condition of one of this class, and lamenting his lost opportunities, we may fitly apply the words of the poet, and say of the result of this line of instruction:

But knowledge to his eyes her ample page,
Rich with the spoils of time, did ne'er unroll;
Chill penury repressed his noble rage,
And froze the genial current of his soul.

To counteract this evil, I would introduce, after the completion of the Second Reader, such books as "Robinson Crusoe," or the "Swiss Family Robinson," and "A Child's History of the United States"; and by giving the same time to the reading of books of this character that is now devoted to the text-book in reading, there will be abundant opportunity for all our children, within the term of their school-life, to read the history of every nation and people that has existed since the dawn of the earliest civilization.

I have stated that the Second Reader should be the last of the regular readers used; but this is merely a suggestion, for I would fix no arbitrary period at which to begin a general course of reading, but would recommend that it be commenced as soon as the child has a knowledge of a sufficient number of words to enable him to read intelligently the simplest stories that can be obtained. As to what he should read, let there be only the limitation that it be pure and good, and in harmony with the chords of an immortal nature. It might be from the daily papers, from magazines, from novels, from histories, from anything or from anywhere—if only the subject is pure and interesting and instructive. I would not exclude scrap reading, although I seriously object to limiting the child to it.

In teaching reading, there are three things to be kept constantly in view:

- 1st. *To teach a knowledge of words.*
- 2nd. *To teach a knowledge of facts.*
- 3rd. *To give the pupil a taste for good reading.*

For the purpose of acquiring a knowledge of words, no better agency can be used than the daily and weekly newspaper, from which can be culled appropriate paragraphs giving accounts of accidents and happenings—the subjects and actors of which are all well known to the pupil. By this plan the class that but yesterday was dull and sluggish while poring over the well-worn and well-known pages of the school Reader is awakened to new life—is made conscious of a new power, and imbued with a zeal and energy that were strangers to it while circling in the treadmill of the regular school work.

When the vocabulary of the child is sufficiently enlarged, I would so extend these selections that his reading would lead to the acquisition of important knowledge. I would advance him from the reading of local notices to the perusing of general news, including telegrams from all parts of the civilized world; and here I would introduce the study of "newspaper geography;" the subject-matter of the article should be discussed by teacher and pupil in such a manner as to be both interesting and instructive. The city and country from which it comes should be located on the map, and the fullest elaboration given orally of the character of their people and their form of government.

But there is another object to be attained in school reading which is not reached by means of newspaper reading, viz: continuity of thought, which is necessary to be cultivated as the most important of the mental processes of the scholar; and its acquisition can best be secured by directing the attention to a single subject for an extended period of time, under the pressure of the most energetic concentration of the thinking faculties. If the schools overlook this point of mental culture, their work will be incomplete. This branch of training, however, may more properly be assigned to the highest primary and grammar grades, where history, biography, and carefully-selected works of fiction can be comprehended and enjoyed; the reading of this class of books will also create a love for pure thought and a pure style.

If the schools will but do their duty in supplementary reading, the yellow-backed, pernicious literature that flaunts its signal of vice from every news-stand would soon be without a purchaser. Is there any one so gifted with imagination that he could picture contentment in the heart of a child, while reading the exploits of Dick Turpin, if the same child had revelled for years in the pages of Hume, Macaulay, Bancroft, Addison, Taylor, Abbott, Shakespeare, Scott, and Dickens? The fault of our schools in teaching reading is, that too much time is given to manner—we teach how to emphasize, but not how to understand—we give too much time to oral expression, and not enough to mental culture.

The chief advantage which is derived from the study of the ancient languages comes from the fact that the whole time and energy of the student is given in the effort to comprehend the thought of the author, and no time is wasted in elocutionary clap-trap.

To be a good oral reader or public speaker is certainly a great accomplishment, but I do not believe either of them to be of paramount importance.

Under the present plan of teaching reading, one would suppose every child was being trained (and badly trained) for the forum or the stage, no notice being taken of the fact that not one in a thousand will ever be public readers; and the nine hundred and ninety-nine are required to drill for years on emphasis, facial expression, and gesture, to the almost entire exclusion of the more weighty consideration, a ready comprehension of the written thought.

If, in after years, some one of our present pupils should be discovered seated in his own parlor, reading a scientific article from the "Popular Science Monthly," and wildly throwing his arms in

every imaginable direction, while twisting his face to give expression to the words of the author, it would very likely suggest the propriety of appointing a commission *de lunatico inquirendo*. Alas! the hours that have been wasted in training the twelve-year-old child to properly deliver the masterpieces in thought and oratory of Pitt, O'Connell, Webster, Clay, and Calhoun—when it is apparent to every thoughtful person that this same child will have to wait a score of years before he will have sufficient mental development to grasp the conception of these great men.

Thomas Jefferson said, when contemplating the institution of slavery, that he trembled for his country when he reflected that "God is just!" I, too, tremble for my country when I reflect that *that justice still lives*, and is the pursuer of all faithless husbandmen in the vineyards of the world who bring "nothing but leaves" to the Master's harvest, and with sinful prodigality fling away the precious hours of our youth on the barren wastes of fruitless theories and idle speculations.

Supt. GEO. J. LUCKEY, of Pittsburg.

PROFESSIONAL TRAINING OF HIGH SCHOOL TEACHERS.*

BY PRINCIPAL M'HENRY, COBOURG COLL. INST.

The reasons given by the Minister of Education and his advisers for the proposed regulations touching this question are substantially the following:

1. No untrained Public School teacher can any longer obtain even a third-class certificate, and the almost universally-accepted principle involved in this law applies to the work of High School teachers, as well as to that of Public School teachers.

2. The character of the teaching in many of our High Schools is such that, in the interests of secondary education, a course of preparatory training should be absolutely required of all high school teachers.

We have herein recognized the general principle which underlies all Normal School training, and certain facts urged in support of a measure intended to give practical effect to this principle.

The reports of the High School Inspectors for 1880-1, in referring to this subject, perfectly agree, both as to the general principle above stated and the alleged character of the teaching in our High Schools. The Inspectors, for example, agree in such statements as these:

"Teachers *naturally gifted* (i. e., who need no training) are found only now and then in a generation. Therefore, as a rule, training is necessary."

"A university degree is no guarantee of ability to teach."

"The elements of true manhood are developed only by the personal contact and influence of the *true teacher* upon the scholar."

"Public School teachers now receive their training and ideas from the teachers in High Schools. The latter should therefore be trained for their work."

"Young teachers are sure to follow hurtful methods, and become good only after a succession of experiments and failures."

"The supply of skilled teaching in the High Schools of Ontario is not equal to the demand."

"There are many who, from lack of training, are unable to do work of a really high character."

"Misdirected energy, faulty discipline, empirical, capricious, and changeful methods, waste of time, neglect of foundation work, hazy and pointless and inconsequential presentation of subject-

matter—may be specified as among the most prominent faults in those who have not made the art of teaching a distinct study."

The Inspectors, in accordance with the principle referred to, and in view of the facts cited, urge upon the Minister the necessity of at once providing the means whereby an improved state of things may be brought about. The Minister admits the force of these representations, their suggestions meet his approval, and, after due consideration, he takes steps to give them practical effect. The first definite proposal is to utilize Upper Canada College for the purposes of a Model High School. This idea is apparently abandoned, and, instead, it is proposed to establish at the Education Department, Toronto, a course of lectures on professional subjects, for first-class teachers and High School masters. A Regulation is framed accordingly, and in July, 1882, is approved by Order in Council. This Regulation, however, is subsequently suspended, the reasons for which have not yet been officially stated.

The question evidently has not reached a definite settlement; and hence it may not be deemed inappropriate for us to discuss it, and if it be thought advisable, formulate our views thereon.

Before expressing an opinion myself, or leaving the question with you for discussion, it may be well to notice some of the objections urged against the Regulation. For convenience they may be classified as follows:

I. Objections offered professedly in the interests of those who are usually appointed assistant masters in High Schools; for example:

(a) "This Regulation would prove a serious obstacle to many deserving young men, and prevent their ever taking a university degree. Many of these work their way through college by teaching in High Schools for a year or two; and it would unreasonably interfere with their course to require them to spend the additional time necessary to take a special course at the Education Department or Normal School."

(b) "It would be rather lowering to university graduates to have to attend a Normal School after going through college, and to take up a course intended for Public School teachers."

II. Objections which in effect condemn Normal School methods as essentially defective:

(a) "The training which is proposed would not be materially beneficial. Necessarily formal and mechanical, the course would tend to produce a *dead uniformity* in our High School teaching."

(b) "It will also fail to furnish these young men with that inspiration for their work which they can receive by associating with their college professors. In the latter case 'the contact of mind with mind' will supply both a knowledge of the subject to be taught, and that superior inspiration which will qualify them to impart the knowledge to others."

(c) "These young men do not really require such a course, for they have already been associated not only with college professors, but previously with High School masters, whose methods they have observed."

(d) "Some of our best High School masters never attended a Formal School."

(e) "If a High School is furnished with a first-rate teacher as head master, there need be very little importance attached to the skilled requirements of his assistants."

III. Objections which arise evidently from a fear lest graduates and undergraduates of denominational colleges may be required to attend lectures on certain subjects in Toronto University.

Now if it can be shown that objections of either class are valid, the proposal of the Minister could not and ought not to be favorably received. If the real interests of High School masters are to be sacrificed; if the principles commonly supposed to underlie nor-

*Published by request of the H. S. Section, Ontario Teachers' Association.

mal methods are radically defective; or if the Regulation can be shown to operate solely in the interests of one university, then, of course, it should be opposed by every High School teacher—in fact by every educationist in the country.

If, on the other hand, it be found that the proposed Regulation will really benefit these teachers, by greatly improving the character of their teaching; if the friends of the measure can satisfy us that the special course will give a thorough training in the theory and practice of teaching, in harmony with the generally accepted principles of good Normal Schools; and if the outlying universities are assured that their interests are in no way to be interfered with—no true friend of education, certainly no intelligent teacher, will be found to oppose the measure.

After carefully examining the question, I am of the opinion that the reasons assigned for introducing this Regulation are such as fully to warrant the Minister in requiring a suitable professional training of all who teach in High Schools, as in the case of those who teach in Public Schools; that most, if not all, of the objections enumerated can be satisfactorily answered; and that we as a Section, after full and fair discussion, will conclude that at least the principle on which the Regulation is based is indisputably correct.

Taking these objections in order, permit me briefly to refer to each of them.

I. In the first class may be placed about the only form of opposition that has appeared in the newspapers—a defence of the supposed interests of those who are or are to be masters in our High Schools. And the sole plea for perpetuating the existing state of things is, in effect, that by the new rule an old and well-worn stepping-stone to other callings is likely to be removed, or rendered less accessible. The question, of paramount importance, how we can best secure the highest attainable efficiency in our High Schools, is almost entirely overlooked, in the plea for those whose quiet enjoyment of a special privilege is likely to be disturbed. I think it can be shown that some such regulation as the one proposed would ultimately benefit not only the High Schools, but also temporary teachers in these schools.

That well-trained, experienced teachers are preferable to novices in any class of schools, no one can doubt. As Goldwin Smith remarks, "Of all matters, Public Education most needs stability, and shrinks most from the touch of 'prentice hands." To object to a regulation which aims most at gradually displacing inexperienced teachers and filling their places with well-trained teachers appears to put a premium on mediocrity and inefficiency, and to regard the temporary advantage of certain individuals as of greater importance than the status of our secondary schools. In other words, to say that we cannot greatly improve in our teaching would indicate great ignorance on our part of what good teaching is, and of the actual state of our schools at the present time. To admit that we can improve in our teaching, and yet to oppose a measure which will soon provide a supply of good teachers, indicates a deplorable lack of interest in higher education, if not a willingness to sacrifice the school for the sake of the teacher.

I think it devolves upon those who are opposed to any change to show that, contrary to the united testimony of the Inspectors, the teaching in our High Schools is on the whole satisfactory; and that if the two hundred and thirty assistant teachers now employed (to say nothing of head masters) had all received a good professional training, the work would not be of a much higher order. I say it devolves upon such objectors to show cause; for, from what we know of the work of well-trained public school teachers, we have a right to assume what every true educationist will admit, that well-trained High School teachers would produce results far superior to those of novices, many of whom begin their experimenting on High School classes.

But if it be admitted that the interests of our High Schools would be promoted by employing in them none but those who are proved capable of properly doing the work required, then it simply becomes a question of High School interests *versus* the personal interests of inexperienced temporary teachers.

I submit, however, that to leave the masterships of our High Schools accessible to inexperienced and therefore comparatively insufficient persons, merely because they desire to work their way through college, or for any similar reason, is both unreasonable and unjustifiable.

Surely no one will contend that those who frame our school regulations can be expected to provide temporary employment for any class of persons, if it can be shown that by so doing they are imperilling the educational interests of the country.

Why not distribute the operations of this transitory, temporary system of experimenting over all the leading professions? Is there any good reason why an inexperienced person should be permitted to minister to the wants of a child's mind in its education, and prevented from administering to the wants of its body in case of disease? We do not find our Medical Council and Law Society charged with heartlessly "throwing obstacles in the way of young men," because they require a certain amount of experience in all whom they allow to practise. It appears to be left to the teacher's occupation to supply the means which in many cases ought to be obtained from such other employments as can safely be undertaken with little or no preparatory training.

The great fallacy lies in assuming that the teaching profession is a common thoroughfare along which any person may pass, with no other preparation than a knowledge of the subjects to be taught. Under such circumstances, "The teacher gains access to the sanctuary of the mind without difficulty, and the most tender interests for both worlds are entrusted to his guidance, even when he makes pretension to no higher motive than that of filling up a few months of time not otherwise appropriated, and to no qualifications but those attained by accident."

Why it should be considered an improper thing for a university graduate to spend a few weeks with first-class candidates in a special course at the Education Department is not easy to understand. Possibly some misapprehension exists in regard to what is actually intended. Some there are who suppose that the Regulation requires attendance for a full session on lectures by Toronto Normal School teachers: others, that a few dry lectures by specialists are to be given, without any practical work. The announcement of fuller particulars will no doubt remove such apprehensions, and make it clear to every young graduate worthy to teach in a High School that the course proposed, instead of humiliating him, will rather tend to confer upon him that dignity which is felt only by those who are conscious of being fairly prepared for this work.

I can therefore see nothing unkind or unjust to our young men in the course proposed. Those intending to make teaching their life-work will not be slow to avail themselves of the advantages arising from a good preparatory course of professional training; and it is but just that those who merely desire to make the position a stepping-stone to some other calling be required also to fit themselves for discharging the high trust they thus undertake to fulfil.

If there is any injustice at all, it lies in the injury done to permanent teachers by persons who press into ranks already full—thereby cutting down salaries and displacing men who, in view of teaching as a life-work, have duly prepared for it. I would suggest that if "obstacles could be thrown in the way" of some young men at this point it would be only an act of justice to many honest toilers in our schools, who, by reason of such supplanters, "stand in jeopardy every hour."

I contend, moreover, that the Regulation, instead of operating against temporary teachers, would ultimately benefit even them. Those who thus make one position a step to another very naturally have constantly before them their future calling. To fit thousands for their life-work they employ their best energies; their special studies lie in this path; while temporary employment often degenerates into formal routine, destitute of high motive or real enthusiasm. In fact no one can long occupy such a position without convincing proof of inefficiency—not necessarily a want of knowledge in the subjects taught, but inability properly to impart this knowledge to others. To this may be added the difficulties in government and discipline which usually beset all beginners. This it is which I think must prove anything but helpful to one preparing for other work. As compared with an assurance of success, this feeling of failure is very depressing to any young man of spirit, and must unfit him for calmly pursuing his course of private reading. On the other hand, success in temporary employment conduces to success in future fields of labor. Hence I say that if every one wishing thus to spend one or two years in High School teaching were first to learn the practical details of his work, he would reap the benefit not only while teaching, but also when exclusively devoted to his chosen vocation.

It seems but fair, then, to all concerned that a special course of professional training form an essential part of the outfit of all our teachers.

All this may be said, and is intended, without generally condemning the work now done by temporary teachers; but when to the concurrent testimony of the Inspectors and the opinion of many experienced head masters we add the frank admission of a large proportion of those young men themselves, I think we must conclude that under the present system in the case of inexperienced beginners comparative inefficiency is the rule, and first-class teaching the exception.

II. To discuss fully the *second* class of objections would open up questions of an extent quite beyond our present limits. These objections, briefly stated are: *Teaching cannot be taught*; there is no *philosophy of teaching*—no such thing as a *science of education*. This antiquated notion is less frequently entertained now than before the relative superiority of well-trained teachers was fully established. It is now generally admitted that while teachers who have not been normally trained reach their level—stop growing—on an average at the end of three years of service, good Normal School teachers continue to improve throughout their entire career. Can any one give a good reason why such should not be the case? This fact is now *practically recognized* in all countries that rank high in popular education. The precedent found in Germany, with her forty or fifty lectures on Pedagogy and Didactics each semester, by university professors; the example of various countries of Great Britain; suggestive and encouraging results in France, Italy, Austria, Switzerland, the United States and elsewhere, ought surely to dispel any doubts which exist in regard to the increasing importance attached to skilled labor in education.

I do not share in the fear lest a *dead uniformity* be the result. The condition most to be feared is a *lifeless mediocrity*, as the result of aimless, desultory experimenting of novices left free to invent their own methods. Intelligent well-trained teachers may adopt similar methods of treating given subjects, and yet have scope for originality. They are not necessarily servile imitators; but, mentally appropriating the principles of a good system, retaining meanwhile their own personality, they reproduce them in their own way. That is, the adoption of scientific principles in teaching need not conflict with a judicious employment of original methods.

The *untrained teacher*, on the other hand, not having been taught at the outset *how to avail himself of the practical experience of the best educators*, must blindly follow his own empirical methods, with those results which are admirably characteristic of the average beginner.

Let us welcome, then, any measure that will lift our teaching wholly from this condition of empiricism, and give it a settled scientific status. Not until this take place, will our work rise to the dignity of a profession, nor will teachers receive the consideration which appertains to the professional character.

Whether the average college professor will impart enthusiasm to be compared in kind or degree with that which may be created by persons likely to be selected for the special course proposed, is very questionable indeed. Besides, at present many become High School teachers without ever entering college, and a large proportion of our assistant masters first accepted their positions as undergraduates. It should not be forgotten, moreover, that any assistance received by those who do attend college is altogether incidental, since no provision is made in our universities for lectures on pedagogics, such as are given at Harvard, etc., to say nothing of German and other universities. If such chairs were established, well-directed enthusiasm there received would count for something. At present, however, it is to be feared that our universities furnish no superabundance of helpful inspiration. Professors are supposed to be interested in their special departments, and students in whatever will aid them in their course. But to suppose that by a few hours' intercourse per week with an enthusiast in classics or science a student will unconsciously absorb anything that will reappear to aid him on the occasion of his first facing a class in a High School, is in the highest degree unwarrantable. What young men get from such professors, in addition to an acquaintance with the subject, is at most a love for study, possibly an ambition for a post-graduate course. What they need, as prospective teachers, but do not get, is practical instruction in the best methods of imparting knowledge. For a young teacher to attempt to imitate his professor's usual style of lecture, however good in its place, would indicate a serious want of tact and power of adaptation. Some conspicuous failures in teachers may be traced to this practice of half-unconsciously imitating a style inappropriate to High School work.

It is as unreasonable to hold college professors responsible for the early efforts of such graduates as it is to claim for them the requisite ability to supply our High Schools with teachers *who can teach* without first being trained.

Then it is said that our graduates and undergraduates, when preparing for college, had ample opportunity in High Schools to see how classes are there conducted. Granted; but who can guarantee that the young men, say, who this year matriculated have been taught by methods which it is desirable to perpetuate? Those most familiar with our teaching as a whole, while giving high rank to many teachers, are frank enough to condemn in unmistakable terms the work of many others. Besides, as our more experienced teachers drop out of the ranks, and their places are in this manner supplied by inexperienced men, it is easy to see what the average teacher will be a few years hence—certainly not an improvement on the present. Is this result desirable? Would we apply such a rule to Public Schools? Why not? Why trouble *them* with a professional course? Are the subjects of the High Schools' curriculum of less importance than that of the Public School? Or are we to believe that the principles which lie at the basis of all successful teaching in elementary work may be disregarded in advanced subjects?

It may be a somewhat humiliating admission, but I candidly believe that the average teaching in our leading town and city Public

Schools is superior (in methods employed) to that in many high Schools. The inference is quite natural, that as these Public Schools have advanced from the position they occupied years ago, when many of them were in the hands of untrained teachers, so in like manner would the teaching of our High Schools advance if none but experienced teachers taught in them. And this is precisely the result sought by the Regulation we are considering.

Doubtless some will say that we have many excellent teachers who never received a professional training of any sort. This no one can deny; but they have risen to eminence only after years of experimenting, whereas, if previously trained, they would have much sooner attained this eminence and avoided the more serious errors characteristic of such experimenting. The children upon whom their early trials were made are children no longer; they are beyond the reach of those who would now be glad to correct the mistakes of early teachings. They have gone forth, too many, alas, to bear for life the impress left by unskilled hands. Every honest teacher, in thoughtful moments, with the scenes of his first efforts and facts such as I have referred to before his mind, cannot fail to find cause for serious reflection. And the question arises—cannot this first chapter be omitted hereafter? Why not have this *trial-teaching* at a time when such errors can be detected, criticised, and corrected?

Specific training is as much needed for teachers as for physicians. Careful preparation and varied experience are as valuable in the school-room as in the sick room; and he who knowingly employs an incompetent person in the first case cannot consistently refuse to do so in the second. Let us, therefore, do all in our power to give proper form and full effect to any measure which will likely place well-trained teachers in every High School in Ontario.

The proposal to apprentice untried assistants to head masters is absurd. To begin with, head masters have enough to attend to, without nursing a number of inexperienced teachers, even supposing the former capable of the task, and the latter of a teachable spirit. There are schools where for years some such system has prevailed. They have been made a kind of practising ground for raw recruits, who put in their experimenting drill for two or three years, and then retire, to make room for a new set. Inspectors may complain of frequent changes of teachers; parents may protest against the unsettled and disturbing character of the teaching; trustees may grow impatient of being called on to accept resignations and make appointments; and head masters, the drill sergeants, even may grow weary and disheartened under special burdens; but until the door is closed to untrained teachers, the solemn farce will continue. Who can suggest any other remedy? Young men who have not taught must learn how to teach in some way, either after they are appointed as assistants or before. In the name of common sense, why not *before*—imperatively before?

The blundering of substitutes for regular telegraph operators is amusing and insignificant compared with the operations of educational empirics. The former they rectify by "repeats," but repetition with the latter generally repeats the mischief. No; instead of making head masters responsible for the troubles and failures of inefficient assistants, let these come to their classes prepared like men to do their work efficiently and bear their own responsibilities.

THE COURSE OF TRAINING REQUIRED.

Since we have our County Model School and Provincial Normal Schools, if a Model High School could be established, it would give symmetry to the system. This was Dr. Ryerson's idea twenty years ago. The nearest approach to it was the proposal to utilize Upper Canada College for the purpose. In favor of a Model High School much might be said. Theoretically it is just what is needed.

With a carefully selected staff of teachers, a good supply of pupils, a central locality, suitable accommodations, and a liberal endowment, such a school ought to prove successful; provided, of course, that by wise legislation it be made the one entrance through which all must pass who begin to teach in High Schools. That there are practical difficulties in the way is not disputed; that they are insuperable perhaps few are prepared to believe.

If Upper Canada College could be transformed into such a school—not merely utilized for the purpose—it would have the two-fold advantage of furnishing an acceptable *raison d'être* for the continued existence of that institution, and, on the score of economy, of rendering unnecessary the erection of new buildings. Probably such a transformation was not intended by the Minister of Education in his proposal. At all events, this plan is now laid aside for the recent Regulation—a course of lectures on professional subjects at the Education Department.

This enterprise seems to be waiting, like many others, until "the requisite funds are supplied by the Legislative Assembly." It is to be regretted that fuller information has not been furnished concerning this proposed special session. Much opposition and prejudice might have been prevented, and general confidence gained for the proposal. As it is, we are left mostly to conjecture, and can only pronounce opinion conditionally. I think to be acceptable the scheme should at least meet the following requirements:—

1. A thoroughly efficient staff of lecturers.
2. The professional course to be supplemented by practical work with model classes in certain High School subjects.
3. A thorough test in theory and practice before the granting of diplomas.
4. No direct connection with any university.
5. Such a gradual enforcement of the Regulation as will cause no serious inconvenience to present teachers.

Such an arrangement would doubtless command the confidence of teachers, and soon win its way to general favor.

Whatever plan may be adopted, the training required presupposes academic training and builds upon it. If it be found that this order cannot be observed, the literary and the professional preparation may go hand-in-hand, following the German method, where lectures on pedagogy and didactics are delivered in certain universities, sometimes by professors who have made these subjects an exclusive specialty; in most cases, however, by lecturers on philosophy, who adopt this method of giving variety to their work. In several of the English universities courses of lectures are given by able men on special aspects of the subject, and one or two permanent professorships have been established. In France and Italy also such lectures are given; coming nearer home, we find them at Harvard, Ann Arbor, and other American universities. Nor should this be thought strange, for a university is historically a teacher of teachers, as the old title, "doctor," plainly indicates.

If, therefore, a Model High School cannot be established, and if the special course be found inadequate, we can at least have theoretical pedagogy, or didactics, well taught in our universities. At present they furnish nothing sufficiently definite to meet this requirement, though the necessity for such a provision has been admitted. Probably the only obstacles would be the difficulty of securing suitable men as regular lecturers, and the lack of funds to pay them.

Such a lecturer should himself be an experienced teacher, thoroughly familiar with our school system. He should also have seen and studied with care the best schools of various grades in other lands; be competent clearly to impart a knowledge of the history of education, and show a perfect familiarity with ethics and psychology. This at least would be expected in an ideal lecturer—

one not content with dealing in dry platitudes, dignifying commonplaces, distilling his mediocrity and reproducing it in his students. It is hardly essential that he be imported from abroad to give imaginary *prestige* to the position. It would say very little for the past forty years' educational work in Ontario if it were necessary to entrust the training of our own High School teachers to men who would naturally be guided by English standards; or those who would urge upon us the acceptance of Teutonic ideas, under the impelling motive that all wisdom will surely die with that singularly gifted people. Nor could a lecturer rigidly cast in any foreign mould readily adapt himself to the situation. That desirable man could be secured is not improbable. As soon as the *real necessity* for this special talent is apparent, no doubt both *men and means* will be forthcoming.

To the collegiate method of training teachers there is the one serious objection, that it would furnish no *practical* instruction, unless each university could make local arrangements to meet this want.

If Toronto University were to establish such a chair, and if all desiring to qualify as high school teachers were compelled to attend lectures there, the other universities would have just ground of complaint. If, however, the Government were also to prescribe in general terms a course in professional work for High School teachers, leaving it optional with the other colleges thus to supply their students also with the requisite instruction, no unfairness would appear. The desire of these colleges to provide for their own men would soon suggest a way to meet the emergency. Then, as now, a healthy emulation would exist in turning out competent candidates for masterships. Some common test could be applied to all, and all receive final recognition by a departmental certificate. Among the advantages of this plan would be: (1) The broadening and popularizing of our university curricula; (2) Comparative inexpensiveness to the country; (3) Rendering unnecessary any sweeping changes in our present system.

The universities ought to be deeply interested in any plan for giving increased efficiency to our High School teachers. The kind of preparation matriculants receive largely determines both the work that must be done for them at college, and their final standing at graduation. Conversely, the graduates sent back to High Schools as teachers either reflect honor or bring discredit on the colleges that sent them. It is to be hoped that this interaction is not being lost sight of by our university senates.

Since we, as a Section, have taken up this important subject, our opinion will be looked for, both on the general question and the several plans proposed. That we shall express our sympathy with the object sought to be attained, I have no doubt. I trust that our suggestions as to the means by which increased efficiency shall be made hereafter to characterize even the youngest teacher in our High Schools may be marked by wisdom and unselfish devotion to our calling.

PRIMARY READING.

The old *a b c* method ought to have disappeared, but it has not. The word, sentence, and phonic method, or these combined, are producing great improvements, but vastly greater good has come from the use of script at the very outset.

Now, with a good blackboard the teacher can, in a very brief time, teach a class of small children not only to know and call at sight a large number of words and to read intelligently the same words combined into the largest possible number of sentences, but during the same time the children have learned to write the sen-

tences with proper beginning and ending, which includes the ability to spell. If the word-method has been adopted, the reading of no sentence is attempted until every word can be called at sight. Words at first are learned as wholes, and no time is spent in learning the alphabet. It is assumed that the letters are known, and they will be known as fast as used. The best teachers discard imitation in primary reading—the child reading the sentences without having first heard them read; he reads naturally as he talks, and he is delighted with what was formerly blind drudgery.

From association and the similarity between script and Roman letters, the transition from script to Roman is easy. Better finish several First Readers before taking the second. Children need more practice in new combinations of the words known, rather than continued repetition of the same sentences till they are memorized and can be read with the books closed. Newspapers are also used for supplementary reading.

Even small children can learn to express their thought in writing, and this practice continued becomes a series of lessons in language, which is far better than *language lessons*, by which real technical grammar is taught to young children, using the terms "object words," "action words," etc., instead of standard terms, which must be learned later. Technical grammar is important, and should be taught to those pupils of more mature years who remain in school. Tracing the forms of letters and words upon blackboards and slates and in writing-books is another excellency of the modern school.—*Report of Committee of New York State Teachers' Association.*

Notes and News.

ONTARIO.

Mr. Richard Lees, who holds a Provincial first-class certificate, has been appointed to the position of Science Master in the Lindsay high school. It is also part of his duty to act as principal of the model school during the time in which candidates are in training. A model school class of twenty has been organized and work commenced.

An accident occurred at the Varna school. Two pupils playing at baseball were running to the same base, and came into collision. The smaller boy, John Morrow, had his arm dislocated.

Emma Cox, a little girl attending Parliament street school, was tripped by a mischievous boy as she was passing him. Her face came in violent contact with the edge of a desk, which inflicted a severe wound in the cheek under the eye, and almost gouged the eye out. A summons will be taken out against the boy.—*Globe.*

The Secretary of the Ontario Teachers' Association has issued a circular inviting local associations (a) to send in orders for copies of the Minutes, which are supplied at ten cents with 25% discount on a large order, (b) to send subjects for discussion and appoint delegates for next meeting in August, 1884. (c) to consider the question—"A Chief Superintendent" vs. "A Minister of Education."

MANITOBA.

RESULT OF THE RECENT TEACHERS' EXAMINATION.

The following is the report agreed upon by the Board of Examiners to be submitted to the Protestant section of the Board of Education at its meeting:—

Education Offices, Winnipeg, Man., 10th Sept., 1883.

To the Protestant section of the Board of Education.

Gentlemen,—The Board of Examiners appointed by you to examine candidates for public school certificates in connection with the Protestant schools of this province, beg leave to report as follows:—

At the examination which commenced on Tuesday, August 7th, there were 180 candidates, of whom 18 wrote for 1st, 57 for 2nd, and 105 for third-class certificates. The following is the classification of successful candidates, the names appearing in the order of merit:—

FIRST-CLASS CERTIFICATES.

Grade A.—J. F. A. Stull, Portage la Prairie; Walter Sharpe, Pilot Mound; Noah Hewitt, Winnur eg.

Grade B.—Thomas B. Scott, Morris, Miss E. M. Atwood, Winnipeg; Miss M. A. Mabee, Winnipeg; Victor Latimer, Winnipeg; Edward E. Best, Gladstone; Miss E. Williamson, Sunnyside; Francis J. Bamford, Winnipeg; Miss M. Harcourt, Poplar Point; Miss M. Hargrave, Winnipeg; Sydney Erskine, Winnipeg; Miss Mgt. Inglis, Winnipeg; Miss Emily Kerr, Winnipeg; Frances F. Kerr, Winnipeg; Miss Alice Christie, Winnipeg.

SECOND-CLASS CERTIFICATES.

Grade A.—Sara Lang, Isabel McVettie, John Taylor, W. J. Bodkin, Thos. Young, James McIntyre, W. J. French, J. H. Innis, John R. Steep.

Grade B.—Annie Jaffray, C. H. Newcombe, Ellen Parsons, Wm. Somersall, Jessie McDiarmid, D. McLeary, Janet D. Todd, Tilla Zinkan, Joseph Bushby, W. H. Cartmel, W. Montgomery, Rebekah Barnes, M. A. McFadden, W. T. Kinney, S. A. Sutherland, Edward Coade, W. Axford, J. Douglas, Joseph Machesnay, Lizzie Scott, D. D. McGinnis, Hugh McCulloch, F. A. Collins, Emily Plummerfelt, Cassie Barnes, Thos. Logan, Geo. Collins, Annie McLeod, Ida Ferguson, Arch. Fowler, Geo. Heslop, (equal), Bella Merritt, Mary Christie, Lizzie Kennedy, Dorothy Currie, Bella Mabee, Miles A. Egerton, Lily Adair, F. Steede, Wm. F. Earle, Louise James.

THIRD-CLASS CERTIFICATES

Awarded on 2nd class examination:—Christina Durno, Theo. Finn, C. Garrett, M. McMillen, M. McPhair, John Young.

Grade A.—W. B. Cumming, Olive M. Gwillim, Edward Livingstone, Janet White, Wm. Babbington, Hugh McCullough, K. G. Gwillim, M. Setter, Lathan Aitchinson, Lizzie Riley, Thomas O. Webster, F. Chapman.

Grade B.—Carrie Wiand, J. Dulmage, Edgar Pyo, Lizzie Nesbitt, George Harris, A. Findlay, J. McDonald, A. Campbell, M. Blythe, L. J. Stacpoole, F. Shultz, John Powers, T. Babington, Maggie Dickie, A. MacLean, Isabel Patterson, Jno. Bryson, J. Casselman, Margaret Robb, M. Babington, John Clinton, John Machse, D. D. McKay, L. Sparrow, Jennie Gunn, E. P. Wells, Annie Edwards, W. G. Wilson, R. D. Broadfoot, Abbie McKibben, J. Fulsher, Andrew Curtis, Kate Smart, Wm. Eccles, James Butchart, Lizzie Smith, Elizabeth Bray, Jennie Wells, Nellie English, A. J. Plummer, Coliu McCurquodale, Lenord Wilson, Jennie Waugh, C. Robinson, A. McLennan, R. Bloomer, F. B. Calvert, M. E. Bradford, M. Vincent, John Freeborn, R. McLennan, Esthor Tweed, A. R. Steacy, Carrie Bell, Edward Campbell, A. MacRae, Wm. B. Elkin, Emily Barwick, C. A. Powell, Kate Menzies, Mary E. Kennedy, Edward Rowland, Ursula Smith, Sarah Reid, Jane W. Black, Robt. R. Mills, Isabel Carswell, Mory Gash, Maggie Young.

RECOMMENDED FOR INTERMEDIATE CERTIFICATES.

F. Smith, Francis Parrott, Abbey Gordon, Louise McLean, Allie Edwards, Kate Milne, L. Willisroft, Lizzie Fraser, M. McIntyre.

(Signed) GEO. BRYCE, M. A., LL. B., Secretary.
W. CYPRIAN PINKHAM, Chairman.

GENERAL.

Given a room, a teacher, and fifty pupils; but it is not necessarily a school. All the conditions are there but one, and that one is co-operation. The *Indian School Journal* puts it thus: "If the teacher tries over so hard to teach, but does not secure the co-operation of the pupil in trying to learn, there is no real school." There may be methods, perfect in theory; order that hears the clock tick, and the pin drop, examinations that answer perfectly every question; and yet there is no school unless between teacher and taught there is a mutual play of love, sympathy, and good will. Who of us, if weighed in the balance, would be found teaching, not a school, but an aggregation of little ones?

"The Swiss Kindergarten," is the title of a new monthly, published by the well-known school director, C. Kuettel, of Luzerne.

The schools of Buffalo have used the same text-books for twenty years. There is a prospect that a change will be made. Too frequent changes are a nuisance and a detriment to the schools, but this is carrying the opposite practice to an extreme.

The new school code of England permits the teachers to intro-

duce the "gifts" and the distinctive exercises of the Kindergarten into their schools. It seems, however, that in consequence of the conservatism of inspectors and teachers, little benefit is derived from the permission.

In 1881 a number of citizens of Munich in Bavaria established an asylum for boys, the sons of parents whose circumstances in life render it impossible for them to watch over the children after school hours. The asylum gathers such boys and gives them opportunities for play and useful occupation. The first asylum was opened in 1881 with 50 boys; a second one has lately been organized, and preparations for others are in progress.

THE ISOLATION SYSTEM.—The schools of California are suffering greatly from what may aptly be termed the *isolation system*. Every county forms within itself a little *imperium in imperio*, and in school matters seeks no intercourse with the world without. The local boards "raise" their own teachers and grant their local certificates; they get as completely into old and deeply worn ruts as possible. In short, there is no circulation in our educational waters; it is all stagnation.—*The Pacific S. J.*

The ladies seem to be gaining on all sides. At the recent London University examinations, out of 970 candidates who entered, 126 were ladies; of these, no fewer than 91, or 72 per cent., were successful, while of the male candidates, 449, or 53 per cent., were successful. Even slow Spain comes to the front on this question, for, by a recent law, of July 6, the Spanish Government decrees that women teachers shall hereafter receive the same salary as men. From India, a Madras paper announces that a native lady, Mrs. Ethianjulu, has been granted permission by Mr. Nayadu, B. A., a sub-magistrate, to practise in his court as a private pedlar; at Calcutta a native lady has been enrolled as a pupil in the primary class in the Medical College Hospital.

The Burlington Hawkeye's jester does not believe in babies talking like old men, and, in spite of the "new idea," thus defends himself: "From the day on which they are six years old they must, under the school system of the States, begin to study, and sit up straight, and behave properly, and speak correctly, and from that time until the grave hides them they live and speak and act—verbally speaking, they be, and do, and suffer—under social and educational surveillance. And I claim that at least six years of the life of a man or woman should be free; free as the air; free to talk as the brook runs, with untrammelled musical prattle and babble..... You see, we haven't a very broad experience in training children; we have only one chick to cluck over and scratch for, but we're bound he shan't go to school until he's through being a baby, and we know, school-mistress, that he's the happiest baby that ever mangled grammar."

The School Congress to be held in Geneva, Switzerland, in August, 1884, will discuss the following questions: 1. What is the mission of the primary school with reference to fitting the scholar for his future profession? Is it, in particular, possible to introduce hand-work into the courses of study? In case of an affirmative answer, what should be the plan for this new instruction, and by whom should it be given? 2. Is a reform in French orthography desirable in the manner and to the extent proposed by Amb. Firmin Didot? If so, what are the most proper means to accomplish it? Should the Teachers' Society of French Switzerland institute a movement in favor of a simplification of orthography by interesting other societies of similar aims in the work? The first question is at present the object of special investigation by the governments of Neuchâtel and Geneva. The second subject, though not new, will especially interest teachers of secondary schools.

The school system of California recognized the necessity of trained teachers for her schools, and, as early as 1862, the Legislature appropriated 3,000 for a normal school at San Francisco. The successive principals have been Alura Holmes, Geo. W. Minns, H. P. Caalton, W. T. Luckey, and Charles H. Allen, who has held the office since 1873. In 1872 the State Board of Education erected a fine normal school building at San Jose, at a cost of \$250,000, and the school was removed to that city, where it still remains in a very prosperous condition, with 600 pupils in the normal and 103 in the training department. The Board of Instruction consists of nineteen members, who represent in their birthplaces and education as many of the Eastern Central States. J. H. Braley is the efficient vice-principal; Miss Helen S. Wright, a woman of large experience and great ability, is preceptress; and Prof. Henry B. Norton is one of the most learned and successful instructors.

Archdeacon Pinkham has resigned his position as Chief Superintendent of Education in Manitoba; Mr. Somerset, late Inspector of Schools, succeeds him; Mr. Fawcett, of the High School, becomes Inspector of the Winnipeg schools. We intend to give a more particular account in a future issue.

We hope our friends will excuse the late appearance of the Sept. number, and any imperfections of the present one, when we say that we are just removing to our new premises, where we shall have greater facilities for supplying the wants of our numerous patrons.

DEATH OF MR. McNIVEN.

We stop the press to make the painful announcement that Mr. J. McNiven, Mathematical Master of the Ottawa Collegiate Institute, departed this life on Saturday, September 29th, after a short attack of typhoid. The teaching profession has lost in Mr. McNiven an able and distinguished member. The deceased was a born teacher, possessed of great skill and unbounded energy. He was one of the most promising young men in the ranks of those who have made teaching their life-work. He held a first-class provincial certificate, had completed some part of his university course, and had apparently a brilliant future awaiting him. In the High Schools at Caledonia and Walkerton, and in the Ottawa Institute—everywhere, he achieved success of the highest order by his great enthusiasm and indomitable spirit. His health and physical stamina were uninjured by over-work; he fills an early grave, deeply lamented by wide circles of sorrowing pupils and regretted by many friends.

ONTARIO TEACHERS' ASSOCIATION.

(Concluded from last month.)

The second day's Convention of the Ontario Teachers' Association was called to order at two o'clock on Wednesday afternoon, Mr. MacMurchy, the President, in the chair. The meeting was opened with devotional exercises. After the reading of the minutes the Auditors' report, which was presented, stated that the Treasurer's report was carefully and correctly kept. The report was adopted.

CHANGE IN THE SCHOOL LAW.

Mr. John E. Bryant, M.A., Galt, read a paper on "The advisability of a change in the administration of the school law by the appointment of a Chief Superintendent of Education and a Council of Public Instruction in lieu of a Minister of Education." Mr. Bryant said:—If anyone thinks that our educational affairs can be managed by a system free from objection, I venture to submit that he has not fully considered the question. That the present system of administration is very faulty I have not the slightest doubt: that it has some advantages which any substitute for it would lack, I do not doubt either; but the plan of administration which I shall propose for your consideration before I finish this paper, although not a perfect solution of the educational problem, will, I hope, be admitted by you to be so much less objectionable as to warrant its adoption, in principle at least, if not in all its details. From the autumn of 1844 to the beginning of 1876 at the head of the school system of the Province was an executive officer, styled the "Chief Superintendent of Education." It is not saying too much to say that Dr. Ryerson founded the system which he administered. Just as the fabric of its constitution was designed by one discerning mind, though reared, it is true, by others, added to and strengthened, adapted to the growing and changing needs of the country, and made more efficient by the skill and wisdom of him who for so many years was spared to do this honorable and beneficent work. Difficulties and opposition of every sort, arising from enmity, jealousy, prejudice, sectarianism, and party rancour, as well as just criticism, were in his way almost at every step and in every hour of his course; but they were always encountered with courage, and were generally overcome. But there was always a greater danger to be feared than mere criticism or attack. Should the Government be engrossed with other affairs, and especially were it indifferent or hostile, a bill might be passed through Parliament, prepared even with the best intentions, but for want of that knowledge on the part of its promoters which only a practical experience in the work-

ing of the school system and a profound study of the principles of school legislation can give, might contain provisions or omissions which would either impair the efficiency of the system, or be subversive altogether. This might be done, and the Chief Superintendent be impotent to resist, since a Government might, by listening to the would-be educational reformer in the Legislature rather than to the executive head of the system out of it, thus grasp a majority necessary to their power. I do not believe that any Government or any Legislature would sanction a bill that would be ruinous to popular education. In advocating the dissociating the administration of the Education Department from the regular Governmental administration of Provincial affairs, it is well to recognize the liability of unwise and ill-advised interference on the part of the Legislature, the Education Department being powerless to resist.

THE LEGISLATURE IS SUPREME,

and must necessarily remain so. But whether the Legislature is competent to improve or change the school law without the guidance of a body whose experience and special knowledge can give the right to advise must be doubted. Dr. Ryerson, sensible of this weakness of his position, and not having learned by experience what other evil he was invoking, by his counsel in 1869 and 1872, and on until he succeeded in having his counsel taken, urged upon the Local Government to assume the control of the department and to give to the Superintendent of Education a seat in the House and a place in the Cabinet. This was done in February, 1876. That the evils got rid of were more than counterbalanced by those which came in with the change I think we shall see further on. The Council of Public Instruction under the old system was composed of gentlemen of education and intelligence, who were representative in the sense of being men of prominence and influence in the different religious bodies to which they belonged. The Upper Canada Council of Public Instruction, representing every important religious sect, when it sanctioned methods of religious instruction in Public Schools, and authorized text-books and programmes of studies, by its very constitution guaranteed to the religious community the orthodoxy of what was done. But in course of time it came to be seen that the body was in no educational sense a representative one. They could endure the ordinances of the Chief Superintendent with perfect readiness, because as to all interests which they were appointed to protect the Chief Superintendent was as liberal and impartial as they collectively could wish. In 1873 an infusion of younger blood was given to the now quiescent Council. Then, in response to popular discussion and demand, the constitution was greatly changed. Then the Minister was appointed. It may well be doubted if anyone in the Province could be found more worthy of a place in the Educational Bureau than the gentleman selected. A scholar holding the highest degree of our University, distinguished in his own profession and in his political career for ability and success, and of unblemished personal character, he had every qualification which a party politician could have. He entered upon his office with a zeal and energy which boded well for his future success, and which he has maintained unflinchingly until the prostration which over-work inevitably brings has forced him to retire from the duties of his office. I cannot for one moment make myself a party to any criticism of his administration which shall accuse him of want of earnestness or of non-appreciation of the magnitude and responsibility of his trust, or of intentional unfairness, or of idle negligence, or even of conscious partisan bias. I am very far from approving of all that he has done or of the way in which he has done it, and while I cannot but admit that some of the faults of his administration are due to the man, and will also admit that it is possible another Minister might have made fewer errors and provoked less criticism, yet my position is to maintain that the worst faults of the administration are due to the system and not to the Minister. Possessing no special training for his position and no intimacy with its concerns, with no outfit but those general qualifications named above, he had to exercise all the executive authority which during thirty years' service the energetic head of the department had become possessed of, and all the advisory and legislative powers which the experience of the past ten years had shown to be sufficient to utilize the judgment and wisdom of fifteen or eighteen gentlemen, chosen for their experience and scholarship, and their representative educational position. Is it any wonder that he found himself not equal to this position? No person could have been. A complex law, a large departmental business, and the administration of interests whose details none but experienced educationists, inspectors, trustees, and teachers could possibly be familiar with—all these he was to supervise, to regulate,

and to give efficiency to. As a lawyer, he could comprehend and interpret the laws relating to public instruction and give his decisions thereon, and which unfortunately has been a large share of his duty.

ADVANTAGES OF THE PRESENT SYSTEM.

As a business man he could direct the workings of the departmental officers; as a Minister, backed by a majority in the Legislature, he could command for his administration an adequate monetary support and also an easy passage of any bill necessary to improve or extend the system over which he presided. It was his position in the Legislature which made him immensely superior in power and effectiveness to the late superintendent. But the Public Schools, with their complex relationship to trustee boards, township and county municipalities, and Provincial authorities, their text-books and courses of instruction, their inspection and the certification of their teachers; and the High Schools, with their, if possible, still more complicated support, courses of instruction, and connection with the local municipalities and the Province; in other words, all the mechanism of the system, outside of his own office, was something beyond his knowledge, and—I say it without disparagement—beyond his attainment. The Committee is a perfectly legal body appointed by virtue of a statute, and as long as it is employed in examining candidates it is exercising legitimate functions. Beyond this it cannot legitimately go, but by the Order in Council it is made a Board of Reference or Consultation, to which the Minister may refer all matters of an educational nature; he does not, however, by this order agree to bind himself, nor in practice does it seem that he intends to bind himself, to any of its findings. It is this use to which the Committee is put, not contemplated by the statute that authorizes its existence, which has been objected to all along, and which raised such a storm of opposition against the Committee of 1876. And it is this which we contend is illegal, unfair to the great body of education in the Province, and derogatory to the dignity of the Committee itself. It covers up an arbitrary exercise of authority on the part of one who, by reason of his position, cannot be acquainted with the details of the system which he manipulates, with an understood endorsement, which may or may not have been given, of a body of educational experts. If this Committee were to have any real consultative authority, it should have the power of coming to final decisions upon all matters referred to it, and should be responsible, in some way or other, for these decisions to the public. It should not be subjected to the indignity of giving the weight of its wisdom and its experience to a decision only to see its advice rejected. And again, if responsible to the public, the public should have some voice in its appointment, and should have some certainty of knowing whether these mentors of the Minister are, by professional standing, scholarship, character, and experience in educational administration the best men that could be selected.

IS THE PRESENT SYSTEM BEST?

After careful consideration of this subject, I cannot believe that this system of administration of the school law by a party chief is the best system that can be found. It certainly possesses two advantages which no other system can possess. It ensures a fair financial support of new educational schemes, without the humiliation of the head of the Education Department coming to the Government to ask for it; and it ensures the ready passing through Parliament of any reasonable educational bill. But it necessitates every few years the placing at the head of the educational system—a system so complex that none but a trained expert assisted by trained advisers can fully understand it—one whose political eminence precludes the possibility of his being such an educational expert. It necessitates as a matter of course, and without reference to their intrinsic value, the support of the acts of this gentleman by his political party friends and the public journals which favor the Administration to which he belongs, as also the hostile criticism, and oftentimes downright condemnation, of these same acts by his political opponents. It necessitates the erection and continuance of a perfectly irresponsible and arbitrary authority over our educational system, or else the bringing of every petty regulation in regard to the internal economy of the school system to the arbitration of a direct party vote in the Legislature. It necessitates the Minister, in making a choice of suitable occupants of positions of emolument within his gift—positions requiring professional reputation, experience, and credit in their incumbents—to be submitted to all sorts of party wire-pulling and intrigue; and it inflicts upon successful candidates for such positions, who, it may be, are per-

fectly guiltless of any such unworthy canvassing, the stigma of party servility. It tends to create in the public mind a suspicion that in the authorization of certain text-books rather than others the Minister is guided by the political faith and allegiance of the authors and publishers, rather than by the suitability of the books authorized. It tends to create too the suspicion that political influence is a weightier argument to convince the Minister's judgment than principle or reasonableness. It gives to party journals an opportunity to magnify every little act of Ministerial common sense and judgment into a matter of supreme and unequalled beneficence; or, on the other hand, to distort every little departmental delinquency into an enormous offence against liberty, morality, economy, or what not. It makes of our educational system, which it should be the highest care of our wisest statesmen of all political parties to cherish and protect, a tilting-post, to be thrust at by any party writer or speaker. By the inevitable lack on the part of the Minister of practical acquaintance with the working of the laws and regulations which he administers in the school-room, the trustee board, the rural section, and the local municipality, this system which we are criticising makes him dependent upon the advice of others; and this being obtained from whatever quarter he chooses, it may or may not be disinterested; it may or may not be prudent and well-considered, and so is most likely to be inharmonious with other acts and regulations previously authorized, and thus creates dissatisfaction and disgust.

THE SCHEME SUGGESTED.

Let me now briefly detail to you the scheme, which, while it is not free from objections, still will be far less objectionable than the system under which we are working at present. I do not take much credit for originality in it. It is the system which was legislated out of existence in February, 1876, with some essential differences:—*A Chief Superintendent to be appointed* whose powers shall be very much the same as those of the late Superintendent, after the Act of 1874, who shall be essentially an executive officer to administer the local system in accordance with the Acts of the Legislature and the decisions of the Council of Public Instruction. *A Council of Public Instruction to be appointed*, which shall consist of:—1. The Chief Superintendent. 2. The Provincial Secretary for the time being. 3. One High School Inspector, who shall retire annually, to be succeeded by the others in rotation. 4. Two representatives of the High School Masters, retiring biennially, one each year. 5. Two representatives of the Public School Inspectors, retiring biennially, one each year. 6. Two representatives of the teaching profession in general, retiring in the same way, to be chosen by the Managing Committees of the County Teachers' Associations, each committee to give but one vote. 7. The President of the Provincial Teachers' Association for the time being. 8. A representative of the University of Toronto, and of each University of the Province, as well as of each College affiliated to the University of Toronto. 9. Six appointees of the Lieutenant-Governor in Council, retiring triennially, two each year. The disqualification of teachers and inspectors not to be continued; and the members of the Council residing outside of Toronto to receive their travelling expenses incurred in attending meetings. The Council to have full and final authority, under the Act, over all matters relating to text-books, programmes of study, hours and days of instruction, discipline, certification of teachers, examinations for promotion and otherwise, and all other matters relating to the internal economy of Public and High Schools; also, under the Act, to make regulations for the distribution of the High School fund; also, to have charge of, and make regulation for, the government and discipline and other internal economy of the Normal and Model Schools, and to have the appointment of the masters and teachers thereof; also, to have the right of nominating to the Lieutenant-Governor, as vacancies may occur, suitable persons to act as Inspectors of Separate and High Schools; also, to be empowered to report to the Lieutenant-Governor, from time to time, full information in respect to the status and working of the educational system of the Province, and to recommend to him any improvement of the school law which in the wisdom of the Council may seem necessary.

A vote of thanks to Mr. Bryant for his paper was passed.

DISCUSSION ON THE PAPER.

Mr. Reid, of Mount Forest, said it was the policy and not the men against which criticisms should be directed. He thought Public Schools should be more largely represented than suggested in the paper. That measures should be passed through the Legislature with readiness, and that the educational system should have

sufficient monetary support, were reasons, in his opinion, why the present system should remain unchanged. He thought, however, the Minister of Education should be advised by a committee. The Opposition could not then criticise the Minister, as he would only carry out the suggestions of a competent committee.

Mr. Smith, Ancaster, said he did not think it prudent to rush in and discuss the matter in a hurry. There were no crying evils to be removed now, and he thought before they made a great many recommendations in the matter they should defer consideration of it until the next annual convention.

Mr. J. H. Smith moved, seconded by Mr. J. L. Hughes, that the discussion of this association on the subject of Minister of Education v. Chief Superintendent be reserved until our next annual meeting, and that in the meantime a copy of Mr. Bryant's recommendations be sent to each county and city association with a request that instruction be given to their delegates regarding their action in the matter.

Mr. Carlyle, of Woodstock, said if they discussed the matter now they would have a better knowledge of it next year.

Mr. Taylor, Ottawa, said they could appoint the committee on a different basis, but have its purposes the same. The present system had superseded a system which was found impracticable.

Mr. McKinnon said there was an element of weakness as well as of strength in the administration of educational affairs. Measures, not men, would be more likely to govern our school affairs under a Chief Superintendent. It was hard for a man to be a politician and an active educationalist. A Superintendent was not apt to be an active politician, and therefore he would be well up in his work.

Mr. Powell thought the fact that the former system was found inadequate and had to be condemned was sufficient reason why it should not be introduced again.

Mr. Strang said that any doubts he had in the matter had been removed by Mr. Bryant's paper. It was all very well for a paper to ask them to produce their objections. It was a delicate matter for them to state their objections. He felt sure that there were two dozen men in the room who could state their objections. He stated some objections, among which was one case in which an appointment was made when the appointee had not the necessary qualifications.

Mr. Carlyle thought they were deeply indebted to the Minister of Education in resisting the influence that had been mentioned. The question was how he had resisted at all, and would another resist as much as he had? He knew of a case in which a certificate had been granted, and of which the Inspector knew nothing. The country at present was divided into two—the one half to maintain and uphold the present system, and the other half to decry it. From what source had suggestions come for changes? It was a difficulty that gave rise to much friction. In Mr. Bryant's scheme there was no provision made for public representation.

Mr. Bryant said according to his scheme the Superintendent was simply an executive officer in carrying out the suggestions made. He thought no legislation in Parliament as to matters of education should take place without first coming before the Council of Instruction.

It was moved in amendment by Mr. Strang, seconded by Mr. Goggin, that the motion be amended by inserting the following words:—"While expressing a general approval of the changes proposed in his paper, yet deeming it wise to have the question more fully discussed before pronouncing absolutely on it." The motion was carried.

LICENSING OF TEACHERS.

Mr. John Dearness, London, read a paper on the "Licensing of Teachers." He believed the Model student did not gain the grasp of methods which would enable him to reproduce them according to his own individuality with adaptation to varying circumstances. He thought that while the County Model School was a step in the right direction it fell short in effecting anything of a lasting benefit owing to the shortness of the session. A beneficent reform would be to empower county boards to conduct examinations for admittance to their respective Model Schools. It was felt a mischievous evil of the bill of 1871 that teachers after taking a third-class certificate, and being allowed, we might say compelled, to teach a time, were thrown out at the end of three years if they could not then pass the second-class examination. This evil was partly remedied by the permission allowed candidates to continue their studies uninterrupted until the completion of literary work required for the life certificate. Now, unfortunately, an ill-advised regulation requiring a teacher to hold a non-professional third for a year

before he can write for his non-professional second launches us back nearly where we were before. If we cannot get back to that excellent plan of each county's board being governed by the known wants of its own jurisdiction in the matter of certifying teachers with the privilege of supplementing a scarcity by endorsement as before, let us in common justice to our young teachers make a uniform standard of examination for all those receiving unlimited license to teach anywhere in the Province.

The paper occupied nearly an hour in reading, and the above is only a synopsis of it. At the conclusion a vote of thanks was tendered Mr. Dearness for his paper.

At eight o'clock the Convention resumed business.

Dr. Oldright, M.A., read an exceedingly valuable paper on School Hygiene, which we purpose to publish among our Special Articles at an early date.

Drs. Yeomans and Canniff also spoke on the subject dealt with by Dr. Oldright. A vote of thanks was tendered Dr. Oldright for his paper, and to Drs. Yeomans and Canniff for their remarks on School Hygiene.

An able address by G. W. Ross, M.P., on school matters was listened to with interest by the members at the evening session. The Convention then adjourned.

The Convention was called to order in the afternoon at two o'clock by Mr. MacMurchy, the president. The proceedings were opened with devotional exercises by Mr. McQueen.

ELECTION OF OFFICERS.

After the reading of the minutes, the report of the Executive Committee recommended the following gentlemen for officers of the association for the ensuing year:—President, G. W. Ross, M. P.; Recording Secretary, R. W. Doan; Corresponding Secretary, A. P. Knight; Treasurer, W. H. Hendry.

Mr. Bryant said that he had only one objection to the gentleman who was nominated for president of the association. It was that he was a politician rather than an educator.

Mr. McIntosh (Hastings) said he was as strongly opposed as anyone to the introduction of party politics in the association. Had he thought it was a question of politics he would have opposed Mr. Ross' election as strongly as anyone. The election of Mr. Ross would not injure the association or bring discredit on it.

Mr. Reid nominated Mr. J. L. Hughes as president. He thought Mr. Ross' parliamentary duties would stand in the way of his paying that attention necessary to the duties devolving on him as president.

Mr. Hughes stated that he did not wish to oppose Mr. Ross as a candidate for the office. He did not support Mr. Ross as a politician, as he was not of the same politics as Mr. Ross. He thought it was unfair for any of the members to sneer at any gentleman who was nominated for office, merely through some petty spite. He would like to see all personal matters kept out of the association. The association was not growing as largely as it might, and they should take every means of binding themselves together so that they might with the opinions of the society be felt outside to a greater extent. He had great pleasure in resigning in favor of Mr. Ross.

Mr. Carson said the nomination should be made from the Public School Inspectors' Section, and there were gentlemen in the section who were more entitled to the position of president than Mr. Ross. He did not wish to be in a losing battle, and he would withdraw.

Mr. Strang said politics were not brought up in the committee in connection with the nomination for president. They considered Mr. Ross merely as an educationist, and the nomination was purely a question of merit. The Executive Committee's report was adopted.

Mr. J. L. Hughes moved a vote of thanks to the Shorthand Writers' Association for the invitation to attend the conversazione.

AUTHORIZATION OF SCHOOL READERS.

Mr. F. C. Powell, secretary of the Public School Section, moved, seconded by Mr. Duncan, that the Provincial Teachers' Association disapprove of the authorization of more than one series of school readers. Carried unanimously. Mr. Powell also presented the following resolution to the Convention:—"That in the opinion of the Public School section the Education Department should take measures for enforcing the proper ventilation of school buildings." The motion was carried.

MORAL EDUCATION.

Following is the report of the committee on Mr. Millar's address on "Moral Education." Your committee beg leave to report as follows:—

1. That in the opinion of your committee the teacher as representing the parent is responsible for the moral as well as the intellectual training of his pupils while under his charge. 2. That all systematic moral training in the schools of Ontario should be based upon the Christian religion as set forth in the Bible. 3. That the reading of selected portions of Scripture as a part of the regular daily exercises in all our schools would be a material aid to teachers in the discharge of their duties in regard to such moral training. 4. That we reaffirm the opinion of this association expressed last year, to the effect "that anyone who cannot reverently, humbly, and lovingly read the Work of God is not fit to be a teacher." 5. That the Education Department be requested to secure the preparation of readings for the schools under its charge. 6. That the use of such selections be made obligatory in all schools, unless the Board of Trustees in towns and cities, or the annual school meeting in rural sections, decide to the contrary. 7. That in the opinion of this committee more might be done by the ministers of the Gospel of the various denominations in the way of awakening public interest in this question, especially amongst the members of their own congregations. Much good would also result from frequent informal visitation of schools by clergymen.

The report was adopted clause by clause. After the first four clauses were adopted Mr. Clark moved in amendment to the fifth clause, "That the teachers be left free to choose what portion of the Scriptures they shall read." The amendment was lost and the clause carried.

An amendment by Mr. J. L. Hughes that the sixth clause of the report be expunged, thereby leaving the law on the matter as it stands at present, was carried. An amendment by Mr. Reazin that the seventh clause be struck out of the report was carried. The report was adopted as amended.

EXAMINATIONS AND EXAMINERS.

Mr. F. C. Powell, of Kincardine, read a paper on "Examinations and Examiners."

A vote of thanks was tendered to Mr. Powell for his paper. A vote of thanks to the press also was passed, for the full reports of the proceedings of the Convention printed, after which the Convention adjourned by singing the National Anthem.

After the adjournment a number of the members of the association visited the Grange, by invitation, where they were received by Prof. Goldwin Smith.

The reports of the High School Section, the Public School Section, and the Inspectors' Section are held over for want of space. The able paper by Principal McHenry, of Cobourg, on the Professional Training of High School Teachers will appear among our Special Articles in a future issue.

Teachers' Associations.

The publishers of the JOURNAL will be obliged to Inspectors and Secretaries of Teachers' Associations if they will send for publication programmes of meetings to be held, and brief accounts of meetings held.

CARLETON.—A meeting of the County Carleton Teachers' Association was held in the school house at Old Stittsville on the 13th and 14th of September. About forty members were present on the occasion.

The Vice-President being absent, Mr. Smirle, the newly appointed inspector, was requested to preside. The preliminary business of the meeting being disposed of, Mr. C. W. Whyte proceeded to illustrate and fully describe his method of teaching the "Railroads of Canada" to a Third, Fourth, or Fifth class. He strongly recommended the teacher to sketch roughly on the blackboard the railway system to be taught, and then by a classification of his own proceeded to show how the subject could be mastered in a few lessons. Considerable discussion followed, in the course of which the question was raised whether the subject of railways should be gone into so minutely in a Public School course. The members, however, were unanimous in the opinion that Mr. Whyte had succeeded in simplifying this somewhat difficult and uninteresting study.

The subject of "Geographical Pronunciation" was next taken up. Mr. McKercher introduced the discussion by a carefully prepared paper. His illustrations were numerous and well chosen. The weight of opinion, however, seemed to be in favor of pronouncing, in all doubtful cases, at least, according to the rules of English orthography. It was shown very clearly that any attempt at the pronunciation of foreign

words according to the rules of the language to which they belong must necessarily be imperfect, and in the end lead to confusion. A hearty vote of thanks was tendered Mr. McKercher for the able and learned manner in which he treated the subject.

A discussion arose on the various sets of "Readers" now before the public. After a careful examination of the specimen copies in the hands of the association, it was moved by James McElroy and seconded by Hugh McKercher, and unanimously carried, "That in the opinion of this association, 'Gage's Canadian Readers' are best adapted for use in our Public Schools, and that in order to avoid confusion, we hereby agree to recommend them to trustees for use throughout the various schools of the country."

Mr. D. B. Sawyer and Mr. A. Stewart, whose names were down for penmanship and arithmetic respectively, having failed to put in either an appearance or an apology, caused some inconvenience, the time, however, was profitably taken up in the discussion of practical questions relating to the work of the school-room.

The officers elect for the ensuing year are: President, A. Smirle, I. P. S.; Vice-President, Mr. Keenan; Sec. Treasurer, H. S. Moffatt; Man Com., J. McElroy, J. H. Moffatt, H. McKercher, and the Misses Richardson and Steadman.

REVIEWS.

THE RATIONAL METHOD OF TEACHING READING, by Thomas Packer, Kingston. 54 pp. We hope that this thoughtful little book will find its way into the hands of every primary teacher in the Dominion. It is an elaboration and practical application of the principles in Prof. Meiklejohn's *Problem*, but is written in a thoroughly independent tone, and will give any young teacher a good grasp of the excellent method of economising time with younger classes. Whether teachers adopt Mr. Packer's machine or not we sincerely hope they will adopt his principles and methods. Incidentally, and apparently quite unconsciously, the author gives on pp. 8 and 9 the most crushing evidence against the Royal Primer lately authorized in this province. We hope all teachers and trustees will see Mr. Packer's little book before they adopt "these outrageous primers," and thus inflict "tortures" on "thousands of little innocents while 'Learning to Read.'" Price 10 cents.

DEVELOPMENT LESSONS FOR TEACHERS. *New York: A. Lovell & Co., July, 1883.* This is a *lice* little book of 300 pages by two practical educationists, Esmond V. De Graff, superintendent of schools, Paterson, N.J., and Margaret K. Smith. It contains typical lessons fully elaborated so as to give a clear idea of how lessons on the Senses, Size, Form, Place, Plants may be conducted. Each lesson is classified, 1. Object of the Lesson. 2. Point. 3. Materials. 4. Matter. 5. Method. The method is fully expanded, and explicit directions are given to assist the teacher. We believe that every young teacher will find the book a real friend, and we feel sure that our associations would be greatly enlivened if a few such lessons were given at every meeting instead of elephantine papers on abstract subjects. The short compends on the Science and Art of Teaching, School Discipline, and an exposition of Quincy School Work complete the book. From some points of view the book is open to criticism, but after all it is fresh, vigorous, and thoroughly practical. Price, by mail, \$1.50.

DIE ANNA LISE. A German play by Hermann Hersch; with an interlinear translation and directions for learning to read German by Prof. Charles F. Kroch. Price \$1, text alone only 40 cents. *D. Appleton & Co., New York.*

This book is intended for students that have read Kroch's First German Reader, or a part of Adler's German Reader. In fact it may be put into the hands of any pupil who has fairly mastered the verbs and declensions. The hero of the play is Leopold I., Prince of Anhalt-Dessau, a distinguished general under Frederick the Great. Prof. Kroch has produced an admirable volume. It contains an explanation of the arrangement of words in German sentences, a chapter on the study of words, vocabularies and notes to each act, an interlinear translation, and an excellent chapter on German "Expletives," e. g., doch, schon, Jaemneal, &c. With the judicious aids given by the editor, we venture to say that even the tyro in German will read this beautiful play with but little effort and with absorbing interest. We cannot see why such an interesting play cannot be prescribed for the intermediate examination. At all events we heartily recommend it to every teacher and student of German, and are quite certain that students will read this play—as they read Robinson Crusoe—for the sake of the pleasure it affords, and in the exercise of a delightful recreation, will be the better prepared for any examination they may have to undergo.