TEACHING MINUS PRINCIPLES OR RULES

It seems that Mr. A. J. Schulz, M.A., Ph.D., has thrown a fairly hard brick at himself. He is the Principal of the Teachers' College, and a very good one, too. However, he published an article in a recent issue of "The Education Gazette" dealing with rules and methods of teaching as against personality and philosophy.

In that article he made these rather startling assertions:—"Each teacher, like each artist, works in accordance with his own individuality, and so each one works out his own purely personal style and method. Therefore, a teacher can get no benefit from principles or rules of

Then Mr. Schulz goes on to say that what a teacher needs "is the development of his own individual personality." That all sounds very profound, and possibly it is so, but the question naturally arises, "Where does the Principal of the Teachers' College come into the scheme?"

If there are no guiding rules or principles of teaching, what can Mr. Scrulz teach the teachers? Surely it is not claimed that one man or woman can teach another personality. True, Mr. Schulz declares that philosophy is also an essential qualification of the teacher. As a doctor of philosophy he is admirably equipped to assist in that respect.

Even then principles must be taught. Most definitions of philosophy will be found to include "love of wisdom as leading to search for it. Hence the resulting knowledge of great principles, elements, powers, or causes and laws as explaining facts and existences." S seems to be principles—indeed "great principles." So in philosophy there

The suggestion that teachers should be permitted to develop along their own individual lines like artists opens up a charming vista. Should it be adopted we may have in State Schools the equivalent in teaching of it be adopted we may have in state schools the see-Raphaelists, the impress-the cubists, the futurists, the Raphaelists, the pre-Raphaelists, the impresssionists, post-impressionists, and realists, to mention but a few. What a strange collection the teachers would make. What a babell A Teachers' Conference would be a screech.

Next contemplate the pupils. What a gorgeous time they would have. And the finished product. Just imagine the scholars trained by teachers who taught without rule or principle but simply in accordance with their individual personality! Follow such youths into the banks, the merchants offices, the Post and Telegraph Department, and especially the Railways Department; see them at the ordinary daily tasks of life. Truly, it would be a picture no cubist could paint.

No one would deny that the personality of the teacher counts for much, but to let loose on dear little boys and girls mere personality without guiding rules and principles would produce some queer results.

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LDER CONSERVATORIUM. A STUDENTS' CONCERT.

ST. PETER'S CATHEDRAL JUBILEE.

First Service Fifty Years Ago.

A Record of Progress.

It is fifty years ago to-day that the not unfit St. Peters Day, that the first service was held in St. Peters Cather 29, 1876, that the first service ral, Addalde. From a small beginning the specified the sermion. The next seared delines has been developed into one way on April 30, 1877, and rest serve course has Been daveloped into one of the city's most fanous and architecturally beautiful structure. The jubilectestival, which will mark the historic opening day, is arousing great interest, and many notable services have been arranged. inged.
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In a record ermon the Bishop of Adelaide (Right, Rev. Dr. Thomas) we valided
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The Right Rev. Dr. A. SHORT (First Bishop of Adelaide).

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The Right Rev. Dr. G. W. KENNION (Second Bishop of Adelaide).

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Foundation-Stone Laid.

foundation-stone of the cathedral appropriately laid by the first p of Adelaide (Right Rev. Dr. on St. Peter's Day, June 29, 1889, p presence of the Governor (Sir

The Front Completed.

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Cathedral Chapels Required.

