

the galling tyranny of the examination system is now fully understood, and Mr. Seath comes at a time when the schools, instinct with a new spirit, are ready for a change, and desirous of being led on to the pursuit of right methods, calm work, and useful knowledge. The new Inspector will be able, from his long experience no less than from his intellectual bent, to afford the Minister much valuable assistance in warping back the distorted High School system into something like symmetry. All connected with *THE MONTHLY* unite in congratulating Mr. Seath upon his well-deserved promotion, and in expressing their trust that he will amply justify the confidence of the Minister. But our satisfaction with the appointment is tempered by the knowledge that we thus lose the services of Mr. Seath as editor of our Modern Language Department—a department which, in his hands, has brought much prestige to the Magazine and rendered it most helpful to our readers. However, the influence of five years cordial association with him upon the work of *THE MONTHLY* must remain. By looking back frequently, we shall have all the more courage and certainty in going forward.

SUPERVISION OF TEACHERS' INSTITUTES.

THE appointment, elsewhere noticed in our columns, of Mr. Seath to the High School Inspectorship, it will scarcely be necessary to inform readers of *THE MONTHLY* is occasioned by the transfer of Dr. McLellan to the Directorship of County Teachers' Institutes. The latter is a new office created by the Education Department, with the design of giving increased efficiency to those educational parliaments—Teachers' Associations—and of affording them opportunities for becoming better acquainted with

educational methods, and with the fresh thought of labourers in the profession outside the narrow circles of local organization. The creation of the office is a fitting sequence of the Government's recognition and subvention of these Associations, and a further proof of the Department's desire to increase the professional attainments of teachers. The business of teaching, we all know, is too apt to become a matter of lifeless routine; and we think the Department has done well in charging Dr. McLellan with the care of these Institutes, and of looking to him for the furtherance of the objects they have in view in their periodical gatherings. His thorough knowledge of the machinery of education in Ontario, his familiarity with the methods of educational work, and his personal sympathy with the profession, make him not only acceptable but likely to be of the highest service to Associations in assisting to organize and carry through the programme. In the absence of information to the contrary, we are proceeding upon the assumption that the autonomy of the Associations is to remain unimpaired.

This is not the time nor the occasion to form an estimate of Dr. McLellan's influence upon the High Schools of this Province. While, however, we cheerfully acknowledge his manifold services to the cause of secondary education generally, we must not fail to notice that there have been in his career as Inspector errors in theory, errors in judgment and grave indiscretions, to call them by no worse name, perhaps to none so apparent now as to himself. And so much that might be commended, we have no disposition to dwell upon failures and errors. Dr. McLellan has practically a new career before him, and the fault will be his own if it is not one which will bring still greater credit to himself and permanent benefit to the profession, and thereby to the country.

HOBBIES—Read the sayings of almost any of our advocates of this, that, or the other new educational theory, and except for their want of literary merit, they would scarcely seem out of place among the "Major's Big Talks" in *St. Nicholas*.—*Iowa Normal Monthly*.

WHEN a teacher runs to seed on precepts and concepts, and then, in a kind of second growth, flowers out in the objective, and subjective, and bears fruit in the *abstract*, you may know he is ripening for—something.—*Educationist*.