

BANQUET TO DR. RAND.

A complimentary banquet was given to Dr. Rand by the citizens of Fredericton on Nov. 1st. It was a thoroughly representative assembly, and included members of the government, the bench, the bar, in fact, educated men from all professions. It was a demonstration in which any man in Dr. Rand's position might well feel an honest pride and satisfaction. In leaving the post of Chief Superintendent of Education for New Brunswick to become Professor of the Principles and Practice of Education in Acadia College, Dr. Rand leaves a field of labor where the nature of his work exposed him to a good deal of criticism. He now goes to act the part of pioneer professor of his subject in this Dominion. The demonstration held in his honor must be a great encouragement to him and a source of strength. We have lately been agitating for the establishment of such a chair in Ontario, and we shall watch with interest the result of Dr. Rand's labors in New Brunswick. Meanwhile we join our congratulations with those of his numerous friends in wishing him God speed in the noble work to which he has put his hand. We shall give Dr. Rand's speech in a future issue of the JOURNAL.

THE MINISTER OF EDUCATION.

The friends of the Hon. Adam Crooks have been disappointed in their hope that change and rest would bring about the restoration of his impaired health, and he has retired from the Education Department by the advice of his physicians. His administration of educational affairs—the first under the new order of things—though marked by some mistakes, will be generally conceded to have been thoroughly honest, and the retiring Minister will be remembered for a vast amount of conscientious hard work.

The appointment of G. W. Ross, LL.B., whose career we recently sketched in these columns, must give general satisfaction in educational circles. He certainly represents the educational interests of the country as they were never before represented in the Government; for in him the enthusiastic educationist has never for a moment been obscured by the successful politician. In the public school branch of his work, which concerns the great mass of the population, he has passed through a most thorough training for the duties of his new office, and already possesses a more minute knowledge of details than could be acquired by a merely political minister in many years. With secondary and higher education all his antecedents prove him to be in full sympathy, and we feel sure that these important departments will be safe in his hands. Mr. Ross will have the benefit of the experience and counsel of experts like Prof. Young Dr. McLellan, and other members of the Central Committee, who are as thoroughly acquainted with university and high school matters as he himself is with the public and the model schools. We can fully rely on his shrewd and practical mind to avail itself of the assistance such veteran educationists can afford, and we have not the least doubt that in the higher, the secondary and the

primary departments of our educational system, the new Minister will pursue a liberal and enlightened policy of administration. In the matter of providing well-trained teachers for our public schools we look to the new Minister, as himself a trained teacher, with hope and confidence. Every other educational reform sinks into insignificance before the imperious necessity of providing the very best elementary schools; and the teacher is the school. On the perfection of primary instruction rests the success of high schools and colleges. We anticipate from the well-known energy and decision of Mr. Ross some important steps in this direction, which will bring our Normal Schools up fully abreast of the times, and set free the wheels of educational progress. From the teachers' standpoint, an epoch in the history of educational effort is marked by the appointment of their President as head of the Education Department. The accession of Mr. Ross will be a source of unmingled pleasure to educationists throughout the Dominion, and a gratification to every teacher in his native province.

SCHOOL EXHIBITIONS.

The old-fashioned school examination recedes more and more into the dim vista of the past. Memoriter exercises, such as oral spelling and lists of dates, more and more give way to really intellectual, educative work. Very many teachers have fallen in with the idea of having a school exhibition of the everyday work of their pupils, and have found it a powerful stimulus,—far more powerful indeed than the old-time examination at which the biggest dunces too often made the best show by sheer lack of modesty. The real intelligence of the school is very commonly a failure at amateur theatricals, while ignorance combined with immense self-confidence just as frequently bears away the palm before the popular audience.

It is part of a teacher's duty to arrange matters so that laziness cannot overmatch industry. The school exhibition materially aids in that direction. A full exhibit of everyday school work such as drawing, arithmetic, penmanship, book-keeping, geometry, algebra, map-drawing, every sort of exercises that can be put on paper, may take a month's work of the school to prepare. If pupils are also trained to put such work on the blackboards under the eyes of the visitors great power will be gained. A reasonable amount of music, recitation, reading, and class examination combined with the exhibit will make a thoroughly rational and interesting day, and will do much to redeem the schools from the imputation that much of their work is of an unpractical kind.

If you want to capture that unpromising boy ask him to assist you in placing these exercises tastefully on the walls. If you wish to treble your influence and multiply your teaching power get every pupil into active co-operation with you to carry out some scheme in which he feels interested. The school exhibition is one means among many others by which the teacher may get at the hearts of his pupils and mould them successfully. Education proceeds from within; unless we can get within, and kindle the fire of interest, all our doing will be dead mechanical exercise and result in nothing. A teacher may often