

lations were summarized in a recent number of the RECORD. From their provisions, it will be seen that those who pass the June examinations in the higher grades will be qualifying themselves at the same time for diplomas as teachers.

As regards the conducting of the examinations, it has reduced itself to a system, and if the teacher will only cooperate with the deputy-examiner, there can be no possibility of a hitch or after unpleasantness of any kind. Most of our teachers and deputy-examiners are conversant with the routine of the examination. If they attend carefully to the instructions and regulations sent to them for their guidance, there is little doubt that the feeling of having done all things in order will be a sufficient reward. We hope that a successful examination will crown the work of all our superior school teachers for the scholastic year that is drawing to a close.<sup>1</sup>

—IN many rural places of the United States the "travelling library" is steadily working its way, and promises to be a great aid not only in stimulating knowledge and the desire to read books that are pure and elevating in tone, but also to create the desire for permanent libraries. The travelling library is a select assortment of books of the best class, sent out at the expense of the state or of private individuals to country communities. The library remains a specified time at each point; then is moved on to give place to another selection. The cost of transportation and other incidentals is borne by each neighbourhood. The idea seems to be an excellent one and should serve as a beginning for greater culture and knowledge in many communities that are now destitute of library facilities.—*Educational Review.*

—THE following reflections on the effect of teaching upon the teacher appeared in a recent number of the *Teachers' Institute*: What effect has teaching upon the teacher? It is supposed it has a good effect on the pupil. Can it have a good effect on the pupil and a bad effect on the teacher? St. Paul hints that it is possible for one who preaches to others to be a castaway himself. What is the teacher aiming at, knowledge or growth? Can he aim at increasing knowledge in the pupil and not know more himself? Can he aim at founding character and not have a stronger character himself? Suppose the teacher considers the case of the teachers he knows, in order to find