

rendered more fruitful by the presence near at hand of skilful guidance, to which appeals can be made. There is all the difference in the world between experience when it means mere lapse of time in a particular locality, with nothing better than squandering glances, and experience when it means intelligent, well-directed observation.

But, with many of us, experience means even more than this; and our plea is that, when teachers use the term, in reference to what makes a teacher, it should mean more. It should include practice in the testing, modifying, and perfecting of knowledge, by making use of it and applying it to work. In fact, we hold that true knowledge cannot be acquired by observation and thinking only; there must also be practice in the use of it, which not only most effectively promotes assimilation, but also adds a sense of reality to what has been learnt, and gives the learner the mas-

tery over it--and so produces skill. The fact that skill is one of the chief results claimed by many who profess such strong belief in experience, proves that, consciously or not, they use the term in this largest and truest sense; though their words lead one to think they have forgotten that knowledge comes before skill--that skill is effectiveness in the use of knowledge.

We might go further, and point out that, besides experience in what is true and well designed, there is experience in what is unsound and evil--with results which also must mainly be unsound and evil; or that oftenest the experience is mixed, and, therefore, still more urgently needs the help of knowledge and guidance. But we think we have said enough to make our view clear, and to show why we protest against the vague and random use of the term, especially when the discussion turns upon how best to fit the teacher for his work.—*The Educational Times.*

PUBLIC OPINION.

A SLOW COACH.—The system is wrong and not the teacher. It is true the teacher might set himself against the system and seek to lay in the minds of his scholars broad and deep foundations that would ultimately produce men and women who could think correctly and become the best workers in the circles in which they would move, but by such a course the teacher would be voted a "slow coach" and would have to move on to some other field. Isn't that true? "Payment by results," is an unfortunate phrase invented in some corner of the Educational Department at Toronto. The results have not been what the inventor expected. A change is badly needed. — *The Northern Advance.*

TRUANT INDUSTRIAL SCHOOLS.—The system of truant industrial schools has been tried very successfully in England, as far as the results can be expressed in figures. The average length of detention has been ninety-five days for each boy. Of the 11,130 boys admitted to the ten truant schools in Great Britain, 6,198, or nearly 60 per cent., were released in three months' time permanently cured, *i.e.*, they have never been arrested again for truancy. In six months' time 85 per cent. are permanently saved, and in a period of nine months 95 per cent. are saved to society.—*London Free Press.*

AMERICANITIS.—There is a national desire in this country to jump to