

masters in our grammar and high schools and collegiate institutes be required, during their university course, to make a thorough study, under able professors, of the philosophy of education in all its phases, and the effect upon the rank and file of the profession will soon be felt. Subordinate teachers, who must necessarily come under the influence of such men, will be gradually raised to a higher plane of excellency both in knowledge and practice. It is not too much to say that at present the neglect of such professional study and training upon the part of graduates of our universities is a great hindrance to educational progress, and to the efficiency of our public schools. In not a few instances will it be found that teachers whose education fits them only for subordinate positions have studied with far more care the principles and laws of teaching and school organization and management than the head masters under whose direction they are working. Yea, more, they have not only studied these principles and laws more fully than their superiors, but the effect of their study is clearly seen in the excellency of their work. Such a condition of things, so far as it exists, cannot but be injurious to our schools. Head master should mean more than a name. It should certainly mean a man who has given such attention to professional studies as qualifies him to direct intelligently and in the best manner the work of the teachers in every department of the school under his charge. He should in professional knowledge, and ability to apply this knowledge in the instruction and management of his school, be at least the peer of the best of his subordinate teachers. When the noble example of Acadia College is followed by every university and college of the Dominion, we may hope to see men with such professional qualification occupy the head and subordinate masterships in all our higher schools.

The authorities of Acadia College are worthy of equally strong credit and commendation for the selection they have made of a man to fill the newly-established chair. No better man could be chosen than Dr. Rand. His training and experience are co-extensive with the duties he undertakes to perform in his new position. He graduated in the college with high standing, and was in after years honoured by his *Alma Mater* with the degree of D.C.L. He has performed in the most successful manner every kind of educational work to which he must call the attention of his students in his lectures. He first taught in Horton Academy, then in the Normal School of Nova Scotia. He was from 1864 to 1871 Chief Superintendent of Education of the Province of Nova Scotia. Since that time until he accepted his present position he was Chief Superintendent of Education in the Province of New Brunswick. From the nature of the work he has performed it is evident that he has had just the training and experience required to qualify him for the professorship to which he has been called. But we must add to this practical training the fact that he has made for many years the philosophy and practice of education the subject of profound study. We repeat it, a better man could not have been chosen for the new professorship. Dr. Rand carries into his new work not only those natural and acquired qualifications we have described, but also the irresistible power of strong common sense and Christian manhood.

The estimate in which Dr. Rand is held by those who have the fullest right to know him best is well expressed in the following extract from a paper published where he has resided and done his work for many years:—"We look upon the appointment of Dr. Rand as the pioneer professor, whose mind will first give direction to the new enterprise of his *Alma Mater*, as the happiest one that could possibly have been made. No man in Canada, now that Dr. Ryerson is gone, has studied so profoundly the whole theory and practice of education. In the most difficult work of inaugurating our free school system, to which for long years he has devoted his

time, thoughts, and energies to an extent that has made men wonder how he stood the enormous strain of work at times placed upon him, he has been compelled to grapple with every side—practical or theoretical—of the educational problem. The details of his management have at times been subjected to severe criticism, and we have ourselves more than once felt obliged to oppose his methods or views. But no critic ever found him unwilling to face the test of private or public discussion, and all who came in contact with him felt that they had to do with one who was a master of his chosen subject. Moreover, however men might at times criticise his ideas, we have yet to hear of any one who questioned his absolute, unqualified, and heartfelt devotion to the cause of education. It is the last point which, in our opinion, constitutes his highest claim, high though others may be, to the post which he is now called upon to fill. His heart will be in his work there, as it has been here in the difficult position he has had to occupy."—*Globe*.

SCHOOL-ROOM VENTILATION.—With the approach of cold weather every teacher should give close attention to the ventilation of their school-rooms. Thermometers are well, but in most instances the child in its seat, with no opportunity to change its position for half an hour at least, is the safest test of what should be the temperature of the room. Teachers can change position frequently. Better to risk the evils of impure air on a chilly day than prejudice the health of the children by admitting currents of cold air upon the heads and shoulders of pupils who are unable to change their position. Currents of air through open windows, from above or below, upon children confined to their seats should never be allowed. It is both wicked and cruel.—*American Teacher*.

WHY SOME TEACHERS FAIL.—They are easily discouraged. They do not try to improve. They fail to know what the world is doing. They fail to have new ideas. They read no educational papers or books. They follow the same method with each class. They attend no teachers' meetings. They complain too much. They do not study their lessons. They fail to practice what the educational papers tell them. They do not determine to be the best teachers in the place. They forget that the art of teaching is an art that requires study. They do not seek information by studying the methods of the best teachers.—*Lansing Republican*.

THE RECITATION of a primary class should not continue longer than from ten to twenty minutes. Short study and recitation periods, alternating with recreation, will characterize the daily programme of the wise teacher. Furnish children with plenty of hand-work, and change the work at the study-seats at short intervals, and they will not grow weary of school duties.

ENGLISH COMPOSITION.—Professor Huxely said in a recent lecture: "I have said before, I repeat it here, that if a man cannot get literary culture of the highest kind out of his Bible, and Chaucer and Shakespeare, and Milton, and Hobbes, and Bishop Berkeley, to mention only a few of our illustrious writers—I say if he cannot get it out of those writers, he cannot get it out of anything; and I would assuredly devote a very large portion of the time of every English child to the careful study of the models of English writing of such varied and wonderful kind as we possess, and what is still more important, and still more neglected, the habit of using that language with precision and with force and with art. I fancy we are almost the only nation in the world who seem to think that composition comes by nature. The French attend to their own language, the Germans study theirs; but Englishmen do not seem to think it worth their while."

THE END OF THE WORLD.—Of Theodore Parker and Emerson, Mr. Conway tells an amusing story which he calls allegorical, how "Once when Theodore Parker had just parted from Emerson on the road to Boston—the importance of which city in the plan of the universe they had discussed—a crazy Millerite encountered Parker and cried, 'Sir do you not know that to-night the world is coming to an end?' To which Parker replied, 'My good man, that doesn't concern me. I live in Boston.' The same fanatic presently announced the end of the world to Emerson, who replied, 'I am glad of it; man will get along better without it.'"

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