

when he has charge of the class every day for certain lessons, than it could be by occasional visits under the ordinary plan. Any method of economising teaching power deserves careful attention and study, and in these days of steam and electricity we can ill afford to waste any power in merely running the machinery, still less in doing the same work several times over.

DR. McLELLAN'S PROMOTION.

For a long time the CANADA SCHOOL JOURNAL has been actively pressing the claims of the teachers' associations for further help to increase their power and usefulness. Our readers know well what remedies we have proposed for the comparative aimlessness and want of unity which have hitherto largely characterised these important gatherings. We have frequently urged the necessity for a systematic course of work at the institutes, and have emphasised the demand for skilled conductors to give them tone, vigor, and point, and to develop more fully the vast latent power that undoubtedly resides in these educational conferences.

An important and memorable step has been taken in this direction by the appointment of Dr. McLellan to the new office of DIRECTOR OF INSTITUTES. As he is also DIRECTOR OF NORMAL SCHOOLS the whole professional training of teachers will be directly under his care, and we shall secure that unity of aim and uniformity of method which is a prime necessity to any great system. This country may be considered extremely fortunate in having a man of Dr. McLellan's energy, ability, and high attainments willing to devote himself to work which must closely resemble missionary labor, and can never receive adequate recompense in any mere pecuniary reward.

Dr. McLellan has already earned the gratitude of the country by his voluntary labors in this field while burdened by the exacting duties of the inspectorship, and has established an enduring reputation of which any man might feel justly proud had he devoted his whole time and attention to that special work. He has had no peer as an educationist, with the single exception of Dr. Ryerson, since our system was established, and has done more for the elevation of the teaching profession and the advancement of popular education in this province than any other man now living. He has, in fact, been the apostle of education, and has kindled the fire of professional enthusiasm in the great work, and led the people to make large and liberal provision for education wherever he has appeared. He enters on his special mission still in full vigor, well acquainted with the whole field, matured by long and varied experience, and an earnest believer in the dignity and honor of the teacher's work. He possesses the sympathy and confidence of the entire teaching profession, and will be a powerful advocate of their rights and liberties, as well as a faithful friend to point out their shortcomings, their duties and their responsibilities.

We hope that this is only the good beginning, and that by-and-by able coadjutors will render our teachers' institutes still more attractive and efficient. The fundamental fact remains

through the centuries that THE TEACHER IS THE SCHOOL, and no other money is so well invested as that spent in producing thoroughly trained teachers and in afterwards retaining them in the public service. To do this effectively will require a liberal expenditure both of money and talent. This rich province needs to make a new departure in education equal to that which took place a few years ago in her railway enterprise. It will one day be seen that our educational system is more valuable than our railway system, even from a commercial point of view, and it will receive the legitimate and ample subsidies its importance demands, and this wealthy province can so well afford. Railways wear out, but an investment of this kind is good for all time; the influence of trained and devoted teachers is perennial. Besides, the connection is most intimate between national wealth and national intelligence. The most fruitful part of our fixed capital is our national system of education, and the most valuable part of that system is the machinery for producing teachers well equipped and inspired with living power and zeal for their work. Our system has only just entered on its second stage of growth, and is still far from perfection. Ten more men of Dr. McLellan's energy and commanding abilities, would be of more service to the State during the closing years of the century than ten millions of pounds of foreign capital sent over to develop her unbounded material resources, even if we paid no interest on the money. We believe that his work here will give as great an impetus to the professional education of teachers as that already communicated to secondary education during the past fifteen years. As the doctor retains his connection with the Central Committee the high schools will not lose the benefit of his guidance and counsel, while he will be relieved from the duties of the inspectorship by his energetic successor, Mr. Seath.

HISTORY FOR ENTRANCE EXAMINATION.

We note with satisfaction the following resolution passed at the late Provincial Association: "That in the opinion of the Public School Section of the Teachers' Association the history for entrance [to High Schools] is too extensive, and we recommend that the history for entrance be Canadian history and one period of English history to be set by the Department from time to time." We hope the recommendation will be acted upon, not in the sense of decreasing the amount of history required, but with a view of making boys and girls study the history of their own times and their own country first, and as the proper introduction to a more extended course after they leave the primary schools.

THE GREAT EDUCATIONAL MEETING AT MADISON, WISCONSIN.

Our American exchanges are filled with the report of the 24th meeting of the National Educational Association at Madison. Over 6,000 persons were present during the four days' sessions, and every branch of educational work in the United