

would be appointed to draw it up would have to insure his reputation, if not his life, before he undertook the task; and without an examination it would hardly be possible to get all our teachers to devote attention to a course of training which is so wide in its scope. Yet it must not for a moment be supposed that our teachers are guided and controlled in their work only by what the examination demands. We have the kind of teaching indicated by the *Star* in nearly all our larger graded schools, where the principal is imbued with the spirit of the true educationist, where the charge of all the departments is in the hands of a man who would have just as good a school, if not probably a better, were there no written examinations in connection with the Inspector's duties. The one way to have anything taught well in our schools is to have them in charge of good teachers; and the institutions which have the preparation of our teachers are the institutions which for the most part must assume the larger share of the responsibility of the efficient or inefficient schools in the country.

—We wonder whether the persons whom the *Star* enumerates in the rest of its article on the scientific method of thinking were graduates, undergraduates, or only ordinary people that had never attended a higher course of training in any of our universities. It has been said that no man knows more than an undergraduate, and though not so ironically yet just as unreasonably, it is said that all the evils of the day are to be referred to some defect in our school systems. We have no reason to suspect the truth, however, of what the *Star* says: "As it is now, we find persons who reason well enough on certain matters with which they are acquainted, talking in the wildest and most irrational manner about things of which they know nothing. The teacher of science should bring home to the mind of every pupil that while there is no sin in ignorance there is sin in talking ignorantly when we might keep silence. We have heard a man who never gave ten minutes in his life to the study of any treatise on electricity asserting dogmatically the impossibility of transmitting motive power on any large scale by electric conductors. We have heard others dogmatizing on questions of physiology who knew absolutely nothing of that science, and others again ventilating views on etymology who, to save their lives, could not have distinguished between an English and a Latin root. Evidently the science master is wanted to show the difference between knowledge and ignorance and to inculcate the pious duty of recognizing our ignorance and not trying to pass it off on ourselves or on others