

a grasp and subtlety, a decision and a delicacy of touch, which are the mental equivalents of vigorous bodily health. "The furniture of the cultivated mind was not facts, not what we called learning, but rather the ideas which were the deposit of facts well pondered; its peculiar characteristic was that mental courtesy and polish which sprang from intimacy

with the great works of the intellect in all time. This was the ripest fruit of a liberal education; a University was the garden where it ought most easily to grow." The humanity born of facts may be riper and more wholesome than the humanity born of imagination; but the first kind is not born at all until the facts have crystallized into ideas.

PUBLIC OPINION.

OCCUPATION.—What is an "occupation"? We had thought that we could answer this question without reference to a dictionary, but we now find that not even with a dictionary could we explain the term in such a way as to satisfy the Department. An admirable circular recently issued to Her Majesty's Inspectors tells us that an occupation ought to be educative and likely to stimulate independent effort and inventiveness; that it should admit of being dealt with in a progressive course and be attractive to children; that it should not involve the use of needlessly expensive materials, and be capable of being practised in an ordinary school-room without risk of harm; that it must be so simple as not to require an undue amount of individual attention; and that it should avoid a long series of preparatory exercises apart from finished results. The manual occupations satisfying these conditions are modelling in clay or paper, cutting out in paper or other material, drawing and colouring designs (some original), and brush-drawing from the object and from recent impressions. —*The School Guardian.*

WHAT TRAINING WILL DO.—Do not let us have exaggerated expectations as to what training will do, or as to what diplomas or certificates of

competency will do. After all, an examination cannot test the whole of a person's qualification. Training cannot give the whole of the attributes that you want. You can only communicate what is communicable, and you can only examine what is examinable, and the best and highest qualities of a good teacher who consecrates his life to his work, and who feels that it is one of the noblest works in the world, are just those qualities which no examination can test and no certificate can verify. We want in a teacher something more than knowledge and technical qualification. We want in him a real love for his work; an insight into child-nature; a faith in the boundless possibilities that there are for good even in the most uninteresting scholar; the power also to recognize that good, and to work upon it. Every teacher ought to feel bound to add something to the store of knowledge and experience by which our educational system can be expanded and improved. And mere technical training, however good, can never be substituted for personal enthusiasm and strong interest in the work itself.—*J. G. Fitch.*

How little do they see what is, who frame
Their hasty judgment upon that which
seems.

—*Southey.*