

been justified by the assurances of their teachers, perhaps their friends think so, and in many cases their pastor or a friendly disposed clergyman, whose acquaintance with the candidate may be of the slenderest kind, endorses their fitness beforehand, and the rejection of such, by the Board before which they may come for examination, is to many a crushing blow; and in full view of all this, tender hearted examiners will frequently pass applicants utterly unfitted by training, aptitude, and education for the position of a teacher. This is a grievous wrong both to society and the candidate. It explains the humble position which in the rural districts the teacher occupies; it explains the reason why their salaries are so much lower in many cases than the hired domestic servant. If none but good teachers were commissioned, the remuneration paid for their services would be higher than it is, and their position in society would be raised. Instead of being obliged to be hawked round, pauper-like, for bed and board under the prevailing system of boarding round, they might then command and have salaries commensurate with their value, and teaching would eventually become a profession—not a mere filling-in of time, as it now is—a means for eking out a few dollars until something better turns up.

The functions of Boards of Examiners may be made more pleasant to themselves, more advantageous to the profession, and more satisfactory to applicants for diplomas if teachers would be candid in their advice to those of their older pupils who intend to make application for examination, rather than to yield, as many of them now do to the prevailing desire to “teach school” which almost every young girl of 14 or 15 exhibits.

We have had a long experience in commissioning common-school teachers, and we are obliged to confess that the number of really fit ones sent out is very small. It is only by the exercise of a very liberal charity in the formulated examination that even the best of them pass, and we have come to the conclusion that more depends upon the candor and honesty of teachers, parents, and friends, than upon the examiners. It is very easy to lay down rigid rules and say what we would do if we had the duties of examiners to perform—but the misfortune is that every parent thinks his son or daughter—if they happen to be a little smart—as fit as somebody else, and every teacher is prone to say—though he may know to the contrary—that this or that scholar of theirs can obtain a diploma, “if they only get fair play!” which latter phrase means if the Board will only make a pretence and a sham of their work.

All should bear this simple rule in mind—that we can teach only what we now—*if we don't know*, we cannot teach. The pretence of teaching, therefore, without knowing, is a fraud upon society, upon parents, and upon the children.—*Richmond Guardian*.

The Bishop of Barbadoes on Examinations and Prizes, at the Royal College of Preceptors, London.

The Chairman, the Right Rev. the Lord Bishop of Barbadoes, in opening the proceedings, said that, on such an occasion as the present, it was impossible not to notice what he thought would be hereafter remembered as an important feature when the educational history of the nineteenth century was written. This was a feverish age; and in education, no less than in other matters, people's minds had been seriously exercised with regard to trying all sorts of experiments. In connection with this great work, as with others, there seemed a desire to dig about the very foundations of the fabric, to see that

they were sound, and to have the whole building of education carefully re-surveyed and to some extent re-constructed. Now, one point, in which perhaps the founders of the great building of education had been found somewhat deficient, was that it had been fondly imagined that the power of education came by nature, and that it was possible for any person, however unprepared, to enter upon this duty whensoever it was convenient to do so. Now, he believed it would be remembered, in connection with the present age, that the College of Preceptors had, more than any other body, devoted itself to the task of combating, not only in theory but in act, the delusion that the faculty of education came by a sort of supernatural inspiration, and needed no previous training or culture. He did not mean that it was ever supposed that the person who embarked on the province of education could dispense with being more or less instructed; but by culture he rather referred to that more special training in the art and theory of education which was now commonly admitted to be necessary. It appeared to him that the greatest honour was due to the College of Preceptors for having so strenuously and persistently taken the lead in this matter, and especially for having incorporated in their newly revised regulations for conferring the diplomas of the College, one to the effect that no person should receive a diploma unless he satisfied the Examiners of his capacity as an educator both theoretically and practically. In connection with this effort—this strenuous effort—he could not but congratulate the College on having taken such a decided line, and, in fact, being the first learned body to establish a professorship of the science and art of education; nor could he too much congratulate them upon the selection of the first professor. The choice of the Council had fallen on his friend Mr. Payne, and he was happy to say that a most marked success had attended his energetic efforts to infuse into his lectures something of that activity of mind and vivacity which characterized all his doings. It was very often supposed that a person, before entering upon the work of education, had finished his or her own educational course, but he could conceive of no more fatal illusion to a good educator. The education of the educator really began when he or she undertook the great work upon which they entered. If they were simply content, as it were, to pump out of themselves knowledge and facts which had been previously pumped into them, they became simply mere machines, and would never attain to a practical knowledge of good education, which was simply the impression of one energetic mind upon others. Upon teachers, therefore, more than upon any one else, would he specially urge the duty of constant self-culture, and the keeping as far as possible abreast of the thoughts, discoveries, and literature of the age. This was not always an easy task, not simply from a question of time, but because the brain power was apt to be exhausted at the close of a day, the best hours of which had been spent in the honest earnest work of education. Still, any teacher who wished to do his duty intelligently must be perpetually taking fresh pabulum. They could not be like spiders, perpetually spinning webs out of themselves, but must march with the age, and endeavour, as far as possible, to keep themselves acquainted with all that was worthy of being read and assimilated, as it was from time to time made public. Lastly, he would say a word or two to the young people before him, who were about to receive the prizes and certificates awarded by the Council as the result of efficiency in the past examination; and to them he would say, put not too much faith in examinations or prizes. The present age was an age of examinations, and those who obtained the benefit of them could not be