

spoken in an emphatic degree, and wrong and the shaping of wrong will feel the lash. From much that the writer says many, it may be, will dissent. But this will triflingly limit the *Bystander's* audience. Of the latter, the teachers of the country should form no small portion, as the mental stimulus of even a single number's perusal must be invaluable to the reader. To teachers of English particularly, the subscription will be amply repaid in the opportunity the publication affords to study the literary style of a master of the art of composition. This in itself will be no little gain.

PRINCE LEOPOLD AT SHEFFIELD.

It is not a little gratifying in these times to note that the surroundings of an English Court are not unfavourable to cultured thought and to the exercise in the mind of a Prince of active sympathy with learning and with high educational effort. The following speech of Prince Leopold, at Firth College, Sheffield, is a marked example of this, and His Royal Highness' utterance cannot fail to exert a beneficent influence upon education, and foster, in an increasing degree, the love of culture and the pursuit of an intellectual life. The Prince said:—

"Your new college offers her teaching and her certificates to young men and young women alike. The University of London does the same thing, and Oxford and Cambridge have taken important steps in the same direction, and I am told that the new University will not be behind hand in recognizing the claims of women's minds to respect and to cultivation. It is greatly to be hoped that the young men and young women of Sheffield will not neglect all these opportunities, and that they will learn to estimate the examinations they will be invited to pass at their true value—that is, as a means of guiding and stimulating their studies, and shewing to others how far they are competent to fill this or that position in life. One of the greatest gains which I anticipate for Sheffield from the Firth College is that her affiliation to the Universities of Oxford and Cambridge will cause many students to enter well prepared, and on easier terms of residence, in one or other of these Universities. For such residence I cannot but think may be made in itself an education such as no new institution can imitate or equal, and

when I say this I am not talking only of the unrivalled aids to the study of a material kind which Oxford and Cambridge offer in the way of museums, laboratories, and libraries, but rather of their time-honoured traditions and of the memories which they call up of the best and ablest spirits of by-gone days. I remember, too, that in those ancient seats of learning are still to be found men who are examples of unworldliness and meditation in the midst of a hurrying age, and who teach us that it is still possible to love truth and wisdom more than fame and fortune. Of two representatives of our old Universities you have yourselves known much of late. Mr. Ruskin, a world-famous man, has given to your town a museum of beautiful things, and has written to your townsmen words of counsel, encouragement, and warning, which they will do well to ponder." His Royal Highness then proceeded to point out how noble it was to help in such a work. "Those men," said the Prince, "who, with great wealth at their disposal, elect to spend it in mere sumptuousness and luxury, are repaid indeed by admiration from persons of a certain kind; but how far riches is the reward of those who, after spending what is needed to maintain with dignity their place in society, devote the remainder towards furthering the happiness of their fellow-men. Far-off generations shall rise up and call such men blessed, and the names they leave behind them shall be ranked with such names as those of Peabody in London, of Owens or Mason at Manchester, of Firth at Sheffield."

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 PROF. WICKERSHAM, State Superintendent of Pennsylvania, speaks no doubt from painful experience, when he says:—"No one should be graduated in a Normal School who is not an *expert* in school-room work. Whatever the character or scholarship, a want of skill in imparting instruction, or in handling a class, should be fatal to graduation." It will be a day worthy of commemoration in our school annals when our education authorities act upon this important truth in its full bearing. Hitherto it has been the rule, in praising the merits of the candidate for the teacher's office to put scholarship first, and power of management last. The result is that it is no unusual thing to find men and women with all the guarantees a high certificate can give them of scholarship, utterly incapable of keeping a class in the proper condition for teaching purposes.