

every stage of his progress through school life, and bars every step he takes through college or normal school. Some test there must be, but we emphatically call in question the satisfactoriness of examinations as they are at present conducted. We hold, that as a rule the most important part of the teacher's work is not touched at all. The moral influence of the teacher upon his class cannot be gauged, and their intellectual training is but seldom put to the proof by the questions set in examination papers. Most of them are mere appeals to the memory. A good examiner is even harder to find than a good teacher. Many of those whose duty it is to set examination papers are deplorably ignorant of the first principles upon which the questions ought to be constructed, and if they have the requisite scholarship and experience as educators, they fail to make it apparent by the questions which they propose. The consequences are disastrous to all sound and true teaching. Study, under these circumstances, is for the most part not pursued for the purpose of securing the mental equipment which shall best enable its possessor to play his part in life, but with a view to obtain high marks at an examination.

How, under such conditions, can scholarship flourish? We question whether it would not be better for true scholastic ends that examinations were abolished altogether. Manifestly under the constriction of the present system true education is threatened with extinction, or at any rate with paralysis, and it becomes the duty of all who are interested in the conservation of education as the most powerful instrument in the advancement of mankind, to see to it that reform is immediate and thorough. Let such a test be applied to educational work as shall exercise an influence in the direction of culture, tend to discover and cultivate the individuality of the student, and call into exercise and train him to the use of all his powers; neither overwhelm him under a mass of work nor push him against time, but enable him to assimilate his acquisitions, lend confidence to him from a consciousness of the possession of strength and skill from unremitting discipline. Under these conditions scholarship is possible.

If the teacher would succeed he must be well acquainted with the subjects which he professes to teach. The lowest class of teacher has important functions to perform, and that he may do that with efficiency he must be able to read and spell well, must be a good arithmetician and English scholar, have a fair acquaintance with geography and history, and be tolerably expert with the chalk on the blackboard. At first sight these acquirements may seem limited, but on examination much more is involved

than is evident on the surface. To be a good reader, which is a rare accomplishment, besides requiring a good and cultivated voice, clear articulation and correct emphasis, necessitates a perfect understanding of the passage, and such a mastery of the voice that by tone and inflection that meaning may be expressed. And how bald and uninteresting would a lesson in geography or history be if the acquirements of the teacher in these branches of knowledge were bounded by what he is expected to convey to his pupils! Nor need we say that, to teach the elements of English grammar and composition with success, greater familiarity with the structure of the language and the principles of composition is requisite than would at first be supposed to be necessary. The elementary teacher, therefore, must not only be competent to instruct in the first principles and early practice of the subjects above mentioned, but inspire his pupils with zeal in the pursuit of knowledge, arouse their ambition, and cherish such impulses to higher and better things as it may be his good fortune to communicate.

If we are not unreasonable in the statement which we have made of what we ought fairly to expect of the lower class of teachers, it becomes a matter of tolerable simplicity to express the requirements of those members of the profession who occupy positions of greater responsibility and from whom more striking results are expected. From the posts they fill as second or first-class teachers they complete the education of the great mass of the boys and girls of the country, prepare students to enter the normal school, and the latter at any rate ought to be qualified to provide the elementary instruction necessary for matriculation at any of the colleges in these provinces. Surely, therefore, we shall not be making an unwarrantable demand upon them, if we express ourselves respecting their equipment, in terms somewhat commensurate with the importance of the duties they undertake to perform. On them, more than any other section of the profession, depends the growth of the intelligence of the country, and therefore it is all the more incumbent upon those who are responsible for their preparation to see that only such men are certified as competent, who by their qualifications of accomplishment, character and skill as teachers, are best fitted to advance that most desirable end.

These teachers ought to be better fitted than those of a lower grade to undertake the management of classes in the branches of an ordinary English education. They ought also to be sufficiently acquainted with Latin, French, mathematics and science to lay a good and solid foundation in these subjects upon