

much-needed training in the use of books as a means of supplementing class-room information. Streams of knowledge, like streams of water, cannot rise above their sources.

Some complain that the schools do not develop character—that the intellectual education is going on, out of proportion to moral training—that the chief ambitions of the schools are intellectual; and that the tests of attainment are mainly intellectual.

The public school reflects, to some extent, the spirit of the community. If public opinion, through whatever source expressed, makes the culture of the intellect the main business of school, and the cultivation of character incidental, teachers will devote corresponding attention to the one, and neglect the other. Sad though it be, the truth must be admitted. But happily there are many exceptions to these general conditions. As a class, teachers do train their pupils in habits of obedience, punctuality, respect for the rights of others, kindness, truthfulness, good manners, and other virtues that lead to noble manhood and womanhood, and to

the welfare of the community and of the State. Hundreds of teachers thoughtfully consider the conditions of those whom they teach, in relation to character development, and throughout their intercourse with the pupils, there go out both unconscious and positive influences of culture that build up character upon solid foundations. All honour to these practical Christian men and women—they will receive their reward.

The greatest educational demand of our day is an intelligent training that shall develop activity in all the powers of mind and hand, and combine intelligence with all the work of life. We need mind training, and more character training. We need more mind training through the will, through the reason and judgment, and through the sentiments, as well as through the senses and the hands, to secure a complete development of the pupil, and thorough fitness for life's duties. We must mix brains with all our work, and especially with the work of teaching. [From an address before the Industrial Association of New York.]

HOW CAN A SUPERINTENDENT MAKE HIS VISIT TO A SCHOOL MOST EFFECTIVE?

THE work of a superintendent must vary somewhat, according to the character of the community, and the condition of the schools, but there are some general principles which are equally applicable to all situations. He should be in full sympathy with his teachers, that they may regard his visits as those of a generous friend desirous of giving them any aid in his power, and not the mere round of an official to inspect and criticise.

It is assumed that the superintendent should visit the schools under his

care—that he should spend much of his time in the school-room with the teachers and pupils. Without this familiarity with their daily work, most of the meditations and devices of the office are likely to be of little worth. His thought may be clear and logical, but his aim, in many cases, will be wide of the mark.

His entrance to a school-room should be quiet and familiar, causing hardly a ripple of excitement to pass over the room, or the mind of the teacher. Nor should he often interrupt the regular work, of whose char-