

attainments in these respects. The teacher who has not some acquaintance with standard English literature, and who is not increasing his familiarity with it from day to day, cannot be an intelligent teacher, and "unintelligent teacher" is a contradiction in terms. By all means let Teachers' Reading Circles be formed and fostered in every district. The inspectors should take a living interest in them.

THE lack of uniformity in the examinations from year to year is one of the strongest objections to the system now in vogue. Few things are more discouraging to the teacher than to find the candidate, whom he knows to be well prepared in a given subject, failing to pass in that subject this year, while he knows that other candidates with preparation decidedly inferior passed with ease in the same subject last year. Yet such things are constantly occurring. They are unavoidable under the present method of appointing examiners. They are, to a certain extent, unavoidable under any system, and can be reduced to the minimum only by the employment of experienced teachers as examiners and sub-examiners. The complaint of a correspondent in this issue illustrates a single phase of a practical difficulty, and, we might say, a practical injustice, which is constantly appearing in a variety of forms.

ACCORDING to the *Victoria Times*, the "permit" system, in regard to teachers' licenses, is badly abused in that Province. It says that a constant practice is made of granting temporary certificates to teachers; that the educational system has been converted into a public charity, and that there are teachers in the Province who have avoided the examinations for years, but who have nevertheless regularly drawn salaries from the public treasury, and crowded properly certificated teachers out of positions which rightly belong to them. The temporary certificates are, it appears, granted by the Education Department. Charges of favoritism and partisanship are sure to arise under any such system. The sooner the system of granting permits is abolished in all the Provinces the better. It is essentially unfair to the certificated teacher and almost always detrimental to the schools. Surely it can be no longer needed in Canada.

A CORRESPONDENT of the *London Spectator* commends to the notice of the editor the following, which he thinks the best historical essay that has ever been produced by the mind of muddled schoolboy of thirteen:

"The massacre of Glencow, was that Robert Clive an idle boy when he was at home but, he was sent as a clerk in one of the ships of the company, one day one certain nabob the greatest one in india made an attack on the little village of Glencow he got the whole city of people and shut them up in a little place called the Black hole they got so squashed that only 21 remained on the following morning so Clive went with a

small army in thunder and lightning and fought the nabob and beat him for his cruel deed."

Do any of your pupils of thirteen ever think, or rather string words together, in this muddled way? How often do you try them? It would not be a bad exercise to give them the above on the blackboard and get them to criticise it and rewrite it in intelligible shape, first reading to them, if necessary, a sketch of the incident referred to.

THE *Evangelical Churchman* strongly urges that the schools of Ontario should be secularized. We heartily agree with it, so far as secularization can be effected without violation of good faith and constitutional right. But surely our contemporary could not ignore the fact that the Separate Schools are secured to the Catholics of Ontario by the Constitution. They exist with the solemn sanction of a virtual treaty. This is the first point that should be dealt with by the advocates of secularization. Again, our contemporary approves of compulsory Scripture reading, and so contradicts its own theory. Secularization would be a misnomer and a farce so long as any form of religious exercise is compulsory. But that aside, how would the *Evangelical Churchman*, as a Christian journal, proceed in depriving the Catholics of Ontario of a privilege specially and specifically secured to them as a perpetual right, by the British North America Act? And is it prepared to have the same measure meted out to the Protestant Schools of Quebec? We ask for light.

THE June number of *The Educational Review* published at St. John, N.B., contains an excellent portrait, and a sketch of the educational work, of Theodore Harding Rand, A.M., D.C.L., late President of Woodstock College, Ont. Dr. Rand is a native of Nova Scotia, and a graduate of Acadia College, class of '60. Shortly after graduation he was appointed to the chair of English and Classics in the N. S. Normal School at Truro. Four years later he became Chief Superintendent of Education for the Province, which position he held until 1870. In 1871 he was appointed to the same office in New Brunswick, on the inception of the free school system in that Province. This position he held until 1883, when he resigned to enter upon his duties as Professor of the Theory and Practice of Education at Acadia College. This work was regarded as most successful in the College, and when he left to fill the Chair of Christian Ethics and Didactics in McMaster Hall, Toronto, it was with universal regret. After a year or two of successful teaching in McMaster Hall, Dr. Rand accepted, at the request of the late Mr. McMaster and the Board of Governors, the Principalship of Woodstock College. He was also chairman of the committee appointed to secure the charter for McMaster University. Failing health, the result in part of overwork, has compelled Dr. Rand to take a year for rest and relaxation, which he is now seeking in Europe.

Educational Thought.

MIND is known by what it puts out, Memory by what it puts in.—*Thring*.

THESE helps to good government that have been mentioned—a quiet, self-controlled teacher, low voice and pleasant tones, system and order, a carefully prepared programme, recitations in groups, plenty of busy work adapted to taste and ability of pupils, and a teacher with patience to wait while the children do the work—are only a few of the essentials. To these should be added a knowledge of child-nature in general, and each child in particular, and, in and through all, love for the children, devotion to the work, and faith in God.—*Ohio Educational Monthly*.

"TRUE worth is in being—not seeming,
In doing each day that goes by
Some little good, not in dreaming
Of great things to do by and by;
For whatever men say in their blindness
In spite of the fancies of youth,
There is nothing so kingly as kindness,
And nothing so loyal as truth."

WE suppose it is hopeless even to agitate the substitution of an intelligent study of biography in our schools for the unintelligent memorizing of what is mis-called history; but we trust it is not entirely hopeless to urge parents to provide their children with good biographies, reading them with their children in the winter evenings, and bringing them in such communication with the dry-as-dust historical studies which are being endured at school that the pupils will learn something of history in the home, notwithstanding they are studying history in the school-room.—*Christian Union*.

A SCHOOL TEACHER! What does that mean? It means the man or woman who plants the seed, who moulds the clay, who turns the switch, who steers the bark, who outlines the map of existence for the boys of to-day—the men of to-morrow. Patient, careful, studious, apprehensive, anxious all the time—these are the conditions of the faithful school teacher; and if our public schools are an institution of which the country boasts, and of which our statesmen are proud, to whose brain, hand, and endeavor is it due? Yet of all our public servants they are the poorest paid. They have long hours, foul air, constant irritation.—*Joe Howard's Letter*.

It is a master's business to teach how to think. He must keep thought always before the minds of the class as their object. He must show the boys how to see, giving them the seeing eye; first, for facts, as for the hare in the field, the structure in the plant; secondly, for the lesson in facts, their subtle truth, the life in what seems inanimate. Facts, the food of thought, and thought, this first, this last. The seeing eye, and the skilful tongue, able to express what is seen and felt, are his work. Teaching is infinite, for human nature is infinite, and human nature is its subject; and the highest thoughts of the highest minds in the noblest shapes are the instrument by which the teacher of language works.—*Thring*.

PRECISION and rigor in the performance of all duties, if pleasantly enforced, will secure more interest and enjoyment in those duties than all the lax, easy-going expedients that can be invented. Gentleness of method, kindness of administration, sympathetic helpfulness, are all consistent with the utmost exactness of requisition and performance. Children prefer to do things well; they are restless and dissatisfied with slipshod, down-at-the-heel sort of goodness. The teacher who is too nice and sweet and loving to expect and require work, accurate, thorough work, is soon appreciated as a sham and despised as a weakling. Hard work is not hateful; it is enjoyable. But it must be managed; it must be made possible. It requires forethought, patience, skill, enthusiasm on the part of the pupil? No, on the part of the teacher.—*Normal Exponent*.

WHEN'ER a noble deed is wrought,
When'er is spoken a noble thought,
Our hearts in glad surprise
To higher levels rise.

—*Longfellow*.