

troublesome enough at times; but whenever he can show sufficient grounds for his opinions, these opinions, whether generally supported or not, will be examined with due respect. And so is it with the true teacher always in his advocacy of a new method. A flaw in a method is often its recommendation to the progressive teacher, whereas with the unthinking it is always its condemnation. *Experientia docet sapientes* is really the true form of the proverb. To understand is to be wise, just as it is wise to understand. The foolish have spoken in their *hearts*, not from their *souls*. The wish with them is nearly always the father to the thought. The true teacher is photographed in these few sentences: "To retain his place he must never cease to be a progressive man. His professional education must never be suffered to come to an end. He must read the great thoughts of great writers on the nature of the mind to be educated, on social organization, on the demands of an advancing age; must in some measure keep up with the world in popular science and literature; he must enrich his mind by studying the lives and success of great educators of the past, and know something of the results of the experiments of successful living teachers.

—Among the movements which are engaging the attention of educationists in the mother country, the appointment of a minister of education has been brought into greater prominence through the instrumentality of Professor S. Thompson. Speaking not long ago of the necessity for a proper system of technical education, that gentleman expressed the opinion that the question will never be satisfactorily settled until they have a real Minister of Education. The like may be said of all the great questions connected with education in England. It is now generally admitted that much will have to be done before they shall be able to say that they have an educational system corresponding to their needs. In their primary schools they still act as if the chief object of schoolmasters should be to cram the minds of children with facts in which young persons can take little interest. They have not nearly a sufficient number of secondary schools, and many of those which exist are far below the lowest level that is considered essential in some other countries. Their University Colleges, too, are inadequately supported; and the various grades of educational institutions have not yet been brought into proper relations with one another. At least so says Prof. Thompson.