

duties of the school-room on the morrow. No, nothing, absolutely nothing.

Will you say to me, sir, that my picture is too highly colored, that in the main my premises are wrong. If you cannot bring this charge home to me, my conclusion follows as naturally as that two and two make four, viz: that teachers are to blame themselves, in most, if not in all instances, for want of emulation in their classes. They don't study, nor read works treating on their profession to give them a laudable ambition or emulation. How, in the name of common sense is the man who has no ambition or emulation for his profession, to communicate or stimulate emulation in his apprentices. I think I need not carry the simile farther.

I shall now call your attention to a few "extracts" which sustain my proposition,—testimony which, I hold, challenges contradiction.

Dr. A. D. Lord of Columbus, Ohio. In speaking of general Libraries for teachers says: "We and the community would look with distrust, if not with contempt, upon the man who would commence the practice of the Law without having in his possession a single treatise on Law. Are we not, then, justified in withholding respect from one who attempts to teach without the opportunity of daily reference to the excellent works which have been prepared to teach teachers? The teacher should have a professional Library and should replenish it yearly, as regularly as he does his wardrobe, and as liberally as his circumstances will allow." (Quoted by Wells in a work intitled "Graded Schools").

Again Wells in the same work says..... "The character of schools must always depend mainly upon the character of the teachers, and the improvement of the schools generally bear a direct relation to the efforts made by the teachers for their own improvement. The teacher who is satisfied with present attainment, and whose ambition in school rises no higher than mere selfish repetition of past efforts, will be sure to furnish an example in which both teacher and school are constantly deteriorating. It is the manifest duty of the teacher to strive every day to make some positive advance upon the labors of the previous day. To this end he must not only be fruitful in expedients and assiduous in studying the character and dispositions of his different pupils, but he must also avail himself of the wisdom and experience of others who are engaged in the same work. The study of educational works embodying the results of the best efforts of successful educators in this and other countries is an indispensable auxiliary to the labors of the teacher who is desirous of advancing to a high standard in his profession."

Now, Mr. President and Gentlemen; I believe I have not only proved: but sustained my proposition by collateral evidence selected from Standard Authorities; I shall now come directly to my subject "Emulation", and give you the experience and sentiments of some of the best Educators living and dead on this greatest of school room questions.

Pestalozzi, quoted by Young says:—"The interest in study is the first thing which a teacher should endeavour to excite, and keep alive. There are scarcely any circumstances in which a want application in children does not proceed from a want of interest; and then are perhaps some under which a want of interest does not originate in the mode of teaching adopted. I would go so far as to lay it down as a rule, that whenever children are inattentive, and apparently take no interest in a lesson, the teacher should always look to himself for the reason. When a quantity of dry matter is before a child, when a child is doomed to listen to lengthy explanations, or to go through exercises which have nothing in themselves to relieve,

and attract the mind, this is a tax upon the spirits which a teacher should make it a point to abstain from impressing. In the same manner, if the child, from the imperfection of his reasoning powers, or his non acquaintance with facts, is unable to enter into the sense, or to follow the chain of ideas in a lesson; when he is made to hear, or to repeat what to him is but, sound without sense,—this is perfectly absurd. And when to all this the fear of punishment is added, besides the tedium in itself is punishment enough, it becomes absolute cruelty."

Young commenting on the above thus proceeds:

"The first thing to be considered then is—how to create an interest in study so as to cause the mind to receive and retain the necessary information. Knowledge may be divided into first, that derived from the involuntary actions of the senses impressed by some outward object or event, which by its novelty or interest makes a distinct and permanent impression on the mind; and secondly, such as is obtained designedly by compelling the attention of the perspective and reasoning powers to some subjects with which we wish to become acquainted. The first merely wants to be directed to become a fruitful source of improvement, but no child will adopt the second without some motive. Two stimulants were much in fashion in the old system, *fear* and *ambition*; fear of the rod, and ambition to be considered clever with a mingling of envy of the more gifted." He sums up this: "But will not *love* do more than *fear*? Will not the desire to acquire knowledge for its own sake, once awakened, do more than the wish to excel others? The answer is not difficult, and the choice once made, minor details will follow. Love and a desire for knowledge, should be the ruling motives kept always before the pupils. Herein lies the true principle of all emulation."

Wilderspin who may justly be considered the founder of the "Infant School System" as at present existing in Great Britain and Ireland, says: "The fundamental principle of education should be to let the child think for himself. If he arrive at erroneous conclusions, assist him in attaining the truth; but let him with such assistance arrive at it by his own exertions." "This," he maintains..... "will give him a vigorous and masculine character, grasping the knowledge thus acquired with the power and right of a conqueror thus placing him on the direct path for love of knowledge; and consequently inspiring him with a laudable emulation." The same authority would also have the teacher..... "encourage the development of peculiar talents in each individual; watch their progress, and remove them from class to class as soon as they are fit. The child who is not advanced in proper time will retrograde, and lose all spirits of emulation."

"De Fallenberg should have every hour occupied, so that the evil shall not find opportunities for development."..... "A mind if not active for good is active for evil. Industry quickens, cheers, and gladdens every moment that it occupies, and is the mother of many virtues when it has grown into a temper of the mind, and the nursing mother of many more. If a mind be inactive, it must not be left to its own stagnation: it should not be listless even in its pleasures. All great seminaries of learning are conducted upon the principle of the "Division of Labor," wherein are occupied a number of masters, and consequently a variety of occupation. Change of room and occupation seems a renewed activity of the mind; its elasticity is restored by the short interval of freedom allowed between the lessons, and by the entering upon a new train of ideas, for the faculties are not fatigued by the occupation, as by being too long employed upon one subject. A