

the tributaries which, in their mighty onward course, administer to the wants of the river, but are only subservient to the mighty principle generated in its earlier stages.

But some doubting one may say, "Do not those pupils, studying the more advanced subjects, of necessity need teachers that are better educated than those who have not yet mastered the rudiments?" If, by education, is meant a sound professional training, and a thorough insight into, and understanding of, child nature, I answer, yes; but if, as it is meant in the common acceptance of the term, mere literary acquirements, I dissent entirely. If a young man after a thorough course at High School, and after successfully passing the examinations on the curriculum, has not enough book knowledge to teach the highest class in our Public Schools, he should not presume to enter the profession; and would be no more successful in a junior division, than in a senior one, unless, as is sometimes the case, he has a great aptitude for imparting instruction. Besides, it is a fact which the observant person cannot fail to have noted, that the best scholar does not always make the best teacher.

Then again, the pupil in the advanced stages, is in a far less degree dependent on the teacher, than is his younger brother. With such a magnificent array of text books, as is supplied for our Canadian schools, a boy who from his infancy has been trained to search into the cause and effect of everything, not to accept a thing as correct unless his judgment approve of it, will need a teacher's careful guidance only to lead his footsteps onward in his wisdom-seeking venture, lest he turn aside out of the path which he has thus far successfully trodden. But he must not for one moment suppose that knowledge is confined to books, or that it has even its source there. The book is

but an artificial reservoir; the fountain, the source, lies outside in the great field of nature. Too often, the pupils are allowed to depend entirely on the book, the teacher becomes a mere hearer of lessons, and almost the only faculty of the child which is called into play is that of memory, while reasoning and observation are suffered to lie dormant.

This has been true in many cases in the past, but it has been remedied to a very great extent of late years. In most of our Model and Public Schools, the teachers of the higher departments are found to be competent and efficient men, who, by their long course of training and teaching, have become acquainted with the principles that underlie all methods of instruction. They reflect honour on their profession, and do credit to themselves. But, undoubtedly, there will always be teachers of different grades; and this difference will consist more in the professional training, in natural talents, than in literary attainments. Then, let the superior teachers take those positions where the responsibility is greatest, where the influence exerted is most lasting and most powerful, and where in as the case of elementary training, the methods employed affect, not only the present progress of the pupils, but, to a great extent, decide their whole life career. And, as a matter of course, these teachers who have undergone the best course of training, had the longest experience, and possess the greatest aptitude to teach, should receive the highest remuneration for their services, and vice versa.

Of course, to accomplish all this, although some of our leading educationists have given utterance to these same ideas, still, public opinion must, in this particular, be to a vast extent revolutionized; but reform is a watchword of our generation, and results wonderful and unexpected are daily