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SELF DEVELOPEMENT OF TEACHERS.

There is no profession in regard to which the duty of self development is more necessary and important than to that of teaching. The peculiar nature of the teacher's work—the fact that he has constantly to deal with the development of *mind* and to the unfolding of those faculties whose growth depends largely upon the stimulus which he is able to impart, render it necessary that his own mind should always be in tune, and that he should preserve that degree of mental fervor without which he can have no enthusiasm for his work. Put a dull, mopish teacher in a school—one whose powers of thought are not or have not been quickened by contact with other minds, and what is the result? Simply, that his school becomes a mere matter of *routine*—his labors are mechanically performed, and his pupils are merely automatic instead of being reasoning and reflecting beings. On the other hand let a teacher, with an intellect furbished by reading and reflection, take charge of a school, and how different the result! The thoughts which fill his own mind are diffused throughout

the whole school; the pupils become reflecting instead of mechanical, and all their work is done with a degree of rationality and intelligence never found under the stagnant and soporific teacher.

Let us briefly specify a few ways in which the teacher can acquire this mental keenness so desirable.

1. Lay aside text books during recitations. Could we only secure a sufficient number of properly trained teachers, we might, except in a few cases, dispense with text books altogether in our Public Schools during the five, six or seven years, of a child's education. We believe there is no other *assistance* to the work of education, so much perverted both by pupil and teacher as the text book. The pupil almost invariably regards his text book as the traveller by rail regards his luncheon—something to be devoured. The great object of the pupil is to commit his work to memory—to recite definitions *verbatim*, and to answer the teacher's queries, (which by the way, are as mechanical as his own answers, precisely in the words of the book. By this process there is little acquir-