

powers and faculties of man, to make him as perfect as his nature admits, to cause him to fill worthily the place God designed for him: than this, earth has no nobler aim.

2. A science is a systematic arrangement of principles. A certain work is performed scientifically when it is done according to fixed general laws, and in *virtue of them*. Fixed general laws govern the relations of means to ends in education, and these may be learned and applied. If, therefore, there is no science of teaching, there is no such thing as science. Many teachers perform their work in a mechanical way; but no profession can yet claim exemption from quackery.

3. No one can teach what he does not know. Empty granaries do not furnish food. The teacher must be a learned man; he can find use for all kinds of learning. It is largely through him that others obtain learning; and a stream is not apt to rise higher than its fountain.

4. From what has already been advanced, if correct, no candid person will say that teachers do not need special preparation for their work. The education of a human soul is certainly a task as difficult as that of making shoes, building houses, or farming land. Success may be attained in any profession by practice; but in none are blind experiments so dangerous as in teaching.

5. There is no more intrinsic difficulty in guarding teaching from the intrusion of the unworthy by the adoption of a uniform standard of qualifications for membership, and by providing a suitable authority to apply that standard, than there is with regard to the professions of law or medicine. Knowledge and skill can be as readily estimated in teaching as in any profession.

6. The lines by which teaching is separated from other kinds of business have not been very well defined, and, consequently, professional feeling among teachers has not been very prominently manifested. The diversity of sources heretofore existing in this Province, whence teachers have derived their authority, has retarded that mutual recognition of each others' claims to membership in a common profession. When all prefer their claims on common ground, each holding the warrant of one and the same authority, one great barrier to community of interest is removed. Let teachers once know who are teachers, and, we are confident, no other profession will exhibit a finer *esprit de corps*.

If, then, teaching is a profession, and it seems to answer fully the tests applied to other professions, every true teacher has certain duties towards it.

The first is, we conceive, to adorn it by his skill and scholarship.

In the past, those who have been the instructors of youth in the lower grades of schools have not, generally, been distinguished as learned men. Schoolmasters have been ridiculed in various literary works for their ignorance or their pendency; and these sentiments, if unjust in particular instances, expressed, doubtless, the common estimate of their scholarship. True, such a conclusion would be unwarranted, if teachers in all grades of schools are included in the calculation; for no other profession, either in the past, or at the present, can present a greater array of learned men than teaching; but it shows plainly enough that the ignorance of its members tends to degrade a profession. A teacher who properly appreciates his work, who loves his profession, who desires to see it honored, will exert himself to increase his own store of knowledge, and to excite a love of learning among his fellow teachers. He will constantly strive to attain skill in teaching, not more for his own honour than for the honour of his profession.

It is, further, every teacher's duty to dignify his profession by his personal worth.

The character of a profession is largely judged by the character of those who practice it. *Their standing constitutes its standing*. A man of eminent worth dignifies, while a bad man disgraces, a profession. The members of all professions are proud of the wise and good men who have borne their professional name; and they are equally ashamed to acknowledge, as fellow-members, those who are weak, dishonorable, or selfish. "Every man," said a great statesman, "owes a debt to his profession." Upon entering a profession, an individual receives from it position, fellowship, honour, means of emolument; and for this service he owes it a debt which he cannot pay without leading a life of integrity. He is a robber who takes from his profession what he does not return to it. The standing of the teacher's profession depends, perhaps, more than some others upon the personal worth of its members; for it is universally felt that a bad man should not be a teacher,

It is, moreover, the duty of every teacher to elevate his profession by encouraging all means of professional improvement.

It will not be denied by any that improvement in teaching can be made, or that it is greatly needed. It will be questioned by a few that the members of a profession are respected in proportion as the profession to which they belong is respected or subserves the interests of society. Every member of a profession, therefore, ought to assist in the work of improving it. Besides, a man is judged by the company he keeps; and if teachers generally are ignorant and inefficient, each particular teacher will suffer from the incompetency of his fellows. Teaching is making rapid advances at the present time, and it may be expected to advance still more rapidly in future; unless, therefore, a teacher, he constantly adding to his stock of professional knowledge, he cannot keep abreast with the times, and his method of teaching will become stereotyped and unsuited to the condition of things around him. In addition to this, such a teacher is apt to become captious, and to attribute the causes of his failure, which exist in himself, to the bad designs of contemporaries or the corruptions of the times. The means of professional instruction within the reach of teachers in Nova Scotia, are the Provincial Normal School, Teachers' Institutes, school visitations, books on education, educational journals, and Teachers' Associations. Teachers should avail themselves of these means as far as they may be able. All can procure and find time to peruse Dr. Forrester's "Teacher's Text-Book." This book of itself, if carefully studied, cannot fail to beget a professional enthusiasm which will render operative in a far higher degree the instruction that may be obtained by the other means which we have enumerated.

And, finally, every teacher should render his profession more united, by showing respect to his fellow teachers.

There is much needed among teachers greater professional unity, a better *esprit de corps*, and it can be brought about only in one way,—that of increasing the respect which teacher shows to teacher. Common interests and objects of pursuit should create among teachers peculiarly hearty reciprocation of friendly regard. We are all social beings, and find strong incentives to action in the approbation of others. Left alone to work by himself, cheered by few or no words of approval, encouraged by no friend, stimulated by no hope of gaining a higher professional position, the best of teachers would find his energies weaken, and his spirits grow dull. With troublesome pupils and unappreciating patrons, with much work to do and many cares to weigh down his spirit, the teacher, more than most men, needs kindness and sympathy; and, if he find such among those who have encountered the same difficulties and experienced the same discouragements, he takes heart again, and with freshened energy endeavours to perform his duty. There are pupils who honour their teacher, and parents who thank him; but he needs those with whom he can fraternize. A common bond of sympathy should bind the members of the profession together in fraternal union.

HINTS TO TEACHERS.

ABILITY to awaken in the minds of children an enthusiastic love for knowledge, is one of the highest powers of the teacher. This ability constitutes, in fact, the teacher's chief claim to the high office he has assumed. There are many who can secure obedience and attention, but there are few who have so entirely succeeded in awakening intellect, that those taught by them will not only evince willingness to receive instruction, but eagerness to grasp it.

Although this influence over the mind is rare as an endowment yet its acquirement is quite within the power of any careful and industrious teacher. The means used to secure it are various, and more or less successful according to the quality of the stimulant or the skill with which it is applied. The whole course of experience, however, goes to show that everything of an artificial nature must be rejected, as it is certain to produce finally a distaste for the sober routine of school work. We believe that very much may be accomplished, by keeping before the minds of the scholars, the importance of the studies upon which they are engaged. It is a mistake to strive to deck knowledge out so as to make it attractive to the fancy; it is enough that it be clearly and simply presented. Truth is not to be first sought because it is