

Again, there may be another reason for thus neglecting the less advanced pupils. By the time a young man has completed the prescribed course of high school studies and examinations, he has acquired a taste for the higher subjects and a more elevated line of thought. He enters on his teaching career with thought and feeling as far removed from those of the child he is employed to teach as are the branches of the lofty oak from the tiny shoot just springing into existence at its root. And, by this means, we can determine the character of the teacher. It has been said, and justly too, that the teacher's is a noble calling, second only to that of the ministry, but it depends on its followers whether they thus promote its lofty aim, or use it for their personal aggrandizement. If the teacher think only of his own selfish ends, and follows whither his desires and sympathies would lead him, he of course gives most prominence to those subjects and classes, that accord best with his taste and experience. Whereas, if he give to the junior pupils, the attention that their wants require, he must be of that self-sacrificing type which our profession demands.

It is a mistaken idea that any one can teach children. If we examine our graded schools, we find invariably that teachers of advanced pupils receive much higher salaries than those of younger ones. And those teachers, as a rule, are better qualified and are better entitled to receive higher salaries. But should this be so? Is it a more difficult matter to teach these advanced pupils, than those to whom the world of knowledge is just beginning to reveal its mysterious depths? The untrained, inexperienced teacher knows but comparatively little of the nature of children, and is, therefore, but ill qualified to teach them. The instructor of children must understand the

order in which the different intellectual powers come into full activity—that first the perceptive powers are awakened, then memory, then reason—and, in order to 've success, he must at all times conform to this order in his instruction. He must not appeal to a mental power which is not yet fully awakened, for, in such a case, the mind will be injured, and failure will ensue. Then, one method will not suit all children. The teacher must use different modes of treatment for the varied tastes and dispositions which the children will exhibit.

During the pupils' early years, the aim of the teacher should be simply to awaken a desire for knowledge, and show them how to acquire it, not to cram them with facts, as is too often the case, treating the mind as a remembering, and not as a thinking substance. It is not the number of facts read or expounded, or even remembered, but the power to apprehend these facts and their various relations, which constitutes the ideal of true teaching. We should aim to secure to our pupils as much mental training as possible, so that having aroused their activity of thought, having led them to the source of knowledge, they may drink therefrom, and that they may feel that to their own exertions, will be mainly due their increasing knowledge. And those pupils who on account of poverty, or other misfortune, are obliged to leave school at an early age will have received a stimulus sufficient to excite them to further study, to self-improvement and to love knowledge for its own sake.

The teacher of the newly awakened mind of childhood is he who standing at the fountain-head of a mighty river, holds in his hands the power to effectually dam its progress, to divert it from its natural channel, or to guide it in its just and proper course, while he who is appointed to the post of so-called superior instructor, is like