

let him know that he understands it; let him reduce it to its simplest form; and then let him see that his pupil understands it also. I would further recommend the frequent repetition of whatever has been acquired; for want of this an almost incalculable amount of valuable time is annually wasted. Who of us has not forgotten far more than he at present knows! What is understood to-day may with pleasure be reviewed to-morrow. If it be frequently reviewed, it will be associated with all our other knowledge, and be thoroughly engraven on the memory; if it be laid aside for a month or two, it will be almost as difficult to recover it as to acquire a new truth. If this be the case with us generally, I need not say how peculiarly the remark applies to the young; but above all, let me insist upon the importance of universal practice of everything that is learned. No matter whether it be a Rule in Arithmetic or a Rule in Grammar; as soon as it is learned and understood, let it be practised. Let exercise be so devised, as to make the Pupil familiar with its application; let him construct exercises himself; let him not leave them until he feels that he understands both the law and its application, and is able to make use of it freely and without assistance. The mind will never derive power in any other way, nor will it in any other way attain to the dignity of certain and practical and available science.

The business of the Teacher then, is, so to communicate knowledge, as most constantly and vigorously to exercise the original faculties of the mind. In this manner, he will both convey the greatest amount of instruction, and create the largest amount of mental power. We are, as it were, the pioneers of this work in this Country—let us by all the means in our power second the efforts and the wishes of the public.

There is one more point on which I must particularly insist; I allude to the fitness or unfitness of the Teacher for the task which he has undertaken. This is a most important consideration, and one which I shall feel bound to select as a test of the rank which the Teacher is to obtain. I have already remarked, I now emphatically repeat, that I shall not consider superior attainments as sufficient of themselves to entitle a candidate to his certificate as a first Class Teacher. These certificates will be granted with the utmost caution, and to those candidates only, who shall have fully proved their perfect fitness for the duties which will devolve upon them—their qualifications as judicious imparters of instruction, and as strict, but mild and temperate disciplinarians.

It now only remains for me to return my grateful thanks to His Excellency the Lieutenant Governor, for the very cordial support which I have received from him in this the outset of my arduous undertaking. I have also great pleasure in acknowledging the