

not, at least in some degree, properly appreciate the responsibilities of the position which he occupies. There is no higher position than that of a successful teacher. Not only is it honourable to those who engage in it, but it is fraught with interests of the greatest moment to those who receive instruction. The future success of the rising generation, their ability to cope with difficulties and to act a manly and honourable part in life, are to a very great extent dependent upon their early education. Nay more, not only their usefulness in the world but their eternal destiny for weal or for woe, is influenced to no small extent by those who have been their teachers in youth. Early impressions are deeply graven in the mind, and if these are evil the whole life is tainted, but if good the future is bright and a career of prosperity is opened out for them, not always in a pecuniary point of view, but in that higher and nobler sphere where wealth is a matter of secondary importance. The grave responsibilities of the position and the important interests at stake should be carefully considered before entering the teaching profession, for none but skilful hands should touch "the chords of that harp whose vibrations are felt in eternity."

Nor are these erroneous views limited to certain members of the teaching profession, they are deeply rooted in the popular mind. Public opinion on this point is not what it should be. Many of the ratepayers who frequently hold the position of trustee, either in our rural schools or in our cities and towns, have very narrow and selfish views on this subject if their words and actions are to be taken as a fair criterion of judgment. It is equally true, however, that there are liberal-minded men on many of our trustee boards who are doing a noble work for education, but it is

still questionable whether the general public sentiment is either broad or liberal in this matter. Judgment is passed upon the teacher's work not always upon its merits, whether it be thorough or not, but upon the number of pupils that are promoted or the number of lessons taught daily. We seem to have entered upon an era of examinations, and our whole educational system is apparently permeated with a kind of mania for them. Intermediate, entrance, and promotion examinations, occupy no inconsiderable amount of the time of both teachers and pupils, and it is a matter for serious consideration whether this part of our work is not overdone. It is obvious to the most cursory observer that examinations when properly used are a powerful instrumentality in the hands of the teacher to test the scholarship of his pupils, and to incite them to greater exertions. But when these become the great motive power, and the energies of teachers are specially devoted to the preparation of candidates for passing these examinations, it is evident that true literary culture must suffer and our schools be made mere hotbeds of cramming. Some years ago the great *desideratum* in schools was the advancement of pupils as rapidly as possible through the various reading books, and the person who succeeded in promoting the largest number into the highest reading class in the shortest space of time had his reputation established as a successful teacher. Very little regard was paid to the style of reading or to a knowledge of the passage read. The other subjects of the programme of studies were either entirely neglected or at best but poorly taught, and anything savoring of literary culture was not thought of except in a few isolated instances. The present rage for examinations is apparently but another phase of this