

The establishment of these chairs of education at the Universities, though a new departure in scholastic enterprise in the mother-country, must yet be of paramount importance to those devoting themselves to the work of teaching. We have in Canada our Normal Schools, and other training machinery for the profession, but there is no reason why some of our more ambitious Colleges should not establish a chair of education and find it a great attraction to their regular arts course. Mr. Crooks might arrange that Toronto University should make the experiment, and perhaps Prof. Wilson might be induced to undertake the lectureship. Or, there is the chairman of the Central Committee, Prof. Young, whose familiarity with school work, as examiner for a number of years, eminently fits him for the task, if the requisite interest can be awakened in the subject so that the chair may be suitably founded and endowed.

We can imagine some of the profession getting restive on the subject of the qualifications of the teacher, conceiving that they hear too much of the matter and see too little of recompense for any high qualifications with which they may seek to endow themselves. Nevertheless, it must be apparent that the prizes of the profession are apt only to fall into the lap of the deserving, and that he who best fits himself for his work is the man who is most often successful. But the "getting of knowledge" is not alone the object for which the ambitious teacher should be found to strive. The great desideratum in the profession to-day is skill in imparting instruction; and to be "apt to teach" is as great a requisite as any other qualification of the educator. But there must be a certain basis of mental endowment in the teacher before he can realize in what the art of teaching consists, and what practical measures are necessary to qualify himself as a successful instructor. The scope of this mental endowment may be gleaned from the following extract from a late number of the *National Journal of Education* just to hand, and we transfer it to

our pages in the hope that the profession will more and more encourage habits of mental training and discipline, so that they may gain wider views of their work, and attain to more success in the methods which they adopt in pursuing it.

"The natural and acquired qualifications of teachers in our high and technical schools cannot be too comprehensive. It would be of infinite benefit to the state and nation, if the men by whom the minds of our children are modelled, and by whom they are fitted to fill their place in life, were among the most eminent scholars and wise men. Who can doubt the benign influence upon their minds of companionship with, and sympathy from, powerful and leading minds? Should not such influences confer a blessing upon their life, and fill their minds with noble aims and purposes? Make it an axiom that society will not accept as teachers of our youth, in their highest professional walk, any but men whose knowledge of their respective subjects is thorough and profound. We often select, as teachers of our children, as their associates and guides in their studies, men to whom we neither give the highest seats at the social table, nor place on an equality with our own society. If we were truly wise, we should think no manner of men too distinguished, and no social remuneration unreasonable, which should tempt into the ranks of practical educators the most distinguished men in science, art, and practical life, and secure the first condition that the things taught have the advantage of power, weight and authority. We should reckon teaching as a special art, for which the knowledge of peculiar principles, acquaintance with approved methods, and a special training are necessary. A man should be taught the art of teaching from *masters* in teaching. These masters should show him how he first analyzes the special object and the aims of each kind of teaching, and of each branch in that kind; he should also analyze the state of mind and preparations suited to that class of instruction, and how he must parcel out the way into short journeys, with halting-places between the many stages of distances that must intervene between the pupil's aim and its achievements.

The teachers who show others how to think with truth, know with exactness, choose with wisdom, and act with effect, must have studied the laws of thought, fathomed the well of truth, surveyed the range of human choice, and studied the consequences of human action. To him the human mind is the first matter of study, and the next is human speech, with which man is endowed as the instrument of expressing thought.