

the school to train children in habits of regularity, punctuality, industry, quietness, neatness, obedience, truthfulness, and honesty. A good teacher will train his pupils to be courteous, and especially to acquire that self-control which a distinguished German writer calls the "chief thing" in character. The true disciplinarian alone can train the will, which should have among its features decision, firmness, and constancy. A good teacher will strengthen all good tastes which a child has already formed, and will help the formation of good tastes not yet acquired. For this purpose high qualifications are needed in the teacher. In addition to scholarship and professional attainments, he should possess much personal magnetism, great executive ability, plenty of tact, good common sense, and constant vigilance. Will power is essential to the man who leads or governs. The teacher should also possess heart power, and his general attainments and moral character should make him a power in the community.

All artificial incentives should, as far as possible, be abandoned in our schools. The ability to prepare pupils for an examination should not receive so much value as is given to it at present. More power should be given to the teacher in determining promotions, and in granting certificates. All such artificial incentives as prizes and scholarships should be aban-

doned, as they only turn the attention of pupils to wrong educational ideals. Character and not mere knowledge should determine the rewards pupils are to receive; and the doors of universities and the professions should be closed to all students who have not acquired those habits which indicate a high type of manhood. Doubtless a reform of this kind may appear startling, but the signs of the times show that the present plan of attaching chief importance to knowledge, and giving moral character a secondary place, is working much harm. It is degrading the teacher from his true position, and making him a mere instrument for imparting information, instead of a force in building up character.

If an improvement, such as is referred to, can be brought about, it will necessitate much better remuneration to teachers. Teaching will not be regarded by young men as a stepping-stone to other professions. The teacher should be better remunerated than the lawyer, the doctor, or the banker. Comparisons of the incomes received by persons of different professions in any city or town, will show that although the qualifications of the teacher are generally higher than those of the persons in other professions, he is the poorest paid. Higher qualifications for teachers, and better remuneration for their services, should be the educational watchword of the twentieth century.

Toronto, December, 1900.