

ways to attain such a noble object. If any person can go into the school-room with this object in view, and this determination in his mind, he may rest assured that if he has the qualifications of which I have treated before, and that success will attend his efforts. All his communications with the people among whom he may be residing should tend towards enlisting their sympathy in the educational cause, in waking up the minds of both old and young to the responsibility under which they are laid to improve every opportunity. It is his duty to study the disposition and inclination of the mind in his district, and devise some means by which to draw it into the proper channel. He should aim at leaving the people more enlightened than he found them.

A second and very important duty is self-culture. "No man is obliged to learn and know everything: this can neither be sought nor attained, because it is utterly impossible; yet all persons are, under a strong obligation to improve their own understanding, otherwise it will become a barren desert, or a forest overgrown with the weeds, tares, and brambles of vice, which is the daughter of ignorance. Skill in the sciences is indeed the business and profession of but a small portion of mankind; but there are many others placed in such an exalted rank in the world, that they have many large opportunities to cultivate their reason, and beautify and enrich their minds with various knowledge." This is the case with the teacher. If he properly divides his time he can visit in his district, converse in his boarding house, and then have sufficient time to cultivate his own mind; but many suppose that when a certificate is once secured, it will be an easy matter to review their studies and pass another examination with the same success. Probably they may, but to perform their duty properly in the school-room, they should still study and extend their information, so that they may shed new light on the subjects they teach. The interests of the country demand of him to improve, the requirements of the district demand it, his own interests demand it, and he is held responsible for any wilful neglect.

A very imperative duty is to look after the interests of his pupils, as well out of the school-room as in it. I know that in making this statement, I tread on contested ground. But I think the reason of opposition to this statement rests with teachers themselves. They do not set just such an example as they should; they do not evince that interest that springs from the command, "Thou shalt love thy neighbour as thyself," and the result is that their advice is not respected very highly by the community in which they may reside. The duty of endeavouring to lead others in the right path has been advocated so forcibly from the clerical desk, that I need not say anything on the matter, only that it is particularly the duty of the teacher to guide the youthful mind rightly. If he ascertains that some of his pupils are inculcating any bad habit, he can use some parable to illustrate the result of it, and this may have a most salutary effect in checking the evil. It is neither necessary nor desirable to arraign the pupil before the school and check him for his misconduct, as some teachers do, and thus run the risk of doing incalculable injury to him. (I have reference to the conduct outside the school). By conversing privately with the pupil and kindly showing him his error, will generally produce the desired effect; but to speak in an authoritative tone, commanding him to give up the practice of any evil, will generally raise unpleasant feelings in the mind of both the pupil and parent. There are many teachers who set some improper examples before their pupils; they do not consider that they are casting a stumbling block in their way, which may ruin them forever; for this they are responsible.

As I have not space to consider all the duties of teachers, I will only take up one more, viz.:—It is the duty of the teacher to guide the study of the pupil. Upon this point I find most deplorable deficiency. The pupil is allowed to guide himself in studying as long as he has the assigned lesson. In many cases this course impairs the mind, which becomes enfeebled, and in many cases injured for life. A desperate effort has to be made to grasp the ideas, and it is only a strong mind that can grasp them uninjured. Very few teachers are careful to lead the pupils to think for themselves; they do not educate them; they aim at giving knowledge, but they should remember that a man may possess a good deal of information without being educated, but no man can be educated without possessing knowledge. Let any experienced teacher go into the majority of our country schools, and he will soon find that original thought is not cultivated. There are a number of teachers said to have the natural ability to impart knowledge, but my firm conviction is that they are men of good sense, and take the natural way of teaching, causing the pupils to be independent thinkers. When once original thought has been impressed on the pupil's mind, he will discover truth for himself, judgment will become strong, and reason will be accurate. There are pupils ruined by some teachers; if they were more careful they might lay in those youthful minds the foundation of future greatness and eminence.—*Chatham Planet*.

3. WHAT EDUCATION IS NEEDED.

In this age, more than any preceding one, the question of Education is occupying the attention of thoughtful men. In Great Britain, particularly, there has been a great waking up, and various have been the schemes submitted, and the suggestions offered for a more thorough and efficient means of educating the masses. The country under existing systems has produced a large number of very able men—scholars of world-wide reputation; yet no doubt is felt but under improved systems much more might be done. Not perhaps that scholars more learned might be turned out but that a larger number might be, and men more decidedly practical. In truth this is the great want of systems of instruction both in the old country and in this. That an acquaintance with the classic languages and the mythologies of antiquity should be maintained is right enough; but should they be maintained at the expense of ignoring other subjects that have a more intimate relationship with life? Day after day our boys and girls are kept poring over old, unfashioned books, conning lists of names, and a host of unmeaning things, that are never once required when the duties of active life are entered upon. Like Dickens' schoolmaster the great aim seems to be to fill the mind with facts—hard, dry, double and twisted facts; and thus to train, by a species of mental athleteism for all the toils that are to come. How much better it would be were a scheme devised that would educate the intellect, and at the same time provide a practical knowledge of the arts of life. That this can be done there is no reason to doubt. Year after year it is becoming more patent that such a result is attainable, and if we only look around us we can perceive it. By the Americans, more than any other people, the subject has received serious consideration. In several of their colleges and schools changes are already in progress, and are attended with the most marked success. We have only to allude to their commercial colleges as an illustration. The mode of instruction in those institutions is of a decidedly practical turn, and its adaptability to the wants of business men is acknowledged on every hand. A further exemplification of the system is noticeable in the curriculum of the Michigan university, where a more extended application of it has been adopted; whereby a course of model instruction—model in its true significance—young men are fitted to engage in industrial pursuits just as soon as their course is completed. Now why cannot some plan like this be adopted in our universities and schools? Why should our youth be allowed to grope along as was the fashion in the middle ages, when a much better system is ready for adoption? By all means let us give them an education, but let it be one in accord with the spirit of our age; let us provide for them such a course of instruction as will leave them free to find their sphere, and finding it to fill it.—*St. Thomas Home Journal*.

4. GOOD AND BAD HANDWRITING.

I have heard illegible writing justified as a mark of genius. That of course is a very flattering theory. I wish I could think it true. But, like most of these flattering theories about disagreeable eccentricities, it has one fatal fault. It is inconsistent with notorious facts. Men of genius do not, I believe, as a rule scribble. They write legibly. Thackeray, we all know, was a beautiful penman. He prided himself on his writing. He could write the Lord's Prayer in a legible hand on a bit of paper not bigger than a sixpence. I never heard that Charles Dickens had a contribution returned because it was illegible. "Douglas Jerrold's copy was almost as good as copperplate," and my friend, who, in his own graphic style, is sketching the career of "Christopher Kenrick" in these pages in a masculine, clear, and flexible hand, tells me that one of Jerrold's friends, "Shirley Brooks, writes plainly, and with very little revision." Lord Lytton's manuscript is written in a careless scrawl but it is not illegible, though from interlineations and corrections, perhaps now and then puzzling to printers; and Mr. Disraeli writes in a large and angular running hand, legible enough if not particularly elegant. And most of our leading politicians are excellent penmen. Mr. Gladstone seems to write as he generally speaks, in a hasty impetuous manner. But with all his haste and impetuosity, his writing is perfectly legible. It is an Oxford hand. Lord Derby writes, what I may perhaps call an aristocratic hand at once elegant and legible. Lord Russell writes a ladylike hand. It is like everything else about the Earl, small, and occasionally puzzling, but not inelegant. Mr. Bright's letters are as distinctly and regularly formed as this print. Lord Stanley's despatches are as legible as large pica. You may run and read them. Every character is fully formed; every "i" is dotted, every "t" crossed. You will find no sign of haste or sloveliness in his MS. I might go on in this style through a dozen more names. But is not necessary. I have cited enough cases to prove my point,