

place," whether applied to a pen, slate or pencil, or to the placing of a fact in the mind, just "where it belongs, just as it belongs, and just when it belongs there," is equally important. There is scientific skill and power in properly developing the minds of children, as well as the noblest achievements of science. To teach the A B C, as mere abstract forms—shapes to be called by appropriate names—without at the same teaching their practical powers and uses, is but the least important part of primary education. The dead idea should always have a living soul breathed into it by the teacher.

With a mind full of knowledge, acquired almost without effort, nature, alone, being its teacher, the child enters school; that mind, already impressed with the images of nature's self is looked upon as a blank tablet to be smoothed and polished, and rendered sensitive to impression by extracts of birch or some equally active agent, and thus prepared to receive the exact daguerreotype of the pages of the Primer and Speller. Now, instead of this, let the teacher receive that child as a little self teaching and self taught being—one conscious of a process of learning, of an education already commenced, and of a store of facts, strangely made a part of its very

self; let language, words, letters and figures be regarded but as different forms of representation of the living images already in the mind, and how its interest kindles, how pleasant becomes its task! Add to these requisites the responsibility of the moral and physical education of the child; remember the fact that the kind influences of home, of paternal care and affection are not suspended, but transferred to the teacher, and what more important position exists than this?—But I have neither time nor desire to enlarge upon the theory of such instruction. These views are offered in hope that attention may be directed to the error of placing in charge of Primary classes, the young and inexperienced. Mature character and age are needed properly to meet the demands of childhood.

"If the class of teachers referred to (many of whom are zealous and industrious) are to be continued at all, I would say, place them as sub-assistants, where they may have the more immediate benefit of the experience of older teachers, and not be clothed with controlling power. According to the plan of houses already sanctioned by the Board, each teacher will be in a great degree a Principal of one class, and as such the attainments required should be more nearly equal."

Teachers and Teaching.—CONTINUED.

The great work incumbent on him in this connection, however, is that of dispelling from the pupil's mind a false notion of the nature of law, and of implanting a true one in its stead. Law, to the apprehension of the ignorant and the vicious, is but the exhibition of a will as capricious and as selfish as their own, differing thence only in that it is stronger and more imperious. To the confutation of this error the teacher should sedulously devote himself. He should have as few prohibitions as possible; far better let two real offences pass unreprieved, unnoticed, than to punish one act which induces no real culpability. He should devote all the time necessary—no matter how much—to de-

monstrating, even to the humblest capacity, the most perverse nature, the reasonableness of, the necessity for, every requirement and prohibition. As the exponent and minister of law it is his first duty to cause every subject to realize that law is no arbitrary despot, no license, removeless fate, but the loving, genial friend and guardian of all, himself included, and that it smites but to heal. Next to, and consequent upon the love of God and man, the love of law, as a divinely-appointed guide, monitor, and beacon-light, is to be inculcated and implanted with the most devoted assiduity.

But this can never be consummated if the pupil finds himself hedged about