

tion, natural endowments, an earnest spirit, and a conscientious determination to discharge the duties appertaining to their chosen Profession. Thus much the public will doubtless demand. Teachers already at work, teachers in training, and all who aspire to this Profession, may be assured that while the present scheme of Education is upheld, there will be no place found for incapables, for idlers, for moral delinquents. It should be so. The Teacher, for the sake of his own comfort as well as for the benefit of his pupils, should be thoroughly equipped—he should possess a good store of knowledge, especially in those particular branches in which he is to give instruction. It is the opinion of some, that it suffices for a Teacher to be just in advance of his pupils. One of the disadvantages, however, of such a relation between teacher and taught is, that studious and reflective boys are apt to ask questions or state difficulties which, if they fairly arise out of the lesson, it is exceedingly unpleasant and suspicious for a Teacher to decline answering. Indeed, a Teacher to be successful, to wield a due influence in the school-room and in the neighborhood in which he labors, should enjoy a reputation for proficiency—for scholarly attainments, so much the better.

As then, they value their peace of mind, as they hope to give satisfaction to others, I would most earnestly press upon teachers not to be satisfied with superficial or meagre attainments, but to secure sound, solid, thorough preparation for the work to which they give their lives. But it is not sufficient for a teacher to possess knowledge; his duty is to impart information to others; it is not enough for him to carry a certain amount of knowledge each day into his class-room, to be a sort of peripatetic library, or book of reference; his part is to incite in the mind of his scholars, a desire for information, to awaken eager attention, and so to discipline the mental faculties as to increase the ability, as well as the wish to gather up instruction from available sources.

Knowledge should be conveyed in an engaging manner, so that the pupil may be led to take delight in his scholastic exercises—as the bud expands beneath the genial warmth and light of the sun, the youthful mind will open to receive instruction presented in a kindly tone of voice, and with the smile of good will. A harsh, taunting, or domineering style of teaching will only repel the pupil, who will either fortify himself into determined opposition, or settle down into that most hopeless of all mental conditions, apathetic indifference. Boys should be treated by teachers as capable of being influenced by motives; appeals should be made to their love of propriety and fitness, to their better feeling. The advantages of forming good habits in youth, of study generally, of the particular branch of learning, that they may be pursuing, should be explained to them, in short every legitimate means should be adopted to enlist their sympathies and win their co-operation. They should be led, not driven; encouraged not terrified; a teacher will, on becoming by diligent observation acquainted with the dispositions of