

and examining a piece of iron. We must get our knowledge of things from the things themselves. But as it would be impossible in youth to search over the world, we must learn from specimens brought home to us from the countries where they are indigenous. Books alone could never give this kind of knowledge, but the desire for knowledge, thus acquired, would send students eagerly to books to get more, and by the light shed from the ancillary sciences they would get an insight into nature, unfolding to them, better than any other means, "man's place in creation," and qualifying them to maintain their place. This is to educate the inquiring mind—to lead it into innocent, healthful, and useful pursuits, to the end that a wise habit of mental discipline should control and subdue the mere animal instincts, and justify our claim to be the "lord and king of nature."

I have avoided throughout the ill-chosen term, technical instruction, inasmuch as, applied to schools such as are referred to, it is a misnomer. Except in a few pauper establishments, where there is basket-work, shoemaking, tailoring, marine drill, or other industrial work of the humblest kind, technical instruction properly so-called, is not given in the school room. School life is a preparation, not for special calling, but for every calling. School life, therefore, deals with general principles, and science is taught, not to make surgeons of all our young physiologists, or professors of all our geologists, but for the influence of science teaching upon the mind and character.

Technical schools, such as that for naval architecture, and the school of mines, are really for students who have, in common phrase, left school; and take their ground, much the same as faculties of law, medicine, or divinity, in our colleges. Whether it is desirable to increase the number of these technical schools, is not the question directly presented, although many reasons at once rise up why it is desirable. Even the night classes for artisans, although bearing the character of technical schools, and having a closer relationship to our elementary day schools, are at present beyond our province.

Falling back, then, upon our day schools proper, I have stated what I know, from my own practice and experience, can be done; and at the same time have endeavoured to point out, that while the principles of general science might be taught to school children with unalloyed advantage, technical instruction, strictly so-called, is undesirable in our primary schools, if not impossible.

A First-Class Teacher. (1)

WHAT HE IS WORTH.

We copy a portion of an excellent address, by the Rev. Dr. Moore, delivered some time since in Brooklyn, in aid of the erection of a new building for the Adelphi Academy:

"Having spent some of the best years of my life as an instructor, I think I may, without egotism, claim some knowledge of what a first-class teacher is worth. I think I know something about the difficulties of a teacher's profession. I know something of the delicacy of the material on which he has to work, and of the wonderful results which he is expected to produce. A rare combination of qualities it requires to be a good teacher. I believe it requires a rarer combination of excellencies for a first-class instructor than for any other profession on earth, the ministry of the Gospel not excepted. And when you find a man who has a genuine sympathy with children—especially with boys; who has the ability to enter into their feelings, into their hopes and fears and aspirations, into their boyish pride and boyish sensitiveness, and into all the elements that go to make up boys' life; who has the power to arouse the dormant energies in boys, and awaken their minds to healthful activity; who has the power rightly to direct these energies when awakened; who has the ability to subject boys to a thorough intellectual

discipline, while at the same time he is calling up all the finer qualities of the mind and heart, and cultivating their social affections and inspiring them with noble aims and generous sentiments; who has the ability to lead out and symmetrically develop the powers of boys and make their student-life a delight, so that from day to day they go to their tasks with spring and alacrity and bounding joy as to the choicest recreation; when you find a man so endowed that he is able to so develop the minds of boys as to make them beautiful and gentlemanly in their deportment, the elements being so mixed that when they come to manhood all shall rise up and say they are *men*—when you find such a man, you will find one who is not only worth his weight in gold, but who is worth it ten times over—you will find a first-class teacher. And that community, down in the midst of which is dropped such a teacher as that, ought to get on their knees and thank the Great Giver for such a treasure. Such a teacher lays any community under everlasting obligations.

"I speak as a practical teacher. I repeat again, that I know the difficulties which environ a teacher's work; I know how difficult and delicate that work is; and when you know the worth of a finely developed boy—when you know how his development is going to tell upon the value and wealth and blessedness of his life on earth and perhaps in eternity, you can in some measure appreciate the worth of such a teacher. Much as a community may appreciate, and well as they may pay him for his labor, they will forever remain his debtors."—*The Pennsylvania School Journal*.

Wasted Energies.

To a careful observer of man in his varied relations to the world and to society, no fact is more apparent than that of the energy on the part of many well-meaning and hard working men, upon objects or pursuits either trivial in themselves, or unfitted in their nature to the talents, the disposition, or the capabilities of those pursuing them. An exhaustive survey of all the trades, callings, and professions incident to human society would, we believe, prove it to be the case that at least half, if not a majority, of those pursuing them are dissatisfied with their lot, and that a great number of these are justly so, and the legitimate result of their natural unfitness for it. What is the cause of this, and in what manner may so great an evil be alleviated, are questions the practical solution of which could not fail to be of great advantage to the world and to individuals, inasmuch as it would tend to prevent the continuance of the evils alluded to, and would prompt thinking men to turn their attention and energy to those pursuits for which they are best fitted. We believe the cause of these mistakes to be, in a greater or less degree, first a false idea of life, and, consequent upon this, a faulty education for children, and a faulty society for men and women, inducing both to strive for the accomplishment of what seems to be the highest good, but of what is in reality but a disguised evil. Our meaning will be more apparent by calling attention to these facts: first, that at the present time success is made the criterion of merit, regardless of the manner of its attainment; second, that the most beneficial pursuits of life are not the ones held in highest esteem; but that, on the contrary, those professions which are the more immediate result of a man's vices and follies are held in far more respect than those callings which tend to supply his wants and improve his physical condition. Thus we find that the lawyer, the divine, and the physician are the pets and admiration of the society whose quarrels, whose sins, and whose imprudences furnish the means of their support; while the artisan, the farmer, and the man of business are accorded at the best but a secondary position in the society of which they are the actual foundations and support, and which, without their continued exertions, would soon perish from the want of the necessities and conveniences of life. This falsity of the world's idea of true worth is shown more fully in the adulation so freely bestowed upon the successful politician. No matter what his previous character, or by what steps of treach-

(1) This article was in type for our December issue but was unavoidably crowded out.