

criticisms by the students show at a glance how far the principles have been grasped, and to what extent they are able to apply them. It is true there are some who cannot understand what all the talk about education means, why so much need be said about the nature of the child, the mode of questioning and conducting recitations generally, and of the management of schools. These, however, are the exception; the others acquiring professional skill and the general principles of school management in a short time. So much for the intellectual aspect of the teacher's work.

The teacher again has a great work to do in inculcating good morals. The pupils are more or less under his care from, say, five years of age to twelve or fourteen, during which time they are most susceptible to impressions. They are brought in contact with other pupils and are placed in very favourable circumstances for the development of character, and whether that character be good or bad depends to a greater extent than I sometimes dare think of, on the conduct of the teacher. Currie says of the school: "It is a little world in which the pupils devise and carry out schemes as in the world without; in which individual interests are often concurrent and not seldom in opposition, but where both the concurrence and the opposition give rise to indefinite activity." It is for the teacher then to be very watchful of what is passing among his pupils while at their play, and during their associations generally, and to embrace every opportunity to teach them lessons of truthfulness, honesty, forbearance, and kindness. This is very important, as habits are now being formed which are to a great extent shaping their future character, and, as habit is a power which is not left at our own option to call into existence, "being given to us to

use or to abuse," how very important that good habits be formed. The lectures to the teachers-in-training are designed to bring this before them, and to teach them what are their duties in giving moral instruction to their pupils, and how it can be done with the best results. Here again the Model School, if properly conducted, furnishes examples of the formation of correct habits.

The teacher, further, should know something of the laws for the preservation of health, if he is to bring about the best results in his teaching. He should understand something of light, heat, ventilation and cleanliness, and their effect upon the health of his pupils, and he should know something of what is required in regard to exercise and recreation. He should understand that his pupils should have much time for recreation and should know about what work to assign so that they may not require to take the time for their school work which should be more properly given to recreation. This is, I fear, too much overlooked by many at the present time. While I doubt not "we are living in an age on ages telling" in regard to the mental activities called into action at the present time, yet I frequently fear that not only the present but future generations will feel the strain upon the nervous system which the present generation is enduring. That our present system, with all its excellencies, tends rather to enervate than invigorate, I have my fears. Can it be called education in its fullest sense when the nervous system is so prostrated that the mind is not capable of vigorous action? I think not. We should not aim so much to fill the mind as to make it vigorous to grapple successfully with the difficulties of life. While a proper amount of exercise of the mind is calculated to develop brain power, just as a proper amount of exercise of the body develops muscular power,