

answering should be the rule of every teacher. Again, there is the habit of *intellectual comprehension*. Though this is not wholly the result of training it may be largely developed thereby. It is absolutely necessary that the pupil master the details, but before beginning them he can be made to understand the general outline of the subject; his attention should be drawn to the completed edifice, its general architecture and beauties, as well as to the relation in which each part that has before been observed stands to every other in the formation of the structure. Many other habits there are, but I will only mention, lastly, that of *intellectual concentration*. This is one of the most valuable habits that can be formed, and its formation lies largely in the hands of the teacher. By fostering the interest of his pupils in every subject, by the clearest method of teaching it, by the strictest discipline which forces the scholars to pay the closest attention to the work of every minute in that minute, by enforcing prompt and active replies, and by ever throwing all the energy of his own intellect into the teaching of every subject, and the

training and controlling of the active spirits around him, the teacher is producing in his pupil that habit which more than any other will enable him not only the more successfully to perform his duties as a citizen, but to make his mark as one of the guides and controllers of his fellow-men.

And now, in conclusion, I once more recall to your mind what I have ventured to call the essence of the work of our profession, in order that whatever may be our discussion, as to methods and systems, rules or regulations, laws or improvements, we may never forget that these are but the clothes and not the man, the means and not the end; that amid all routine the individuality of the teacher is the most powerful factor in teaching, and that the true product thereof is the number of well-trained intellects with systematized facilities that we send forth to take their place in the battle of life. That, and that alone, is our glory; and its resplendent lustre few other professions can equal, for, in the words of our greatest living thinker, "we are thereby made not only the benefactors of our race, but its creators too."

THE ARRAIGNMENT OF THE MINISTER OF EDUCATION.

BY AN OLD HEADMASTER.

A WELL-DRESSED but exceedingly wicked little boy the other day outraged the finer feelings of his nurse by deliberately wading through a muddy stream which irrigates a portion of the Queen's Park, Toronto. His neat knickerbockers were splashed all over; mud-stains covered his gorgeous stockings. When he had done this it might be thought he had done his worst, but no! he calmly proceeded to repeat the offence, wa-

ded back among the reeds in search it might be for green frogs, and came back as muddy as mud could make him. Which things are an allegory, setting forth not inaptly the proceedings of our present Minister of Education. He had gone pretty deep into the mire by his tolerating the Central Committee's abuses, and by his persistent ignoring of Canadian merit in all his promotions; he has gone deeper still by his late deliberate