

which afterwards a substantial superstructure may be safely reared. That these results may be reached, it is not sufficient that a certain amount of time has been spent or a certain allotted space traversed by the teacher, but he has a clear understanding of what he has done and has the gift of placing lucidly before the minds of others what is manifest to himself. We know that it is a common belief that some men may comprehend a process, or even discover one for themselves, and yet fail to make it evident to others. But it occurs very seldom. If a man has ability to follow or discover the various steps of the reasoning by which a conclusion is reached, he will have ingenuity sufficient to enable him to make himself comprehensible to the intelligence of others. The fact is, that in all situations in which one man has to deal with the minds of others, the first, second and third requisite is that he has a perfect grasp of the subject himself, and then in proportion to the intensity of his own conception of it will be the lucidity and force of his presentation.

But what shall we say of those unfortunate men to whom the subjects of which they know least offer the greatest attraction? The branches of an English education, in the teaching of which they might be fairly successful, do not prove sufficiently inviting to conciliate their undivided affection, but Latin or mathematics, of which they know almost nothing, irresistibly fascinates them. Dabblers in the latter, they waste their time and teach nothing. If they have plausibility enough they may deceive their pupils and impose upon their parents by the force of their pretensions. But let the scholars be subjected to independent examination, let their acquirements be put to the test and the utter worthlessness of this mode of procedure becomes painfully conspicuous. The time of the pupils has been sacrificed on the altar of vanity, habits of work have been formed which are very difficult to eradicate, and a strong and abiding distaste for certain studies acquired, which it is perhaps impossible to remedy. Such men as these ought not to be in the profession, but, if they cannot be weeded out of it, they should be subjected to such a system of supervision, that they will be compelled to teach those subjects and those subjects only, which from previous preparation and natural aptitude they are qualified to teach.

There is still great difference of opinion as to the branches of knowledge which ought to constitute the curriculum of the higher schools in the country, and, therefore, to some extent, determine the education which teachers ought to receive. There is no question respecting those which are generally known as the English branches. The battle-ground has been more

or less confined to the admission or rejection of Latin and perhaps Greek, and the extent to which elementary science ought to become a subject of study. We do not purpose entering upon the discussion of this much-debated question, but content ourselves with saying that we hold that the thorough study of the classical languages is not incompatible with a successful prosecution of scientific instruction. Some students may have a strong linguistic proclivity, whereas others, by taste and talent, have greater aptitude for science, and, therefore, we consider that the curriculum should include both. And as long as the doors of the university and the profession of law and medicine are closed against those who do not possess a certain knowledge of these languages, it is clear that they must be taught in the higher schools.

And what better instrument can be put into the hands of our teachers, or what better discipline can they undergo than that of systematic study of these languages? The training in *accuracy*, even if there were no other advantage, would alone repay the teacher for the time and care which he bestowed upon them. But he will always find that the reflex influence of the Latin studies upon the work in the English class is conspicuous. The pupils grapple with the difficulties of the language with greater ease and intelligence, possess a more extensive vocabulary, and greater facility in the selection of words, and have minds stored with materials for reflection, and practised in observing the conciseness, elegance and vigor which distinguish the style of the great Latin authors.

But we are not disposed to quarrel with the means by which the end is to be accomplished. The object of every true educator is to enrich the minds of his pupils with knowledge and to evoke and train to greatest perfection the faculties with which they have been gifted. To us it does not much matter what the instrument may be, provided the result is attained. But it is clear to everyone that, as we cannot justly condemn an implement which has failed in the hands of a bungler, so an instrument of education is not to be rejected, although it does not justify the expectations of its advocates, when employed by an ignorant and unskilful teacher. Classics may be an admirable educative agency, and science may be equally so, but both become absolutely worthless when entrusted to ignorance and incompetency. And, therefore, whether classics or science be the means, the teacher's scholarship must be unquestionable, his mental discipline assured, and his skill as an educator undoubted.

The time was, and that not so very long ago, when