

on back and shining morning face
creeping unwillingly to school" pre-
sents a perfect picture. Equally true to
nature is the gentle Goldsmith:

"Full well the boding tremblers learned to
trace
The day's disasters in his morning face;
Full well they laughed with counterfeited glee
At all his jokes, for many a joke had he."

A genuine Celtic scene—a glimpse of
the border land between laughter and
tears, a vision of roguish eyes and love
of fun. But how quickly he changes:

"Yet was he kind, or, if severe in aught,
The love he bore to learning was at fault."

Now, it seems to me, after many
years' experience and some reading,
that inspiring the young minds with
this love of learning is not only the
primary but the ultimate end of all
instruction. Methods of teaching have
their place and function; school books
may be helps or hindrances, as they
are wisely or unwisely employed;
psychology, which should teach the
normal evolution of the faculties of
children, merits the attention of intel-
ligent, indeed, of all teachers, but un-
less a love for the subjects taught is
bred in the hearts of the young the
work is in vain. How many bright
youngsters in school and college have
become disgusted with the whole peda-
gogic process, have treated the curri-
culum with contempt and wandered off
into "suburban lanes forlorn": and of
these not a few have achieved immor-
tality. You cannot easily get a square
peg into a round hole. More difficult
still is it to run youthful minds through
the same mould or machine with suc-
cess. No two, probably, acquire
knowledge in precisely the same way or
by the same devices. The skilful and
prescient teacher, when he finds a pupil,
unaided, on the right road, withholds
assistance and advice, preferring to en-
courage independent thought and ac-
tion. His attention is given to the

laggard, the dull, the defective mem-
bers of his class. Such a one is sure
to reap his reward, if not in "filthy
lucre," at least in an approving con-
science and the gratitude of his pupils.
The question, then, is how can we be-
get in our young people this desirable
love of knowledge?

(1) First and chiefly, I answer by
loving it ourselves. No teacher, who
does not love learning himself, can
hope to make his pupils love it. If
the matter of salary is the be-all and
end all of his labors, then his work will
be comparatively fruitless. But if he
is fond of learning there is no limit to
his usefulness, no end to his beneficent
influence.

(2) In the second place by the es-
tablishment and keeping up of good
School Libraries. This was one of the
first things to which I directed my at-
tention in 1871. But I need not dilate
on this topic. Everyone knows that
good libraries make their possessors
"the heirs of all the ages." Their
value, will, of course, depend largely
on the use that is made of them and
the character of the teachers in charge.

(3) The Kindergarten is of great
value in the early stages of school work,
but we cannot hope to see it generally
introduced.

Knowledge, we know, precedes wis-
dom, just as the sap precedes the sugar,
which is its essence. This fact has
been noticed by the dead Laureate,
who early made a profound study of
life and its environment.

"Knowledge comes, but wisdom lingers, and
he bears a laden breast
Full of sad experience, moving towards the
stillness of his rest."

This short and imperfect paper can-
not be better concluded than by a
stanza from the same poet:

"Make knowledge circle with the winds;
But let her herald, Reverence, fly
Before her to whatever sky
Bear seed of men and growth of minds."