

THE SUCCESSFUL TEACHER.

HINTS TO JUNIOR MEMBERS OF THE PROFESSION, BY REV. WM. COCHRANE, M.A., BRANTFORD.

(Continued from February Number.)

Let me mention another qualification essential to a successful prosecution of your work. It is what the apostle Paul refers to in writing to Timothy, when he says:—"A Bishop must be apt to teach," implying not simply the possession of knowledge, but the faculty of *imparting that knowledge* to others.*

The teacher, beyond any other professional worker, must possess this gift, else all his previous labour is in vain. The Professor from his chair delivers what has been previously prepared and committed to writing; and the minister from his pulpit what has been elaborately thought out in his mind if not committed to MS. But in the school-room it is entirely different. The Teacher must have such a ready command of language, and such a fluency and pointed-

ness of address, as will enable him to define, illustrate and explain, a hundred different topics in as many minutes. Those whom he endeavors to instruct are not his equals in age or culture, so that his style must combine simplicity in order to be understood, and elegance, in order that it may be copied. And here let me say, that nothing is better fitted to enrich and polish the language of the professional Teacher, than the study of the ancient languages. I am not now advocating the value of *Classical Literature* simply as a branch of liberal education, in regard to which we are all agreed, but simply for the advantage that such study confers in the discharge of the more practical duties of the Teacher's calling. With all that is said in this utilitarian age against the study of the ancient languages, this fact remains uncontradicted, that very few have risen to eminence either in the school room, the bar, the senate, or the pulpit, apart from their harmonizing and liberalizing tendencies. Characterized as they are by elegance of expression, clearness of thought, and chaste simplicity, more, perhaps, than the writings of any other age, they are models of style for the scholar and Teacher. "From the regular structure of these languages, from their logical accuracy of expression, from the comparative ease with which their etymology is traced and reduced to general laws, they are beyond all doubt the most serviceable models we have for the study of language." By a thorough intimacy with their forms, their idioms and dialects, we not only become better acquainted with the history and peculiarities of our mother tongue, but increase our verbal resources. There is the greatest possible difference in public speak-

*"There are some who imbibe knowledge as readily as the sponge; but unlike the sponge, they will not part with it under the most intense pressure. They can acquire, but not impart. I remember when I first engaged in the study of medicine, at the University of Pennsylvania, that we had for a Professor of Chemistry, Robert Hare. Of his eminence there could be no doubt. The inventor of the oxy-hydrogen blow-pipe; the discoverer of many acknowledged facts of great moment; the friend and correspondent of Berzelius, and the great chemists of Europe; his scientific reputation stood on an enduring basis. Yet his attempts at teaching were pitiful and ludicrous. He afforded no aid to the body of students. Except when he performed some of his splendid experiments, for which he had a complete apparatus, the under-graduates abandoned the benches of his lecture-room; or if they came there, engaged in conversation as carelessly as though they were in the street. He finally resigned, and was replaced by another, far less celebrated, and though an accomplished scholar, inferior in profundity and chemical knowledge to his predecessor. Yet the new occupant of the chair of chemistry could teach—he could make chemists—he answered the purpose of his incumbency. You will find similar cases in our common schools, you will find it in the arts, in manufactures, even in legislative bodies.—*Dr. English in the State Legislature of New Jersey.*