

began "John Peel." This appeared to please them, for they began to talk to me afterwards, as if I were an old boy. This was a great honour, and I liked it much, it revived my spirits

considerably. Tired and weary, I was at last allowed to go to sleep, and end the longest day I had ever spent.

(To be continued.)

THE TEACHER AS A MOULDER OF CHARACTER.

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(Continued from page 433.)

I SHALL not venture here upon any discussion of the vexed questions about school and college *curricula*. I shall not attempt to decide whether mathematics, or classics, or metaphysics, or the so-called natural sciences, constitutes the best instrument in the hands of the intelligent teacher for accomplishing the great end he has in view, the development of thinking power. Each has its place and its sphere which cannot be filled by another, though there is doubtless much room for discussion as to the relative amount of time and strength to be given to each. But after all I cannot but think that more depends upon the skill and insight of the instructor than upon the tools he uses. If he but knows how to place himself *en rapport* with the mind of his pupil, and constantly to stimulate that mind to independent effort, to lead it on step by step to victory, whether in the solution of some intricate problem, or the mastery of some uncomprehended thought or argument, or the disentangling of some complicated sentence, or the deduction of some well grounded law from a carefully analyzed array of facts, the result is substantially the same.

Nor do I deem it my province here to attempt to estimate the true value

of the system of examinations so much in vogue just now. Our pupils are continually "reading up," "cramming," for this, that, or the other examination. The complaint is often made by those who take broader views of the true office of the teacher, that under present circumstances he has no chance to make his work what he believes it should be—the study and application of the science of mind culture. He has no alternative. He is caught by the current and must either quit the profession or degrade it into a mere drilling of boys and girls, in the shortest possible time, into the best possible state of preparation to answer any question which the ingenuity of an examiner may invent upon a given subject, or text-book. That there has been and still is much ground for such complaints I am well aware, both from observation and experience. But should the system of written examinations be done away with it is difficult to say what could be put in their place, as tests of proficiency, or standards for classification and promotion.

Nor am I by any means convinced that the fault is in the system itself. Is it not rather in the way in which it is worked? Everything depends, as it seems to me, upon the kind of