

PUBLIC OPINION

THERE is an expression used sometimes of the physician, the lawyer and the preacher, and is very significant ; " He has got his growth." When used of a man these five words have a meaning no other combination can equal. The one least likely to rust is the lawyer ; then comes the physician ; next the preacher. The same expression is beginning to be used of superintendents, principals, and professors. Once the teacher was too insignificant, but the electric light is being turned on him. Woe be to him when the school board hears the expression, " He has got his growth." It will be but a short time before he will be enquiring for another position.

The advancement of the teacher will be in knowledge and power. The teacher's power does not wholly come from knowledge ; an increase of knowledge does not necessarily mean an increase in power. There must be an organization of the knowledge, and an adaptation of it to some well defined end. The gathering of bricks and lumber does not mean a building ; these must be organized according to some architectural design for some specific purpose. So the teacher must unite the new knowledge with the old, so that it shall add to his ability to develop mind.

The physician, for example, obtains such a knowledge of the human body that he sees its condition when the patient is talking to him, and advises the necessary steps to take to have it regain health. The teacher must have some such a grasp of the mind. He must see the needs of the young person ; he must see what is needful to be done to further the ends of growth and development. He must take a larger view than to measure to

the course of study. " You don't know your ' sixes,' and so you go into the seventh grade."

This means a knowledge of psychology ; it means, too, the perception of means, whereby the psychological processes, that lead to development, may be carried on. This is quite different from knowing that a child is ignorant of the names of the rivers of his country, and setting to learn them as soon as possible. Cramming is one thing, education another.

Once there was no demand that the teacher should think at all professionally ; that is, should know the underlying principles, should philosophize concerning education, but that time has passed, never to return. The wheel of progress has turned around, and education, for many reasons, is coming into a place of importance. All the processes of the school are to be inspected. A teacher had kept a boy in at recess for some misdemeanour, and was astonished beyond measure to receive a note from a parent saying : " No matter what wrong C——has done, he should not be deprived of air and rest." It fairly took his breath away. For twenty-five years he had kept boys in at recess, but the time had come when he could do it no longer.

A teacher of Latin remarked a year since, " I have taken twenty-two classes through Cæsar and Virgil. I never felt I needed any further study than what I gave when the class was before me. But a change has taken place ; I don't see how it is or where it is. The demand seems to be that the work I do shall be done more in accordance with the mode of thought the boy naturally pursues. At all events, the coming class will be handled quite differently."

Practically the teacher must know