

brass, the skilful painter upon canvas, or the architect of magnificent temples; for all that they do must yield to time. The statue will perish, the inscriptions time will efface, the brightest colors will fade, and the grandest structures will crumble to dust; while in developing in human minds right principles of action, in imbuing them with the fear of God and the love of our fellow-men, "We are engraving, upon immortal tablets, records that shall brighten to all eternity."

The teacher who can only attain the distinction of being the tyrant of childhood, had better abandon his elevated position as quickly as possible, and seek for happiness in some more retired walk in life, where the peculiar qualities of his nature may develop without injury to his fellow-creatures. But what man or woman can conceive an ambition higher than that of controlling human minds, of generating ideas and fostering their growth till the results shall be a harvest of intellect that shall, in the ages to come, be a mighty power that shall advance and elevate humanity, and redound to the glory of God?

The position of the schoolmaster, as well as his profession, has, in every country, received at least sufficient contempt to keep him in a proper state of humility.

Josh Billings speaks of him "as a man going from house to house, taking his codfish balls reverently, and submitting patiently to any indignities that may occur to an ignorant people;" while Carlyle mentions one as "a down-trodden, broken-hearted, under-foot martyr, as others of that guild are." But we are glad to know that the time for all this has passed, and it now depends upon the teacher himself to enforce respect for his position and his profession. "Only fit for a teacher," is an expression that has been used, implying "fit for nothing under the sun."

I wonder how many have ever thought of the full significance of the word Teacher; and I wonder if ever there was a human being fit for a teacher. Since the lessons by the Sea of Galilee; since the Sermon on the Mount, I wonder how much real teaching has been done upon this earth of ours? The dross of Ignorance, of Neglect, and of Unbelief have mingled with the few sparkling grains of Truth that have been scattered abroad, until the fine gold has become so dim that we cannot wonder at its being mistaken for base metal.

That there have been grounds for the stigma which long ago attached to the profession, we are obliged to admit. But it is our privilege to see that there shall be, in the future, no grounds for a continuance of the same, while we shall, if possible, do utterly away with the existing disfavor.

In order to attain this end, we must spare no pains to fit ourselves for our places, and we must discharge, faithfully and well, the duties of our position; never for a moment losing sight of the responsibilities to which we have been called. I know full well the numberless hindrances that render the Teacher's path a way of difficulties, and I think have experienced a full share of the vexing cares that only a Teacher can know; yet I do believe that, instead of being obstacles to progress, these very annoyances may be transmuted into aids that shall prove of essential service in our advancement.

In Objective Teaching, the teacher's place is not behind the book, but between the child and the book. The master who could stand the same dull lesson repeated a hundred times by rote, must have had wondrous powers of endurance, such as are not known in these days. I think the aching head and all the other evils so touchingly described, were the results of his own unfitness for the position he held. The Teacher must so develop the judgment and reasoning power that his students may be able to attach a true value to the principles laid down in books. He must

lead the child to observe, and to reflect upon what he observes; and, instead of giving him what Professor Blackie calls the "mere echo of knowledge," he must foster the growth of true knowledge which has its root in the thinking soul; and as he develops the mental faculties, he must train the child to such exercises of those faculties as shall strengthen and promote their growth.

Instead of displaying before his pupils the remains of learning, much as one might exhibit the relics of dead saints, he must, by means of learning, enable the young mind to work—*miracles*; to originate; to produce new forms that shall equal, and if possible surpass, any previous production. It is thus that the growth of an individual or a nation is fostered, and it is in large measure upon the Teacher that the future prosperity of individuals and of nations depends. He must be an *Educator* who has the highest interests of his profession so deeply at heart that no trouble is too great, provided he can the better fit himself for his work.

In this, as in everything else, the Teacher must practise his own precepts. If he will have children to originate, he must show himself something of a creator. If he will have them act, he must show himself ready in action. If he will have them think and feel earnestly, he must show himself capable of earnest thought and feeling.

He must have an active mind, brilliant with living thoughts and glowing with an ardent zeal for the advancement and the elevation of humanity. He must look upon his work as worthy the cultivation of the highest possibilities of his nature, and of the exercise of his finest capabilities. He must throw private preferences and prejudices to the winds, and work earnestly; his highest ambition being the promotion of intelligence among his fellow-creatures.

4. Lastly we have to consider the end attained by a system of Objective Teaching.

After a course of cultivation in accordance with certain conditions established by nature, the gardener finds the little seed which he planted in the ground become a great tree, fulfilling its promise of stately trunk, symmetrical branches, rich and abundant foliage, fragrant blossoms and luscious fruit.

The mind of the child is the field in which the seed of future promise lies concealed, and if the Educator has, in accordance with fixed and immutable laws, prepared for the development and nutrition of the plant, wondrous will be the results. The eyes that have been trained to see shall, in time to come, behold all beauty and wisdom in the great Book of Nature. To their searching gaze, the wonders of the stars of heaven shall be revealed, while the mysteries of the mighty deeps shall be unfolded to their view. The ear that has been taught to listen shall be able to divide the sounds of nature and of the human voice into harmonies that shall minister delight to the soul. The hand that has been trained to touch and to fashion, shall yet shape wonderful things; shall build mighty structures; shall guide the pencil in producing marvels of genius in pictures; shall shape the marble to the most graceful proportions; shall pen wisdom that shall be for the guidance of coming ages; shall draw forth from instruments which their own skill has fashioned, sounds rivalling in sweetness the songs of angels; while the tongues that have been taught to speak, shall give forth from the storehouse of the soul thoughts that shall draw all men to listen, breathless with wonder and reverence. By them the destinies of empires shall be changed; the words of eternal life, carrying conviction in upon every mind, shall be borne to the ends of the earth. They shall utter songs of marvellous sweetness and power that shall echo down the ages, filling human minds with all good and grand impulses; and, in the humble quiet of private life, they shall convey delight to hearts that beat with