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IS IT TRUE OF YOU.

Charles Sumner said of Justice Story: "Besides learning unsurpassed in his profession, he displayed other qualities not less important in the character of a teacher—goodness, benevolence, and a willingness to teach. Only a good man can be a teacher, only a benevolent man, only a man willing to teach. He sought to mingle his mind with that of his pupil. He held it a blessed office to pour into the souls of the young, as into celestial urns, the fruitful water of knowledge. * * *

He well knew that the knowledge imparted is trivial, compared with that awakening of the soul under the influence of which the pupil himself becomes a teacher. All of knowledge we can communicate is finite; a few chapters, a few volumes will embrace it. But such an influence is of incalculable power; it is the breath of a new life; it is another soul. In Story the spirit spake, not with the voice of an earthly calling, but with the gentleness and self-forgetful earnestness of one pleading in behalf of justice, of knowledge, of human happiness. His well-loved pupils hung upon his lips, and as they left his presence, confessed a more exalted reverence for virtue, and a warmer love for its own sake."

We commend to our readers, and to teachers particularly, the careful study of the above quotation. Indeed, were we disposed to sermonize, we would like to take it as a text, and if properly used we

believe by it we could produce a general *revival* among the profession. Think of it teachers, "Learning unsurpassed in his profession." How many aspire to this? How many are content, not with the *maximum*, but with the minimum qualification required by law. How many are Third Class that would be anything more, were it not for the necessities of the law?

"Goodness, benevolence, and a *willingness to teach*." We have italicised the words *willingness to teach*. We think even *goodness* and *benevolence* can be found in some cases, where the "willingness to teach" is wanting. Is it not true that many teach reluctantly—that the little they do is done with a struggle—and that conscience is often smothered to allow indifference to be gratified? "Willingness to teach," give us that in some of our Public Schools, even with the present literary attainments of many teachers, and we would work wonders. Instead of the lethargy now so apparent both in scholars and teachers, there would be a mental quickening—a *revival* that would be