

prize be very *likely* to act in some case as the one first impulse, seemingly necessary sometimes, to give motion to a giant mind, that otherwise might have remained, it may be, *sluggishly* inactive for ever? However this may be, it is almost certain that many a mind of *native* power would be developed into an active force, sooner than without this *palpable* encouragement; while a greater number still would be led to make efforts far from being unproductive of lasting benefit, both to the individual himself, and to those amongst whom his life is passed.

That what is here written is *reasonable* many, no doubt, will readily admit; though its *feasibility* they do not so readily admit. Granted that there are *difficulties* in the way, yet difficulties are not necessarily *impossibilities*; and if the object to be attained is an important one, there is strong reason to seek persistently for a solution to the

question, how shall we establish such a system as the one here proposed? The following outline of a plan is suggested as a basis for discussion:

Let the Government of Ontario set apart annually a certain sum for each county, according to its population, this sum to be supplemented by the county, in the same manner as is now done in the matter of High School grants, or of the salaries of County Inspectors; the examinations to be *uniform* throughout the Province, and the examiners appointed in the same manner as those composing our present County Boards of Examiners. Such a plan seems both *reasonable* and *feasible*. At all events, let us thoroughly discuss the subject, and whatever be the result, we shall at least elicit food for thought, even if that should be the beginning and end of the whole matter.

EXCELSIOR.

## SELECTIONS.

### THE NECESSITY OF A KNOWLEDGE OF MIND TO THE TEACHER.

Instruction implies three things—a mind to be instructed, knowledge to be used in instruction, and the method in which instruction is to be given. The first and second are respectively the subjective and objective elements of the problem; they are united in the educational process by the third element. Method is thus the link which unites knowledge and mind in the process of education. It follows, therefore, that, in order to instruct with skill and success, a teacher needs to understand three things: first, the nature of the mind to be instructed; second, the nature of the knowledge used in instruction; and, third, the nature of the process by which knowledge may be imparted to the mind. Methods of Instruction, regarded as a science, must consequently embrace three grand divisions, as follows: 1. Nature of Mind. 2.

Nature of Knowledge. 3. Nature of Instruction.

If this analysis is correct—and I do not see that it can be questioned—a course of professional instruction in a normal school, or a text-book for the aid of young teachers, ought to discuss and explain these three subjects. In this paper I present a few thoughts to the teacher on the importance of a knowledge of the first part of the subject; namely, a knowledge of the nature of the mind. The importance of such knowledge is so evident, that it would seem unnecessary to urge it; but the fact is, that teachers are generally deficient in this respect, and that educational journals seldom direct attention to it. A teacher in our common schools, who has anything like an adequate idea of the nature of the human mind, is a rare exception; and an article in