

Some will say that it is sufficient to endow a chair of Pedagogy ; not a chair merely, I should say, but another school for a post-graduate course of study, ranking with the others as an integral part of a university. This would be better than a normal college, because it could have the benefit of the great libraries and museums of the university, in addition to its own special endowments.

I believe that quite as much time is needed for the preparation of a teacher as for a minister. Eminent scholars and experienced preachers prepare the latter for his work. The critical study of the Old and New Testament in the Hebrew and Greek is necessary ; a familiarity with original manuscripts and the voluminous writings of the fathers is required ; oriental customs, modes of thought and expression ; the growth of Christianity, the battles for the faith, the rise of sects, the doctrines, systems of philosophy, criticisms, ethics, history, literature—all this and much more must be carefully studied.

From Socrates, who was the first to arouse the mind to an examination of itself, down to the present time, the work of all writers, of whatever country or language, would be brought into suitable shape for teaching and study. This consolidation of material and resources would lead to definiteness, to a science of education. The number of subjects for study would multiply so rapidly that the wonder would still grow that men had not long ago devoted themselves to this subject. The superiority of this kind of knowledge to that picked up at hap-hazard by varied experience of failure and success would be apparent to all. The teacher would begin conscious of his power and of his ability to impart knowledge.

We should hear less of dull pupils and more of the bright ones. "Much that is written in the minds of one's

pupils in indelible ink will be brought out by the fire of thought."

Wordsworth called his brother a voiceless poet. The world of childhood is full of dumb souls waiting for the voice of the Master and Teacher. We need those who will recognize the gem before it is polished.

Differences of opinion as to methods, order of studies, text-books, would in a measure, cease. They would be settled *ex cathedra* on a rational basis—founded on psychological and scientific principles ; education would cease to be empirical and would become scientific, having taken its rightful place and speaking with authority.

I have not tried in this paper to lay out any plan for drawing into the service of our secondary schools men and women of learning and teaching power. The general public cannot realize the need of this. We can. Let us by discussion discover the way.

By no means would I be understood to disparage our work. I regard it as second to none on earth. "The teacher builds the sacred edifice of character which is to be a holy temple for God to dwell in. He raises the stately structure of a life work which shall be as enduring as the law of God."

He moulds the character of the future citizen. Who of us regrets his choice after the years in which so much of joy has come to him? He sees the manly men and womanly women whom he has helped to train acting well their part in life, and from them receives those words of grateful appreciation which repay him for his toil. Such words are an inspiration and lift him above the pettiness and cheapness which are the bane of ordinary lives. The influence of the teacher may be far-reaching ; and "not until the day of final review will the penetrating stream of his influence be fully revealed."—*The Academy*.