

A great number of young men attended the college without completing their studies, as is the case even now. For twenty one of the years included between 1685 to 1773, not more than one, two or three scholars composed the last or highest class of the course. The year 1773 is remarkable from the fact of 19 young men having done so, and terminated their studies. The largest number in any one year between 1773 and 1848, is 27, (1784)—and 26 of the years comprised within that period do not exceed five each of them. This is a striking illustration of a fact much to be deplored in the education of young men on this continent: parents, generally, too willingly yield to the fickle mindedness levity and of their children, or sometimes, which is worse, from mere caprice, or on the slightest pretence, will compel them to abandon their course of studies, with half the knowledge they ought to possess, and which, they afterwards claim as their own.

(To be continued in our next.)

PIERRE J. O. CHAUVEAU.

The true Teacher, forever a Student.

No reform is more needed in our schools than the introduction of the custom generally among teachers, of studying the lessons they are to teach. Were we called upon to indicate the causes which most generally lead to the failures either in the instruction or government of the common schools, we would point to the neglect of teachers to learn their lessons as the most prominent and pernicious of them all.

It is but a small part of the teacher's business to look upon the text book and note whether a pupil has recited the lesson as it is printed there. If this is all then any one may teach who can read. And yet we may well fear whether there are not multitudes of professed teachers who do no more than this. We have ourselves heard men of competent learning, even college bred, go through recitation after recitation, reading the questions placed at the bottom of the page and then following with the eye the words in the book while the pupils repeated the answer, merely correcting them when a word was missed. Whatever this process may be called, it certainly is not teaching.

The teacher should know his lesson before hand. No previously acquired knowledge of the subject is sufficient; he should know the very lesson in the text book used by the pupils. There they have gained their ideas of the subject, and all teaching to be profitable to them must be based upon the very lesson they have learned; all explanations and illustrations must in some way spring from that and cluster around it. Associated thus with that, the teacher's explanations will be remembered, or easily recalled; but otherwise they will be often misunderstood and quickly forgotten.

Nor will a previous familiarity with the text book be sufficient. Nothing short of such present knowledge of the lesson as will permit the teacher to go through the recitation with his text book closed, can enable him to teach with the highest success. Memory is treacherous and knowledge fades away. The lesson learned a year ago cannot be fresh in mind to day. No mechanic would be employed to do a delicate piece of work if it were known that he had not sharpened his tools since last year, especially if they had lain for months exposed to rust. Lessons are the teacher's tools and used to be sharpened by daily study.

The teacher who does not learn his lesson before hand must study it during the recitation. Having asked the question which he finds at the bottom of the page he must look through the wilderness of course and fine print to find the answer; he must dwell upon that answer till he under-

stands it. This may require him to read half a page of context and notes in fine print, or if it be a lesson in geography he must often search the map till he finds the place he has asked for. And while his time and energies are thus occupied how much of teaching can he do?

The pupils become inattentive, and learn to despise a teacher who knows so little of his business.

Nor are the class before him the only ones injured by this loss of the teacher's ever present attention. The whole school speedily learns that the teacher's eyes and thoughts are engrossed with a lesson. The temptation is too strong to be resisted; the spirit of fun and mischief triumphs and the teacher is recalled to consciousness by the suppressed titter or loud whispers, pervading the school. The difficulty of his herculean task becomes greatly increased.—There, on the one hand, is his lesson demanding for its completion the sharpest use of eyes and thoughts, and on the other, there is a school of noisy children needing to be watched every instant as the only price of peace. Who wonders that, under such conditions so many teachers fail entirely, while others retire disgusted with the drudgery of school teaching, a drudgery caused largely by this neglect of all daily preparation for their duties?

Let the teacher study thoroughly the lessons he is to hear each day, and his task becomes light and pleasant. His eyes and mind are free. The classes feel the inspiration of his presence, his eye resting upon them and not upon his book holds them to a steady, active attention, while his ready and speaking glance sweeping over the school at the slightest indication of disorder, removes at once all opportunity and all temptation to mischief. The difference between the teacher who prepares his lessons and the one who makes no preparation is the difference between a teacher who spends his whole time with his school and one who is compelled to be absent a half or more of his time; for his bodily presence is of little account while the eye and soul are away.

Does any teacher object to this imposition of extra labor—these hours of daily study. Let him remember it is a part of his business and the fixed condition of success. The best teachers in the land, professors in colleges and others, have even done it. Nor will it add so much to the teacher's labors as many may imagine. It will greatly lighten the toils of the school room by removing his needful study from the already taxed hours of teaching, to a quiet evening hour. It will certainly increase the hours of his daily labor, but it will vastly lighten their burden, and the reward more than equals the toil. No position in life is so favorable to intellectual culture as that of the teacher. Let him be a student as well as a teacher, and all the colleges of earth can offer him no such advantage as he may find in his own school room, for the thorough acquisition of knowledge and intellectual power.

If it be urged that the multiplicity of studies and classes in our common schools renders this study of all the lessons by the teacher an impossibility, we reply, if the duties of the common school teacher are so numerous and burdensome, so much the more need that he should not go to them without due preparation. Five or ten minutes spent upon a lesson would often enable the teacher to save twice that time to the class and school and render an otherwise farcical exercise a true teaching. If time absolutely fails and some lesson, the Geography lesson for example, remains unstudied let some best prepared pupil in the class be called upon to ask the questions and the teacher hold his mind free to listen, to give explanations and preserve order.

A reform so necessary cannot long be delayed. The time will come when he who will not study shall not teach; when parents and school officers will care less for the inspector's certificate than for the fresh qualifications for his task which their teacher acquires by his daily study, and