

But "let us never glorify revolution!" So has said one of our greatest writers; and if we are not to glorify revolution, so also must we be careful lest we lend ourselves to the inculcation of a revolutionary spirit in educational matters. While, therefore, it may be necessary to deplore the slavish attention to methods now pursued in the training schools, it is only to be regretted in so far as it excludes other more essential things. That this is emphatically the case, especially in the Model Schools, is attested not only by the experience of teachers who have attended them, but also by the general standing of the mass of teachers in the rural schools.

It is generally conceded that if a moderate amount of the true teaching spirit is infused into the young teacher, experience will do a great deal towards supplying him with those methods best adapted to individual circumstances. Not that any amount of enthusiasm alone will make a thoroughly efficient teacher, but it is far more certain that the most complete mastery of methods will fail where the teaching spirit is absent. This is the foundation, the grand secret of success. Methods, management, and school organization form the superstructure, and to these things almost exclusive attention is paid. The state of the schools speaks to these truths, the social and intellectual condition of the rising generation is a sufficient warning to those who are moulding the educational system. To make teachers many things are needed; not the least is, that the present order of procedure should be inverted, and that technicalities be placed last and least, not first and altogether.

The first thing that a teacher needs on going to his work, is a sense of deep responsibility. More than any other, the teaching profession is used as a stepping-stone to something else. Perhaps this is to be expected under

existing circumstances; but it is wrong that the teacher, intending to remain in the profession for a few years, should consider himself released in any degree from all the cares and responsibilities of his position. It is well, however, to see clearly what this responsibility is. Certainly not merely careful attention to school duties and self-preparation. These are essential things; but they are insisted on in the training schools. Every teacher is responsible for the education of his pupils. Education is a form of evolution; from the darkness into the glorious light. What is its end? To make adepts in the principles of symmetry? Symmetry is a good thing; we need more of it in educational affairs. The end of all education is to make good citizens—not clever citizens—not good business men—good citizens. "How can I make my pupils better?" This is the first and all-important question. The child is weak, terribly weak; but it gathers strength with wonderful rapidity. How frail, yet beautiful, is the mind of a little child. What is the responsibility of him who has to tend it during this period of growth? Is it often considered? In the present age, and in the rural schools, the final responsibility is greater upon the teacher than upon the parent. This is wrong, but there are a good many things wrong in the present state of society. In a great majority of cases, children are not "brought up" at all at home. They receive about the same care that a conscientious farmer gives to his horses; for the rest—they grow. But when they come to school there is something more definite. The teacher either strives, or does not, to inculcate right principles; he teaches reverence for truth, honour, holiness, and humility, or he does not; and the result too often is, that the pupils grow more rapidly than at home. The point is to prove the teacher's