

time that the steam engine required them, and when it would have been comparatively useless without them. The mariner's compass and astrolabe were so plainly preparatory to the discovery of America, that we cannot fail to see the providential design. Again, we can scarcely resist the inference that the gold deposits of California and Australia were permitted to be discovered at the precise time when an over-crowded population in Britain and Eastern America required a field for their labor and industry, while the tide of emigration to the shores of the Pacific may be a stride of civilization, on its way to avail itself of the opening of Japan and the convulsions in China. Thus, no ardent lover of science need be deterred from the pursuit of his favorite study by the idea that it is the innate force of intellectual organization which makes the most useful or wonderful discoveries. "The works of God are great, sought out of all them that have pleasure therein."

TRUE SOURCE OF INTELLECTUAL PLEASURE AND REFINEMENT.

Let only the love of a science add a zest to our examination of it, and we will even be content to forego the claims of originality when we begin to taste the pleasure of being able to sympathize with the knowledge, the happiness and the ability of others. And here, after all, is perhaps the true stimulant to knowledge—the pleasurable emotions ever derivable from its possession. There is in the very acquisition of new ideas, a feeling of delight to every well regulated mind; and as the ways of the Most High are investigated and acknowledged, we obtain a glimpse of what the mind is capable of knowing and enjoying, and we rejoice in the foretaste. The philosophy of history will reveal its lessons, as well as convey pleasure to the honest student. The biography of individuals as well as nations will minister to our delight when in the perusal we transfer ourselves in imagination to ages past, and become in aspiration the admiring disciples of the great and good. Yes, there is a refinement of happiness in mental cultivation which is as ennobling to the soul, as ignorance and sensuality are debasing to it; and there is scarcely a reflection more fraught with seriousness than that there are multitudes of young men especially, whom dissipation and folly are keeping in ignorance of the real nobility of their nature, and whom a taste for literature would have preserved from worldly misery or even untimely death.

INCREASED NECESSITY FURTHER TO PROVIDE EDUCATION AND LITERARY CULTURE.

Who can estimate the magnitude of the loss society sustains in the many intellects, which, had they been developed, would have increased the glorious company of philosophers and philanthropists. How many an aspiring heart has been, through the want of encouragement and direction, condemned to an unhappy ignorance, when it might have throbbed happily in the investigation of truth instead of being despised for its unavoidable debasement. How should the men whose wealth and station load them with responsibility, labour to elevate and cherish those whose capacity only requires to be eked forth by education and encouragement, in order to dazzle and delight the world. I am not now referring to the children of poverty, many of whom, had justice been done them by their fellow men, would have embellished the world with their works; and who, had they been taught to read, would have themselves been read for profit and delight; but I allude to the number of young men whose situation is raised above that of want, and who are yet deterred from the paths of science and pleasure of literature and peace, by the chilling apathy with which such pursuits are regarded by many of the affluent and influential. But let not the young candidate for literary or scientific distinction be faint-hearted even though encouragement be withheld by the world of fashion. There is still some recompense in the elevation of mind and dignity of feeling consequent on a dedication of our faculties to the knowledge of whatever is exalted and noble in the range of science. The inherent beauty of every work of nature, the brilliancy of every sunbeam, the tint of every cloud-streak, the majesty of every mountain, the glory of every setting sun, the beneficence of all creation, the realization of Almighty Power in every thing, these will all constrain the enthusiastic worshipper of God as seen through the medium of his works, to feel that in the estimation of reason there is no happiness comparable with the ability rightly to appreciate the wonders of the universe.

ACTIVITY OF THE HUMAN MIND—ARGUMENT FOR PUBLIC LIBRARIES.

The surprising activity of the human mind warns us that a wise selection of matter to employ that activity is indispensable, because employment it will have. Many a premature victim of dissipation would have been snatched from destruction had he been imbued with virtuous resolution by a timely acquaintance with the writings of the good and the wise. Had the beauties of nature and art been presented to the reason and imagination in the vacant hour of the idle holiday, many a such disposed mind would have been preserved

from ruin, and would have spent on happy reading or thoughtful study the hours which were squandered in idleness and sin. Men whom disaster and misfortune have reduced to frenzy, would have been blessed with fortitude had they been taught the dignity of their nature. The human mind abhors a vacuum. How great then the responsibility to pre-occupy with wisdom what must otherwise inevitably be possessed by folly. The soul will not remain a blank; it must be brightened by the knowledge of good, or darkened with the knowledge of evil. It is the province of literary association to induce candidates for knowledge to make trial whether they do not possess in the capacity of their mind to grasp the beauty and excellence of literature, a source of pleasure at once exquisite and inexhaustible. Of all the satisfaction (apart from religious feelings) we are capable of enjoying, few can compare with the acquisition of knowledge in a favourite pursuit, for as Sullust has observed, *verum enimvero is demum mihi vivere atque furi anima videtur, qui aliquo negotia intentus proclari facinoris act actis bonce famam quærit*. I would add there is no attitude for the restlessness, ennui, or dissipation of life, like the devotion of those hours which duty can spare to the obtaining a glimpse, however feeble, of the majesty of glory which is spread before the eye in every work of nature in this world of ours.

4. REV. W. F. CHECKLEY, B.A.

(Head Master of the County Grammar School, Barrie.)

TEACHERS' ASSOCIATIONS NECESSARY WHERE NORMAL SCHOOL TRAINING CANNOT BE HAD.

From a recent address by Mr. Checkley to the County of Simcoe Teachers' Association we select the following: It is not to be supposed—and we who are actually engaged in teaching best know this—that every man who possesses a sufficient amount of knowledge, together with certain moral requisites, is *properly*, though he may be *legally*, qualified to take charge of a school. Much has to be learned both as to management and the best means of giving instruction. Of the vast number of Common School teachers in the Province, (upwards of 4,000) comparatively few have ever received any preliminary training. They have undertaken a task which requires peculiar qualifications, and special preparation,—and though earnestness of purpose, with natural tact and well-informed minds, may enable many of them to succeed, yet a very large proportion prove at best respectable failures. Now it is obvious that for many years to come the majority of Common School teachers in Canada will be taken from a class who have never had the advantage of Normal School training, and these surely may derive some benefit from the experience of their fellow-laborers. And even where the advantage of systematic training has been had, still it will often be found very difficult to adopt a system which is suited to a large town, where the attendance is regular, where the teachers are in sufficient numbers, and where the means and appliances of teaching are abundantly supplied, to a country school, taught by a single master, with a scanty supply of books and other requisites, with an average attendance varying from 20, perhaps, in the summer, to 40 or 50 in the winter months. In all these cases much good would follow from a free and kindly interchange of opinion among teachers. There are many points, too, connected with the position and influence of the schoolmaster, which may well be brought before such an Association. Many questions, on which it would be well for teachers to have the means of expressing a *deliberate* and *collected* opinion. Our School System is now very excellent in its organization, and much praise is due to the clear judgment, the energy, and the perseverance by which, in spite of opposition and misrepresentation, it has been placed on its present footing.

EVILS OF THE PRESENT TEMPORARY CHARACTER OF THE PROFESSION OF TEACHING.

It is a great drawback to the cause of education in Canada, that teaching is so seldom looked upon as a man's permanent employment—that so few determine, at the outset, to make it their profession, and study it as such. We know that most of those now teaching Common Schools in the country districts throughout the province are only so occupied because they cannot at once get anything more lucrative to do. That they intend to seek some other method of obtaining a livelihood as soon as they have acquired sufficient means, and a suitable opportunity offers. The necessary result of this is, that they do not care to qualify themselves for the efficient discharge of an office which they do not mean to retain: that they are listless in the performance of their duties, and more or less indifferent to success or failure; for, whatever may be a man's honesty of purpose—however sincerely he may *intend* to perform his duty, from a principle of *conscience*, yet if it does not accord with his tastes, and if his interests are not to a great extent dependent on it, he will be satisfied with something less than thoroughness.