

During the pupils' early years, the aim of the teacher should be simply to awaken a desire for knowledge, and show them how to acquire it, not to cram them with facts, as is too often the case, treating the mind as a remembering, and not as a thinking substance. It is not the number of facts read or expounded, or even remembered, but the power to apprehend these facts and their various relations, which constitutes the ideal of true teaching. We should aim to secure to our pupils as much mental training as possible, so that having aroused their activity of thought, having led them to the source of knowledge, they may drink therefrom, and that they may feel that to their own exertions, will be mainly due their increasing knowledge. And those pupils who on account of poverty, or other misfortune, are obliged to leave school at an early age will have received a stimulus sufficient to excite them to further study, to self-improvement and to love knowledge for its own sake.

The teacher of the newly awakened mind of childhood is he who standing at the fountain-head of a mighty river, holds in his hands the power to effectually dam its progress, to divert it from its natural channel, or to guide it in its just and proper course, while he who is appointed to the post of so-called superior instructor, is like the tributaries which, in their mighty onward course, administer to the wants of the river, but are only subservient to the mighty principle generated in its earlier stages.

But some doubting one may say, "Do not those pupils studying the more advanced subjects, of necessity need teachers that are better educated than those who have not yet mastered the rudiments?" If, by education, is meant a sound professional training, and a thorough insight into, and understanding of, child nature, I answer, yes; but if, as it is meant in the common acceptation of the term, mere literary acquirements, I dissent entirely. If a young man after a thorough course at the High School, and after successfully passing the examinations on the curriculum, has not enough book knowledge to teach the higher class in our Public Schools, he should not presume to enter the profession; and he would be no more successful in a junior division, than in a senior one, unless, as is sometimes the case, he has a great aptitude for imparting instruction. Besides, it is a fact which the observant person cannot fail to have noted, that the best scholar does not always make the best teacher.

Then, again, the pupil in the advanced stages is in a far less degree dependent on the teacher, than is his younger brother. With such a magnificent array of text books, as is supplied for our Canadian