

Words of Advice to the Teachers-in-Training.

I willingly comply with the request of the editor-in-chief to address "a few words of advice and counsel to the teachers-in-training" at the Ontario Normal College. If I may judge all Normal College students by those whom I have met, there prevails at the college a spirit of earnest devotion to exacting duty and high ideals; and this gives great assurance for the future of the teaching profession in Ontario. To persons of such character it is always a pleasure to speak; and if the counsel I give sound dogmatic and be unadorned, those who receive it will please believe that my spirit is, notwithstanding appearances to the contrary, that of fellowship rather than mentorship, and will understand that required brevity forbids adornment or amplification.

Concerning motive. The age is commercial. Many are studying in universities and professional schools that they may qualify themselves to make money. "What is it worth in dollars and cents"? is asked concerning subjects of study, courses of training, occupations. When this is the manifestation of a dominant motive, scholarship has lost its crown and toil its divine quality. Candidates for the teaching profession in Ontario are not so much exposed to this temptation as some others, because of the meagre emoluments in this profession. Unlike the monks of the middle ages, our public and high school teachers need not to take a vow of poverty; for the school boards will see that they are kept poor. But men may take a wrong attitude towards a small salary as well as towards a large salary. The prohibition against covetousness needs emphasis for the poor man as well as for the rich man. Gold, when it becomes the motive of our teaching, is a base metal. My first advice then relates to motive, and is an admonition: Take heed that money be kept

entirely out of the realm of motive when turning your face towards the divine vocation of teaching.

Concerning method. A thousand things, more or less wise, are taught in these days concerning method, and we must look sharply or we shall miss reality; for there is now a pedagogical cant as there used to be, and in some quarters is yet, a religious cant. It is not certain that we have caught a bird when we have put our hands upon a nest: some nests are empty. The teacher who thinks that because he has the mastery of his subject, and an intimate knowledge of all the approved theories concerning child-life, and of the methods which great teachers have used with extraordinary effect, he is sure to be an eminent, or even an average, teacher is quite likely to be mistaken. The one vital current which must flow through all his knowledge and his methods is love. There must be enthusiasm for his subject, and genuine, unaffected sympathy with those he teaches; not a perfunctory, professional, pretended sympathy, but a sympathy which is real, natural and constant. There is nothing of which the world is more ignorant than the meaning which the Christ when he gave the eleventh commandment, and Paul when he wrote the thirteenth chapter of First Corinthians, intended to convey. If a teacher really loves his subject, and the communication of knowledge, and the training of minds, and young people; he will not teach simply because the occupation is respectable and the salary enough to keep starvation at bay; nor will he content himself with the bare bones of method from which life, love and joy have departed. O. C. S. WALLACE, McMaster University, Feb. 1901.

Students who have not yet sat for their photos are requested to do so at once. The work so far produced has been most satisfactory, and reflects credit on the ability of Mr. J. A. C. Morrow as an artist.