

thorough learning a teacher has, the better for him and for his pupils. But if I were given my choice between two teachers, one a great scholar, but lazy, the other an indifferent scholar but active and energetic, I should choose the latter. A teacher of energy may be very little ahead of some of his more advanced pupils in certain branches, and yet carry them right along, because he has energy enough to keep in advance of them. Any teacher who conducts his school in the manner I have indicated, enforcing diligence and activity into all around him, and inculcating by precept and example, habits of painstaking work, will certainly do good. He will prove himself a blessing to his school, and an ornament to his profession. But every such teacher is himself, and necessarily must be, a diligent plodding laborer.

II. In the second place I purpose saying a few words about the teacher's *privileges*. These are numerous and valuable. I cannot name all. But I shall point out a few.

(1.) The aids, which any young man or woman in our land, finds within reach, who wishes to prepare for the work of teaching. All qualifications can be secured without any great expense or inconvenience. There is a free school at the door where one can be carried forward a long way in the course. Then there are in every county Grammar Schools and High Schools, all but free, that can be attended at comparatively small expense. Then there is the Normal School, which gives free instruction specially designed to fit for this work, and along with this instruction practical lessons in teaching and governing a school. There is no profession to which the approaches are more easy and less expensive.

(2.) When the teacher of to-day begins his work in the first school, he is not left to contrive a plan of work, and method of classification for himself, at which he may

arrange and labor for a year or two before he has it in what may be considered successful working order. He has a well-thought-out classification of studies, and method of procedure put into his hand. In short he finds the whole machinery is in working order, and he has only to apply the steam of energy, and the aid of common sense, to have in a week, a well-balanced and smooth running establishment.

(3.) Another advantage he finds in the good school houses which are found in every section through this part of the country; and are becoming the rule in every municipality in the Province. In the modern, and now common structure, teachers and pupils not only find themselves in a more commodious room, and breathing a more healthful air, but they find the whole arrangement conducing to good order, and dispatch and comfort in the performance of every school exercise. To maintain order and push through a lot of work was a practical impossibility in the old school houses, arranged with long benches, where the pupils sat side by side in long rows, with feet dangling six inches from the floor. Whispering, jostling, trickery, confusion, and perpetual discord could not possibly be prevented in such circumstances. The arrangement in these old buildings was usually such that one half the pupils hid the other half from the teacher's view no matter where he would place himself. Boys and girls that could resist the temptation to mischief and idleness, amid such surroundings, are few and far between. This is certain; such boys and girls did not constitute the rank and file of our common schools in the old *regime*, as almost every teacher can testify to his sorrow. But in the new school house arranged according to later methods, each pupil has a comfortable seat, and he has every facility for doing all his work with ease, and without annoyance from his neighbor. The teacher can at any