

most useful for him to pursue those branches which he has to teach. He will find mathematics, grammar and the natural sciences inexhaustible mines, and the deeper he digs, the more profound his knowledge, the better is he fitted to *teach* even the *rudiments* of these subjects. I do not think a teacher would do wisely to work many hours each day, but let him accustom himself to intense application for say one or two hours a day, and he will accomplish vastly more than by wearying himself by too close confinement.

A teacher should take care of his health. By taking daily and vigorous exercise in the open air, by using proper diet, by practising proper bathing, and never sleeping in a close room, and by being cheerful and trying to make those cheerful around him he will banish disease, and have a strong, healthy frame. You may rely upon it "Providence cares for those who care for themselves." Without a healthy body it is impossible to have a cheerful mind in the school-room. Which of you do not know of black days in school? Get perfect health and be cheerful, and you will never find them.

In conclusion, let us each try to make the schools of Middlesex second to none in the Province. Our pride, our interest, and the interest of our country demand that we should do our utmost to lay a true foundation for an education in the minds of our

pupils; and like men in all professions, our greatest honor, and our greatest happiness will be found in the faithful discharge of every duty. Ours is a calling which requires as much wisdom, as much patience, and as much tact as any in which we could engage; and he who best fulfils the requirements, whose mind is best stored with knowledge, whose heart is most imbued with a love for his work, and who writes the purest and best lessons in the minds of his priceless charge, does a work equal in importance to any God allows to human beings. Let us each remember that the moral impressions we are making on those tender minds are as lasting as the minds themselves, and let us strive to store them with pure and noble principles, whose effects must be to lead them into a high and pure life; and amid all the drudgery and all the care of our work we will be able to reflect with pleasure upon the thoughts that our lives are being reproduced in others, that the all-seeing eye of Him who dwells in eternal light beholds our motives and marks all our efforts; and that in the great future (if our work be well done) when the true book of every man's mind and heart is thrown open to the inspection of the eternal Judge and the assembled world, those pure principles of life and action which we planted in our pupils will be found to have produced, with God's blessing, golden fruit for the great harvest of their eternal happiness.

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### TEACHING HOW TO STUDY.

We can all of us call to mind failures in school that befell us because we did not know how to grasp our work. We groped blindly in the dark, though there was light enough which we could not find. We can see where a few words of suggestion would have lighted up many weary days of study and made that a delight to us which was at times an irksome duty. Now, teachers have something to do besides inciting to work and drawing out the results of past study. We must guide, and instruct in processes of study, if we are to do the most possible for those under our charge. Just as a mechanic teaches the apprentice how to use the chisel, saw, and plane, or the

drill-sergeant shows the recruit how to handle the knapsack and musket, so we are to teach pupils how to make profitable use of the apparatus for study which we place in their hands.

A child nine years old, who knows the multiplication table and can read pretty well, is going to begin written arithmetic. He brings his new book to school. His class is brought before the teacher and is told to get the first two pages for the next day's lesson. And they are, with no note or comment, sent to their seats to get their lessons. They find words whose meaning they cannot understand; they see a discussion of some abstract principle wholly