

tion admitted, and yet large numbers of such persons fail to become teachers in any sense of the term.

Rejecting those with peculiarities of temperament, nervous and otherwise, who have had no opportunity of being fully tested, until they had been brought face to face with the little world that they were expected not only to conquer but to train; rejecting those possessing physical infirmities which always unfit the possessor for successful work in the school-room; rejecting the indolent, the apathetic, the ambitious to shine in other more lucrative fields of labour; rejecting those who willingly submit to the seductive influences of social environments with their powerful temptations, there still remain those who fail.

Given two teachers equally equipped with mental and bodily powers, both equally desirous of succeeding from ambitious and pecuniary motives, both equally industrious and energetic: one succeeds and the other fails. We can account for the success of the one, and the failure of the other, only from the presence or absence of proper standards or models of excellence. Vagueness of purpose, indirectness of aim, will be followed by indecision in action, vacillation in desire, failure in result.

The teacher who has no fixed standard, tests every catch-penny method that presents itself to his notice through the columns of the educational press, or that is rehearsed at teachers' institutes, hoping that success will lie in one of the tested methods. He experiments in rewards of varied kind and degree, in punishments as varied and novel as human ingenuity can suggest. He has methods of drill, methods of study, methods of recitation, methods for this and for that, fickle as fortune, running the gamut of changes from low to high, and high to low, untiring in every effort, expending enormous

amounts of physical and mental energy and yet failure comes. Every teacher of experience has witnessed such displays in some of his associates, and has felt keenly, from his sympathy, for them, the inevitable failure. So frequent is it that we have no doubt that it has given origin to the expression, so apt and so common, that the teacher is born and not made. There can be no doubt that these failures, as we have said, are traceable to the absence of a proper standard of excellence, or, if one has been adopted, to the failure to keep it constantly in view.

What is your ideal of discipline? It may be so high that it breaks from its own rigidity. It may be so low that the howlings of an drunken mob may be as peaceful as Paradise in comparison. It may be so indeterminate, so changeful, so rigorous one day, so loose the next, as to amount to nothing in the column of success. Fix upon some standard of conduct, sensible, natural, and easy in its demand, never forget it in the many changes of the school-day, and you have secured the first great element in success.

Fix upon a method and style of teaching in harmony with the accepted, approved methods of the day. Do not rant, do not talk, as if a treadmill were set up in the school-room, have full and ample consideration for the receptive powers of the beings before you, let them take an active part in the whole process, if possible, let them do the greater part of the talking, teach at and through the dulllest pupil of the class, do all this and you will look with pardonable pride and pleasure at the result.

And in your recitations, as you call them, which are recognized in all good schools only as important agents in fixing and fastening the knowledge imparted, how will you conduct them? What is your standard? If you simply