

however, not failed to avail ourselves of every opportunity of study, and although this has always taken place after a hard day's work of school teaching, it has nevertheless been done cheerfully, and I trust profitably. It has been my chief object to make the students feel the importance of the post they are anxious to fill, and for that purpose subjects intimately connected with the art of teaching have been prominently brought before them. In English composition also they have been accustomed to write short essays on subjects connected with the teacher's profession. I have selected the following as fair specimens, but in looking over them it must be borne in mind that they only formed part of two hours course of instruction, and that on an average not more than half an hour is allowed for each student to finish a paper:

What are the chief pleasures to be derived from the Teacher's Profession?—*Miss Harper.*

A person who undertakes the training of young minds should have at heart a desire for human improvement. If this be the aim she has in view, the whole duty will become a source of pleasure. Nothing will give so much delight to such a person as the cultivation of the minds of the young, changing a benighted and ignorant into an enlightened and intelligent being; and when she considers how much the future well-being of the trust committed to her keeping depends on early training, it should make her more diligent and persevering in her efforts to promote and instil right principles into the minds of her pupils.

" 'Tis education forms the youthful mind,
For as the twig is bent the tree's inclined."

The innumerable blessings which flow from education are nearly everywhere to be seen. How much does civilization owe to this? It is this which raises our country, England, so much above her less enlightened neighbours. When we see the many blessings which flow from education, who would not feel honored at having done something to promote it?

How would you check conceit in a clever, ambitious, painstaking child, who at an early age had reached the higher part of the school?—*Miss Walling.*

"Supposing I had such a character to deal with, I should think it my duty in the first place to find out whether she was naturally inclined to be proud of her abilities; and as it is more than likely that a child of this kind would be so, I should begin by showing her that whatever talents she possessed had been given to her by God, and that if He had seen fit to entrust to her a larger share than He had to others, it only brought with it greater responsibility, "*For unto whomsoever much is given of him shall much be required.*" and therefore that instead of being proud and haughty, she had the more need to be humble before Him who gave her all she has, and thank him for the gift he has bestowed upon her. I would also try to impress upon her the fact, that no matter how hard she studied she would in reality be doing no more than her duty to her parents: for when they sent her to school it