

you will have children whose mental faculties are amply prepared for the introduction of books, and who will thank you for the valuable gifts which will gratify their aroused appetites for knowledge, commanding, as they do, a goodly portion of it already.

At this stage, the art of reading will not only be very readily acquired, but it will also prove to them a highly appreciated means of gaining more knowledge, and books will become and remain, what they ought to be, their friends for life. To teach the first grade in this manner is, by no means, easy work, and will require the most careful preparation on the part of the teachers. Some even might not be able at all to do it, but valuable help could

be rendered to them by meetings like this one, where lectures on the subject might be given.

If the experiment should be made, and in European countries it is no more an experiment, the teachers in the upper grades would soon find a set of scholars with whom to work would be a pleasure, and those very pupils would enter life well prepared.

If my views upon the subject before us should happen to differ materially from others, I beg you to regard all I have said as an opinion gleaned from careful observation, and I hope it may give rise to more sound and earnest reflections, and indirectly help to benefit our common schools.
—*American Journal of Education.*

TEACHING AS A PROFESSION.

One of the great drawbacks to the success of the teacher's work in the past has been its non professional character. He who makes the practice of law, ministry or medicine a stepping-stone to something that he regards as higher, is looked upon as a quack; and the same rule of estimation should be applied to the profession of teaching. The relative importance of the teacher's work is becoming appreciated, and a corresponding qualification is demanded. But no person will make the highest effort to fit himself for that which he expects to follow only for a short time, and all must admit that of all the professions extensive qualification and ripe experience are required in the teacher's work.

There are, in every community, at all times, those who have come to that point in life in which they are required to consider what of the future—whether they shall turn to this or that trade, avocation or profession. We invite all such to consider the following reasons for selecting the profession of teaching as a permanent life work:

First, It is a profession in which you can be regular in all your habits of life. The value of this, both to ourselves and others, cannot be over estimated. There is scarcely any human limit to the amount of labor we

can perform if we are so situated that we can economize all our time. The teacher's profession stands above all others in this respect. The very fact that his school life is a routine, enables him to be systematic. Entering the school-room each day and pursuing a regular programme, only varied by the necessity of the occasion, he acquires, by circumstances, a regularity of life that is found in no other calling. The six hours of five days in the week leaves a large margin of time for recuperation, acquisition and enjoyment, which is to a great extent untrammelled by the claims of others. The time of the business man is largely devoted to the wants of others, at any and all times—the lawyer to those of his clients, and the physician to his patients, and the pastor to his flock. So that they can have no time that they can call their own. But not so with the teacher; when his day's work is done he locks the school-room door, and it is his privilege to turn his back upon all its cares and annoyances for the rest of the twenty-four hours. His after hours are not taken up by anxious parents calling to inquire how their children are progressing, or why this or that is not that or the other. If he is a man of family, he can devote his time to home interests. We too often lose sight of the obligations we