

as he keeps rhyming to himself that perhaps the most conscientious thing for him to do is to resign. But to the prudent teacher the path becomes smoother and smoother, as he begins to realize that the secret of success is in his own powers. The responsibility rests upon the man who faces a difficulty or a multitude of difficulties, not upon the difficulties he has to face. The boys of his school are hard to manage, but they are not so much worse than boys in any other school, that he cannot manage them. The parents of the district are peculiar, but not very much more so than in any other community. The school commissioners have their defects, but as no body of men are perfect, he must deal with them as he finds them. The school has been terribly run down, but he has become conscious that the credit will be all the greater if he restores it to its former position or raises it to a higher. In other words, he assumes the responsibility of making his own record, and in doing so, has found the only way of striking a mean in his conduct towards his many advisers. He cannot satisfy everyone, but he sees his way towards satisfying the greater number of his clients by co-ordinating his own powers with the social forces around him.

What the reading circle is to the teacher, the seminary method is to the university student. As a contemporary remarks, the former seems to have reached the turning point in its career, with the period of decay in sight. As a rule it has not met with the success which was at first expected from those who were so zealous in organizing them. Yet as may be said, such a number of reading clubs as have been organized within the past few years, wherever two or three teachers have been able to meet together, must be able to show a balance of good to their credit. "They have controlled the direction of a good deal of reading effort, while they have to some extent increased the sum of effort which would otherwise have been put forth. They have probably added somewhat to the professional strength of teachers. But they have lived so far a rather sickly life it must be confessed. Whether there is any way to improve their condition is a problem." The Seminary method has been lucidly explained in an article in the *Educational News* in the following paragraph:—The Seminary is the laboratory, and the Seminary Method is no more than an extension of the system, now for many years in