

cure, and then work to bring about those results. Society demands an acquaintance with this subject. Free institutions and a general franchise make it imperative. It is valuable in its adaptability to improve the moral judgment, and to exercise the memory. Rightly conducted, it trains to proper modes of reading by concentrating the attention upon the sense. It should secure a fluent expression of thought. These results I would aim to secure.

In my school-boy days we read a portion and were asked what events occurred at certain dates, and what dates certain events occurred at. This was simple folly. There was no waking up of mind, no tracing the causes and sequence of facts, no criticism of the justice or wisdom of actions, no introduction of collateral history, no comparison of customs, laws, etc., with those with which we are now familiar, no aiming to secure along with this knowledge its fluent and elegant expression.

These, then, I present to you as representative but meagre outlines of methods of attaining thoroughness in teaching. Simply stated, it is to understand child-nature, to know what it may and ought to become, and to skilfully treat it so as to produce your typical man.

Thorough teaching requires a thorough teacher. That is an axiom. The Teacher must be thorough not only in methods, but also in knowledge. Very many of us are not such, but most of us may, I presume, become such. The essential requisite is a manly resolution to do the best we can, and an unflinching performance of that resolution. Should a teacher not thoroughly understand each subject he teaches? Yes, and beyond these, many not found in the curriculum of our common schools. It will not pay for us to secure Second or First Class Licenses, and then fold our student arms and repose upon that intellectual pinnacle. I have known Teachers—young men who had adopted this profession, and had not yet reached the "upper story"—who during a whole term unremittingly, devotedly sharpened and polished themselves for their work by the study

of "Handy Andy," "The Woman in White," etc., utilizing as recreation that part of the daily papers devoted to Hanlan, Ten E-y-c-k, Dick Nagle, and such like literary prodigies.

My friends, ours is intrinsically a noble profession. We ought to be proud of it. Are we? Do we manifest the *esprit de corps* of some other professions? Does our profession occupy that position in the social scale it should? If not the fault is ours. Let us raise the intellectual standard. Let no member of our ranks be contented with mediocrity. To advance needs no endowments of genius; but simply, Newton-like, to keep picking up pebbles upon the shores of knowledge. Cheerful perseverance in any line of action owes its life to principle deeply seated, not to sentiment. The rock upon which the Teacher should build, is the feeling that his is a responsible work requiring the best powers it is his to bestow. This suggests my last topic—Earnestness.

The Teacher must be earnest in his professional work in school and out of school. No minutes of the five or six hours of the daily session must be squandered. His zeal should be such as to take no note of time, except from its flight. Neither can the Teacher who hopes for lasting success put aside all thought of professional work from the time he leaves his school-room until he returns. He should scan the daily lessons. To have each recitation so that he could recite it himself is a good criterion. Except for a casual glance, a text-book in the school-room ought to be considered a bore. Then a little forethought will provide a fund of correlative facts and illustrations ready to utilize. It is wise to have all problems in mathematics solved before the class reaches them, that no time may be lost if an explanation is needed. But he should be careful to explain no problem until the best has been done by the pupils to solve it. Seventy-five per cent. of the benefit arises from the solving, not from the knowledge of how it is solved. Earnestness is verily the philosopher's stone of our profession. Earnestness is the alchemy which transmutes idleness