

If it be true that the poor results of teaching are to be laid at the door of the teachers, then what, definitely, is the matter with the teachers, and what, definitely, shall they do about it? The matter with the teachers cannot be put into a general formula. In some, it is lack of education and training; in some, immature thought; in some, lack of energy and initiative; in some, lack of courage and character. There are some teachers who were themselves poorly taught, and who learned little from their youth's environment; who have absorbed so little of the world's best thought that they are utterly incapable of arousing the mind of pupils along any such lines; who have read so little or so carelessly that their vocabulary is quite inadequate to the understanding of the best books; whose mastery of their own mother-tongue is so poor that they cannot express their ideas even correctly, not to speak of beautifully; whose manner is so unformed that they cannot take the place in the world which should belong to every member of the teaching profession. Yet these teachers are in earnest, they love their work, they are doing their best, and desire to do better. They are needed in the profession, and must be encouraged and retained. These need and deserve a long term of normal training, with sympathetic personal supervision. They need the companionship of cultured persons; they need some social training. But this class of teachers, as soon as they realize their needs, make an effort to fit themselves for the work.

Then there are some teachers who, from extreme youth or frivolous temperament, fail to see that teaching is not like a trade laid aside when one steps from the workshop, but a profession which stamps its members and makes demands upon them everywhere. And you, teachers, you are to have the influence and command the respect due to you in the schoolroom and in the section at large, if your methods are to be believed in, your requests granted, your advice sought and your efforts backed up by the people, your manner must at all times be such as to win these things for you; your real worth must be such as to make itself felt. Without these things your work must fall short of its best. If you, as the phrase goes, "go in for a good time," if you frolic and act like an irresponsible child, if you permit too great intimacy in the little details of life, if you talk freely about yourself and your difficulties, outside of school, you will not accomplish any great work in the school. I am afraid some kind-hearted critic may say, "Oh, the young

folks must have their fun; you would not have them old before their time?" No, I would not, most emphatically. One should cherish the freshness and buoyancy of youth all through life. One should be cheery, witty, and as full of fun as the occasion demands or the spirit prompts; and every sign of a carping, spiritless old age is hateful. But if anyone intends to act in the undignified way just referred to, if anyone tends to shirk the serious problems of life, she should take up some vocation other than teaching. There are many ways of making a living, and often a better living—bookkeeping, dress-making, millinery, housework, and the other trades, in which less is expected of one, and in which one's life does not so nearly make or mar one's work. As to the comparative honourableness of these different callings, there is no honour in poor workmanship in any calling. A first-class tradesman is more honourable than an inefficient teacher. It is far better to be an honour to your business than to be nominally attached to a business which honours you. To any such teachers as this, I would say: "Teaching demands the best men and women, and them at their best—not their frivolous youth, but their life at high noon, with all their faculties developed and pressed into the service. Such persons, taking up their work in communities, must soon impress upon the people, not by any word or tactless action, but by natural dignity and real excellence, the fact that a teacher is not a person to be bullied or neglected, or even entertained and made comfortable, but a person to be looked up to, a leader to be followed, a factor in every good force at work in building up the character of the young people.

Then there are some teachers, many of them trained and experienced, who work in a prefatory way, whose methods are mechanical, and who fail to make the school work and real life connect themselves in the mind of the pupil. For example, the sort of teacher who begins a child's education by having him learn off the alphabet, and who allows the young victim to struggle for years with the mysteries of pronunciation, and spelling without any definite knowledge of the sounds of the letters, and perhaps to go through life with a slouchy and indistinct enunciation. The same machine influence is seen in every branch of the work. Take arithmetic, for example, where much latitude is allowed by the prescribed text for the genius of the teacher. In a lamentable majority of cases, the explanation set down and called a statement has no appeal whatever as an English sentence, as an expression of the