

upon the grassy bank, fishing the quick water and adding continually to my stock of trout. A brook is much like a school-boy on a fine Monday morning, with the recollection of Saturday's sport fresh in mind,—never going straight on with a definite purpose, but lingering by the way, running round corners, moving slowly along in the shady places, skipping over the stones, until finally it settles down to grind out its hard task in the mill. This brook is particularly erratic. It zig-zags through the pretty valley without any apparent reason whatever, unless it be conscious of the charms of the spot. Here it goes far out of the course that any sensible stream would have followed, to play hide-and-seek with the bubbles among the roots of an ancient beech; there it runs plump into the hill, but now to carry away the sand thrown up by some bubbling spring. This stream has been a useful one in its time. All the broad fields about us owe their existence to its industry. For ages it has washed down the fine deposits from the mountains yonder; and changing its course continually, has, instead of cleansing the face of the plain, plastered it over with a coating of rich mud. But its working days have ceased; and, like an aged spendthrift, it is now consuming the accumulations of former years.

II.

TEACHING—ITS PLACE.

The dignity and moral responsibility of the teaching profession is a theme upon which many, from time immemorial, have been expressing themselves. Although not a topic admitting of any controversy, it is one, it would seem, which requires to be constantly kept before us and impressed upon our minds. To many it has become one of those subjects which from frequent repetition fail to awaken any response. We look for the repetition as a matter of course and would be surprised should it stop. Silence on this subject would act on us much in the same way as the stopping of the mill on the sleeping miller,—we would

rouse ourselves and ask "what is the matter?"

The lofty aims and functions of the profession are willingly conceded by all; yet practically, there is, in this utilitarian age, a disposition on the part of many entering its ranks to degrade it to an intermediate position between the college course, or the common school training, and the profession of their choice. By such the teaching profession is regarded as a temporary makeshift, a stepping stone to something higher, a means to an end.

It is easy to understand how under certain circumstances a young man with his heart set on something else as his life-work, should see in teaching a ready expedient for securing money to enable him to pursue the studies necessary for his chosen vocation. But it is easy to see also how such a practice largely indulged in would be prejudicial to the interests of the teacher's profession, and eminently so to our schools.

In the first place, a person teaching under these conditions would not stop to think of natural adaptation as a pre-requisite. In the choice of his own profession he would undoubtedly consider this; but why should it be a consideration in his temporary employment? To him the latter is but a financial venture in which the profits, small though they may be, are sure.

Again, in teaching, as in any other occupation, a love for the profession and an absorbing interest in the work are most essential elements of success. These characteristics in the teacher are the more to be desired since the absence of them is fraught with such fatal consequences to our schools.

Now it would be unreasonable in the extreme to expect from a person making the profession subservient to another the zealous enthusiasm and energy of him who has chosen teaching for his life-work. In this respect our schools are open to the influence of the hireling as well as those of the true shepherd.

Provided he has brains enough to get a