

tions. It cannot but be that men and women who are compelled habitually to adapt their language to the comprehension of those whose attainments are insignificant, who are in understanding, as many of them are in reality, children—I say it cannot but be that the simplicity and perspicuity of their style should be in striking contrast to that of those who may know as much, but have not learnt how best to impart their knowledge to others. To me, the fact that we are so much improved by this necessary preparation for the instruction of others, is no inconsiderable encouragement. It may seem selfish, but there is no *greater* end which a man can have in view than self-improvement. All well enough to do one's honest best for others, but it is not less one's duty, while endeavouring to elevate others, to aim as earnestly to elevate himself, and thus, whatever a teacher's natural ability is, great or small, as he plods on wearily enough sometimes, he can cheer himself with the thought that while he burns the midnight oil in the service of others, he is impressing upon his own brain the truth he is preparing for them.

Then, again, in the class room there are many things to encourage one. The teacher may indeed take encouragement out of discouragement. For example, there are those in every school who are incapable, and for whose benefit the teacher has to repeat himself time and again. I have taught long enough to know right well what a thorn these are, and to learn, as well, that it is not an unalloyed evil to have them amongst brighter pupils. The necessary iteration is good for the teacher, and of immense benefit to the clever ones, for many of them are quick to comprehend, but not tenacious to remember. They retain all the more firmly that which they knew, but which others were ignorant of, and

which, for that reason, has been repeated and impressed in their presence. I have often thought that teachers have the idea that all such special and extra labour is in vain, except in so far as it results in good to the dunces. Not so, however. The whole class is benefited, the teacher is none the worse, in mind, at any rate, and I am pretty confident that the lessons which are recited without a hitch will, on review or examination, be found to have made less impression than those which have cost the teacher some extra time and explanation. This, it appears to me, is reasonable. And what of the questions put by curious scholars? How often they have started us on a train of thought or research which has resulted in great good to us. How often, with the most careful preparation, have we found ourselves at a loss to answer their inquiries. Nor, mark, are these always of little consequence. Very often, of course, the answer lies on the surface, but is frequently found only after most careful search away in the depths. Such questions display at once the desire for knowledge inherent in all, and the quickening influence of the teacher's mind.

I proceed now to say a few words upon the effect of teaching on the disposition of those who engage in it. Some begin to teach with far other than angelic tempers, and in the beginning the tendency, even in those who are by nature sullen, is, on provocation, to give way to passion. Many find that their temper often overcomes their better judgment, and causes them to make a sorry exhibition of themselves in the presence of those who know more and see farther than we give them credit for. But usually, the experienced teacher is the most patient of men. For he who has had to school his temper, to put restraint upon it, to hold himself thus with, a strong will, finally overcomes, in