

tions—who disdain Teachers' Institutes and begrudge any time that may be required to devote thereto.—*Wiles*.

—A clergyman, at a teachers' meeting in Ohio, said that the teachers are too often selected in the wrong way. "Examiners make an intellectual or mental requirement in strait-jacket style, and pay no attention whatever to the peculiar, natural, and innate adaptiveness of the teacher to the profession; and thus men and women are found at the head of our schools who are no more able to develop the human mind than a Modoc is to draw a picture of the heavenly Jerusalem with a piece of charcoal."

—The first weed pulled up in the garden, the first seed put into the ground, the first shilling put in the savings bank, and the first mile travelled on a journey, are all very important things; they make a beginning, and thereby a hope, a pledge, an assurance, that you are in earnest with what you have undertaken. How many a poor, idle, erring, hesitating outcast is now creeping and crawling his way through the world who might have held up his head and prospered if, instead of putting off his resolutions of amendment and industry, he had only made a beginning.

—Does the educator's work deteriorate him? There is something about the teacher's duties that is not beneficial—that is certain. Whether it is because he already knows the truths and facts, and therefore gives no attention to them, but is wholly engaged in seeing his pupils absorb them, or whether, having learned enough already to obtain a certificate, he makes no further effort to improve his own mind, the result is that teachers stand still or go backward. There is but one remedy: Do the same work that your scholars are doing—STUDY. Take some particular thing, as geology or botany, and follow it up for one term or a half-year, until you are informed thoroughly. Then write out a lecture on it, and, if you can, deliver it. The next half-year take up a new line of thought.

—The greatest and best thing the teacher can do for a child is to form in him the habit of attentive study. It is scarcely necessary to enlarge on this. And yet, it is quite proper to say that such a habit has a value far surpassing that which is associated

with it in school life. Every man, it is true, who labors to train his pupils into careful study of the lesson, anxious mainly for the work in hand, is building better than he knows. But he will be likely to do this very training work none the less better if he thoroughly realizes the far reaching importance of such a habit. The Grammar may become dim, the Geography may largely drop out of memory, the Algebra may fade away and disappear in the limbo of "cross a's, and p's," and little of his common school studies remain except the Reading, the Writing, the Spelling, and the Arithmetic, that have been riveted on him by daily use; but if the pupil has acquired at school a habit of attentive, systematic study, it cannot be said that knowledge has closed to him her ample page, or that when the school door was shut on him as he passed into the world, the benefit of his school training was left behind. Happy is that youth who has been trained to master his assigned task, who has learned to accept cheerfully his bit of work, add the pleasure of steady application to be closed by the manly satisfaction, "so much is done, I have learned that."—*Prof. Scott, in Schermerhorn's Monthly*.

TEACHING IS WORK.—There is a general sentiment prevailing that teaching is not toil. It is believed that the teacher has a "good thing" if he only gets an appointment in a public school, and those who can do nothing else are set to give instruction to the children. This is on the ground that it is easy, not producing that wear and tear of the physical constitution that ordinary labor does. There is no one to measure the work done, to see that it is proper in amount and quality—at least it is inefficiently done if attempted.

Real teaching demands close attention. It is wearing on body and soul. It, with few exceptions, consumes the vitality in a remarkable degree. The anxiety it causes cannot be understood except by teachers themselves.

It is well both teachers and parents should understand this aspect of the case, and give the teacher the credit for doing work. The hours which he spends in the school-room may seem short, when compared with those of the farm or day-laborer, but it must be remembered that mental labor is of all the most exhausting. That he is out of the exposure to which many