

Of course a wide information is needed, but there is an inclination to enter too extensively into some subjects to the loss of proficiency in professional subjects.

We have not, however, the advantages that the future teacher will have, and if we wish to succeed we must ourselves make special efforts towards our improvement. This study of professional literature should be regarded, not as an ungrateful but rather as a pleasurable task. Remember it is our duty to keep abreast of the great improvements of educational thought in the most advanced systems of the world.

True, experience is a wonderful aid to the teacher. Experience, with wide reading is more wonderful. It might be possible for a person to learn to play on an organ without an instructor, or even to compose music and to understand the philosophy of music. But such an one should have begun on the first instrument made, and he would yet lack a few centuries of finishing his course. So, too, it might be possible for a person to become a teacher, without the aid of the experience or instruction of others. He might come to understand the child's mental faculties, how to govern to best advantage, and understand all the philosophy of teaching. But such an one should have had Noah's grandchildren in his first school, and then he would require to continue practising and observing for a few ages yet to come, before he would become perfectly proficient. Something more than mere experience is required. It is as Franklin says, "Experience keeps a dear school, but fools will learn in no other." Sometimes they will not even learn in that. But experience *guided by reading* will soon obtain this proficiency. The teacher with both soon becomes competent to assume the great responsibilities of teaching.

Yet the least of the beneficial results of his professional reading is to the teacher himself. He is as the centre of a circle of waves caused by the dropping of a pebble into a pool of water. The results of his self-culture ever widen; embracing first, the children of his school, then the parents, and finally the profession.

As intimated before, the present welfare of each child and his future state depend more or less on the efforts of the teacher. Children are at that age when they are much given to imitation, and when they are easily moulded. If the teacher does not know how to train them the possibility is that they will go in a large measure untrained. But trained or untrained, they *must meet* with the difficulties, the stern realities of life; *who* will be held responsible for the outcome?

Again, from the teacher directly, and indirectly through his pupils, will the parents be affected. But on this result of the teacher's reading we have not time to dwell. Suffice it to say, that to a greater or less extent, the morality of a neighborhood and its intellectual activity are dependent on the teacher.

Lastly, the profession will be benefited. As for this, however, if the individual does his duty there need be no thought for the aggregate.

Let me sum up in a few words of advice, for advice is given more easily than argument. Beginning first with myself I would

say Read more; to teachers-in-training, consider that you are at the Model, merely laying the *groundwork* of a professional education; to young teachers, none require more professional reading; and to the veterans, go on, *go on*, GO ON. An educational paper should be in the hands of all; we should be particular to preserve from papers or books whatever is of value to us. For further helps we have a Teacher's Library, and I am sure our worthy President and Inspector considers it a pleasure to direct any of his numerous family in a choice therefrom. Find out what is most needed, whether it be methods, personal culture, government, teaching power, how to direct the physical or train the moral part of the child, or whatever it may be, and then get aids to make up these deficiencies. As this is done we shall be ennobled ourselves, the profession elevated, parents quickened, and the children fitted to meet the realities of this life and of that to come.

We shall be able to return our trusts to the world, with inquiring minds, with active bodies, and with the best of all possessions—'hearts quickened to a realization of the responsibility and the earnestness of life, consciences made sensible to the last demands of truth and duty, and purposes and aims ennobled by a forgetfulness of self, and a devotion to the well-being of others.'

Primary Department.

A GOOD HABIT.

RHODA LEE.

VISITING one day, a school in H—, I was shown into a second part of the First Book class, where the scholars were engaged in copying a spelling lesson from the black-board into their blank-books, from which they were to study the words at home.

When the work was finished and the children resting, while singing very sweetly a favorite song, I was invited to examine the books and found the majority to be samples of most remarkable neatness. Back pages showed a steady improvement to be in progress, and great care had evidently been taken to make the whole book indicative of painstaking carefulness. On my remarking upon the beautiful results before me, the teacher stated that she had very little trouble in obtaining neat work as her scholars were so well trained in habits of neatness in the class immediately below. "And," she added, "they are taught to do such careful work on their slates that there is but little difficulty in the transition to lead-pencil and paper."

Of course we must allow for a good deal of modesty in this reply, but as the primary teachers are most interested in slate work, let us take a peep into the class where the good habit was at least partially formed.

It was certainly a pleasing sight that met our eyes as we entered the First Book class.

Fifty or sixty little children all erect and expectant, waiting apparently for something. What was it? Ah! the teacher was standing before the class with some brightly colored chalk in her hand:

"Just going to mark the slates," she said and we smiled complacently to think how opportune was our visit, a glimpse at the slates being just what we wanted.

"Highest class, red; second, blue; third, yellow." Then the marking commenced. The mark, let me say, did not cover the whole slate, but occupied only a little space in one corner. Bright eyes danced at a high mark and careless ones dropped at a low one. Quite often we caught an encouraging word that would probably inspire stronger efforts next time.

Looking at the slates we found, with the exception of the very little new-comers, great care displayed, and remarkably good work. The copies which had been written on one side were very simple. That was good point number one. The slates were ruled at equal intervals all the way down, writing being placed on every fourth line. The majority had well-sharpened pencils and not too long. The slates were clean and there hung at the back of each desk a small sponge.

One little bit of information I received, which I consider well worth repeating. "One afternoon in the week," said Miss C—, "we have neat marks given. A copy that has been written before during the week is taken, and instead of the usual style of marking, stars are placed on the board at the far end of the room opposite the names of those children who have taken extra care with their work. When five red stars are obtained, these are removed and a gold one (yellow crayon) substituted. On the other side of the slate, numbers are written in any way the children wish. Astonishing is the originality displayed at times in the ruling of the slates."

To young teachers—those who this term are perhaps making their first essay in teaching, let me emphasize the value of what training you may give in neatness, definiteness and accuracy. Whatever mistakes you may make—and no one among us is exempt from those—*do not allow careless slate work*. A chaotic mind must always result from untidy, careless, slovenly actions.

Children are not born with a love for, or tendency to neatness, but it is possible with even very young children to instil a love for, and pride in order.

It may be that you think they are with you so short a time that you have no field for habit-forming. The habit may not be formed and established, but you can do something towards that end.

Looking at results will often tend only to discourage us. Let us look instead at our duty, to do all we can, whenever and howsoever we can, to make our girls and boys better in some way for being with us even for a short time.

THE GLADIATORS.

ARNOLD ALCOTT.

THERE is not one of us who is conscientious, who does not want to excel in his work. In our reading, a good motto has come to us, and perhaps we could not do better than keep it before us this year; it is this: "Study to be what you wish to seem." What a bright, intelligent, useful, thoughtful and considerate world this would be if