

ing out of the conclusion by operating with the hypothesis. This is the active practical work of our profession, and is perhaps the most difficult. A youth, our hypothesis, by a certain training, or rather development, is to approximate to a typical man.

Now the thorough Teacher must note the condition of this development, and act upon it.

A shapeless mass of iron is to be moulded into a cannon. What is the most favourable condition for the operation?—Heat. Faculties are to be expanded and strengthened. What is the necessary condition for the operation?—*Exercise*. For the Teacher the exercise of the child's body and soul is the only condition of their development. That is a truth which should be written in phosphorus upon the dark back-ground of every unsuccessful Teacher's record. It is an idea which should permeate the Teacher's being until he acts from it unconsciously. It is by exercise alone that the muscles are strengthened; by exercise the brain in all its lobes is improved; by exercise moral stamina is secured. Whatever means, then, we adopt to reach the conclusion we have in view, let us remember that they must call into use the child's own faculties, that they must be provocative of action and thought. Is it not a prevalent yet foolish wrong to regard our pupils as so many cameras to take impressions from the actinic rays of our own light?

Now by what means and method can the conclusion be arrived at; or, to drop the figure, what studies are adapted to these faculties to attain the aim, and how shall these studies be treated? Here I can do no more than refer to one or two subjects as representing all.

The Board of Education supplies us with a curriculum. From this we are to choose and adapt. In teaching any subject the thorough plan must be to decide upon the natural result the study of it ought to have upon the pupil, and then intelligently aim to effect that result.

Is the subject Arithmetic? I would ask myself, "What should be my aim in teaching this?" I would answer, "To fit the pupil for everyday life, and to strengthen his

reflective powers." To accomplish the first, it is evident I must make the work of a practical nature, I must propose problems in which the pupil himself is involved, and such as he will directly need. To secure the second he must be trained in mental arithmetic, in the principles on which arithmetic is based—the wherefore of the rules, etc. It is not enough merely to dwell upon this. It is not mechanical. The mind must take it in, grasp it, see it. Bread is the food of the body. It is assimilated with the body. It becomes body. Arithmetic, in this case, ought to be the food of the mind. It ought to be assimilated with the mind.

In teaching this the class should be kept alive. A Teacher will best effect this by being alive himself. Do not keep the pupils dragging upon any single rule or exercise until the interest flags. As soon as they grasp the principle, and have had problems enough to make them at all skilful in its application, pass on. Delay will produce dullness. Besides the educational arena is not so limited that we must speedily retrace the steps we trod before. Have the school classified in this as in all other subjects. Have specified work assigned to each class daily. Test their knowledge of it at the blackboard. All classes can recite at the same time, if there is blackboard surface enough; if there is not, secure enough. Note delinquents in the recitation. Give them until the next day, and encourage them to solve the difficulty. If not then solved, explain. Offer any explanation on the advance work of a class which may be deemed advisable, being careful to omit what there is any probability of their discovering. Thus we keep progressing from point to point. Novelty lends an interest. Of course we must keep reviewing, especially in this subject; but the work in review may and ought to be so that the pupil will work it in a sort of a heroic spirit to shew that he is master of it.

Again, in teaching History the same general plan should, I think, be followed, viz.: the Teacher should make his mind familiar with the results the study of it ought to se-