

more carefully and systematically this is done by the child the better is our elementary teaching. Again the *memory* is to be trained by constant exercise. This is too frequently forgotten by those who would have everything explained to the pupil before being learned by him. It is well that his reasoning powers should be early brought into exercise; but it is the bounden duty of the teacher to cause his pupil to memorise many things of which it may be years before he understands the reason, in order that the faculty of memory may be the more thoroughly trained. Again, the faculty of *reasoning* requires training by constant exercise. This is the faculty by which we systematize the facts and phenomena brought before it by observation and memory, in order to perceive the resemblances and differences between them, and analyze them to discover the laws which bind together the isolated phenomena into one grand whole. It is the exercise of this faculty that we properly call thought; and the teacher that can make his pupils think, has done something of which both he and society may well feel proud. No teacher can, in the true sense of the word, be called successful who does not thus awake into active being a creative intellect. Happy he who has the heaven-born power so to do, for then may he truly be called a co-worker with the Most High! But along with this honour comes the additional responsibility of seeing that the *faculty of judgment* is also at the same time duly developed. Thought divorced from action in the life of the individual becomes self-destructive, hence in the action of the intellect, reasoning and judgment should ever go hand-in-hand both "beating in one full pulse-life." It is here, as I have previously observed, that the *will* gives the determining power to the judgment. The

formation of the judgment is largely due to the teacher, because the direction of the spirit in the region of will can be greatly influenced by him.

When any act is continually performed it becomes a habit; hence when any one of those faculties is constantly exercised in some given direction an intellectual habit is formed. It is the duty of the teacher not only to awaken and keep in exercise the faculties mentioned, but to see that they are used in the proper direction to form these habits. To illustrate and explain this, let a few of the more important be considered. In the first place there is the habit of *intellectual exactness*. An onlooker may consider the teacher punctilious who insists that his pupils shall acquire their lessons to the minutest word, or work their problems to the smallest fraction; but his judgment is a mistaken one, for it is by such means that the child acquires the habit just mentioned. Again there is the habit of *intellectual readiness*. This is something of great value in the varied departments of every-day life, and something which it requires all a teacher's care and all a student's anxiety for the latter thoroughly to master. It supposes that the facts of observation and memory are by frequent repetitions ready for use at a moment's notice, and that so well has the faculty of reasoning been exercised that points of similarity and difference in any question are almost instinctively recognized, and the judgment so invariably used that rapid decision follows on the heels of correct thought, which in its turn is founded on indisputable facts. This habit, judiciously cultivated, will frequently make up for deficient natural ability, and it is one which every conscientious teacher should strive to form in his pupils. "Time to think," as it is phrased, is frequently but a synonym for intellectual laziness, and prompt, decisive