

to be his disciples—love mingled with law, love to stimulate and law to restrain. Every one who knows human nature will be prepared to acknowledge that the teacher cannot secure these ends to the fullest, except by making his pupil religious, and this, I may add, he cannot expect unless he himself is religious.

He who would aspire to be a successful teacher must realize that the method of instruction is advancing, both in the higher and lower departments. I can testify that the highest colleges and universities are alive and in motion—at times I think going backward, as when they prescribe a curriculum which tempts the student to take the easier and not the more solid subjects, and allows him to have a degree without having studied the branches fitted to brace and enlarge the mind. But, upon the whole, they are going forward—as freely admitting new branches of learning and insisting on a thorough mastery of the subjects taken. Elementary teaching is also making progress in its methods and in its results. The teacher who would rise in his profession must be prepared to advance with the times. He must be ready to join the teachers' associations, and read the teachers' journals which explain and criticize the new methods proposed, and he has in the exercise of good sense to guard against accepting a new method because it is new, or rejecting an old subject because it is old.

But it is said that he who becomes a teacher will have his difficulties, his disappointments and his sorrows. Nowhere are these described more graphically or more tenderly than by Walter Scott in the language ascribed to Mr. Pattieson, schoolmaster at Gandercleugh, in the Preliminary to "Old Mortality." Scott there writes as sympathizingly as if he had been, which he never was, a schoolmaster

himself. He speaks of the teacher who, "stunned with the hum and suffocated with the closeness of his school-room, has spent the whole day (himself against a host) in controlling petulance, exciting indifference to action, striving to enlighten stupidity and labouring to soften obstinacy, and whose very powers of intellect have been confounded by hearing the same dull lesson repeated a hundred times by rote and only varied by the various blunders of the reciters. Even the flowers of classic genius with which his solitary fancy is most gratified have been rendered degraded in his imagination by their connection with tears, with errors and with punishment, so that the Eclogues of Virgil and Odes of Horace are each inseparably allied in association with the sullen figure and monotonous recitation of some blubbering school-boy."

There are other and coarser troubles to which the teacher is exposed. There is the scolding mother not satisfied with the attention or the position allotted to the son or daughter or offended with the penalties imposed for misdemeanours. There is the boy or girl spoiled at home and ready to work mischief in the school by violence or cunning.

But let the would-be teacher remember that all other trades and professions have also their annoyances. Customers complain of the goods of the storekeeper and of the articles manufactured by the mechanic. Clients are not satisfied with the way in which the lawyer has conducted their case. Friends are disappointed with the doctor because the patient has not recovered. It is true emphatically that "man is born to trouble as the sparks fly upward." All engaged in public work are exposed to suspicions, and may have scandals propagated against them. It is in the midst of such disturbances that man's sagacity is called forth and the manly,