

their interests he should exercise. The teacher possessing the real will power, or in other words, true force of character, moulds every mind to his own purpose, and sways them at his will. How often do we find, however, where this is wanting, a school becoming disorganized and anarchy sitting in state with chaos as her prime minister, simply because other wills were allowed to usurp the powers rightly vested in the teacher.

Another evidence of this same evil is to be seen in the manner and tone of voice of the teacher himself. Orders are given to do this and so, in such a way that few would suppose they were meant to be obeyed. Every movement is on a par with such orders, and no one would be prepared to affirm solemnly that the teacher was really in a state of consciousness. Such somnolency is most dangerous, as well as most culpable. It is dangerous to the teacher himself, for when indulged, but for a short time, it blights as with a mildew every chance for usefulness or success. It is culpable inasmuch as the teacher's great work is not so much to impart instruction as to quicken the energies of the scholar himself, and excite him to action. How can he do this who has never felt the quickening pulses of activity himself? How can he excite enthusiasm to search for knowledge as for "hidden treasure" whose own mind is wrapped in panoply of dullest torpor? How can he arouse, by the electricity of action, whose every movement is measured and mopish?

2. *Lack of drill.* Teachers are more apt to neglect the retentive rather than the receptive power of the mind. They give enough, but fail to review sufficiently to impress it on the memory. They forget that the memory can only grow by cultivation, and that to make frequent demands upon it is the only way to secure this cultivation. How often do teachers, to their great disappointment, find their classes fail in subjects of which it was thought they were complete masters, and that, not because they were not understood, but because they were forgotten?

"Drill," then, should be the watchword of every teacher. We are profited by what we retain, not by what we receive. To retain, subjects must be reviewed. As Demosthenes said that "Delivery" was the sum and substance of oratory, so "Drill" is the sum and substance of teaching. It should be written indelibly on every page of our school books. It should be practised at every lesson. The day's work should begin and end with it, and all other school labors should be made subservient to this one grand duty of the schoolroom.

In this, as in all other departments of their labor, teachers should remember that every act

Is deathless as the mind from which it sprang,  
We do but strike the keys here, while the  
sound—

The jarring discord, or the harmony,  
Rolls and reverberates for evermore  
Through the dread chambers of eternity.